

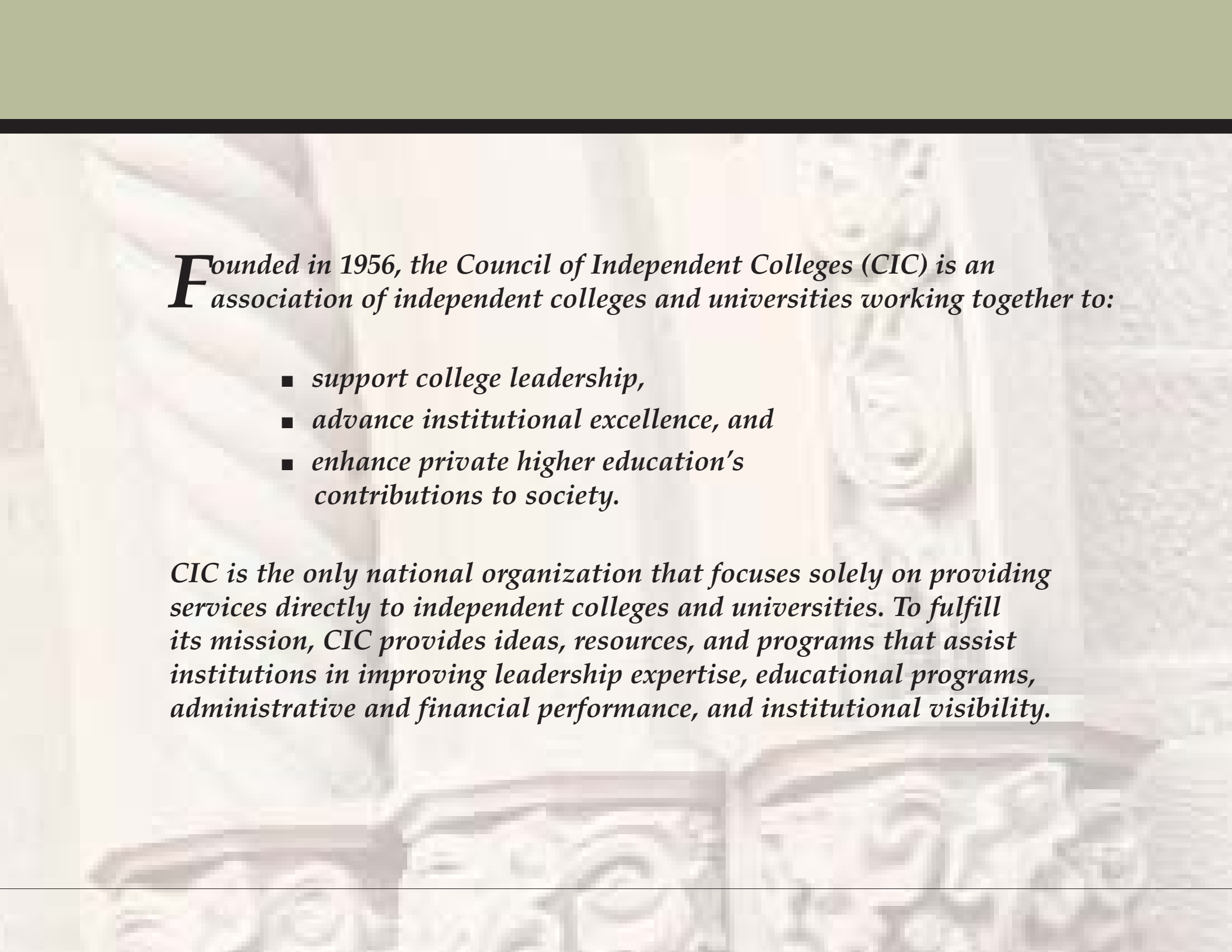


THE COUNCIL OF
INDEPENDENT COLLEGES

ANNUAL REPORT 2002-2003



*Serving Independent
Colleges and Universities*



Founded in 1956, the Council of Independent Colleges (CIC) is an association of independent colleges and universities working together to:

- *support college leadership,*
- *advance institutional excellence, and*
- *enhance private higher education's contributions to society.*

CIC is the only national organization that focuses solely on providing services directly to independent colleges and universities. To fulfill its mission, CIC provides ideas, resources, and programs that assist institutions in improving leadership expertise, educational programs, administrative and financial performance, and institutional visibility.

TABLE OF CONTENTS

Message from the Chair	1
Message from the President	2
Serving Independent Higher Education	3
Connecting Leaders	4
Promoting High-Quality Education	8
Making the Case	13
Stimulating Reform	17
Forming Collaborations	18
2002-2003 Awardees	20
Resource Development	21
Financial Statement	22
Board of Directors	23
Task Forces and Advisory Committees	25
Institutional Members	28
International Members	32
Affiliate Members	33
CIC Staff and Advisors	34
Connecting with CIC	36



MESSAGE FROM THE CHAIR

In my second year as chair of the CIC Board of Directors, I have been delighted to witness the tremendous growth of CIC's membership, and to participate in the creation of myriad new programs, services, and initiatives. As a membership organization, CIC is indeed doing more "to serve independent higher education" than ever before.

During the 2003 Presidents Institute in Florida in January, the Board was pleased to announce that CIC reached its long-sought goal of 500 institutional members. In June 1995, at a time when institutional members numbered fewer than 400, the CIC Board of Directors set a goal of 500 CIC members. As of December 2002, CIC met that goal and, by the end of the reporting period in June 2003, membership reached 515.

CIC's steady growth and the continual creation and implementation of so many initiatives are indeed proving the Council's success in serving and making the case for independent higher education, connecting and listening to its leaders, promoting high-quality education, stimulating reform, and forming collaborations to create and strengthen programs.

Sincerely,

A handwritten signature in black ink that reads "Richard A. Detweiler". The signature is fluid and cursive, with the first name being the most prominent.

Richard Detweiler
President, Hartwick College
Chair, CIC Board of Directors

MESSAGE FROM THE PRESIDENT



The theme of this year's annual report, "Serving Independent Higher Education," reflects not only the Council of Independent Colleges' efforts over the past year to implement the third phase of the strategic planning initiative, but reinforces CIC's mission. The Council is the only national organization that focuses solely on providing services directly to independent colleges and universities.

During 2002-03, the Council launched several new programs, services, and cooperative activities.

Highlights for the year, which are described in the following pages, include:

- The "Making the Case" and Data Initiatives were launched in Spring 2003 to help make a stronger case for independent higher education and to collect and disseminate data and information on the sector.
- A new partnership was formed with the Policy Center on the First Year of College that allows CIC members to participate in an exclusive benchmarking initiative for first-year programs.
- CIC also entered into a new partnership with the Woodrow Wilson National Fellowship Foundation that provides discounts for CIC members on the Visiting Fellows Program.
- Several groups of presidents have formed over the past year as part of the Presidential Forums program.
- CIC received a grant from the Lumina Foundation for Education for a book of essays by 15 presidents on their successes in educating low-income students.

- The Presidents Institute set records for both participation and sponsorships, and the Institute for Chief Academic Officers attracted the largest attendance in the 30-year history of the conference.
- New grants were received to support three additional workshops on the Transformation of the College Library (following last September's pilot), sponsored in cooperation with the Council on Library and Information Resources.
- In partnership with the Gilder Lehrman Institute of American History, CIC faculty members participated in a second annual seminar in June entitled "The Political History of the Early Republic: New Challenges, Old Strengths."
- The Teacher Education Accreditation Council (TEAC) received long-awaited approval as an accrediting agency by the U.S. Department of Education, representing a multi-year triumph for CIC.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Richard Ekman".

Richard Ekman
President
Council of Independent Colleges

SERVING INDEPENDENT HIGHER EDUCATION

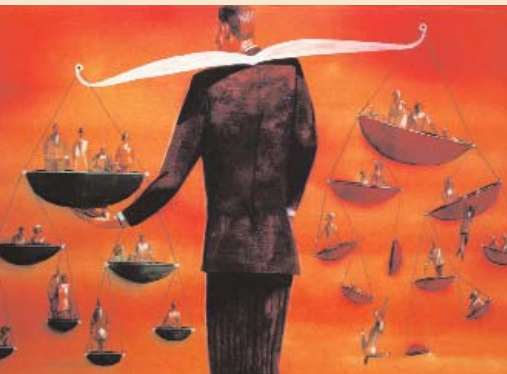
Following a year-long strategic planning effort in 2001 and a second year devoted to the development of new initiatives to address challenges identified in the strategic plan, CIC has been implementing and evaluating programs and services intended to meet the needs, interests, and concerns of member institutions.

As a means of shaping the Council's goal to serve independent institutions, CIC has identified a number of thematic areas under which programs and services are grouped:

- connecting leaders
- promoting high-quality education
- making the case
- stimulating reform
- forming collaborations



CONNECTING LEADERS



CIC provides opportunities—in conferences, meetings, confidential consultations, and listservs—for campus leaders to share ideas and learn from one another. Among the programs and services:

CONNECTING PRESIDENTS

Presidents Institute—CIC's 2003 Institute provided presidents with ideas and networking opportunities. This year's Institute, under the theme of "Challenges of the Presidency: Balancing Multiple Priorities," again drew the largest-ever attendance—290 presidents (representing nearly 60 percent of the Council's membership) and 169 spouses—and surpassed last year's record level of support from sponsors.

The plenary speakers, all of whom had recently published books, included **Richard Morrill**, chancellor of the University of Richmond, who discussed values and ethics in higher education and is the author of *Teaching Values in College* and *Strategic Leadership in Academic Affairs*; **Neil Howe**, an authority on characteristics of different generations in America, who focused on the emerging millennial generation discussed in his just-released *Millennials Go To College Handbook*; **Hugh Price**, president and CEO of the National Urban League and author of *Achievement Matters: Getting Your Child the Best Education Possible*, who addressed the evolving outlook of urban youth; and **Rita Bornstein**, president of **Rollins College** (FL), who examined presidential legitimacy, based on a book in progress on ways that presidents gain, maintain, and lose legitimacy.

PRESIDENTS INSTITUTE WORKSHOP TACKLES FINANCIAL MANAGEMENT

CIC held a one-day workshop for presidents immediately following the 2003 Presidents Institute focusing on financial management. Co-sponsored with the National Association of College and University Business Officers (NACUBO), the event attracted 63 presidents.

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

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

Post-Institute Workshop speakers included: Robert W. Pearce, president, **Mount Mercy College** (IA); Kent John Chabotar, president, **Guilford College** (NC); James E. Morley, Jr., president, NACUBO; Margaret M. Healy, president emeritus, **Rosemont College** (PA); Emerson M. Wickwire, principal, E. M. Wickwire Associates, L.L.C.; Michael K. Townsley, president, Pennsylvania Institute of Technology; and Susan Fitzgerald, senior vice president, Moody's Investors Service.



Conversation Between Foundation Officers and College and University Presidents—The 15th annual meeting for presidents and foundation executives, held March 21, 2003 in New York City, focused on the theme of “Making the Case: The Liberal Arts College’s Role and Responsibilities in a Democratic Society.” CIC Board member Robert M. Frehse, executive director of The William Randolph Hearst Foundations, and Doreen Boyce, president of The Buhl Foundation, co-hosted the meeting. TIAA-CREF donated conference facilities in its New York headquarters for the meeting. Sixty-seven presidents and 17 foundation officers participated.

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

OTHER SERVICES FOR PRESIDENTS

Several programs, with a \$200,000 grant from the Henry Luce Foundation and \$25,000 from the H.J. Heinz Company Foundation, are serving presidents, including:

Presidential Forums—Forums convene ongoing groups of presidents for meetings several times each year to discuss professional

concerns. More than 200 CIC member presidents have indicated interest in participating in a Forum. Five Forums have been started as of June 2003 and others are forming. Forums involve presidents from the same region (to minimize travel time and cost) but from institutions that do not compete with one another for students. The typical size of a Forum is six presidents.

The Forums provide relatively sophisticated expertise and assistance to their members at fairly low cost. Members obtain assistance in a timely fashion as they deal with crises or use the Forum to pre-test major proposals before submitting them to their boards or faculties. The Forums provide a candid setting in which members can freely share their ideas and concerns.

A brief assessment of the program by participants in the two Forums that met in March, indicated that the program is accomplishing its goals. In December, George Houston, president emeritus of **Mount St. Mary’s College & Seminary** (MD), replaced Peter Armacost as director of this program.

Presidents Consulting Service—Retired presidents comprise a roster of consultants to advise (via phone or a campus visit) sitting presidents on issues including crisis management, financial management, and board relations. This program was launched at CIC’s Presidents Institute in January 2002. Six consultancy visits have taken place as of June 2003, and others are being arranged. Former presidents Charles Warren of **Lynchburg College** (VA) and William Shields of **Rockford College** (IL) helped to develop this program. Former CIC President Allen Splete became director in December 2002.

Travel Grants—Grants were awarded to 15 presidents needing financial assistance to attend the Presidents Institute and to 15 chief academic officers participating in the CAO Institute. Cordell Wynn, president emeritus of **Stillman College** (AL), is the senior advisor for this program.

CAO INSTITUTE WORKSHOP ON REALLOCATING RESOURCES

A half-day workshop following the CAO Institute on "Prioritizing Academic Programs and Reallocating Resources" was conducted by Robert Dickeson, senior vice president of the Lumina Foundation for Education and author of *Prioritizing Academic Programs and Services*. The workshop's premise was that, in a time of resource constraints (stock market as well as enrollment), the most important revenue source for enhancing existing programs or developing new ones comes from reallocation.

Dickeson discussed why the reallocation of resources might be necessary:

- academic programs have been permitted to grow without regard to their relative worth;
- a campus strives to be all things to all people, rather than focusing;
- a growing incongruence exists between programs and the resources needed to mount them with quality; and
- across-the-board cuts have led to mediocrity in all programs.

Dickeson said "the price of academic program bloat for all is impoverishment of each...and the inescapable truth is that not all programs are equal." Many reform efforts fail, he said, because they "focus only on the non-academic side of the budget (such as deferring physical plant maintenance) and ignore academics as too politically volatile."

Prioritization is key, Dickeson said, in a successful reform effort. Program prioritization permits an analysis focused on pre-selected criteria; concentration on resource development and utilization, independent of structure; a focus on efficiency, effectiveness, and centrality to mission; and the ability to identify opportunities to increase revenue, reduce costs, improve quality, and strengthen the reputation of the institution.

CONNECTING CHIEF ACADEMIC OFFICERS

Institute for Chief Academic Officers—Record-breaking attendance, a new post-Institute workshop, an expanded program, and well-received speakers and sessions marked a successful 30th annual Institute for Chief Academic Officers. The CIC meeting was held November 2-5 in Santa Fe, New Mexico.

During the conference, panelists explored the new roles of chief academic officers today in the context of changes in finances, governance, learning, and the future faculty—key issues that emerged from CIC's strategic planning conducted in 2001.

Keynote speakers included Martha Craven Nussbaum, Ernst Freund Distinguished Service professor of law and ethics at the University of Chicago, who spoke about the challenge of educating young people for participation in constructive global dialogue about urgent problems, and Richard Rodriguez, author and public television essayist, who discussed how American society is constantly blending aspects of cultures and races from around the world. A first-ever post-Institute workshop (see box) to help CAOs prioritize academic programs and reallocate resources was well received by the 50 participants.



CONNECTING OTHER CAMPUS LEADERS, FACULTY MEMBERS, AND ADMINISTRATORS

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

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

The workshops provided an important window on the key issues and challenges department chairs are addressing on their campuses, among them:

- Promoting collaborative working relations and fostering collegiality among the departmental team
- Building good relationships between the department and the broader institution
- Fostering change



- Finances
- Curricular concerns
- Student needs
- Faculty hiring and development
- Legal issues

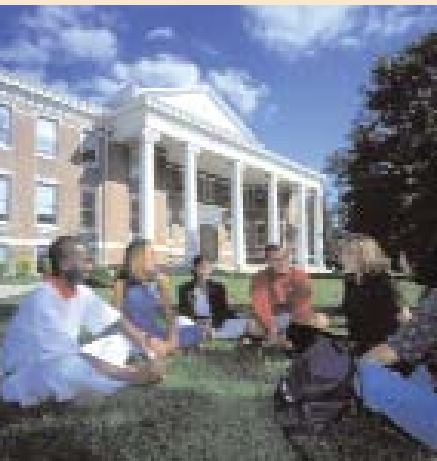
Working with the Media—CIC continues to co-sponsor an annual event for public relations directors. The CIC pre-conference workshop, "Publicizing the Faculty and President," held on June 16, 2003 in Philadelphia, preceded a two-day conference on "How Colleges and Universities Can Obtain National (and Regional) Publicity."

CONNECTING SPOUSES

Spouses Programming—CIC provides special programming for spouses of both presidents and chief academic officers at its two annual meetings for those officers. The programs are growing in popularity. A record number of presidential spouses (169) participated in CIC's 2003 Presidents Institute to learn more about the ways presidential spouses serve their institutions and to support one another in their work. Discussion groups led by presidential spouses focused on topics such as "Getting to Know and Work with Campus Constituents," "Serving on Boards in the Community," and "Working with Trustee Spouses."

A frequent conference topic, "Financial Compensation of Presidential Spouses," involved presidential spouses explaining how they came to be compensated by their institutions. In the session on "How to Have a Life While Serving as a Presidential Spouse," Robert Seurkamp, presidential spouse at the **College of Notre Dame of Maryland**, stressed that spouses need to adjust their expectations about the kind of life they will lead. "A normal life is not a realistic expectation for presidential spouses," he said.

PROMOTING HIGH-QUALITY EDUCATION



A distinctive emphasis is the Council's support of practical, sustainable, and cost-effective ways to raise the quality of education. CIC's myriad initiatives and programs provide special professional development opportunities, recognize outstanding achievements, and connect campuses with communities, among other benefits.

RECOGNIZING OUTSTANDING SCIENCE PROGRAMS

Heuer Awards for Outstanding Achievement in Undergraduate Science Education—Three independent colleges and universities were selected in 2002-03 to receive the Council of Independent Colleges third annual Heuer Awards for Outstanding Achievement in Undergraduate Science Education. **Hendrix College (AR)**, **Roanoke College (VA)**, and **Whitworth College (WA)** were chosen out of 47 nominations for demonstrating noteworthy recent achievement in undergraduate science education (see box for descriptions).

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

A panel of science educators, knowledgeable about science and mathematics education in private colleges and universities, reviewed the nominations and recommended the winners of the Heuer Awards. Panelists included (chair) W. H. Bearce, CIC senior advisor and retired professor of chemistry and dean of the

THE 2003 HEUER AWARDS FOR OUTSTANDING ACHIEVEMENT IN UNDERGRADUATE SCIENCE EDUCATION

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

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

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

college at **Central College** (IA); Brian Beecken, professor of physics at **Bethel College** (MN); David Koetje, associate professor of biology at **Calvin College** (MI); and Michael Nichols, associate professor of organic and environmental chemistry at **John Carroll University** (OH).

ENGAGING COMMUNITIES AND CAMPUSES

Engaging Communities and Campuses Program—This multi-year initiative begun by CIC in 1998 to assist institutions in making connections with local community organizations moved to a new phase in summer 2003. The Engaging Communities and Campuses Program—a \$1.5 million grant program funded by The Atlantic Philanthropies—officially concluded on June 30.

The culminating project activity, an Effective Practices Exchange, is being developed in Fall 2003, and an ongoing evaluation of the project will be completed by December 2003.

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

ENGAGING COMMUNITIES AND CAMPUSES: PARTICIPANTS

- Augsburg College (MN) and Project for Pride in Living, Cedar Cultural Center, Our Saviour's Center, Cedar Riverside School, Brian Coyle Community Center, Habitat for Humanity, Friends of the Mississippi River, Youth Farm and Market Project, In the Heart of the Beast, Longfellow/Seward Healthy Seniors Project, and San Miguel School
- Bates College (ME) and LA Excels
- Calvin College (MI) and Grand Rapids Area Center for Ecumenism and Garfield Development Corporation
- Chatham College (PA) and Communities in Schools, Conservation Consultants, Inc., the East End Neighborhood Forum, and Global Connections Pittsburgh
- Emory & Henry College (VA) and Washington County Schools, People Incorporated of Southwest Virginia, Washington County Office on Youth, Highlands Community Services, and Damascus Town Council
- Loyola University New Orleans (LA) and Catholic Charities, Volunteers for America, Junior Achievement, Association for Retarded Citizens of Greater New Orleans (ARC), Help One Student to Succeed (HOST), and Benjamin Banneker Elementary School
- Madonna University (MI) and All Saints Neighborhood Center
- Mars Hill College (NC) and the North Carolina Juvenile Evaluation Center, Hospitality House of Asheville, and the Richard L. Hoffman Foundation, Inc.
- Otterbein College (OH) and the Westerville Area Chamber of Commerce, Communities In School, First Link, Columbus Foundation, Columbus City Schools, Westerville Schools, and the City of Columbus
- Saint Joseph's College (ME) and Crooked River Elementary School, Windham Family Resource Center, and the City of Standish
- St. Thomas University (FL), Florida Memorial College, and the Campus and Community Alliance for North Dade
- Tougaloo College (MS) and United Way of the Capital Area, Inc., Tougaloo Community Civic League, Jackson Public Schools, Tougaloo Community Center, the Hinds County Mental Health Commission, and the International Association of Machinists Center for Administering Rehabilitation and Employment Services (IAM CARES)
- Wartburg College (IA) and Bartels Lutheran Retirement Community, Waverly-Shell Rock School District, and Bremwood Lutheran Children's Home

Focusing on experiential learning and community partnerships, the project has developed working papers, resource directories, web materials, and workshops for institutions. The 100 institutions that applied for the grants program but did not receive funding were offered an opportunity for consultant assistance; 16 institutions took advantage of this service.

In September 2002, as part of the evaluation, CAPHE convened 21 leaders of community organizations to identify best practices for partnering with community organizations. A brochure highlighting the major findings was produced and disseminated. The complete findings are published in a monograph, *Building Partnerships with College Campuses: Community Perspectives*, which is available on CIC's website. The final grantee conference was held February 6-9, 2003 in Miami, Florida.

Consultants for the project included Jon Rubenstein, Community Partner Consultants; Jo-Ann Sipple, distinguished professor of communications and information management, Bay Path College (MA); Kelly Ward, assistant professor, educational leadership and counseling psychology, Washington State University; and Edward Zlotkowski, professor of English, Bentley College, and senior associate, AAHE. Evaluators included Andy Furco, director, Service-Learning Research & Development Center, University of California at Berkeley; and Sally Leiderman, president, Center for Assessment and Policy Development.

STRENGTHENING TEACHING AND RESEARCH

Gilder Lehrman Institute of American History—CIC again collaborated with the Gilder Lehrman Institute of American History to sponsor a special professional development opportunity for history faculty members at CIC member institutions. Twenty-six CIC faculty members participated in a June 22-27 seminar on the historiography and recent interpretations of the early years of the American Republic.

Selected from a pool of 43 nominations in March 2003, the historians met at Columbia University in New York City to discuss "Political History of the Early Republic: New Challenges, Old

Strengths," led by Joyce Appleby, professor emerita, University of California, Los Angeles. The seminar focused on the nation-building years that stretch from the ratification of the U.S. Constitution through the first five presidential administrations by examining five successive models that have engaged historians studying this period since the late 1960s. The seminar included discussions with guests Andrew Cayton, professor of history, Miami University, and Andrew Robertson, professor of history, Lehman College. Participants also enjoyed the historical resources of New York City, with a visit to the New-York Historical Society and a tour of lower Manhattan led by Professor Kenneth T. Jackson, Barzun Professor of American History at Columbia University and president of the New-York Historical Society.

Participating CIC faculty members came from **Agnes Scott College (GA), Brescia University (KY), Curry College (MA), Felician College (NJ), George Fox University (OR), Hamilton College (NY), Hartwick College (NY), Hendrix College (AR), Holy Family University (PA), Illinois Wesleyan University, Ithaca College (NY), Keuka College (NY), Lourdes College (OH), Loyola College in Maryland, Mount St. Mary's College (MD), Rockford College (IL), Saint Xavier University (IL), St. Bonaventure University (NY), Stillman College (AL), Sweet Briar College (VA), Trinity Christian College (IL), Waldorf College (IA), Westminster College (UT), Widener University (PA), Willamette University (OR), and York College of Pennsylvania.**

Transformation of the Library Workshops—This initiative, launched in 2002 in cooperation with the Council on Library and Information Resources (CLIR), seeks to strengthen the contributions of libraries to teaching and learning. The workshops assist libraries in addressing the implications



of information literacy, technological developments, cost issues, renovation and construction of library space, fostering active learning through the library, and governance. The hope is to create opportunities for provosts, IT directors, library directors, and faculty members at independent colleges and universities to stay in step with the rapid change occurring in the world of academic



libraries. The project was funded in 2002-03 by the William and Flora Hewlett Foundation, CLIR, and the Andrew W. Mellon Foundation. An initial pilot workshop was held in September 2002. Participants included **Barton College (NC)**, **Bluffton College (OH)**, **Colby-Sawyer College (NH)**, **Dillard University (LA)**, **Drury University (MO)**, **Elmhurst College (IL)**, **Elms College (MA)**, **Gwynedd-Mercy College (PA)**, **Huston-Tillotson College (TX)**, **Lees-McRae**

College (NC), **Lincoln Memorial University (TN)**, **Loyola College in Maryland/College of Notre Dame of Maryland**, **Marywood University (PA)**, **Mercer University (GA)**, **Saint Martin's College (WA)**, **Wartburg College (IA)**, and **West Virginia Wesleyan College**.

Three workshops are planned for 2004 in San Francisco, CA, February 26-28; Pittsburgh, PA, April 15-17; and Minneapolis/St. Paul, MN, June 3-5, with funding from the William and Flora Hewlett Foundation, the Carl and Lily Pforzheimer Foundation, and the Gladys Krieble Delmas Foundation, and support of the Association of College and Research Libraries.

Workshop on Causal and Statistical Reasoning—For the second year, CIC faculty members were offered an exclusive opportunity to participate in a training workshop to develop online tools and instructional methods that can help students enhance their skills of causal and statistical reasoning. The workshop was held

August 5-8, 2002, in Pittsburgh. As part of a larger funded project led by Professor Richard Scheines of Carnegie Mellon University, all workshop expenses were covered and each participant received a \$2,000 stipend. In return, participants are using and evaluating the tools and methods learned in the workshop. Sixty-five applications were received from CIC faculty members for the ten spaces available. Participating institutions included: **Allegheny College (PA)**, **Bethel College (TN)**, **Chaminade University (HI)**, **Dominican University (IL)**, **Duquesne University (PA)**, **Marymount University (VA)**, **Regis College (MA)**, **Rocky Mountain College (MT)**, **Ursinus College (PA)**, and **Washington and Jefferson College (PA)**.

Teaching and Learning Mentors Institute—CIC this year assumed responsibility for an ongoing Summer Teaching and Learning Institute for faculty members using technology to enhance instruction. This workshop enables information technology staff, faculty development directors, and other faculty members to enhance the use of technology in teaching and learning on their campuses.

The 2003 Institute, on "Mastering Today, Preparing for Tomorrow," was held July 31-August 2, 2003 at **Calvin College (MI)** and 140 institutions participated. Advisory Committee members include Dawn Bush, **Calvin College**; Myles McNally, **Alma College (MI)**; and Wesley Baker, **Cedarville University (OH)**.

Faculty Development Collaboratives in Technology—This program enabled state foundations and independent institutions within a state, working collaboratively, to help faculty members make more effective use of digital tools in their teaching. In Spring 2002, five \$20,000 grants were awarded to state foundations in Alabama, Arkansas, Missouri, New Jersey, and South Carolina. The state collaboratives held workshops and developed materials that provide on-campus technical assistance to faculty members. The Foundation for Independent Higher Education (FIHE) co-sponsored this

initiative; the FIHE/UPS National Venture Fund provided a \$100,000 grant; CIC Senior Advisor Edward Barboni was the project leader.

MERLOT—The Multimedia Educational Resource for Learning and Online Teaching (MERLOT) is a free, open-source collection of more than 8,000 web-based learning materials designed primarily for faculty and students. It features a continually growing collection of online learning materials, peer reviews, and links to a range of other materials to help faculty members enhance instruction. CIC's participation in the collaboration (with the Foundation for Independent Higher Education, the National Association of Independent Colleges and Universities, and the National Association of Independent College and University State Executives) concluded in June.

Pew Symposium—In October 2002, CIC and Rensselaer Polytechnic Institute's Center for Academic Transformation released a report based on an invitational symposium on "Small Colleges in the Information Age: Challenges and Opportunities," as part of a series of Pew Symposia in Learning and Technology. This publication, describing the conclusions of the meeting and including case studies of the uses of technology to improve learning and control costs at six independent institutions, was authored by Center Director Carol Twigg. Participants included **Bethel College (KS)**, **Buena Vista University (IA)**, **Immaculata University (PA)**, **Lesley University (MA)**, **Pace University (NY)**, **Palm Beach Atlantic University (FL)**, **Regis University (CO)**, and **Saint Leo University (FL)**.

STRENGTHENING K-12 MATHEMATICS AND SCIENCE EDUCATION

Teaching Scholar Partnerships (TSP)—The TSP program, which ended in June 2003, helped colleges and universities to strengthen mathematics, science, and technology education in the nation's elementary and secondary classrooms. The centerpiece of this program was the involvement of undergraduate mathematics, science, and technology students in enhancing instruction in school classrooms. These students, known as Teaching Scholars, received annual stipends and were guided

by both K-12 teachers and college mathematics and science faculty members.

CIC awarded \$30,000 each to ten institutions that worked in partnership with K-12 schools over a two-year period. CIC Partners included **Carroll College (WI)**, **Central Methodist College (MO)**, **Drury University (MO)**, **Millikin University (IL)**, **North Central College (IL)**, **Pfeiffer University (NC)**, **St. Edward's University (TX)**, **Saint Joseph's College (IN)**, **West Virginia Wesleyan College**, and **Widener University (PA)**.

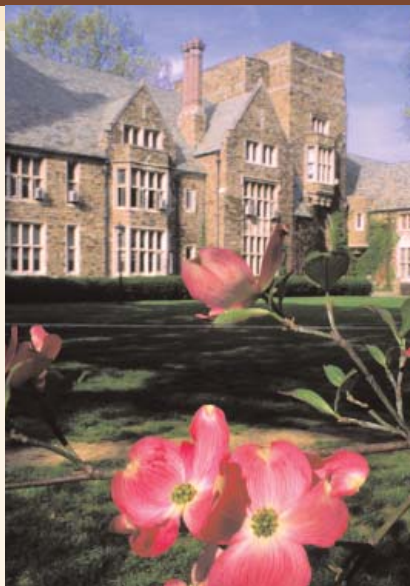
The CIC project, funded by a \$500,000 grant from the National Science Foundation, was part of a larger initiative—ten community colleges affiliated with the American Association of Community Colleges (AACC) and eight institutions selected by the Independent Colleges Office (ICO) created a unique partnership to improve student learning. The individual institutions were given substantial freedom in the design and operation of their projects in order to develop a collection of effective practices, which will support improved student learning.

The overall program was guided by three broad goals: to enrich and strengthen the learning experience of K-12 students in mathematics and science; to encourage undergraduate students in science, mathematics, engineering, and technology to consider K-12 mathematics and science teaching as a career option; and to generate national attention to the critical contribution that collaborative K-16 partnerships make to ensure the vitality of local schools.

An initial planning meeting was held at Snowbird in Utah, July 2001. A national conference of participants was held on June 14-16, 2002 and the final meeting was held May 31-June 1, 2003, both in Washington, DC. Hutch Bearce, retired dean of the college and professor of chemistry at **Central College (IA)**, was the project's senior advisor.



MAKING THE CASE



CIC serves as a national voice for independent higher education and promotes the distinctive features of education offered by small to mid-sized, teaching-oriented, private colleges and universities. Among new and ongoing projects:

ENCOURAGING BETTER UNDERSTANDING BETWEEN BUSINESS AND THE LIBERAL ARTS

Liberal Arts and Business Symposium—CIC received a grant from the James S. Kemper Foundation to support a symposium and publication that will explore how

the leadership in both the corporate community and at independent institutions of higher education can learn from each other and benefit from a better understanding of the relevance of the liberal arts to business. The symposium, to be held November 20, 2003 on the campus of **Elmhurst College** near Chicago, Illinois, will foster discussion among leaders of the corporate community and independent colleges and universities so that both sectors might better understand their mutual needs and work together to make the case for the value of the liberal arts. The main conclusions from the dual vantage points of the corporate and academic communities will be published early next year. Thomas Flynn, CIC senior advisor and former president of **Millikin University** (IL), is directing this project.

PUBLICIZING SUCCESS IN EDUCATING LOW-INCOME STUDENTS

Educating Low-Income Students: Access and Success—CIC received a grant from the Lumina Foundation for Education to support preparation of a book of essays by CIC presidents about the ways in which their institutions are successfully educating low-income students. Several presidents of independent colleges and universities are writing the essays, describing institutional efforts to promote access to and success in college for individuals from low-income families. The essays explore such topics as assistance in preparing prospective students, outreach to increase awareness of opportunities, student financial aid strategies, student advising and support systems, instructional support, and incentives for completion of educational programs. The book will be published next year as a part of the *New Agenda Series* by the Lumina Foundation for Education.

John Noonan, president emeritus of **Bloomfield College** (NJ), and CIC staff are editing the volume. Authors include Dorothy Blaney, **Cedar Crest College** (PA); Jacqueline Doud, **Mount St. Mary's College** (CA); Lorna Edmundson, **Wilson College** (PA); Betty Landman, **Arcadia University** (PA); Andrea Lee, **IHM, College of St. Catherine** (MN); Michael Lomax, **Dillard University** (LA); George Martin, **St. Edward's University** (TX); Douglas North, **Alaska Pacific University**; Gregory Prince, **Hampshire College** (MA); Kathleen Ross, **Heritage College** (WA); Richard Santagati, **Merrimack College** (MA); Mary Pat Seurkamp, **College of Notre Dame of Maryland**; Larry Shinn, **Berea College** (KY); Barbara Sirvis, **Southern Vermont College**; and Henry Tisdale, **Claflin University** (SC).

Serving on the advisory committee are Larry Earvin, president, **Huston-Tillotson College** (TX); Lee Fritschler, professor, School of Public Policy, George Mason University; Jamie Merisotis, president, Institute for Higher Education Policy; John Noonan, president emeritus, **Bloomfield College** (NJ); and Matthew Quinn, executive director, Jack Kent Cooke Foundation.

EXAMINING HISTORIC CAMPUS ARCHITECTURE

Survey of Historic Architecture and Design on the Independent College and University Campus—Nearly 350 colleges and universities have submitted completed surveys to CIC's Survey of Historic Architecture and Design on the Independent College and University Campus. The Getty Grant Program awarded CIC a two-year grant in 2002 to support the project—which will compile, interpret, and evaluate an inventory of historically significant architecture and landscape design on the campuses of independent colleges and universities across the country.

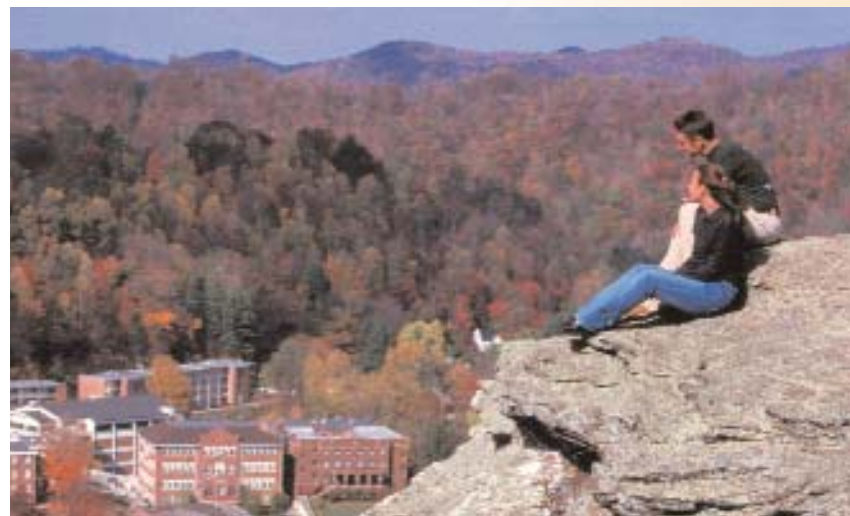
Funding is being sought for Phase II of the project, which will be the production of one or more publications that will examine the historical and architectural significance of these buildings in the context of their communities.

Barbara S. Christen, CIC senior advisor and an architectural historian formerly serving as a research associate at the Center for Advanced Study in the Visual Arts at the National Gallery of Art, is heading the project. The project's advisory committee, consisting of Thomas C. Celli, A.I.A., president, Celli-Flynn Brennan Turkall Architects and Planners; Russell V. Keune, F.A.I.A., former director, international relations, American Institute of Architects; Randall Mason, director, graduate program in historic preservation, University of Maryland; Therese O'Malley, associate dean, Center for Advanced Study in the Visual Arts, National Gallery of Art; Damie Stillman, professor emeritus, University of Delaware; and John Strassburger, president, **Ursinus College** (PA), met in November 2002 and October 2003.

DOCUMENTING THE CASE FOR INDEPENDENT HIGHER EDUCATION

Data and Decision-Making Initiative—The William Randolph Hearst Foundations awarded two grants totaling \$150,000 to CIC and the Andrew W. Mellon Foundation awarded \$125,000 in support of CIC's new Data Initiative. The goals of the several-year effort include providing relevant, sector-level data—reports, studies, and technical assistance—that will help presidents and other campus leaders make the case for their institution and increase the decision-making capacity, thereby strengthening their institutions.

On March 6, 2003 representatives from ten institutions met in Washington to discuss this initiative and provide guidance on the initial activities CIC will pursue. Participants included Douglas Bennett, president, **Earlham College** (IN); Duane Gardner, director of institutional research, **Montreat College** (NC); Antoine Garibaldi, president, **Gannon University** (PA); Larry Goodwin, president, **College of St. Scholastica** (MN); Michael Grajek, vice president and dean, **Hiram College** (OH); Robert Johnson, dean of information services and chief information officer, **Rhodes College** (TN); William Johnston, president, **Iowa Wesleyan College**; Claudia Jones, vice president for academic affairs, **Paine College** (GA); Kim Luckes, provost and vice president for academic affairs, **Saint Augustine's College** (NC); and Michael Williams, chair and professor of English, **William Jewell College** (MO).



HELPING CAMPUSES MAKE THE CASE

Making the Case Initiative—CIC launched the "Making the Case" Initiative at the same time the Data and Decision-Making Initiative was launched on March 6. These initiatives will help CIC to make a stronger case for the forms of education offered by small private colleges and universities, and will disseminate data and information on the independent sector of higher education. Participants at the meeting included Benjamin Anderson, director of public information, **Warren Wilson College** (NC); Dorothy Blaney, president, **Cedar Crest College** (PA); Glenn Bryan, director of marketing, **Mount Vernon Nazarene University** (OH); Robert Clark, executive director of communications, **Hartwick College** (NY); Tomika DePriest, director of public relations, **Spelman College** (GA); Nancy Santos Gainer, executive director of marketing, **Cabrini College** (PA); Scott

Miller, president, **Wesley College** (DE); Joyce Muller, associate vice president for communications, **McDaniel College** (MD); Betty van Iersel, executive director of communications, **Sweet Briar College** (VA); and Theresa Wiseman, director of media relations, **College of Notre Dame of Maryland**.

Communications Resources—Three issues of "Communications Resources," designed to help presidents and PR officers communicate their institution's story, were produced and distributed in 2002-03. The periodic mailing contains practical, relevant material and tools—talking points, data, how-to pieces, backgrounders, and letters to the editor and op-ed pieces from member presidents that "make the case" for independent higher education.



MAKING THE CASE TO THE MEDIA

CIC/New York Times Partnership in Education—

Twenty-six CIC member institutions have joined the CIC/*New York Times* partnership. The partnership will provide discounted subscriptions, advertising rates, and rights and permissions site licenses for the *Times* archives. Other benefits include programs and events on campus sponsored by the *Times*, priority privileges for securing reporters and editors for speaking engagements on campus, and help in developing coursepacks and educational material using current *Times* content for classroom use. Presidents of institutions that joined the partnership have been invited to serve on a Presidents Advisory Council that will guide the partnership and be convened by the *Times* once or twice annually. CIC colleges and universities can join the partnership at any time. Partner institutions include **Adelphi University** (NY), **Albright College** (PA), **Allegheny College** (PA), **Bethany College** (WV), **Bloomfield College** (NJ), **Cazenovia College** (NY), **Dillard University** (LA), **Fisk University** (TN), **George Fox University** (OR), **Hartwick College** (NY), **Hendrix College** (AR), **Juniata College** (PA), **Linfield College** (OR), **Millsaps College** (MS), **Otterbein College** (OH), **Pace University** (NY), **Pacific Lutheran University** (WA), **Rider University** (NJ), **Rollins College** (FL), **Saint Leo University** (FL), **St. Edward's University** (TX), **University of Charleston** (WV), **University of Puget Sound** (WA), **University of St. Thomas** (TX), and **Wagner College** (NY).

Media Meetings and Interviews—CIC staff and member presidents met with reporters throughout the year to make the case for independent higher education. Seventeen member presidents met with *New York Times* reporters and editors in March to discuss issues of importance to presidents and the higher education trends and issues reporters were especially interested in learning about and covering in the future. Six member presidents of the CIC Board of Directors met with five reporters from *The Chronicle of Higher Education* at the newspaper's offices in Washington, DC following the June 2002 Board meeting. Issues discussed included finances and creative cost-cutting mechanisms and approaches, strategies to attract and keep students, campus/community partnerships, and service learning. Similar issues were discussed with the *Chronicle's* new Editor-in-Chief Phil Semas and Managing Editor Bill Horne during the Board's Executive Committee meeting in October 2003. In addition, a number of presidents met media panelists at the 2003 Presidents Institute during and after a session on how small colleges can attract media coverage with *University Business* Editorial Director Katherine Grayson and *New York Times* reporter Jacques Steinberg.

Media visits were also held at major newspapers and wire services, including the *Wall Street Journal*, *Boston Globe*, *Christian Science Monitor*, *Washington Post*, *USA Today*, and the Associated Press. The purpose of these meetings was to inform the reporters and editors about CIC programs and projects, discuss higher education issues of importance to the media, and pitch story ideas about CIC member campuses.

IMPROVING DECISION-MAKING

Data and Decision Workshops—CIC co-sponsored, with the Association for Institutional Research, a workshop on the use of comparative data in institutional decision-making. Held on December 11-13, 2002 in Lansdowne, VA (near Washington, DC), 26 two- and three-person institutional teams participated, selected from 68 applications.

Participating institutions at the December workshop included **Agnes Scott College (GA)**, **Alderson-Broadbent College (WV)**, **Augsburg College (MN)**, **Blackburn College (IL)**, **College Misericordia (PA)**, **College of Saint Mary (NE)**, **College of the Southwest (NM)**, **Duquesne University (PA)**, **Hiram College (OH)**, **Hollins University (VA)**, **LaGrange College (GA)**, **Marian College (WI)**, **Midway College (KY)**, **Montreat College (NC)**, **Mount Union College (OH)**, **Nebraska Wesleyan University**, **North Carolina Wesleyan College**, **Rivier College (NH)**, **Seattle Pacific University (WA)**, **Seton Hill University (PA)**, **St. John Fisher College (NY)**, **Stonehill College (MA)**, **University of Sioux Falls (SD)**, **Viterbo University (WI)**, **Westminster College (UT)**, and **Xavier University (OH)**. Two additional workshops were held in September and October 2003 in Denver and Chicago.



STIMULATING REFORM



Working with foundations, CIC supports and assesses a wide range of institutional reforms and programs.

ASSISTING FUNDERS

Consortium for the Advancement of Private Higher Education (CAPHE)—CIC's grantmaking unit, CAPHE, assists funders by providing research and information on finances, curricula, faculty, and student demographics and enrollment at some 1,500 private colleges and universities; consultant services in the design of grant programs for private colleges; and administrative services for funders' programs from identification of prospective participants to evaluation of program outcomes.

CAPHE also provides technical assistance to corporations and foundations. CAPHE conducted an evaluation of the Foundation for Independent

Higher Education's (FIHE) UPS-endowed National Venture Fund grant program. CAPHE staff presented the report to FIHE's board of directors at their November 2002 meeting. In three years, \$9.2 million has been directed to private higher education as a result of the program. The executive director of CAPHE continues to serve on the Venture Fund oversight committee.

CAPHE staff also analyzed The Teagle Foundation's Collaborative Ventures Program, looking at the key factors that contribute to, as well as detract from, the creation and maintenance of successful interinstitutional collaborations. And CAPHE continues to administer for an anonymous donor the

Davies-Jackson Scholarship program for graduates of private colleges and universities. Recipients receive a full, two-year scholarship at St. John's College, Cambridge, England.

REFORMING TEACHER ACCREDITATION

Teacher Education Accreditation Council (TEAC)—CIC continues to support TEAC, now in its fifth year of operation. TEAC's Washington office is located in CIC's office. In September 2003, TEAC received long-awaited approval as an accrediting agency by the U.S. Department of Education. In the mid-1990s, some small and mid-sized colleges and universities became concerned that the existing accrediting body for their teacher preparation programs was imposing requirements that would be difficult for any small institution to fulfill, and it was also ignoring the distinctive ways in which small colleges and universities prepare teachers. These colleges and universities banded together, with the active support of the Council of Independent Colleges and eventually the involvement of public research universities, to create TEAC. Frank Murray is president of TEAC.

IMPROVING DECISIONS ON INFORMATION TECHNOLOGY

Information Technology Advisory Service—This program, funded by The Verizon Foundation, provides institutional leaders with access to information that can assist in making decisions about campus technological infrastructures. Up to 50 (42 had applied as of September 2003) institutions are receiving discounted subscriptions to the new EDUCAUSE Center for Applied Research series of research studies and publications. In addition, CIC will release several specially commissioned papers in Fall 2003.

FORMING COLLABORATIONS

Through collaboration among private colleges and universities and by partnering with other organizations, CIC helps member institutions create new programs and services that are both efficient and effective.

HELPING STUDENTS THROUGH PARTNERSHIPS

Tuition Exchange Program (CIC-TEP)—The CIC Tuition Exchange Program consists of a network of member colleges and universities willing to accept—tuition free—students from families of full-time employees of other CIC institutions. This popular program continues to grow. CIC-TEP had a record 337 participating institutional members this year, benefiting 1,267 students.

Foundations for Excellence in First-Year Programs—In cooperation with the Policy Center on the First Year of College, located at **Brevard College** (NC), CIC is enabling member institutions to participate in a program to develop standards of excellence for first-year programs in liberal arts institutions. In Summer 2003, 12 institutions were selected as members of a consortium that will test these standards on their campuses. The project is funded by The Atlantic Philanthropies and Lumina Foundation for Education.

The quality of the first-year experience for students is a significant determinant of success in college—and, from the institution's perspective, also of retention and graduation. This project promises, for the first time, a comprehensive way for all CIC institutions to understand their strengths and weaknesses in this area. The initiative focuses on improving the

learning outcomes, success, and persistence of students in the foundational year of college. Directed by John Gardner, a nationally known expert on first-year experience programs, the project will produce, for the first time, a sector-specific, aspirational model for the first year of college and a method to evaluate campus achievement of these foundations. The program's intent is to allow participating institutions to assess and make improvements in their own programs, while contributing to a national set of standards and benchmarks of excellence, particularly for independent colleges and universities.

During Spring 2003, the Policy Center worked with more than 100 CIC institutions that were assessing the status of their first-year programs. Over the 2003-04 academic year, 12 of those institutions will provide more in-depth testing of the assessment tools being developed by the Center. Participants include **Augsburg College** (MN), **Aurora University** (IL), **Columbia College** (SC), **Endicott College** (MA), **Franklin Pierce College** (NH), **Indiana Wesleyan University**, **Madonna University** (MI), **Maryville College** (TN), **Marywood University** (PA), **Nazareth College of Rochester** (NY), **St. Edward's University** (TX), and **University of Charleston** (WV).





Woodrow Wilson Visiting Fellows Program—The Woodrow Wilson National Fellowship Foundation, in cooperation with CIC, is offering initial year discounts (\$4,000 vs. \$5,000) to CIC member institutions participating in the Foundation's Visiting Fellows Program, which brings notable, non-academic figures to college and

university campuses for weeklong residencies. In response to the initial invitation, 52 institutions expressed interest, including 22 who are participating for the first time.

COOPERATING ON INFORMATION TECHNOLOGY

CIC and EDUCAUSE Events—Beginning in 2002, CIC and EDUCAUSE decided to reconfigure the annual Spring Information Technologies Workshop. For 12 years, CIC and EDUCAUSE (and its predecessors CAUSE and Educom) held this workshop for campus teams—including an academic officer, chief information officer, IT staff, and faculty leaders—that focused on the needs of small to mid-sized private institutions. Instead of these workshops, CIC and EDUCAUSE have sought to make regional workshops under EDUCAUSE auspices increasingly useful to CIC member institutions by providing CIC-sponsored sessions and networking opportunities at selected EDUCAUSE events: EDUCAUSE mid-Atlantic on January 15-17, 2003 in Baltimore, MD, NERCOMP on March 16-18 in Worcester, MA, EDUCAUSE Midwest on March 24-26 in Chicago, IL, CUMREC on May 11-14 in Orlando, FL and EDUCAUSE Southeast on June 18-20 in Atlanta, GA.

Microsoft Workshops—In cooperation with Microsoft Corporation, CIC provided vouchers to Microsoft Workshops training on next generation network products during Summer 2003.

Participants included **Central Methodist College (MO)**, **Azusa Pacific University (CA)**, **Iowa Wesleyan College, Hillsdale College (MI)**, **Siena Heights University (MI)** (two individuals), **Roanoke College (VA)**, **Keuka College (NY)**, **Seton Hill University (PA)**, **Thomas More College (KY)**, **Villa Julie College (MD)** (two individuals), and **Chestnut Hill College (PA)**.

WORKING TOGETHER TO IMPROVE SERVICE QUALITY

Delivering the Customer Experience—This program, in conjunction with the Disney Institute, provides assistance to presidents and administrative teams in improving service quality. The Summer 2002 program was the fifth workshop—three in Summer 2000 and one in 2001. Participants in 2002 included: **American College of Greece, Franklin University (OH)**, **MidAmerica Nazarene University (KS)**, **Ottawa University (KS)**, and **St. Edward's University (TX)**. No program was offered during the summer of 2003.

PHOTO CREDITS (IN ORDER OF APPEARANCE)

Benedict College, Page 3; California Baptist University, Page 5; William Woods University, Page 6; St. Norbert College, Page 7; University of Indianapolis, Page 8; Lees-McRae College, Page 10; York College of Pennsylvania, Page 11; Pfeiffer University, Page 12; Rhodes College, Page 13; Pikeville College, Page 14; Rockhurst University, Page 15; Scripps College, Page 16; Utica College, Page 17; Saint Michael's College, Page 18; Whitworth College, Page 19

CIC 2002-2003 Awardees



AWARDS FOR PHILANTHROPY

CIC awarded the 2003 Awards for Philanthropy to Elizabeth Perkins Prothro (Individual), and the Jessie Ball duPont Fund (Institution). Mrs. Prothro has been a major donor to several independent colleges, including **Southwestern University** (TX), and her alma mater, **Sweet Briar College** (VA).



Sherry Magill, president of the Jessie Ball duPont Fund, accepted the award on behalf of the Fund, which has helped many CIC colleges and universities to develop technological proficiency, new programs for faculties, model classrooms, and partnerships with local communities.

RECOGNITION FOR CONSECUTIVE SUPPORT

Coordinated Financial Services, Miller/Cook & Associates, Inc., and **New Ventures of Regis University** were presented with plaques honoring the companies for providing ten consecutive years of support for the CIC Presidents Institute.

ALLEN P. SPLETE AWARD FOR OUTSTANDING SERVICE

During the Presidents Institute awards banquet, *USA Today*, represented by Robert Dubill, executive editor (retired), was honored with the Allen P. Splete Award for Outstanding Service. The nation's largest-selling daily newspaper has demonstrated a sustained commitment since its inception in 1982 to in-depth coverage of higher education and has raised the visibility of independent colleges and universities more than any other national media organization.



CHIEF ACADEMIC OFFICER AWARD

Carl H. Caldwell, vice president for academic affairs at **Anderson University** (IN), was selected by the nation's chief academic officers to receive the 2002 Chief Academic Officers Award for contributions to his colleagues at private colleges and universities.

ACADEMIC LEADERSHIP AWARD

Martha Craven Nussbaum, Ernst Freund Distinguished Service professor of law and ethics at the University of Chicago, won the Academic Leadership Award given annually to a nationally recognized educator for academic leadership and assisting chief academic officers in their work. Terry Cooney, **University of Puget Sound** (WA), presented the award.



RESOURCE DEVELOPMENT

CIC's fundraising efforts generate three types of revenue—restricted program grants for projects, restricted operating grants earmarked for particular programs (e.g., conference sponsorships), and unrestricted grants for general operating support. CIC received financial support between July 1, 2002 and June 30, 2003 from these donors and sponsors:

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FINANCIAL STATEMENT

STATEMENT OF UNRESTRICTED FUNDS 7/1/02-6/30/03

	GENERAL OPERATIONS	PROJECT TOTALS	TOTAL UNRESTRICTED
REVENUES			
Membership Dues	\$ 1,594,242		\$ 1,594,242
Program Participant Fees	583,136		583,136
Gifts and Grants			
Unrestricted Grants	159,000		159,000
Program Grants	370,000	\$ 1,085,570	1,455,570
Consulting Fees	17,000	58,728	75,728
Interest and			
Miscellaneous Income	120,467	4,463	124,930
TOTAL REVENUES	\$ 2,843,845	\$ 1,148,761	\$ 3,992,606
EXPENSES			
Salaries and Benefits	\$ 1,420,857	\$ 215,188	\$ 1,636,045
Programs and Meetings	489,118		489,118
Grants to Colleges		423,445	423,445
Other Costs	739,726	509,909	1,249,635
TOTAL EXPENSES	\$ 2,649,701	\$ 1,148,542	\$ 3,798,243
		CHANGE IN NET ASSETS:	\$ 194,363
		Net Assets at 7/1/02:	\$ 1,922,109
		Net Assets at 6/30/03:	\$ 2,116,472

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Azusa Pacific University

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In 2002-2003, for the 15th consecutive year CIC's college and university membership attained a new record high. At year's end, CIC had 515 institutional members. Thirty-four institutions joined CIC during the year. In addition, 51 state, regional, and national organizations are CIC Affiliate Members, and eight are International Members.

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Huntingdon College
Miles College
Oakwood College
Spring Hill College
Stillman College

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Alaska Pacific University

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Grand Canyon University
Prescott College

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Hendrix College
John Brown University
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California Lutheran University
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Eckerd College
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Agnes Scott College
Berry College
Brenau University
LaGrange College
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Oglethorpe University
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Dominican University
Elmhurst College
Eureka College
Greenville College
Illinois College
Illinois Wesleyan University
Judson College
Kendall College
Lewis University
MacMurray College
McKendree College
Millikin University
Monmouth College
National-Louis University
North Central College
Olivet Nazarene University
Principia College
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Trinity Christian College
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Earlham College
Franklin College
Goshen College
Grace College and Seminary
Hanover College
Huntington College
Indiana Wesleyan University
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Marian College
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Saint Mary-of-the-Woods College
Saint Mary's College
Taylor University
Tri-State University
University of Indianapolis
University of Saint Francis
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Briar Cliff University
Buena Vista University
Central College
Clarke College
Cornell College
Dordt College
Drake University
Graceland University
Grand View College
Iowa Wesleyan College
Loras College
Luther College
Morningside College
Mount Mercy College
Simpson College
St. Ambrose University

University of Dubuque
Upper Iowa University
Waldorf College
Wartburg College

KANSAS

Baker University
Benedictine College
Bethany College
Bethel College
Friends University
Kansas Wesleyan University
McPherson College
MidAmerica Nazarene University
Newman University
Ottawa University
University of Saint Mary
Southwestern College
Sterling College
Tabor College

KENTUCKY

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Bellarmine University
Berea College
Brescia University
Campbellsville University
Cumberland College
Georgetown College
Kentucky Wesleyan College
Lindsey Wilson College
Midway College
Pikeville College
Spalding University
Thomas More College
Union College

LOUISIANA

Dillard University

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Unity College
University of New England

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Columbia Union College
Loyola College in Maryland
McDaniel College
Mount St. Mary's College & Seminary
St. John's College
Villa Julie College

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American International College
Anna Maria College
Assumption College
Bay Path College
Curry College
Elms College
Emerson College
Emmanuel College
Endicott College
Gordon College
Hampshire College
Lesley University
Merrimack College
Mount Holyoke College
Nichols College
Regis College
Springfield College
Stonehill College
Western New England College

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Adrian College
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Aquinas College
Calvin College
Cornerstone University
Hillsdale College
Madonna University
Marygrove College
Olivet College
Siena Heights University
Spring Arbor University

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College of Saint Benedict
College of St. Catherine
College of St. Scholastica
Concordia College
Northwestern College
Saint John's University

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Avila University
Central Methodist College
College of the Ozarks
Columbia College
Culver-Stockton College
Drury University
Fontbonne University
Kansas City Art Institute
Maryville University of Saint Louis
Missouri Baptist University
Missouri Valley College
Park University
Rockhurst University
Stephens College
Webster University
Westminster College
William Jewell College
William Woods University

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Rust College
Tougaloo College

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Carroll College
Rocky Mountain College
University of Great Falls

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College of Saint Mary
Dana College
Doane College
Hastings College
Midland Lutheran College
Nebraska Wesleyan University

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Franklin Pierce College
New England College
Rivier College
Saint Anselm College

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Bloomfield College
Caldwell College
Centenary College
College of Saint Elizabeth
Drew University
Felician College
Georgian Court College
Monmouth University
Rider University
Saint Peter's College

NEW MEXICO

College of Santa Fe
College of the Southwest
St. John's College

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Adelphi University
Cazenovia College
College of Mount Saint Vincent
College of Saint Rose
Concordia College
Daemen College
D'Youville College
Dominican College
Elmira College

Hamilton College
Hartwick College
Houghton College
Ithaca College
Keuka College
Le Moyne College
Marymount College of Fordham University
Marymount Manhattan College
Medaille College
Mercy College
Molloy College
Mount Saint Mary College
Nazareth College
Nyack College
Pace University
Roberts Wesleyan College
Sage Colleges
Saint Joseph's College
Siena College
St. Bonaventure University
St. John Fisher College
St. Lawrence University
St. Thomas Aquinas College
Utica College
Wagner College
Wells College

NORTH CAROLINA

Barton College
Belmont Abbey College
Brevard College
Catawba College
Chowan College
Elon University
Gardner-Webb University
Greensboro College
Guilford College
Johnson C. Smith University
Lees-McRae College
Lenoir-Rhyne College
Livingstone College
Mars Hill College
Meredith College

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Pfeiffer University
Queens University of Charlotte
Saint Augustine's College
Salem College
St. Andrews Presbyterian College
Warren Wilson College

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Jamestown College
University of Mary

OHIO

Antioch College
Ashland University
Bluffton College
Capital University
Cedarville University
College of Mount St. Joseph
College of Wooster
Defiance College
Franciscan University of Steubenville
Franklin University
Heidelberg College
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John Carroll University
Lake Erie College
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Malone College
Marietta College
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Walsh University
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Oklahoma City University
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Oral Roberts University

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George Fox University
Linfield College
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Willamette University

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Chestnut Hill College
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Elizabethtown College
Franklin & Marshall College
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Geneva College
Gettysburg College
Grove City College
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Keystone College
King's College
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Marywood University
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Carson-Newman College
Christian Brothers University
Crichton College
Cumberland University
Fisk University
King College
Lambuth University
Lane College
Lee University
LeMoyné-Owen College
Lincoln Memorial University
Maryville College
Milligan College
Rhodes College
Trevecca Nazarene University
Tusculum College
Union University
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Huston-Tillotson College
Jarvis Christian College
McMurry University
Our Lady of the Lake University
Schreiner University
Southwestern University
St. Edward's University
Texas College
Texas Lutheran University
Texas Wesleyan University
University of St. Thomas
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Wiley College

UTAH

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VERMONT

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Goddard College
Green Mountain College
Marlboro College
Norwich University
Saint Michael's College
Southern Vermont College

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Bluefield College
Bridgewater College
Eastern Mennonite University
Emory & Henry College
Ferrum College
Hampden-Sydney College
Hollins University
Lynchburg College
Marymount University
Randolph-Macon College
Randolph-Macon Woman's College
Roanoke College
Shenandoah University
Sweet Briar College
Virginia Interment College
Virginia Union University
Virginia Wesleyan College

WASHINGTON

Heritage College
Pacific Lutheran University
Saint Martin's College
Seattle Pacific University
University of Puget Sound
Whitworth College

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Alderson-Broaddus College
Bethany College

Davis & Elkins College
Ohio Valley College
Salem International University
University of Charleston
West Virginia Wesleyan College
Wheeling Jesuit University

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Alverno College
Cardinal Stritch University
Carroll College
Concordia University Wisconsin
Edgewood College
Lakeland College
Marian College
Mount Mary College
Northland College
Silver Lake College
St. Norbert College
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Senior Advisor, Historic Architecture Project	Barbara Christen
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Council of Independent Colleges
One Dupont Circle, Suite 320
Washington, DC 20036
Phone: (202) 466-7230
Fax: (202) 466-7238
E-mail: cic@cic.nche.edu

Please include your name, address, and telephone number when sending e-mail to CIC's general e-mail address.

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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.

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To join the discussion groups, send your request via e-mail to cic@cic.nche.edu. 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.

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Open to student affairs officers and staff at CIC member institutions.

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Open to spouses of sitting presidents of CIC member institutions.

CICNET-LIST

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

CICCHAIR-LIST

Open to department and division chairs from CIC member and member-eligible institutions.



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Washington, DC 20036

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