



Independent

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Campuses Respond to September 11 Terrorist Attacks

Presidents Meet to Explore Financial Challenges

Colleges and universities across the country joined the rest of the nation in their responses to the horrific events of September 11. Students, faculty, and administrators demonstrated the full range of national impulses—to help victims of the attacks, to come together to grieve, to create memorials, and to make their own campuses as secure as possible. They have also begun the longer range efforts that are particularly appropriate for educational institutions, using existing classes as well as specially convened forums to assist students in moving toward deeper learning.

Students on CIC member campuses organized candlelight vigils, prayer

circles, and Red Cross blood drives. They came up with many ways to raise funds for disaster relief and scholarships for victims' families. And they created artwork, banners, and symbols as a means of expressing their horror at the September 11 terrorist attack on America (see story, page 12).

College administrators tightened campus security, developed short and long-term plans to deal with the implications of the national tragedy, and set up counseling and church services to help students and staff cope and grieve. In the wake of the anthrax postal scare and other biological or

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Financial and governance challenges escalate during times of significant institutional change, and to meet those obstacles, presidents must plan ahead. The Council of Independent Colleges 2002 Presidents Institute will explore the myriad financial issues and decision-making structures involved in successful planning initiatives during the January 4-7 meeting. In addition, a new workshop on comprehensive fundraising campaigns will be held after the Institute. More than 500 participants, including 300 presidents and spouses, are expected to gather in Fort Myers, Florida at the Sanibel Harbour Resort & Spa for the annual event.

Financial Considerations. Panelists at this year's Presidents Institute will address a number of the financial considerations that influence many strategic planning discussions. Among them... How can presidents budget strategically? In the current higher education marketplace, how should tuition-dependent colleges and universities use institutional financial aid (or tuition discounting) as an enrollment management tool? What are the evolving approaches to funding technological developments? What are the implications of growing competition for the adult-oriented, master's level programs that often provide

(cont'd on page 7)



Photo courtesy of Lee University

Like other college students across the country, students at Lee University (TN) gather for a candle light prayer service in remembrance of the victims of the September 11 terrorist attacks.

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FROM THE PRESIDENT'S DESK
**Colleges Should Help Students
Draw Complex Lessons from
September 11 Tragedy**

By Richard Ekman

Many organizations have published both expressions of sympathy for the victims of September 11 and statements about the significance of the events. CIC has largely resisted the impulse to interpret the events, placing emphasis instead on the obligation of colleges and universities, along with other institutions of society, to function as normally as possible under extreme circumstances. Most colleges and universities are continuing to prepare students for constructive roles in society, and many are using America's increased awareness of world affairs to teach more about the Middle East and Central Asia, Islam, and conflicts between principles that would ordinarily seem immutable—nonviolence versus self-defense, tolerance versus self-interest, and world responsibility versus national duty. These are familiar subjects for many teachers of history, political science, religion, sociology, literature, and philosophy. Their grim reemergence in everyday life is a reminder of the utility of the arts and sciences in addressing them.

But as a "teachable moment" on campus, the aftermath of September 11 is proving to be problematic. One expects the full range of opinion on any subject to be evident in campus debate—given our encouragement of students to experiment with new ideas—but it is nonetheless surprising how many students and faculty members appear to believe not only that they need to learn more about the views

espoused by terrorists (a reasonable objective, to be sure), but also that all ideas are equally valid, including those of terrorists. Because the terrorists' views are abhorrent by any moral standard and by most informed readings of the "lessons" of history, campus receptivity to the legitimacy of these ideas risks our public posture in arguing for the civic purposes of higher education.

Understanding the worldview of terrorists, we must remember, is only the preliminary

step to learning why it must be opposed. Edward Rothstein argues in a *New York Times* op-ed piece (September 22) that postmodernist scholarship, which provides the underpinnings of much of what occurs in today's humanities classrooms, is largely to blame for students' disinclination to weigh the comparative validity of ideas. (A rebuttal by literary scholar Stanley Fish appears in the October 15 *New York Times*).

Most CIC member colleges and universities take very seriously their purposeful stance on specific moral and civic values—sometimes derived from the beliefs of the religious denominations that founded and still influence them. And most CIC colleges offer a course of study that is grounded in the arts and sciences. Study that is steeped in both of these heritages, we tell the public, equips people with the capacity for sound judgment. CIC colleges and universities have also been in the vanguard of American higher education in

“Colleges and universities can best serve the national interest by encouraging thought that lies between the extremes of jingoism and uncritical study.”

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CAOs Gather for National Meeting on Strategies for Educating Today's Students

More than 300 chief academic officers and chief student affairs officers discovered strategies for more effective education of today's students at the Council of Independent Colleges 29th annual Institute for Chief Academic Officers, held November 3-6 in Palm Springs, CA.

The meeting, "Educating Today's Students: Strategies for Success," brought together chief academic officers and chief student affairs officers at independent colleges and universities for the first time since 1996 to help students develop strengths that can translate into success in college and beyond.

Academic and student affairs officers considered ways to work with students who are increasingly different in terms of academic preparation and motivation, in time commitments of work or family, and in personal challenges such as learning disabilities or potentially addictive behaviors. Panelists explored what recent research tells campus administrators about dealing with these issues and which programs and systems have been proven effective.

Key speakers during the conference included George D. Kuh, chancellor's professor at Indiana University and director of the National Survey of Student Engagement, and Richard J. Light, professor in the Graduate School of Education and Kennedy School of Government at Harvard University. (See related stories, pages 3-6.)


During concurrent sessions, conference participants also learned about the Value-Added Assessment Initiative for liberal education now being conducted by RAND/CAE (Council for Aid to Education) that is examining what students actually learn from a college's curriculum and pedagogical approaches.



CAO Institute Program Cover

Other topics included perspectives on learning communities, the effects of participation in intercollegiate athletics on academic performance, "collaboratories" for building educational communities, and student alcohol abuse.

The concluding session of the conference focused on faculty recruitment, an issue raised repeatedly during CIC's strategic planning discussions as a key concern for chief academic officers at independent colleges and universities (see related story on strategic planning update, page 21). "The Faculty of the Future on a Student-Centered Campus" helped CAOs grapple with the increasing number of faculty retirements, the greater competition they face in hiring new faculty members, and the increased time and money spent on hiring replacements. Speakers included Arnita Jones, executive director of the American Historical Association; Andy Keogh, vice president for academic affairs and dean of the faculty at Ohio Dominican College; and David A. Hoekema, professor of philosophy at Calvin College (MI) and president of the Society for Values in Higher Education.

For more information on the Institute, visit the CIC website at www.cic.edu/conferences. 

Light Advises CAOs on Ways to Improve Student Life

How do some students make the most of their college years while others struggle and muddle through? And what can campus leaders do to help students make the most of college? Richard Light, professor of education at the Kennedy School of Government and Graduate School of Education, Harvard University, headed a ten-year project to answer those questions through in-depth interviews with 1,600 Harvard undergraduates. The book he wrote based on the results, *Making the Most of College: Students Speak Their Minds*, has been very well-received by the higher education community.

Light presented highlights of findings from his work on Sunday, November 4 during a plenary address at CIC's Institute for Chief Academic Officers in Palm Springs (CA). He discussed what his research shows about strengthening teaching, learning, advising, and the campus experience, as well as some of the ways campus leaders can enhance students' positive learning from racial and ethnic diversity.

The book and Light are in great demand. Since it was published in April, he has been invited to speak on more than 300 campuses. By October 11, he had spoken at 98

institutions, generally to the entire freshman class. Two schools, the University of Washington and the College of Wooster, have made the book



Richard J. Light

(cont'd on page 6)

CAO INSTITUTE FEATURES GEORGE KUH

Liberal Arts Colleges Lead Again in Second Annual Survey of Student Engagement

The second round of a new assessment of college and university quality has confirmed its original finding: “There’s an educational advantage to small size,” says George D. Kuh, director of the National Survey of Student Engagement (NSSE). Not all small schools score higher on NSSE than large universities, says Kuh, a professor of higher education at Indiana University at Bloomington, but their size gives them a built-in edge.

Liberal arts colleges also generally outscored other institutions in the first year. The second year findings, which, Kuh says, are in line with the first year’s, are due for release November 14. Last year, nine CIC schools ranked high on the list, including **Elon University** (NC) and **Sweet Briar College** (VA), which were rated “exemplary institutions.”

Kuh presented and discussed some of the findings from the new survey during

his keynote address at the Council of Independent Colleges’ Institute for Chief Academic Officers (see story, page 3).

The survey, conducted among 155,000 students at 470 institutions over two years, gauges the extent to which colleges encourage learning by scoring responses to 40 questions. It measures five benchmarks of effective

(cont’d on page 5)

SWEET BRIAR COLLEGE PRESIDENT RESPONDS TO RANKINGS

The following is an excerpt from an opinion piece submitted by Sweet Briar College President Elizabeth S. Muhlenfeld.

There is something satisfying and reassuring to Americans about rankings: they have the look of science. But college rankings are coming under fire from many directions lately, including most dramatically from Leon Botstein, president of Bard College in New York, who termed them “catastrophic fraud...corrupt, intellectually bankrupt and revolting” (*New York Times*, 8/21/01). While I demur from Mr. Botstein’s strong language, I too have deep reservations. Ratings like those done by *U.S. News & World Report*’s “Best Colleges” tell us considerably less than meets the eye.

Although my own college, Sweet Briar, has traditionally fared fairly well in such surveys, the fact is that the truth about Sweet Briar as “an institution of higher learning” is nowhere to be found in the *U.S. News* ranking—and the same could

be said if we were rated number one. Colleges are greater than the sum of their statistics. It’s a bit of a shock to realize that the most important factor in the survey, worth fully 25 percent of a college’s ranking, is not the measure of anything tangible at all: “academic reputation,” which is annually computed by asking college presidents their opinion about hundreds of colleges, only a few of which any president can really know well. (When I was a dean, the president usually bucked the annual survey down to me to fill out.)

Educators concerned about these matters are trying to find ways to get at actual student learning. The most ambitious and broad based is the National Survey of Student Engagement.... It focuses not on resources, but on what colleges do with those resources in terms of learning effectiveness, providing enriching educational experiences and a supportive campus environment.

It was something of a surprise to the general public that NSSE ranked Sweet Briar, Beloit, Elon, and Centre as the top four colleges in its national survey. This ranking meant much to our faculty (since it verifies that we are doing exactly what we work hard to do), and it ought to be very meaningful to prospective students and their parents....

But the ratings gods are jealous, and it may be many years before they admit newcomers like NSSE into their ranks. In the meantime, since rankings a la *U.S. News* are here to stay, it is well to remind ourselves annually that they should be used as only one tool in the college search. The wise student and parent will search high and low for evidence that the colleges they are considering do what they say they do.

(Kuh Survey, cont'd from page 4)



George D. Kuh

educational practices: level of academic challenge; amount of active and collaborative learning (class presentations, group projects, tutoring, etc.); interaction with faculty members; access to enriching educational practices (internships, study abroad, etc.); and level of campus support (help in coping with nonacademic responsibilities, support for social life, etc.). Last year, liberal arts colleges outpaced other institutions in every benchmark except supportive campus environment.

At a time when “most campuses are pretty splintered” between academic and student life personnel, notes Kuh, a less obvious benefit of NSSE is the intuitive acceptance of the five benchmarks by people on and off campus because of their common-sense appeal. He calls them “a common language that can foster collaboration on campus.”

Kuh points out that institutions can, if the students surveyed consent, check the transcripts of the students surveyed against their answers to see if students in different majors have quite different experiences in benchmark areas. If so, the institution can explore whether it is something in the curriculum that accounts for this.

Low or disappointing NSSE scores serve as a diagnostic tool for schools, he says. “It can’t tell you exactly what you were doing wrong, but it can tell you where student experiences are not comparable to peer institutions or not meeting a school’s own expectations.”

Campuses are following up on NSSE findings about their students. In preparation for his address at the Council’s Institute for Chief Academic Officers, Kuh recently surveyed a number of CIC member campuses to see what use they

were making of the results. “Everyone said, ‘we’re going to use it in our strategic planning, we’re going to use it in our accreditation reports,’” Kuh noted, adding that many schools have turned the findings over to their assessment or retention committee.

While there has hardly been enough time since receiving NSSE’s first findings for schools to make major changes, many CIC schools reported the findings had provided evidence solidifying plans for reform.

For example, at **Juniata College** (PA), freshman scores on NSSE were somewhat disappointing. Because many Juniata freshmen take large lecture classes in introductory chemistry and biology where there is little student participa-

“While there has hardly been enough time since receiving NSSE’s first findings for schools to make major changes, many CIC schools reported the findings had provided evidence solidifying plans for reform.”

tion, several science faculty members decided to experiment with technology that allows immediate student feedback. During a lecture, a professor can pose a multiple choice question to see if students understand a concept; they press an infra-red device to answer. The technology is being tried in courses in four fields. Provost James Lakso says the experiment “might have happened anyway,” but the NSSE findings were a spur. He said that NSSE confirmed something that Juniata has said about itself for some time, that the college “is both challenging and supportive.” Lakso also noted that it demonstrated that Juniata’s effort starting in 1995 to become a more “writing intensive” college had succeeded.

At **Columbia College** (SC), NSSE results influenced plans to redesign the

core curriculum. Columbia had planned two interdisciplinary “signature” courses for freshmen, but after reviewing the NSSE results, decided to go beyond the first year in redesigning general education. It added “learning communities” built around all members of a class studying a common topic, with juniors choosing either a service-learning experience or a mentoring relationship with community leaders, and a senior “capstone” experience ranging from an internship to a special class in the major. These three innovations “were being considered, but were brought to the forefront for all faculty by the NSSE data,” says Columbia Vice President Linda Salane.

Another small school that asked not to be named performed very well on four benchmarks but poorly in terms of a supportive campus climate. “NSSE corroborated what the dean and provost already knew” from exit interviews with seniors, Kuh says, but the bad news succeeded in arousing the faculty, which is trying to figure out how to improve things.

NSSE also revealed that students are studying less than half as much as faculty believe they should. “The old rule of thumb,” says Kuh “is students ought to spend two hours outside class [preparing] for every hour they spend in class.” In fact, they report spending at best one hour and more than 20 percent of freshmen and seniors report frequently coming to class unprepared.

“How can faculty allow that to happen?” asks Kuh. “What is the responsibility of the faculty member for holding students accountable for being prepared, or doesn’t it matter? Moreover, how can you graduate from this place with a 3.5 GPA or a 3 point even and frequently come to class unprepared?”

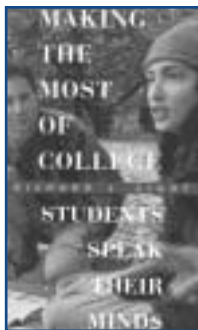
Kuh says there’s an explanation for why faculty let students get away with studying so little. He calls it “the disengagement compact, which is, ‘You leave me alone, I’ll leave you alone. The more I require you to work, the harder I have to work.’”

(Light, cont'd from page 3)

required reading for freshmen. At the former, freshmen meet weekly in small groups to discuss different chapters.

Among the findings for students:

- **Learn time management skills.** The first and most important skill at college is time management. Light suggests freshmen keep a log for a while of how they spend their time. Harvard is asking all freshmen to do so voluntarily this year.
- **Spread required courses over time.** The least satisfied students concentrated on getting required courses out of the way first, often taking all requirements their freshman year. The most satisfied students took courses from the start that excited them and spread the required ones over four years.
- **Get to know faculty members.** Making a point of getting to know faculty members well not only helps students grow intellectually but is advantageous when they need references for graduate school, fellowships, or jobs.




Cover of Professor Light's newly published book *Making the Most of College: Students Speak Their Minds*

- **Study in groups.** Studying in pairs or groups can be more productive than studying alone.
Light's book also includes suggestions by the students on how faculty and administrators can improve student life on campus and help students get more out of college. Examples include:
- **Get in students' way.** "Deans should make a thoughtful, evidence-based, purposeful effort to get in each student's way," Light says. "Learning in classes can be enhanced, sometimes dramatically, by activities outside of classes.... So a critical role for

campus leaders is to...help students evaluate and reevaluate his or her choices, always in the spirit of trying to do just a bit better next time."

- **Encourage a climate of inclusion.** Learning from people of different backgrounds does not always happen naturally — campus atmosphere and living arrangements are crucial. Students recommend a policy of inclusion because it "sends a message...it sets a tone...and it stimulates other, unplanned actions by students." In his visits to scores of campuses, Light found that the best predictor of the quality of campus race relations is living arrangements. Campuses with separate dorms by race have the worst relations, he maintains, while those that mix students randomly tend to have the best. "Where the heck do you expect them to talk to one another if they're living apart?" he asks.

Light emphasizes that his findings apply not just to Harvard but to most colleges and universities. "Almost everywhere I go," he says, "when I present my findings, people say 'Just about everything applies here too.'" 

Mark Your Calendars For The 2002 Department/Division Chair Workshops

Department and division chairs at independent institutions are invited to attend interactive workshops in Spring 2002 designed to address their unique needs.

Participants of the Department/Division Chair Workshops will explore issues such as recruiting faculty who understand the independent college culture, faculty development for teaching institutions, inter-departmental cooperation, working with small departments, and interinstitutional cooperation with larger universities.

April 12-13
San Francisco, California

May 29-31
Charlotte, North Carolina

June 4-6
Cleveland, Ohio

June 4-6
St. Louis, Missouri

June 11-13
Albany, New York

Like the Teaching and Learning Workshops CIC has sponsored in the past, these workshops are offered in several regions of the country. Several department chairs from an institution are encouraged to participate as a team.

Detailed program information and registration materials will be sent to department and division chairs at the end of January, 2002. Five workshops will be held in the spring (see center).

2002 Highlights For Presidents

New Presidents Workshop

January 3-4, 2002

Presidents Institute

January 4-7, 2002

Comprehensive Campaigns Workshop

January 7-8, 2002

Conversation Between Foundation Officers and College and University Presidents

March 19, 2002

(rescheduled)

Presidential Forums, beginning in January 2002
Dates and Locations TBA

President and Trustee Regional Workshops,
Dates and Locations TBA

Visit www.cic.edu or call CIC at (202) 466-7230 for more information on the programs listed above.

(Presidents Institute, cont'd from page 1)

critical revenue streams? Do we have a sufficient understanding of instructional costs? What fundraising opportunities are available?

Planning and Governance. In addition, a number of sessions will address changing institutional practices in planning, communication, and decision-making. Are current governance and decision-making structures able to render the effective and timely decisions colleges now require, given the pace of change, as well as extraordinary financial and enrollment challenges? How can institutions find and apply relevant information, given their broadening constituencies?

Sessions and Speakers. Ellen Condliffe Lagemann, president of The Spencer Foundation, will give the keynote address on Friday, January 4. She is expected to explore issues in leadership, in relation to trends in education and philanthropy.


Among the scheduled sessions:

- **Learning to Thrive During the Next Depression**, Michael McPherson, president, Macalester College, and Morton Schapiro, president, Williams College

- **Strategic Budgeting**, Kent Chabotar, vice president for administration and finance and treasurer, Bowdoin College, and faculty member, Harvard Institutes on Higher Education
- **Tuition Discounting: What Presidents Should Focus On**, Lucie Lapovsky, president, Mercy College
- **Why Planning Fails and What Makes It Successful**, Rodney Napier, president, The Napier Group
- **Governance in a New Age: Special Challenges for Liberal Arts Colleges**, Larry Shinn, president, Berea College
- **Creating the Entrepreneurial College: An Oxymoron?**, Paul Le Blanc, president, Marlboro College
- **Compensation and Security in Presidential Contracts**, Raymond Cotton, vice president for higher education, ML Strategies, LLC
- **Communicating Through a Crisis**, Debra Murphy, president, Nichols College, and Rodney Ferguson, Lipman Hearne Inc.
- **Evaluation of the Teagle Foundation's Collaborative Ventures Program**, researchers and presidents report on the evaluation of this program (see related story, page 11.)

New Post-Institute Workshop, Comprehensive Campaigns: The Science and Art (January 7-8). A new feature of this year's Presidents Institute is a workshop focused on comprehensive fundraising campaigns. The session will explore the "science" of evolving campaign techniques and strategies, and the "art" of establishing effective relationships with boards, development officers, and consultants.

New Presidents Workshop (January 3-4). This day-and-a-half long workshop for recently appointed college leaders is a regular feature of the Presidents Institute (programming for spouses of new presidents is also included). It is uniquely focused on the needs of leaders of smaller private liberal arts colleges and universities in their first or second year.

Spouses Program. As always, the annual Spouses Program runs concurrently with the program for presidents and provides opportunities for spouses of presidents to share information and advice. This year, the program will feature sessions on fundraising for presidential couples, mistakes made while serving as presidential spouses, and discussion groups on planning campus commemorative events, raising children in the presidential house, and working with the community, among others. 


Pew Symposium on Technology

Mindful that the uses of information technology at small colleges differ from those in large universities, the Council of Independent Colleges last month cosponsored with the Pew Learning and Technology Program an invitational symposium entitled "Small Colleges in the Information Age: Challenges and Opportunities."

The symposium, held in Charleston, South Carolina on October 9-10, addressed the opportunities and challenges faced by smaller liberal arts colleges and universities as a result of the diffusion of information technology. Participants explored whether information technology can offer solutions and overcome resource constraints that

confront these institutions. Also, under what circumstances can methods for improving academic quality and controlling costs developed at larger institutions transfer effectively to the small college environment? What is the appropriate balance between face-to-face and online instruction, given the distinctive features of these institutions? What are the pros and cons of collaboration? What new approaches are being pioneered by peer institutions that may be transferable to others?

A monograph based on the symposium discussion will be sent to all CIC member institutions and posted on CIC's website.

CIC members attending the meeting included **Bethel College** President Douglas Penner, as well as Karen Halbersleben, vice president for academic affairs and dean of faculty at **Buena Vista University**, Sister M. Carroll Isselmann, vice president for academic affairs at **Immaculata College**, **Lesley University** President Margaret McKenna, **Palm Beach Atlantic College** President Paul Cortis, **Regis University** Chancellor David Clarke, and **Saint Leo University** President Arthur Kirk. Also in attendance were CIC President Richard Ekman and CIC Senior Advisor Ed Barboni. 

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

Presidents of CIC member institutions are invited once again to meet with foundation officers on March 19, 2002 as part of the Council's Annual Conversation Between Foundation Officers and College and University Presidents. This meeting, originally scheduled for September 19, 2001, had the highest registration of both presidents and foundation officers since these meetings began in 1987. This year's meeting was postponed due to the September 11 terrorist attack on New York City.


As before, the theme for the March meeting will be "K-12 Institutions: The Liberal Arts College's Role and Responsibilities." It will be held at TIAA-CREF's Conference Center/Wharton Auditorium in New York City. The meeting is designed to provide an

*"K-12 Institutions:
The Liberal Arts
College's Role and
Responsibilities"*

—Theme for the
Conversation Between
Foundation Officers and
College and University
Presidents

occasion for senior-level foundation officers to convey their concerns about the future of independent higher education to college and university presidents from across the nation, and for college and university presidents to learn directly about and to inform a foundation's long-range planning.

Remarkably, all but one of the previously scheduled presenters will participate in the rescheduled meeting. Featured speakers include Daniel Fallon, chair of the education division for the Carnegie Corporation of New York, who oversees the Corporation's grant-making efforts to improve educational achievement from preschool through the postsecondary level; Arthur Levine, president of Teachers College, Columbia University; and Frank Murray, president of the Teacher Education Accreditation Council.

Information about the rescheduled meeting was mailed to CIC member presidents in early October. Another mailing in mid-January will include registration forms and hotel details. 

CIC Launches New Initiatives

CIC this fall launched three new initiatives aimed at strengthening presidential leadership and effectiveness and announced the selection of chairs for each initiative. A September 6 planning meeting at CIC's offices in Washington, DC was convened to help set priorities and develop timelines for each program. Detailed information about each initiative will be available in December.

The presidential leadership development initiatives are funded primarily by The Henry Luce Foundation, Inc. with a two-year, \$200,000 grant. Below is a description of program activities:

Charles Warren, president emeritus of **Lynchburg College** (VA), has agreed to chair a panel of consultants; Peter Armacost, president emeritus of **Eckerd College** (FL), was named chair of a program of presidential forums; and Cordell Wynn, president emeritus of **Stillman College** (AL), has agreed to head up a program of travel grants.

Panel of Consultants

Recently retired college and university presidents will comprise the panel of consultants and will advise sitting presidents on such issues as financial management, president/board relations, and crisis management. Warren is currently seeking suitable individuals to serve as consultants and is putting together a set of materials that describe the program, which will be sent shortly to CIC presidents.

Presidential Forums

The presidential forums program chaired by Armacost will enable presidents to join an ongoing group of presidents who can share problems and solutions on a wide range of issues. Each forum will include approximately 12 presidents from institutions that are comparable but not in competition with one another. The goal for each forum, most of which are expected to take place at convenient metropolitan

locations, is to provide assistance to its members and create an atmosphere of support. The first forum is expected to be held in January 2002. Ideally, presidents will bring different backgrounds and areas of expertise to share with the group; the shape of each forum will be determined largely by its individual members. Detailed materials will be sent to all CIC presidents.

Travel Grants

The travel grants program will provide an expanded number of travel awards to leaders of member institutions in need of financial assistance, to make possible their full participation in CIC events, including the Presidents Institute and Chief Academic Officers Institute. As chair of the travel subsidies program, Wynn also will head a committee that will be responsible for considering requests for the grants and making final selections.

CIC Offers Technical Assistance to Grant Program Applicants

The Council of Independent Colleges (CIC) announces a new program designed to assist independent colleges and universities involved in community engagement activities. The program will provide technical assistance to 100 institutions that submitted a proposal to the Engaging Communities and Campuses grant program, but were not funded.

More than half of the institutions that applied to the program indicated their intent to pursue the activities outlined in their proposals. CAPHE Executive Director Michelle Gilliard said this commitment on the part of the colleges and universities led to the development of a program for all 100 applicant institutions to provide assistance from a corps of field consultants.


Detailed information outlining the technical assistance program has been sent to the presidents of the 100 applicant institutions. For further information, please contact CAPHE Associate Director Jacqueline Skinner at (202) 466-7230 or j Skinner@cic.nche.edu.

Council Inaugurates Library Initiative

A new library initiative to help liberal arts colleges maintain first-rate libraries was launched by CIC in September. The initiative, "Technological Change and the Transformation of the Liberal Arts College Library," will offer solutions for libraries on purchasing and using information technology in ways that will maximize student learning.

The initiative is funded by a \$75,000 planning grant from The William and Flora Hewlett Foundation. Scott Bennett, University Librarian Emeritus of Yale University and Rita Gulstad, Dean of Extended Studies and Learning Resources at **Central Methodist College** (MO), have assumed co-leadership of the project. CIC senior staff and the Council on Library and Information Resources (CLIR) will assist throughout the project.

In announcing the program, CIC President Richard Ekman said, "The IT world is rapidly changing, and small college libraries face many difficulties in keeping up with the changes. What CIC hopes to do is establish sustained collaborative relationships among small and medium-sized institutions and one or more university research libraries."

Following a survey of chief academic officers and other campus administrators this winter, a pilot workshop will be held in fall 2002 to bring together teams of institutional leaders from liberal arts colleges and universities. Teams could include a chief academic officer, a library director, and a faculty leader. 

Free Online Education Resource Library Now Available

A free, open-source collection of more than 3,700 web-based learning materials designed for faculty and students in higher education is now widely available. The Multimedia Educational Resource for Learning and Online Teaching (MERLOT) features a continually growing collection of online learning materials, peer reviews, and links to a range of other materials to help faculty enhance instruction.

MERLOT is sponsored by 27 partners—chiefly higher education systems and associations, including CIC and the National Association of Independent Colleges and Universities. The site's home page address is <http://www.merlot.org/Home.po>. A ten-minute video introduction to MERLOT is available at the following site: <http://taste.merlot.org/movies/movie.html>.

The main organizing principle for these electronic materials is by academic field, and a dozen disciplinary teams have been reviewing and categorizing them. Below, several independent college faculty members, serving on disciplinary review panels, highlight some especially promising examples:

Biology

David Marcey, Fletcher Jones
Professor of Developmental Biology,
California Lutheran University (CA)

The eSkeletons Project
(<http://www.eSkeletons.org>) allows users to view the bones of a human, chimpanzee, and baboon by selecting a bone from the list of four bone types on the skeletal image. A detailed look at each bone from six viewing angles is provided, along with the option to select another bone or make a comparison with another species.

Another interesting site, **Synthetic Theory of Evolution** (<http://anthro.palomar.edu/synthetic/Default.htm>), consists of nine short tutorials that progressively lead the student through the fundamentals of the modern synthesis of evolutionary concepts. The tutorials include: Hardy-Weinberg Model, Recombination, Mutations, Small Population Effects, Non-random Mating, Natural Selection, Gene Flow, and Micro and Macro Evolution. The site contains a glossary, links to other sites on evolution, and four general questions designed as entry points to web-based research by students. Each tutorial includes links to sound files for pronunciation of key terms, links to the glossary, and interactive practice quizzes, with immediate feedback for the student. Graphics and tables augment the presentation of concepts.

Virtual Foliage is an exceptional collection of plant pictures with links to image sets, course pages, and teaching tools for botany, systematics, mycology, and the vegetation of Wisconsin. Within this site (<http://www.wisc.edu/botany/virtual.html>), users will find more than 6,000 pictures that can be used in a number of plant and plant-related courses. Most of the pictures are targeted for a survey of the plant kingdom and related species, although there are excellent links to fungi and very good images of over 100 woody genera. There are also images of microscopic and staining techniques which can be hard to find, but useful for those teaching courses where results don't always turn out as expected. The most useful part of this overall site is within the Links to Course Pages. Lecture outlines, along with links to images, are provided to facilitate courses in General Botany, Plant Systematics, and Dendrology.

Business

Katrina Zalatan, Assistant Professor of Management, Hartwick College (NY)

Here are two examples of “five star” ratings learning modules from the Business Discipline Community. The *Learning Style Questionnaire* can be used in different disciplines, especially at the start of courses or team-based exercises. *The Case Interview* is an example of a “commercial” site that was not designed for academia but that can be used in many different business courses.

Learning Style Questionnaire

(<http://business.merlot.org/artifact/ArtifactDetail.po?oid=300000000000046826>) assesses student learning styles, has wide applicability, and is simple and easy to use. After taking the online survey, students receive instant results in the form of a profile of their dominant learning styles. The results page has links to the author's website, which provides additional information on learning styles. This can be an excellent tool for instructors/classes at the start of their course, especially if they are employing teams or student-learning groups.

The Case Interview (<http://business.merlot.org/artifact/ArtifactDetail.po?oid=140000000000008344>) is part of a recruiting website designed by the Boston Consulting Group, an international strategy and management consulting firm. The student is introduced to the Case Interview approach of management consulting through an example followed by an interactive case. In the interactive case interview, students are presented with a series of web pages that lead them to analyze a toy company's decision whether or not to begin to sell toys online. This terrific site, both

(cont'd on next page)

(Resource Library, cont'd from page 10)

entertaining and informative, poses a real-world situation for students to consider and does an excellent job of walking students through the process to determine their recommendation and solution. The interactive case presents the full process up front, then challenges students to analyze information and think critically through each step of the process.

History

Franklin Doeringer, Professor of History and East Asian Studies, Lawrence University (WI)

Among the many outstanding digital materials dealing with history that have emerged in recent years, a few are particularly noteworthy. *The Martha Ballard Case Study: A Midwife's Tale* (<http://www.DoHistory.com/>), which focuses on a reputed rape case in 18th century New England, draws students into the problems of document analysis (and early American views of women) by asking them to decide whether or not a crime occurred on the basis of written records from the period.

Virtual Edo (<http://www.us-japan.org/edomatsu/>) takes another approach, using 18th century woodblock prints to lead students on a visual tour of the Japanese metropolis Edo (now Tokyo) and present them with a detailed portrait of urban life in what was then the world's largest city.

And the French website *Napoleon* (http://www.napoleon.org/home_fr.html) offers students and faculty a rich archive of exhibits, documents, interviews, and a searchable database on the Napoleonic era as well as its famous namesake—all accessible in a variety of languages.

Information Technology


Gerald Isaacs, Professor of Computer Science, Carroll College (WI)

Mulder's Stylesheets (authored by Steve Mulder) is a tutorial for the sub-discipline of web programming on

cascading style sheets (<http://hotwired.lycos.com/webmonkey/authoring/stylesheets/tutorials/tutorial11.html>). As a tutorial originally written for the web, it has a large number of internal and external links that allow visitors to learn at their own pace. It has proven effective in encouraging student learning, without the wiz bang of multimedia sites.

Physics

Peter Sheldon, Assistant Professor of Physics, Randolph-Macon Woman's College (VA)

Out of 1,400 submitted items, the panel has selected the best candidates for immediate review and has posted 30 reviews on the MERLOT website. We are finding interactive items that clearly show multiple concepts in a given sub-field in physics among the most useful. The most flexible of these are the Physlets, an applet that can either be used as is or scripted within a web page by a faculty member to do something particular or different than the original author intended, thus serving not only as an interactive exercise for students but also enabling revisions by individual faculty members. Wolfgang Christian's (Davidson College) Optics Workbench is a great example (In MERLOT: <http://physics.merlot.org/artifact/ArtifactDetail.po?oid=3000000000000448102>; the actual Physlet: <http://webphysics.davidson.edu/Applets/optics4/default.html>). Other individuals may incorporate this Physlet into their own web page, so that they do not have to rely on the Davidson server. The Physlet appears as an empty screen, with buttons for adding lenses, mirrors, apertures, and light sources. Students can be instructed to build a certain device, or can just spend time dropping items in to see how they interact with each other. Rather than starting with the blank screen, an instructor can easily script the Physlet to appear with equipment already in place (e.g., to have all the elements of a telescope) and then can require the student to manipulate items to change (for example) the focus. There is an extensive collection of Physlets at the Davidson site and at other sites across the country. 


Teagle Study Results to be Presented at Presidents Institute

Findings from a study conducted by CAPHE for The Teagle Foundation, Inc. of its Collaborative Ventures Program will be presented during a concurrent session at the 2002 Presidents Institute. The session will focus on the hallmarks of successful collaboration among private colleges and universities, as well as the challenges that beset them.

Since 1996, the Collaborative Ventures Program has provided private colleges and theological seminaries with "venture capital" to encourage pairs or groups of institutions to work together to make more effective use of administrative, faculty, physical, and other resources. Since the program's inception, 102 private institutions have participated in more than 40 collaborations.

Over the past two years, the study team, composed of Mary-Linda Armacost (independent consultant), James Coriden (Washington Theological Union), and Sharon Miller (Auburn Theological Seminary), collected information through documents, telephone interviews, site visits, and regional focus group meetings. The study team sought to learn from the participating institutions: why they collaborate; what practices they have found to be effective; how they collaborate to maximize their resources; what impedes the collaboration effort; and what can be done to strengthen the collaboration process.

The Presidents Institute session will be co-facilitated by Armacost and Richard W. Kimball, president and CEO of The Teagle Foundation.

A publication detailing the study's findings will be released by CAPHE in April 2002. 

Campus Grief Turns to Action

Photo courtesy of Houghton College



Houghton College (NY) students form a prayer circle at the front of Wesley Chapel following a service at 11:00 a.m. on Tuesday, September 11, just two hours after the terrorist attacks.

The tremendous outpouring of anguish and grief following the tragedy turned to action on CIC member campuses, as students, administrators, and faculty members joined together to pour their energy into helping the victims of the attacks and raise money for relief efforts. Among the more creative activities:

Caldwell College (NJ) – Sponsored dormitory meetings with students to address sensitivity issues regarding international students, established a Wall of Remembrance in the Student Center, and offered weekly Night Prayers of Healing.

Dickinson College (PA) – Planted a memorial garden with a permanent marker “to commemorate the Dickinsonians lost in the tragedy as well as those who gave their lives saving others.”

Elmhurst College (IL) – Distributed white ribbons symbolizing hope and peace for the entire campus community to wear, and established the “White Ribbon Corner” to disseminate information and provide support.

Felician College (NJ) – Created a stained glass stepping stone in commemoration of the terrorist victims – “it depicts a heart, symbolizing that the victims and heroes will always be in our hearts; a circle, symbolizing the world; a dove, symbolizing peace; and a rose bud symbolizing the fact that the stepping stone serves as a memorial.”

Geneva College (PA) – Announced a significant financial aid package for US Airways employees and their dependents in the wake of expected mass layoffs. Geneva will cut tuition by 40 percent for local US Airways employees furloughed following the terrorist attacks.

Georgian Court College (NJ) – Is offering ten full academic scholarships to the daughters of those who lost their lives in the September 11 attack on America. Valued in excess of \$500,000, the academic scholarships are offered to female high school seniors who will attend college in the fall of 2002.

Morehouse College (GA) – Established an ad hoc committee, the

Committee for Active Reflective Education (CARE) to help the campus community respond effectively to the crisis, and to develop and implement year-long workshops and teach-ins to help educate students.

Nyack College (NY) – Established an “I’m Okay” list on the college website after the attacks to assist in the accounting of the Manhattan campus students. The list became the electronic community for Nyack College in New York City while the three downtown campus buildings remained off limits. The college trauma team ministered to more than 250 hurt and grieving students and staff.

Robert Morris College (PA) – Produced a documentary entitled “America Talks.” Students in a Television Production II class visited New York City, Washington, DC, and Shanksville, PA to conduct “man-on-the-street” interviews.

Shenandoah University (VA) – Participated in an “Interfaith Peace Walk” on September 30 to pray for peace, grieve for victims, and express solidarity with Muslims in the community and show respect for their faith. Several students created a chalk mural of the flag and an American bald eagle, called “Sound of Freedom,” then traveled to Washington, DC to create a sister piece at Freedom Plaza entitled, “Vision of Freedom.”

St. Bonaventure University (NY) – Scheduled several “Masses of Remembrance” on campus, in New York City, and in New Jersey for students and alumni to offer support to those who lost family and friends. Sent prayer intention books to Mayor Rudolph Giuliani’s office and the Pentagon, and distributed more than 1,400 yellow ribbons of remembrance campus-wide.

St. Edward’s University (TX) – Sponsored a “Town Hall Meeting” for students to express their thoughts and fears and to ask questions of local

(cont’d on next page)

(Campus Activities, cont'd from page 12)

experts, and for faculty members with expertise in politics, religion, and psychology to share their insights. Created a web page under the heading, "Vigil of Hope" for submissions of scriptures, poetry, music lyrics, speeches, etc. as a source of solace and support for victims and their families.

Trevecca Nazarene University (TN) – Sent a team of 22 students to New York to work with the Lamb's Manhattan Church of the Nazarene, to serve hot meals to hundreds of relief workers, and to minister to workers and citizens traumatized by the terrorist attacks.

Widener College (PA) – Initiated several relief funds, giving all proceeds from football games, football program sales, and donations collected during homecoming week to the American Red Cross. Participated in a "parade for heroes"—the America-Unity Day March—to raise funds for the New York Firefighters Relief Fund.




Nazareth College of Rochester (NY) students sang for relief workers in New York City. The group, comprised of more than 40 students and faculty members, performed hymns, spirituals, and patriotic selections throughout lower Manhattan.
-Photo courtesy of Nazareth College -

Higher Education Associations Monitor Government Response to Terrorist Attacks

Higher education association officials in Washington have been monitoring Congressional and Bush administration efforts to strengthen policies related to international students in the wake of the terrorist attacks. CIC has endorsed association letters to President Bush and members of Congress that call for full funding of the Student and Exchange Visitor Information System (SEVIS), which will electronically track foreign students in the U.S. and provide the Immigration and Naturalization Service (INS) with information on all international students enrolled, including their address, visa classification and date it was issued or extended, and current academic status.

The letter stated that, "Our colleges are...strongly committed to international exchanges and believe that student exchanges have paid great dividends for the United States. Many foreign students leave the U.S. at the conclusion of their studies to become leaders in government and industry in their home countries, but all leave with a deep appreciation of the benefits of personal freedom and democracy. In this respect, international education can only foster greater cultural understanding—the antithesis of terrorism." The letter urged that President Bush designate \$36.8 million of the Emergency Supplemental appropriations package (P.L. 107-38) to the INS to implement SEVIS.

An October 25 memorandum on anti-terrorism legislation from the American Council on Education outlines provisions that will have an impact on colleges and universities in the recently enacted "Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism ("USA PATRIOT") Act of 2001." For example, the memo states that the law amends the Family Educational Rights and Privacy Act to allow colleges to disclose education records to federal law enforcement

officials without the student's consent; permits federal agencies to collect information from colleges about students, such as address, visa classification, and disciplinary action resulting from criminal conviction; and expands the scope of technology-related information (i.e., voice-mail messages, phone records, etc.) that law enforcement officials may obtain through warrants, subpoenas, and court orders. The document is available on ACE's website at www.acenet.edu. 

CIC member campuses have held symposia and forums since the terrorist attacks on such topics as:

"America, the Middle East and Islam"

—*Mount Mary College, WI*

"Current World Events and the Spiritual Principles of Islam"

—*Avila College, MO*

"Fighting Terrorism in the Real World"

—*Caldwell College, NJ*

"The Next Frontiers: America's Global Challenge"

—*Nazareth College of Rochester, NY*

"Ten Theses on the World Trade Center: Origins and Consequences of the Attack on America"

—*Juniata College, PA*

"Learning Together, Honoring Differences, Building Hope"

—*Eastern Mennonite University, VA*

"Islamic Perspective on September 11, 2001"

—*Heritage College, WA*

"Terrorism: Our New Dilemma"

—*Saint Leo University, FL*

"At the time of the attack [on the World Trade Center], Nyack College provost, Dr. Samuel Barkat, and I were attending the Annual International Prayer Breakfast at the United Nations. Remarks about global peace were offered.... As we exited the UN and drove away, we saw numerous emergency vehicles headed south. After turning on the news, we heard why and looked to the south. Seeing the immense cloud of dust and smoke, we both immediately sensed the irony of having just heard a brilliant message entitled, 'From Exclusion to Embrace: Reflections on Reconciliation.'"

—David E. Schroeder, president, Nyack College

(Campuses Respond, cont'd from page 1)

chemical threats, they began implementing new mail procedures and establishing bio-terror policies, and they revamped campus crisis and communication plans.

The more subtle and enduring aspects of the campus response—in which students and educators attempt to draw deeper meanings from the events—is occurring in classes and special forums. Faculty members are using the crisis as a "teachable moment" and are engaging students in open discourse about terrorism. (CIC President Richard Ekman's column addresses the powerful contributions of the liberal arts disciplines in helping students learn to make moral judgments—see page 2).

Campuses also have made efforts to ensure that their foreign students—

particularly Middle Easterners—are safe, and they are monitoring government efforts aimed at overhauling the nation's immigration policies, and the legal implications for foreign students. The immediate impact for many academic institutions and international student advisement offices is that there will be more scrutiny and additional monitoring requirements (see story, page 13).

The entire higher education community has been highly visible throughout the crisis in numerous ways. Colleges and universities have been contributing to a newly established national scholarship fund, the September 11 College Fund, which will provide assistance to cover higher education expenses for dependents and survivors of those lost in the terrorist attacks. The Lumina Foundation for Education kicked off the fund with a \$3 million grant, and a \$100 million campaign for the fund will be co-chaired by former President Bill Clinton and retired Senator Bob Dole. The fund will be administered by the Minnesota-based Citizens' Scholarship Foundation of America (CSFA). CSFA plans to begin assisting financially needy eligible persons currently enrolled in qualified institutions as early as January 2002. For information about the fund and ways to donate, call (877) 862-0136 or e-mail inquiries to familiesoffreedom@cfsa.org.

The National Association of Independent Colleges and Universities (NAICU) is also working with CSFA to develop a list of member institutions that are making their own scholarship funds available to assist the September 11 victims. College officials are encouraged to visit the NAICU website at www.naicu.edu/survey to complete a survey, to ensure that families in the CSFA registry of victims are aware of any additional scholarships. The survey will also help NAICU collect and catalog information on non-scholarship relief efforts by colleges. ☺



Following the terrorist attacks, Wilkes University (PA) set up a large canvas on the campus for members of the Wilkes community and the public to express themselves through painting. -Photo courtesy of Wilkes University-

"Hiram College has remained open this week. We do so because we wish to make a statement in defense of civilization and democracy against terrorism. For that is the fundamental mission of education: to educate citizens and perpetuate the benefits of civilization, especially civilized discourse among ourselves."

—Richard J. Scaldini, president, Hiram College (OH)



Monmouth College (IL) students organized a campus blood drive on September 27. -Photo courtesy of Monmouth College-

“Those of us who teach in liberal arts colleges are rarely called upon by the news media to comment on the great events of the day.... But we teachers and devotees of the liberal arts are wont to claim that what we offer our students is, as Thucydides says, ‘a possession for all time.’... We insist that a liberally educated person is uniquely well-equipped to make his or her way through a complicated and confusing world.... At the moment we have, it seems to me, an extraordinary opportunity to vindicate this claim...by demonstrating to our students that the books, authors, and questions that move us can speak to them in this time when they are overwhelmed by emotion and information...”

—Joseph M. Knippenberg, professor of politics and associate provost for student achievement, Oglethorpe University (GA)
quoted in Wabash College’s Liberal Arts Online

(President’s Desk, cont’d from page 2)

building close campus-community connections, while alumni surveys often indicate that graduates of colleges that are clear about their moral, civic, and religious commitments are more likely to vote, to become involved in community organizations, and to make charitable donations.

Yet surveys do not reveal that the failure to follow these traditions in depth and with rigor can produce other effects. Mere exposure to a course in politics, religion, philosophy, or history will not teach the ability to exercise good judgment or personal morality. When we set degree requirements, we recognize that an education in the liberal arts requires sustained work by the student if it is to succeed in producing the effects we claim for it.

Let me provide an example from my own field, history. At least two syndromes of faulty student reasoning result from badly learned history. The first is to believe that the pattern of past events is predictive of future events. This simplistic use of history gives rise to narrowly preservationist views about questions of the day. In its worst form, it can lead to arrogant and glib assumptions about historical “destiny.” A second syndrome that college history professors frequently see among undergraduates is a tendency

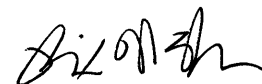
to judge past events by the standards of the present. It is this “historicist” view, for example, that leads people to criticize the 18th century American founders because they did not assure women the right to vote in the Constitution.

These syndromes of poorly learned history are recognizable today when students accept Osama bin Laden’s argument about the logic of expelling European and American influences from the Middle East (Westerners violate pan-Arab “destiny”). But the syndromes are more difficult to identify when a student is confronted with conflicting “facts” and insufficient basis for nuanced judgment—for example, on the one hand, leading scholars of Islam and clerical leaders in the Middle East tell us that bin Laden is not representative of Islam, which does not condone the killing of innocent people, while, on the other hand, large segments of the population of the region accept bin Laden’s view as consistent with the teachings of Islam. This seeming contradiction refreshes the debate over political scientist Samuel P. Huntington’s *The Clash of Civilizations* which, when it appeared only a few years ago, seemed to offer such a persuasive explanation for puzzling geopolitical conflicts by suggesting that religious and cultural differences, not political boundaries, are most fundamental.

Many colleges are now beginning to insert Islam and the Middle East into an already crowded curriculum so American students can judge for themselves. (Albert Hourani’s *A History of the Arab People* offers one of the best one-volume treatments.) Equally needed is greater depth in teaching about Western traditions. While most teachers know that it can be pedagogically effective to juxtapose conflicting American actions or principles, the challenge is to go beyond appealing to students’ fascination with inconsistencies—to apply skills of analysis and judgment to ambiguous phenomena and to show how an appreciation of both Western and non-Western values can be drawn from studying both achievements and failures of nations as well as individuals.

A similar brief could be written for the utility of any of the disciplines of the humanities and social sciences in the curriculum. As philosopher Martha Nussbaum notes in *Cultivating Humanity*, “All courses dealing with cross-cultural issues are enriched by Socratic examination of the relativist values that students frequently bring to the course.” Each discipline has a methodology for giving students competence in the exercise of judgment, and each can apply its axioms to students’ current need to understand better what makes one idea more valid than another.

Colleges and universities can best serve the national interest by encouraging thought that lies between the extremes of jingoism and uncritical study. Joseph M. Knippenberg, who teaches at Oglethorpe University (GA), has demonstrated this well for classical political thought in his recent essay in Wabash College’s (IN) *Liberal Arts Online*. In the coming days, let us hope that there will be many more efforts by colleges and universities to help students draw complex lessons from current events.



Campus Trends

*A periodic compendium of relevant news
from CIC member institutions*

Drawing courtesy of Caldwell College



Caldwell College's (NJ) new \$8.2 million, 60,000 square foot Student Activities and Recreation Center, estimated to be completed in spring 2002, will meet the recreational and social needs of a growing student population.

Tuition Trends

Bethany College (WV) this fall announced it will cut tuition by 42 percent, calling it one of the largest price reductions in U.S. history by a private college. The tuition reduction is intended to help families in the region, who have been hit hard by the loss of coal and steel jobs, be able to afford private higher education. Beginning with the fall 2002 freshman class, Bethany will reduce its tuition—from \$20,650 to \$12,000—and will phase in the new price structure over the next four years. In announcing the news, Bethany President D. Duane Cummins said, “We are at a level of financial stability and growth where we can institute this tuition reduction, which is unprecedented in size. Students will continue to have access to a quality private education, and Bethany will continue its current period of transformation and growth.” He also indicated that Bethany anticipates an increase in freshman enrollment next year because of the lower tuition.

Other good news on tuition trends comes from The College Board’s 2001-2002 student aid and tuition reports released October 23. The annual survey reports that tuition increases at the nation’s private colleges and universities remain steady, continuing a five-year trend. The study predicts that a low and stable rate of inflation likely means future changes in college tuition will be fairly steady as well.

Changes on Campus

As the academic year opened, several institutions announced changes of significance, including joint ventures, new leadership, additional programs, and new names.

CIC member **Columbia College Chicago** announced this fall it will partner with DePaul and Roosevelt universities in opening the largest student housing facility in the nation operated by multiple institutions. The jointly owned, \$130 million, 18-floor dormitory is expected to open by fall 2004; it will

house about 1,600 students and staff members, and will include retail outlets and a cafeteria.

Spring Arbor College (MI) has grown out of its “college” label 128 years after its founding. This fall, now as Spring Arbor University, it introduces two new undergraduate degree programs in youth ministry and nursing.

Robert Morris College (PA) unveiled its 124-person apartment-style residential complex this fall, and officials there have approved a switch to “university” for January 2002. The institution added a master’s degree in engineering management to its 35 undergraduate programs and 11 doctoral and master’s programs. The college also announced that its Bayer Center for Nonprofit Management is teaming with Duquesne University’s Nonprofit Leadership Institute to introduce Boardnet USA, an innovative, web-based leadership development tool that links existing and future business, community, and government leaders to nonprofit boards.

Elsewhere, **St. Edward’s University** (TX) starts a bachelor of arts degree in human services; **Utica College of Syracuse University** (NY) opens three new master’s programs in its Division of Graduate Studies and Continuing Education—childhood education, adolescence education, and adolescence education apprenticeship teacher certification; and **Mount Mary College** (WI) initiates new majors in international studies and computer science.

In addition, **College of Saint Elizabeth** (NJ) restructured its coeducational graduate and adult undergraduate degree programs to form the School of Graduate and Continuing Studies. The college’s student population has grown to more than two-thirds of the campus population.

Eastern College (PA) inaugurated The Institute for Global Engagement, led by Ambassador Robert Seiple, past president of World Vision, Inc. The Institute is an organization created to

(cont’d on next page)

(Campus Trends, cont'd from page 16)

develop sustainable environments for religious freedom worldwide and to inspire and equip emerging leaders with faith-based methodologies of engagement.

George Fox University (OR) moved into its new \$7 million, 40,000 square-foot Edward F. Stevens Center, the largest construction project in school history. The building harbors admissions, registrar, financial aid, student life, residence life, campus ministries, and other offices, as well as a new institutional technology center.

In other events, **Shenandoah University** (VA) formally dedicated its Northern Virginia Campus in Leesburg; **Dickinson College** (PA) and the Army War College in Carlisle signed a formal agreement to establish a joint teaching chair in strategic planning; **Ohio Dominican College** opened an off-site adult education site in Dublin, OH; and **Northwestern College** (MN) established a branch campus in conjunction with the Christian Center for Communications in Quito, Ecuador.

Foundations Collaborate

The Carnegie Foundation for the Advancement of Teaching and The William and Flora Hewlett Foundation announced a collaboration that will explore and strengthen new models for liberal education. With \$7.5 million of support, they will examine initiatives in the areas that Hewlett has funded for much of the past decade—liberal education, general education, and the support of diversity and pluralism. They will identify and analyze practices and strategies that improve the quality of liberal and general education.

Hewlett, in partnership with Carnegie, will work over a five-year period with higher education institutions to capture and disseminate more widely the knowledge and successes experienced by the colleges and universities involved in these tasks.



Students from **Rollins College** (FL) made a human histogram for a psychology project on campus.
-Photo courtesy of Rollins College-

Technology Ideas

Instead of students bringing apples to professors, **Saint Leo University** (FL) is giving its students and faculty the apples. That is, the technologically oriented campus will provide all of its residential students with an Apple iBook notebook computer. The notebook is a completely wireless and portable computer that can connect to the Internet when used within 300 feet of one of the campus' many AirPort hubs.

Moravian College (PA) recently unveiled its "online community" service for alumni. It provides a forum for alumni to exchange ideas, keep up-to-date with campus events, post messages and chat with other alumni, as well as network about career and job opportunities. The "community" has an online directory, business yellow pages, permanent e-mail addresses, personal web pages, and many other features.

Campaigns, Gifts, and Grants

Millikin University (IL) in October announced it had surpassed its capital campaign's original goal of \$75 million and is well on the way to achieving a new goal of \$120 million. The campaign, entitled "Advancing the Vision: Millikin's Second Century" is now set to conclude in 2006, and will fund, among other projects, a new facility to serve the business and technology needs on

campus, and a unique new blended student union and theater facility.

Two CIC institutions, **Wilson College** (PA) and **Merrimack College** (MA), completed successful capital campaigns. Merrimack raised more than \$40 million from 13,000 donors during its five-year campaign. The total was more than 62 percent above its original goal of \$25 million set in 1997. Wilson raised more than \$57 million during the campaign it began in 1996 to raise \$10 million.

A number of CIC member campuses have recently received sizable gifts and grants, among them: **Greensboro College** (NC) captured a \$2 million gift that will help the school turn the central YMCA into a multipurpose student life center; **The Sage Colleges** (NY) announced a \$2 million gift from a member of its class of 1965 for current capital projects and endowment; and **California Lutheran University** received \$1 million toward construction of its Spies-Bernemann Education and Technology Center, and \$750,000 from the John Stauffer Charitable Trust to endow a professorship in analytical chemistry.

In addition, **Anderson University** (IN) attracted a \$4.8 million three-year grant designed to improve reading skills of kindergarten to third grade students

(cont'd on next page)

(Campus Trends, cont'd from page 17)

in Madison County schools; **St. Edward's University** (TX) will receive \$2 million in federal funds over the next five years to increase access and produce graduates in the experimental sciences (psychology, biology, biochemistry, and chemistry); **St. Norbert College** (WI) will receive \$1.8 million in U.S. Department of Agriculture Title III funds for three years (to improve the college's ability to conduct assessment about how students learn and how the college can help them learn more effectively); and **Saint Martin's College** (WA) attracted \$1.8 million and **Lewis University** (IL) gained \$1.74 million from the U.S. Department of Education Title III funds for five years to help prepare students for the increasingly complex global and technological society.

New Programs

A new academic program by **Allegheny College** (PA) turns traditional learning programs "inside-out." The college recently announced the creation of the Allegheny College Outdoor Programs (ACOP), which provides students with opportunities for education and participation in outdoor adventure activities. The program offers group development programs, educational programs and seminars, and a resource library to enhance learning through experiential education.

A teacher training consortium operated by **Alverno College** (WI) and **Mount Mary College** (WI) this year implements a new program designed to improve the quality of education in central city private schools in Milwaukee. The Urban Education Fellows Program is a two-year program consisting of a series of accelerated courses and professional development opportunities for those who already hold bachelor's degrees and would like to teach at the middle school level, but who do not have a teaching license. The program leads to a middle school teaching certificate and a master's degree in education from either institution.

Ideas for Next Summer's Programs

For those looking for ideas to increase activity on their campus next summer, a review of CIC institutions' past summer operations provides a medley of diverse events and activities. All of them involved planning ahead and forming alliances with outside business, government, community, or sports groups.

More than 700 students helped the Swannanoa Gathering Folk Arts Workshops at **Warren Wilson College** (NC) celebrate their tenth anniversary. The event marked ten consecutive years of growth for what has become one of North America's premier folk music and dance programs. It offers week-long workshops in a variety of folk traditions including old-time, Celtic, dulcimer, guitar, a vocal program called "Sing, Swing & String," a performance lab, and contemporary folk.

Marian College (IN) arranged a five-week National Youth Sports Program for youngsters that combined sports with life skills and educational learning. The **Lake Erie College** (OH) Environmental Science Program provided an interdisciplinary workshop, "EcoTrek: Natural Resources of Lake Country." The workshop targeted elementary and secondary school teachers for five-day traveling

adventures that explored area sights such as Mentor Marsh, Stebbins Gulch, Headlands Dunes Nature Preserve, and Gully Brook.

Juniata College (PA) hosted the Pennsylvania Governor's Institute for Early Childhood Educators. Educators from across the state met in teams to study the relationship of academic standards and assessment in early childhood education. And at **Nazareth College** (NY), 25 teachers from all over the world attended the institution's first Montessori Teacher Education Program, co-sponsored by Rochester City School District and Association Montessori Internationale.

Ursinus College (PA) engaged 53 "Summer Fellows"—women students at Ursinus who spent the summer studying and researching topics at the college that were outside their majors. They studied subjects ranging from the writings of John Updike's mother to high performance liquid chromatography and World Trade Organization environmental policies.

Walsh University (OH) hosted a "Summit on Education" regarding Catholic education for the principals, pastors, and associate pastors in the Youngstown diocese's 51 elementary and high schools and 118 parishes. ☞



*The Great Oaks Hall study area in the new \$14.5 million Roger Milliken Science Center at **Wofford College** (SC), provides seating for 200 students, each with Internet, voice, and video access in addition to wireless capabilities. "The School of Athens" wall hanging is one of many pieces of artwork throughout the building.*

-Photo courtesy of Wofford College-

Making the Case for Independent Higher Education

CIC Institutions Receive Lion's Share of Pennsylvania Grants

Independent colleges and universities in Pennsylvania were awarded all of the grants available in the state's new Higher Education Graduation Incentive Program. Former Pennsylvania Governor Thomas Ridge instituted the program this year—despite strong opposition from the public university sector—as a way of rewarding institutions for graduating students within four years. The program requires that an institution graduate at least 40 percent of its students in four years in order to receive a grant.

Nearly \$6 million in grants, ranging from \$2,070 to \$307,050, were awarded to 65 institutions, based on each Pennsylvania student who graduated. Forty-five (69 percent) of the schools receiving grants were CIC member institutions. The total appropriation for the program is expected to increase to \$8 million next year.

Private College Graduates Report High Satisfaction with Education

Graduates of small independent colleges and universities in Appalachia reported an “unusually high degree of satisfaction with their undergraduate education,” according to a new study conducted by researchers from the University of Iowa and Pennsylvania State University.

The survey of more than 47,000 alumni of private and public institutions in Kentucky, Tennessee, and West Virginia found major differences between the views of graduates of public and private institutions. Commissioned by the Appalachian College Association, the report states that “Private college graduates showed clear (up to 9 percent) advantages in 24 of the 28 questions asked about the retrospectively perceived contribution of the undergraduate college.... The overall satisfaction with the undergraduate education received was 10.7 percent higher for the graduates of private colleges.” For example, private college students showed strong advantages (10 percent to 34 percent) in the areas of appreciating literature and fine arts, developing ethical standards and values, and interacting well with people from different cultures or ethnic backgrounds.

The survey showed that public college graduates, on the other hand, used technology more than private college graduates (a 4.1 percent difference), read newspapers and watched television news more (2.9 percent and 3.9 percent, respectively), and enjoyed a 3.2 percent salary advantage.

The study was funded by grants from The Spencer Foundation and The Andrew W. Mellon Foundation.

Recent Statistics Make the Case for Private College Retention Rates

The Council for Aid to Education reports that the retention rate for independent higher education is 13.2 percent higher than that of public institutions. In 2000, the five-year degree completion rate at public universities was 41.9 percent. At private colleges and universities, it was 55.1 percent. These figures compare with 1983 figures of 52.2 percent for public institutions and 59.5 percent for private institutions.

Recent Books Of Note On Public Relations, Publicity, and Marketing

Three recently published books promise help for campuses in promoting the values and activities of a small college or university.



The first of these, **Public Relations and the Presidency: Strategies and Tactics for Effective Communications**, is published by the Council for the Advancement

and Support of Education (CASE). It examines closely the nuances of the PR-president relationship on campus. The authors investigate how the two offices interact and describe the roles each must play to maximize their institution's visibility. The book may possibly become a staple for every campus PR office.

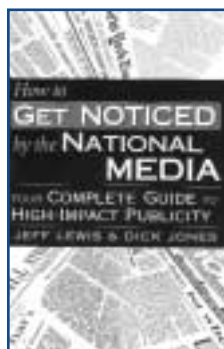
Authors John E. Ross and Carol P. Halstead conducted a 1998 study that began this review and have added more than 60 essays and case studies to illustrate their points. The research points out that presidents of private liberal arts/comprehensive colleges and universities tend to be least comfortable with their PR performance. They are also less likely to believe that public relations should be a component of policy making at their institutions.

In addition to the survey findings, the book has many useful chapters and essays. CIC Presidents Jake Schrum of **Southwestern University** (TX) and Rita Bornstein of **Rollins College** (FL) provide presidential insights. Other valuable articles are contributed by

CIC member public relations and marketing executives Tim Allston of **Oakwood College** (AL), Ben Anderson of **Warren Wilson College** (NC), Don Orlando of **Saint Vincent College** (PA), Julie Guillebeau of **Drury University** (MO) and Andrea Nodge of **Madonna University** (MI).

In a quotation he provided for the book's release, CIC President Richard Ekman said, "...Particularly useful are the 'campus cases'—refreshingly candid and succinctly presented. This book will stimulate fresh thinking by readers concerned about the public's perception of higher education."

The book is available to CASE members for \$69 by visiting www.case.org/books, or calling CASE at (202) 328-5900.



How to Get Noticed By The National Media: Your Complete Guide To High Impact Publicity by Jeff Lewis and Dick Jones deals with gaining media publicity.

The book, with a foreword by **Washington and Jefferson College** President Brian Mitchell, looks at the most common questions asked of a national media relations consultant and also delves into crisis management. It outlines methods to increase national media visibility by using op-ed pages, arranging media sessions in New York City and Washington, DC, and packaging sound story ideas. It also describes ways of identifying and marketing those

story ideas that are imaginative enough to interest the national media.

"We tell what works and why it works," says Jones, founder and president of Dick Jones Communications in State College, PA. "While media placement is an art, there are proven techniques that work time after time. We've tried to put into this book those strategies and tactics that we know will work."


The book is available from Trellis Publishing of Duluth, MN (800) 513-0115 for \$19.95.



Thinking Outside the Box by Robert A. Sevier focuses on marketing the institution. The book is "written for colleges and universities who want to think, act, and communicate

more effectively in a highly competitive marketplace" and covers six broad sections: "The higher education landscape," "Why it's sometimes so hard to change," "Thinking strategically," "Six audacious moves," "Understanding marketing and branding," and "It's only communication if they respond."

Sevier is vice president for research and marketing and general manager of Stamats Communications, Inc. in Cedar Rapids, IA. A past speaker at CIC events, he works with dozens of college clients annually.

The book is available from Strategy Publishing, Inc. in Hiawatha, IA for \$36.95, plus \$4.95 handling. Visit the website at www.strategypublishing.com. 

CIC News


CIC Prepares Strategic Plan to Present at January Meeting

This fall, the Council of Independent Colleges completed a series of roundtable discussions held on campuses throughout the country to seek perspectives from campus leaders on the challenges faced by CIC member institutions. A total of 145 presidents and 53 chief academic officers participated in 22 strategic planning meetings (see chart) over the course of the past seven months.

The Council is preparing a report based on the roundtable findings that will be presented to the membership during CIC's Annual Meeting at the Presidents Institute in Florida in January 2002.

The report focuses on three key issues: What are the current challenges for independent colleges and universities? What CIC programs and services can assist institutions in meeting these challenges? How should CIC develop as an organization to provide these programs and services?

In July, several presidents reviewed a synthesis document and helped sharpen CIC's understanding of key issues. George Kaludis, president of Kaludis Consulting, facilitated that conversation. He will also moderate a special meeting of the CIC Board of Directors on November 12-13, to explore more specifically the implications of the roundtable findings.

For more information on the strategic planning process, visit the CIC website at www.cic.edu. 

DATE	HOST INSTITUTION	STATE	PARTICIPANTS
President Roundtables			145
March 27	CIC Office	DC	8
March 12	Franklin & Marshall College	PA	10
March 15	Millikin University	IL	5
March 30	Duquesne Club (Pittsburgh)	PA	14
April 16	Bloomfield College	NJ	9
May 10	Goshen College	IN	9
June 10	Appalachian College Association	TN	24
June 19	Mount St. Mary's College	CA	7
June 25	Austin College	TX	12
June 27	Huntingdon College	AL	6
July 6	Rockhurst University	MO	6
July 9	Augsburg College	MN	7
July 10	Otterbein College	OH	6
July 12	Elon University	NC	2
August 1	Clarke College	IA	7
Sep 10	Spelman College	GA	6
Sep 13	Lesley University	MA	7
Chief Academic Officer Roundtables			53
March 27	CIC Office	DC	12
April 9	Edgewood College	WI	15
June 10	Appalachian College Association	TN	25
June 26	Nazareth College	NY	9
Other Roundtables			12
March 28	Executives in Church-Related Higher Education	DC	12
OVERALL TOTAL			217

In Memoriam



K. Duane Hurley
1915-2001

CIC and the independent higher education community mourn the loss of K. Duane Hurley, the Council's founder and long-time supporter, who passed away on August 7 at the age of 86. Hurley was president emeritus of Salem International University (WV) and director emeritus of CIC.

In 1956, Hurley organized a national meeting in Chicago for leaders of unaccredited four-year independent colleges to attempt to address what he termed as the "vicious circle: that an institution had to have accreditation before it became eligible for money, but it had to have money in order to get accreditation." His mimeographed letter of invitation drew an overwhelming response—80 officials from small colleges crowded into a small meeting room to discuss how these colleges could help themselves and each other. As a result of that and a subsequent meeting, the Council for the Advancement of Small Colleges was formed "to preserve and enhance the small college as a vital component of higher education in the United States." The name was changed to the Council of Independent Colleges in 1981.

Hurley's commitment to the advancement of private higher education was evident throughout his career, exemplified by his continued presence at meetings of the CIC Board of Directors, 40 years after the Council's founding. He was appointed president of Salem College in West Virginia in 1951 and held that office for more than 20 years. Throughout his career, Hurley provided leadership for numerous organizations, including the Harrison County Planning Commission, the West Virginia Educational Broadcasting Authority, and the West Virginia Foundation for Independent Colleges.

Hurley earned his master's degree from the University of Southern California and a life credential in education from the University of California at Berkeley. He was awarded honorary doctorates from several institutions nationwide.

A memorial service for Duane Hurley was held in Salem, West Virginia, on August 18. Dorothy MacConkey, president emeritus of **Davis & Elkins College** (WV) and former CIC Board member, represented CIC at the service.

Council Receives Grant To Strengthen Private Colleges

The Council of Independent Colleges (CIC) this summer received a \$450,000 grant from the Christian A. Johnson Endeavor Foundation, Inc. to strengthen and extend existing CIC initiatives aimed at improving the quality of independent higher education. The three-year grant will assist CIC in its efforts to help small and medium-sized private liberal arts colleges and universities strengthen their educational programs, improve their administrative effectiveness and financial performance, and increase their institutional visibility.

Julie Johnson Kidd, president of the Christian A. Johnson Endeavor Foundation, said, "The mission of small liberal arts colleges is more important than ever in this rapidly changing world of ours, and CIC is strategically organized to help support this important mission."

Some of the funds will support aspects of CIC's presidential leadership activities, including: expanding and tailoring current program offerings to reach more presidents at more and different types of institutions, and launching programs that will help presidents to share effective practices and compare perspectives on selected topics. Also contemplated are conferences and expanded information dissemination activities.

CIC Encourages Faculty to Apply for History Fellowships

Faculty members in American history and related fields at CIC member institutions are encouraged to apply for fellowships offered by the Gilder Lehrman Institute of American History in New York City.

The fellowships provide generous support for periods of research and study at four leading institutions in New York City: the Pierpont Morgan Library, the New-York Historical Society, the Columbia University Rare Book and Manuscript Collection, and the New York Public Library.

In a recent letter to chief academic officers, CIC President Richard Ekman indicated that "while there can be no guarantee that applicants from CIC will ultimately receive fellowships, I have been impressed by the [Institute's] keen interest in small, private colleges, and especially in the quality of teaching about American history and civilization."

Since it was established in 1994 by businessmen and philanthropists Richard Gilder and Lewis E. Lehrman, the Institute has been fulfilling its mission of promoting the study of American history through a wide variety of programs, seminars, and exhibitions throughout the country.

Interested faculty members should contact Lesley Herrmann, executive director of the Gilder Lehrman Institute of American History at herrmann@gilderlehrman.org or (646) 366-9666.

Staff Notes

CIC President **Richard Ekman** recently joined the board of directors of the Citizens' Scholarship Foundation of America, the nation's largest nonprofit private-sector scholarship and educational support organization. In addition, Ekman was asked by **Maryville University** President Keith Lovin to chair the university's planning task force for the

(cont'd on next page)

Thank You!

CIC wishes to thank our member campuses for your assistance on many fronts. First, we are thrilled with all the wonderful framed paintings and photographs you sent in response to our call for campus artwork—they are still arriving, and enliven the appearance of our offices. Second, we thank you for your tremendous response to our request for descriptions and photos of your campuses' activities related to the tragic events of September 11. We hope you like our feature story. Finally, we are grateful for your help in our website redesign project—photos and drawings of your campuses will rotate on CIC's new website, scheduled to be launched in January.

(Staff Notes, cont'd from page 22)

School of Liberal Arts and Professional Programs. Jake Schrum, president of **Southwestern University**; Benjamin Lantz, former president of the **University of Indianapolis**; and Steve Jennings, president of the University of Evansville and former president of **Oklahoma City University** are also members. The Task Force is developing recommendations regarding the integration of liberal and professional learning.

Executive Director of CAPHE **Michelle Gilliard** attended the 18th Symposium of the Salzburg Seminar, Universities and Social Transformation, in Salzburg, Austria, during the week of September 10. The Salzburg Seminar Universities Project brings together representatives of higher education from Central and Eastern Europe (CEE),

Russia, North America, and Western Europe. The seminar promotes the higher education reform process in CEE and Russia as the universities integrate themselves into the global intellectual community. An invited fellow, Gilliard also served as rapporteur for a discussion group entitled, "International Cooperation as a Means to Strengthen the Civic Awareness of Higher Education Institutions."

Jacqueline Skinner, Associate Director of CAPHE, co-presented a program, "The Engaging Communities and Campuses Initiative: Enhancing Student Learning and Deepening Community Engagement" at the Eighth National Conference on Students In Transition, October 27-30 in Oak Brook, IL. The session highlighted the work of CAPHE's Engaging Communities and Campuses grant program. 🌊

THE BOARD AND STAFF OF CIC EXTEND A WARM WELCOME TO THE FOLLOWING NEW MEMBERS SINCE JULY 2001:

New Institutional Members

Brevard College (NC)
Dickinson College (PA)
Endicott College (MA)
Hillsdale College (MI)
Keystone College (PA)
Mars Hill College (NC)
Mitchell College (CT)
North Carolina Wesleyan College (NC)

Ottawa University (KS)
Ouachita Baptist University (AR)
Union University (TN)
University of Puget Sound (WA)

New Affiliate Members

Gilder Lehrman Institute of American History
National Humanities Alliance

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

Phone: (202) 466.7230

Fax: (202) 466.7238

E-mail: cic@cic.nche.edu

Tip: Always include your name, address and phone number when sending e-mail to CIC's general e-mail address.

Website

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

Listservs

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

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

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

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

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

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

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

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

CICSPOUSE-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.

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Calendar of Events

Date	Conference	Location
January 4-7, 2002	2002 Presidents Institute	Fort Myers, Florida
March 19, 2002	Foundation Conversation Meeting	New York, New York
April 12-13, 2002	Department/Division Chair Workshop	San Fransisco, California
May 29-31 , 2002	Department/Division Chair Workshop	Charlotte, North Carolina
June 4-6, 2002	Department/Division Chair Workshop	Cleveland, Ohio
June 4-6, 2002	Department/Division Chair Workshop	St. Louis, Missouri
June 11-13, 2002	Department/Division Chair Workshop	Albany, New York



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