

Associated Colleges of the South
Report to the Robert W. Woodruff Foundation
New Initiatives in Cost Containment

December 31, 2002

I. Introduction

The Associated Colleges of the South is pleased to present its third report on the activities made possible by the Robert W. Woodruff Foundation Cost Containment Grant that was received in May 2000. This report covers the twelve-month period ending December 2002. A financial summary is included in Appendix A.

Programs funded through this grant maintained a high energy level in 2002. Joint Purchasing dealt with some fifteen vendors and successfully negotiated three contracts. The purchasing officers explored invitations from two outside purchasing groups to become active partners in their higher education buying consortiums. ALIANCO, the collaborative effort in languages, made significant strides in moving two of its projects forward: the REALIA (Rich Electronic Archive for Language Instruction Anywhere) media database and the Russian mosaic project. Both projects are being met with enthusiasm from the ACS member institutions. The Cuba Connections, a component of the Latin American Studies, is poised for an intensive seminar in Cuba in March 2003. In addition, an exhibit of Cuban art is being organized and curated by the director of the Marsh Art Gallery at the University of Richmond. The exhibition, which will travel to several ACS institutions, will include recent paintings, sculpture, photographs, drawings, and paintings by approximately six artists who still live in Cuba. The Summer Technology Workshops welcomed a record number of faculty, staff, and students to the summer sessions. The chief financial officers completed a ratio analysis in which all sixteen ACS campuses participated, and they began a financial benchmarking study that will be completed early in 2003. All in all, it was a busy, productive, and gratifying year.

II. Organization and Structure of the Grant Program

As in previous years, ACS presidents and academic officers continued to provide general supervision for grant-funded projects and programs. The ACS Council of Deans received updates on programs funded through the Robert W. Woodruff Grant at their February, May and October 2002 meetings. In addition, brief program updates were e-mailed to the Council of Deans and Presidents between their regularly scheduled meetings.

Early in 2002, the Council of Deans and the ACS staff agreed to participate in a cost containment experiment whereby staff reports would be available for the deans' review, a week prior to their meetings, by posting them on a password protected website. This model was so well received that it has replaced the notebooks that were filled with printed reports and mailed to the deans before each meeting. This web-based model of reporting worked so well with the Council of Deans that it was utilized to furnish staff reports for the annual meeting of the ACS presidents in June 2002. It is estimated that using web-based reporting for these four ACS meetings saved approximately \$1,565.00 in postage, paper, copying, and supplies.

The program committee for each grant-related academic and administrative initiative, along with ACS staff, continued to provide oversight and direction for activities, to faithfully discharge their fiscal responsibility, to evaluate programmatic efforts, and to recommend goals and programs for future implementation. A faculty oversight committee provided direction for the virtual academic departments.

Faculty and instructional technology staff comprised the ACS technology program committee that organized collaborative workshops for faculty and staff. The Joint Purchasing effort continued to be monitored by the ACS purchasing officers. And the chief financial officers shepherded a Ratio Analysis Project for the consortium.

As always, the presidents, chief academic officers, faculty, staff, and students who benefit from these programs remain deeply grateful to the Robert W. Woodruff Foundation for its interest in and support of the Associated Colleges of the South.

III. The Program Initiative - Cost Containment on the ACS Campuses

The following report presents the programs undertaken in 2002 that were made possible by the Foundation grant. Collaborative academic initiatives are presented first. Administrative collaborative efforts are presented next. Each report was written by an ACS staff member in consultation with members of the respective program committees.

A Academic Collaboration

1. Collaborative Initiative in Languages ("ALIANCO")

ALIANCO (Allied Languages in a Networked Collaboration Online; also Esperanto for "alliance") is a collaboration of the approximately 200 ACS modern language faculty members of the Associated Colleges of the South. In 2002, this group focused on two areas: the REALIA media database and the Russian mosaic project. They also formed a program committee to guide both of these projects, as well as to suggest other areas that might benefit from consortial collaboration.

a. ALIANCO Program Committee

During the course of 2002, it was determined that a representative committee would be an effective means to determine common issues and needs at ACS language departments, as well as to disseminate information about on-going projects. The ALIANCO Program Committee was thereby established, with members representing each of the sixteen ACS institutions. This committee began its work via a series of conference calls to discuss current and future projects, and identified four areas for potential collaboration:

- a task force on issues of international copyright standards.
- the creation of guidelines for teaching with media on the web.
- a survey of current language lab facilities and of multimedia teaching resources/best practices.
- the creation of collective guidelines and materials for student study abroad media projects.

Members of the REALIA project Managing Board joined these calls to brief the committee on the progress of the archive prototype and the REALIA project objectives. This committee was enthusiastic about promoting the project on their home campuses because many faculty have or are in the process of developing media archives on their campuses, and the great benefit in sharing these collections was quickly apparent.

b. Russian Mosaic

On Oct. 25, 2002, Professor Valerie Nollan, Rhodes College, met with Professor Alexander Boguslawski at Rollins College to discuss the details and timetable for the ACS Russian Mosaic project. The three faculty members who have signed on as lecturers are in the process of recruiting other lecturers.

The course, to be taught in the spring of 2005, will serve the colleges of GLCA (Great Lakes College Association) and ACM (Associated Colleges of the Midwest) as well as ACS, with a Maymester in St. Petersburg, Russia, to follow. The course will consist of twelve weeks of instruction, divided into six, two-week units on topics relating to Russia (language, folklore, art, music, literature, history). The level of the course will be introductory; no prior knowledge of the subject matter will be assumed or required. Lecture notes for each unit probably will consist of approximately twenty pages (slightly longer than a conference presentation). To continue the planning for the course, a meeting is planned for the ACS Technology Center during the 2003 spring term.

c. REALIA

The REALIA (Rich Electronic Archive for Language Instruction Anywhere) Project is designed to publish faculty-reviewed media for the academic community. Both faculty and students are encouraged to contribute cultural materials appropriate for instruction at the college and secondary levels. The overarching goal of the REALIA Project is to provide a respected venue for high-quality media projects that otherwise might not be published.

The first phase of the REALIA Prototype Archive was completed in December 2002 and is scheduled to debut online January 2003. There will be an accompanying survey to test its functionality and utility for language faculty and students. The goals set for this phase created an initial interface design, metadata standards, and a searchable database, as well as the development of processes for submission, editing, and promotion of the archive. The archive uses ContentDM as its delivery system, which has been customized to provide a more “user-friendly” interface. The application and media are hosted on an ACS Technology Center server.

The prototype phase of the archive contains approximately 200 images from seven faculty contributors that are relevant to the teaching of Russian and Spanish. Each image comes with descriptive text and suggestions for classroom discussion, along with other standard catalog information. All content is faculty-reviewed prior to acceptance and publication and is royalty-free for use by the educational community. Full resolution tiffs (uncompressed image files) can be downloaded in addition to the JPEG versions displayed in the browser. Other features include the ability to compare sets of images and create custom galleries. Additionally, in 2003, this group will produce and distribute a paper describing the process of creating the prototype and make recommendations for the implementation of the full project.

d. REALIA Meeting Report February 7-10, 2000

The first third of the meeting was devoted to reports on three topics, which had been assigned to various members:

1. A discussion of hardware and software, with a review of "homegrown" versus packaged commercial solutions, along with the possibility of modifying an existing solution based on open standards and partnering with other projects for the long term.
2. A discussion of incentives for submission and promotion, which covered possibilities of “small carrots” for students and faculty (e.g., student intern stipends, loans of digital cameras, film stipends). In terms of promotion, it was agreed that conferences at the national and regional levels should be targeted (Latin American Symposium at Birmingham-Southern, Kentucky Foreign Language Conference, MLA, Hispania, etc). To further the legitimacy of publishing digital media as a scholarly enterprise, it will be important to work within the existing journal nomenclature, structure and vetting processes.
3. A discussion about copyright and the need to create a standard form for faculty, with release and signoffs, as well as the establishment of a secure repository for the releases. In addition, it was determined that bibliographic standards (e.g., Dublin Core) would be desirable for flexibility of use (standard xml). Among possibilities to consider would be the Library of

Congress headings for developing control vocabulary and HRAF (Human Relations Area Files).

Other issues raised during this portion of the agenda included "fuzzy" keyword search capabilities and ties with GIS (Geographic Information Systems).

The second portion of the meeting was devoted to tours of two online archives relevant to the image and vetting aspects of the project.

- The first archive, MDID: Madison Digital Image Database (<http://cit.jmu.edu/mdidinfo/>) is a fine arts database at James Madison University. Viewing the project raised several questions, including what type of functionality is required for language teaching: Is the image a means for generating discussion, or is it more in keeping with a more traditional type of fine arts instruction where the image is the end in itself?
- The second archive, the SUDA On-Line, is a web-based translation of the Byzantine encyclopedia known as the Suda (<http://www.stoa.org/sol/>). Based at the University of Kentucky, this is a collaborative translation project that allows for browsing, assignment, submission and vetting of text. The project was considered a good model in that it encourages interaction; has the potential of building community outside the project; features an easy to use web interface; and provides up front information about the editorial board, guidelines for both contributors and editors, tools, and processes.

The final meeting session was spent generating the essential components and features for the prototype archive, a list of the necessary associated documentation, and a schedule of tasks and resources to produce a working prototype and "white paper" by late December 2002. Between this meeting and the one in September 2002, software was selected, metadata standards were established, images and metadata content were received from six faculty charter contributors, permission forms were drafted, and a host of other tasks were completed that were requisite for launching the prototype.

e. REALIA Meeting Report September 19-20, 2002

The members of the Managing Board, along with ACS staff, met at the ACS Technology Center to continue work on the archive prototype. The evening session began with an overview of ContentDM (selected as the delivery system for the prototype) and an update on potential partnering projects. The next morning was spent reviewing the progress on each portion of the project and suggesting refinements and modifications.

As a result of the input from the charter faculty contributors, the Managing Board members decided to streamline the metadata structure. They also decided that "verbose descriptions" from the metadata could be shared with the LSI (Latent Semantic Indexing) engine project that was in progress at the Center for Educational Technology (CET), at Middlebury College in Vermont, in the next step of the project to see if this would be a possible future direction for more efficient searching. The afternoon was spent determining the pages and content that would reside at the realiaproject.org website.

The last day of the meeting was devoted to discussion of outstanding items needed for completing the prototype and the "white paper," as well as planning for the near and long term future. The following specific, short-term goals were established:

1. Testing via survey and focus groups of the prototype by users in three participating consortia.
2. Promotion of the prototype at conferences, including the MITC conference in April on digital image databases.
3. Circuit rides to institutions to explain the project, recruit contributors and editors, and training with ContentDM.

4. A workshop for summer 2003 at the ACS Technology Center to increase the number of records in Spanish and Russian to 500, and to provide training to faculty, students and librarians in using ContentDM acquisition stations as well as image editing.
5. Conducting focus groups on the prototype.
6. Modifying the prototype to reflect input from the survey and information obtained from focus groups.
7. Adding outside members to the Managing Board as an "Advisory Board" (MERLOT, CARLA, etc.) who are engaged in complementary efforts.
8. Developing creative incentives (such as for a department or inter-institutional group from a language).

2. Collaborative Effort and Program in Latin American Studies (LAS)

The Latin American Studies (LAS) advisory planning group, consisting of academics from a variety of disciplines who focus their work on Latin American Studies, continues to be extremely active and cohesive. The group's discussions were facilitated through the acs-las (ACS Latin American Studies) email list which includes both faculty and staff from all sixteen ACS campuses, who have an interest in topics related to Latin America.

The Latin American Studies Symposium, which takes place annually at Birmingham-Southern College, served as the ideal opportunity for this group to reconnect in a face-to-face and focused venue. The most recent symposium (April 5-6, 2002) brought together over 75 participants representing 20 different colleges and universities. Once again, this meeting gave ACS undergraduate students the opportunity to present original research in a supportive and congenial atmosphere. The keynote speaker for the symposium was National Book Award nominee Cristina Garcia, author of *Dreaming in Cuban* and *The Aguero Sisters*. Her presentation was recorded and is currently being digitized for inclusion on the ACS LAS webpage. See Appendix C for the symposium program.

At the 2002 symposium the planning group members discussed five main projects which are described below:

a. On-campus resources

The planning group reviewed a listing of electronic books available through vendors with whom our libraries currently work. While the group decided that these offerings had too much overlap with current library holdings, there was great enthusiasm for investigating an agreement with HAPI, Hispanic American Periodicals Index. Following the meeting, HAPI was contacted and an agreement successfully negotiated that provides ACS institutions with a 20% savings over non-consortial subscription rates. The ACS consortial license was effective August 1, 2002 and ten schools are participating in the agreement.

In addition, the group began exploring the possibility of acquiring a collection of films that would be available to all ACS campuses.

b. LAS Webpage

The group has continued to develop and enhance the LAS webpage. This resource is bringing wider visibility and participation to the annual LAS symposium. It currently contains information about the symposium, a link to last year's program, and information on the upcoming trip to Cuba (see below). Additional information on past symposiums and LAS programs at individual institutions will be added in coming months.

c. Cuba Connections and March 2003 Trip

Building on the work of the planning group members who visited Cuba in December of 2001, the ACS LAS program, in conjunction with Augsburg College, is offering a trip to Cuba for ACS students and faculty. The trip, *Encountering Contemporary Cuba*, will take place March 21-30, 2003. This intense and experiential seminar will explore a variety of topics, including: health care and educational systems, organized and traditional religion, the role of women in Cuban society, economic development, and environmental sustainability. Faculty who have participating students will coordinate pre-departure readings and discussions that will take place via the LAS webboard. Arrangements have been made for lecturers from organizations that were visited last December (Cubanos por la Paz (a non-governmental organization with some connections to the University of Havana), Instituto Superior de Arte (ISA) and private artists) to speak to those participating in the 2003 trip.

d. Cuban Art Exhibit

Further building on the work of the Cuba Connections group, a Cuban art exhibit is being organized for fall 2003 and spring 2004. "Contemporary Art from Cuba" is being organized by the University of Richmond Museums and curated by Richard Waller, executive director of the University Museums. The exhibition will include recent works (paintings, sculpture, photographs, drawings, and prints) by approximately six artists who still live in Cuba. Rather than being a survey, the exhibition is meant to provide a concise insight into the current cultural climate of Cuba through a small group of the nation's visual artists. It will be on view October 17 to December 14, 2003, in the Marsh Art Gallery, University of Richmond Museums. Then it will travel to other ACS schools, including Birmingham-Southern where it will be on exhibit for the Latin American Studies Symposium in April 2004.

e. Pilot Student Interviewing Project: Entrevistas con la Comunidad Hispana de Shreveport-Bossier City, Louisiana

During March 2002, a pilot, student interviewing project was implemented at Centenary College. Students interviewed members of the local Spanish-speaking community and asked a series of questions related to the participants' cultural background(s) and to their experiences in the United States. The students benefited by interacting with native speakers in Spanish and gained insight into the experiences of local first and second generation immigrants.

ACS provided digital recorders, which enabled the students to download the conversations onto the web. Other ACS students and professors of Spanish now can use these web-available interviews as a basis for future conversations on culture, as well as language study both in and outside of the classrooms. In addition, the project served as a model which can be enhanced and expanded at other institutions.

f. Digital Archive Project (REALIA)

In addition to the above projects, several members of the LAS planning group continued to be actively involved in working on and contributing to the REALIA project, a digital archive for language teaching, which was described in items 1.c., 1.d., and 1.e. above.

3. Technology Workshops

Thanks to funding from the Woodruff Foundation, the ACS Technology Center welcomed a record-breaking number of faculty, staff, and students to our summer workshops. Three of our eight workshops, described below, were funded in part from this Woodruff Cost Containment Grant. Participants in these workshops cut across numerous disciplines. Furthermore, all three workshops enabled faculty, students, library and IT staff to learn specific software applications for which training is not available at their home campuses, and to disseminate these skills further after returning to their

respective institutions. Please see Appendix C for a summary of participant evaluations for these workshops.

a. Macromedia Flash

Attended by eighteen participants representing eleven institutions, including IT professionals, faculty, and students, this workshop laid the foundations for producing interactive web-deliverable teaching and learning applications with Macromedia Flash. It began with the basics of Flash's animation and interactivity capabilities. Participants came to the workshop with some degree of experience with Web authoring and/or graphic applications. This workshop was project-based, with ample time for participants to work on projects they planned in advance. Tech Center staff and student interns provided one-on-one support. In some cases, institutions sent teams of faculty and students who were adding to projects they had already begun at their home institutions. At the end of the four days, each of the participants had created an independent project that had immediate application for their work at home.

In October 2002, one of the participants in this workshop shared the following report about how her campus has benefited from the training she received: "This fall, Rollins offered a four credit course in Multimedia Programming as a cooperative effort of the Computer Programming and Information Technology Departments. Flash has been an integral part of the course. After completing basic tutorials, students were given identical files with no restrictions to produce a Flash movie. The range and individuality of projects proved impressive." Other participants also continue to develop Flash projects for their own courses, as well as provide support for others on their campuses who are just getting started.

b. Digital Video

Attended by seventeen participants, this workshop was offered for the second time by co-leaders Dick House, of Wabash College, and David Kenney, an independent video consultant. Approximately three quarters of the attending faculty arrived with a support partner. The first day covered the use of video for pedagogical needs. The instructors chose samples of inexpensive, low-end applications, such as iMovie on the Macintosh platform and ULEAD, a Windows platform product. The second day was devoted to a hands-on demonstration of Adobe Premiere, which is a high-end, complex, and powerful application available on both platforms and Pinnacle 7, another Windows entry-level product. The third day was devoted largely to development of individual projects, with a demonstration of the professional Macintosh platform application Final Cut Pro. The workshop concluded with a "video bake-off," in which, in order to reinforce skills, participants formed teams and had ninety minutes in which to create a video documenting the workshop itself.

c. Website Production

This web development workshop was attended by twenty-two participants from nine colleges. Co-leaders Burkhard Henke of Davidson College and Deena Berg at the ACS Technology Center divided the course into two levels. One level was for IT and faculty who were already familiar with website production. They were introduced to advanced features of Dreamweaver and Photoshop, as well as freeware/shareware scripts and tools for website enhancement. The other level was introductory, geared toward faculty and staff members with limited or no experience with building a web site. These participants received their choice of the two applications covered in the course, Macromedia's Dreamweaver or Adobe's Photoshop Elements, along with a notebook of tutorials. Again, the Tech Center staff and student interns provided one-on-one support. At a minimum, each participant left the workshop with a basic website and the skills to continue expansion and refinement of the site.

As is often the case with ACS workshops, participants from all three of these 2002 workshops continue to keep in touch with one another, forming a support network. Over the past three years, it has become obvious that participants in these types of workshops are more likely to be faculty or staff who play a training and/or a support role on the home campus. Thus, these technology workshops have played

more of a “train the trainers” role, which is a cost-effective way of training faculty and staff from across the consortium. This role will continue to be explored and refined.

d. Drama/Theatre Workshop

A fourth technology related workshop offered this past summer, for the first time, involved a small group of faculty from ACS drama and theatre departments. In June 2002, six faculty from six different ACS drama departments met for three days at the ACS Technology Center to build on a conversation that occurred in March at the Southeastern Theatre Conference in Mobile, AL. As a result of this workshop and subsequent conversations via phone and email, plans for a new ACS Drama Initiative, called ad lib, were outlined and a number of goals were set, including:

- encouraging a sense of an ACS community of artists by fostering communication among faculty and departments
- using the circuit rider model to help establish relationships among ACS theatre/drama departments
- beginning to work toward faculty exchange opportunities
- building a website for sharing such information as production calendars, design archives, syllabi, and information about individual department offerings

With the help of a part-time consultant and a student technology fellow at the ACS Technology Center at Southwestern University, a website was created and is located at: <http://www.colleges.org/~drama/index.html>. It contains news, information about the program committee, a mission statement, a complete listing by each ACS drama/theatre department of all the productions scheduled for the 2002-2003 academic year, information about overseas study opportunities for students, links to class syllabi, and an archive of design projects from several of the departments. Plans are underway to include a section with information about professional development issues and topics related to tenure and promotions.

Since most of the ACS drama/theatre departments are very small, the drama faculty are exploring ways to share their skills and resources with each other, in meaningful ways that will enhance their courses, their productions, and the experiences of their students. The faculty are becoming very excited about the multiple possibilities that are available to them and to their students through collaborative efforts and the use of various technologies. Another workshop is planned for the summer of 2003, which will include exploration of archival databases, video streaming, and collaborative productions or playwriting projects.

B. Administrative Collaboration

1. Joint Purchasing

In February 2002, the ACS Joint Purchasing group voted to move from three (3), one (1) day meetings per year to two (2), two (2) day meetings per year. Not only did this arrangement realize savings of approximately \$4,000 during 2002, it actually provided an estimated additional six hours of meeting time in which to review and interview vendors for potential consortial contracts.

During 2002, ACS was approached by a new national higher education buying consortium to become a founding member of its network. After a long and careful review, the Purchasing Committee recommended that, because of certain policies and practices of the new buying consortium, it was not in the best interest of ACS to pursue a consortial contract with this new group. Instead, it recommended that each campus make its own decision about participation. This decision was upheld by both the chief financial officers and the Council of Deans.

Another higher education consortium also approached ACS about joining purchasing efforts to create a buying consortium. Under the terms of the proposal that was discussed informally with ACS, it

was expected that ACS would bear primary responsibility for securing initial grant funding and supporting the buying consortium after grant funding ended. The ACS purchasing officers, chief financial officers, the Council of Deans, and ACS staff concluded that the costs would exceed the benefits. Consequently, this arrangement was not pursued.

In an unprecedented move, the Joint Purchasing Committee invited the ACS Environmental Physical Plant Fellows to join them at their February 2002 meeting, at Rollins College, for a conversation with internationally known "Green Purchasing" guru Kevin Lyons, from Rutgers University, Camden Campus. Mr. Lyons spoke about the environmental initiative at Rutgers and offered some "lessons learned along the way," as well as some general principles about "buying green." For a campus that wants to turn its attention to environmental matters, he suggested three high impact areas to be considered first: waste/garbage, energy/utilities, and lighting/retrofitting. As a result of this session and the growing interest on ACS campuses in using environmentally sustainable products, the Joint Purchasing Committee reaffirmed its commitment to seeking vendors who offer environmentally sustainable products, with can liners being the product for top consideration.

In August 2002, Emory University, Atlanta, invited ACS institutions to join them in a can liner RFQ ("request for quote") that will go directly to manufacturers and include an RFQ for sustainable can liners. ACS institutions participating in this process include Rollins College, Furman University, Centenary College of Louisiana, and Birmingham-Southern College. It is anticipated that this project will be completed in early 2003. If this RFQ proves successful, the Joint Purchasing Committee and the Purchasing Department at Emory University will consider approaching manufacturers of other goods and services in the same way.

In addition, this committee invited a student from Rollins College to make an informational presentation on the two topics of Green Fleets Program and sustainable paper purchasing at their April 2003 meeting. This student, as part of his involvement with the ACS Environmental initiative and to demonstrate cost savings, drove a hybrid Toyota Prius to each ACS campus during the summer of 2002, and was eager to share his enthusiasm and information with the purchasing officers.

New consortial contracts signed in 2002 included two popular furniture providers/ manufacturers: KI, International and VIRCO. ACS also signed a contract with VWR International, a large supplier of scientific equipment and supplies to the higher education market. This agreement was notable for the "firsts" involved. It was the first time that ACS and the first time that VWR had ever negotiated a contract that aggregated purchases to reach "best pricing." In this case "best pricing" meant Tier I Pricing and usually is offered only when an individual institution's purchases total \$2 million or more. In this case, VWR gave ACS institutions about 18 months to aggregate total purchases to reach the \$2 million mark. During this time, ACS institutions individually purchased items at Tier I pricing. Since the agreement period goes through September 2003, final results are not available.

The Joint Purchasing Committee declined eight or more vendors, including: Corporate Express, First American Equipment Finance, Verian, Peterson's, True Value, and MaGIC Gift Screening services. Vendors were declined because either their services would not be used or because the vendors could not offer substantial savings over contracts already negotiated and in use by individual campuses. In addition, vendors who made presentations but never responded to requests for follow-up and further negotiations included Accu-Ship, Tyco, and UPS.

The Joint Purchasing Committee continued to evaluate e-commerce sites and their efficacy. Furthermore, the committee identified more than 10 vendors for review at its 2003 spring meeting at Trinity University, including Interface Flooring (sustainable floor covering); Noliweb; Fischer Scientific; BuyBoard (e-commerce); Granger; various hotel chains; a car rental company for van rentals; and multiple vendors for air filters, copiers, and common usage building supplies.

The generosity of the Robert W. Woodruff Cost Containment Grant has made it possible for the ACS and its member institutions to experience the value of joint purchasing efforts and to realize real savings. Desiring to maintain and enlarge the momentum that has been generated and the benefits that have been derived through consortial contracts, ACS continues to explore ways to remain actively engaged in joint purchasing efforts once the Cost Containment grant concludes.

These additional ACS cost containment consortial efforts deserve to be mentioned, as they evidence the continued and growing awareness of the advantages of consortial cost containment efforts:

- a. Three ACS libraries continued to jointly lease OCLC's First Search database project, at a five percent discount and with unlimited access.
- b. Twelve ACS member institutions continued to jointly license a social science database from the Inter-University Consortium for Political and Social Research (ICPSR) and saved over \$20,000 in 2002.
- c. The Adobe software contract, initiated in 2001, continued to provide substantial savings to 15 ACS institutions in 2002. Estimated savings were \$12,389.28.
- d. Through the ACS Environmental Program, negotiations were conducted with ESRI Corporation that resulted in a donation of GIS (Geographical Information Systems) software upgrades for 13 ACS campuses. Three ACS campuses already had purchased upgrades on their own before this donation occurred and were not included in this project. An ESRI spokesperson indicated that the value of this donation, with the educational discount included, was \$6,500.
- e. HAPI: Hispanic American Periodicals Index. HAPI Online provides information about Central and South America, Mexico, the Caribbean basin, the United States-Mexico border region, and Hispanics in the United States. It contains complete bibliographic citations to articles, book reviews, documents, original literary works, and other materials appearing in more than 400 key social science and humanities journals published throughout the world. Coverage is from 1970 to the present, with more than 210,000 citations and a growth rate of approximately 8,000 citations per year. This consortial license became effective August 1, 2002. Ten schools are participating in the agreement. Consortial rates are \$1120 per institution per year versus a rate of \$1400 per institution without the consortial license. For the initial year the schools paid \$450 and ACS paid the remainder. Each school will be responsible for the full amount in subsequent years.
- f. ICCS: Intercollegiate Center for Classical Studies in Rome. ICCS was established in 1965 and provides undergraduate students with an opportunity in Rome to study ancient history and archaeology, Greek and Latin literature, and ancient art. ICCS is administered by Duke's Office of Study Abroad. Eleven ACS institutions are part of the ACS consortial membership with ICCS. The consortial membership consists of: Group 1 (6 schools) and Group 2 (5 schools). Group 1 members pay \$166.67 each; Group 2 members pay \$200 each. Without the consortial agreement they each would pay \$1000.

2. Benchmarking Activity in the Business Area

During the last few months of 2001 and early 2002, the ACS chief financial officers undertook a financial ratio analysis benchmarking project. Much to the surprise and delight of everyone, all sixteen ACS institutions participated in this project. The completed report was delivered at the May 2002 meeting. An update is being considered using 2002 data.

As a result of this benchmarking study, ACS and its member institutions now have an individual and collective multi-year credit profile that indicates financial strengths and opportunities for improvement. It also provides data that will be helpful to our institutions as they plan and manage capital projects and the timing of convertible assets and charitable contributions.

After the completion of the Ratio Analysis, the Chief Financial Officers decided to undertake another financial benchmarking or "best practices" project. Areas to be included are financial reporting, accounts payable, budgeting, and financial operations. An outside consulting firm has been retained to collect and interpret the data. While the CFOs will coordinate the overall project, those providing the requested information will be their associate/assistant financial officers who deal with the nuts and bolts of these matters on a daily basis. The goals of this project were to:

- identify "best practices"
- help institutions review and revise (where needed) existing policies,

- encourage institutions to implement financial policies and procedures that will be efficient and cost effective.

In addition to the formal projects undertaken by this group, the chief financial officers continued to use an electronic listserv, created solely for their use, to share information informally during the past year. During 2002, topics discussed on this e-mail list included an insurance survey, debt levels, child care, endowment for new facilities, intellectual property, sabbaticals, property acquisition and disposition, emergency plans, class/space scheduling packages, and campus master planners.

3. Collaboration among Admissions Officers

The role of technology in cost containment efforts in Admissions remains a topic of interest, especially as it relates to the work this group began at the Enrollment Technology Summit that was held in 2001. ACS staff continue to work with the admissions officers in reviewing and exploring the possibilities.

In late summer of 2002, the admissions officer at Birmingham-Southern College recounted experiences with the first Camp College Program held on the campus this summer. With the help of a grant from the Alabama Department of Economic and Community Affairs, the admission office, working collaboratively with other offices on the BSC campus, held its first Camp College experience for 50 high school sophomores from 12 central Alabama counties. To participate, the students had to be the first one in their family to attend college, have completed their high school sophomore year, have a cumulative grade point average of 3.0 or better in core courses, and exemplify self-motivation and leadership qualities. Once on the campus, students explored academic options that would be available to them when they graduate from high school and learned how to use the World Wide Web and the library. They also learned about the college admissions process, including applying online, techniques for writing college application essays, and interviewing skills by participating in mock college admissions interviews. They discovered financial aid options and tasted college life by staying in a college residence hall, meeting in college classrooms, visiting the college library, and interacting with college faculty and students. The students also spent time with a volunteer partner from the Birmingham business community who will mentor the student about educational and career choices, not only during Camp College 2002, but for years to come.

After hearing about the success of the "Camp College" program at Birmingham-Southern College, several admissions officers suggested that the group explore creating a model "Camp College" curricula/program that could be adapted by ACS institutions. One of the attractions of Camp College is that the target audience often translates into minorities and other under-represented students being included in the admissions pool. This program possibility continues to be explored.

IV. Conclusion

In conclusion, the grant from the Robert W. Woodruff Foundation continued to support viable cost containment programs within the ACS. Existing cost containment collaborations were strengthened, new collaborations were formed, and collaborative cost containment networks continued to emerge as the ACS and its constituents remained opened to the issues and to the possibilities.

Without the funding support of the Robert W. Woodruff Foundation, the ACS cost containment efforts would not be as successful as they are. The funds available through this grant enabled the ACS to bring together the appropriate persons in a number of areas to identify, to develop, to evaluate, and to expand the consortium's cost containment efforts. Programs already in place for 2003 look rich with possibilities and are expected to yield substantive results.