Securing America’s Future Workshop Series Begins

The first two in a series of eight free workshops to help member colleges and universities prepare for the future were held at Hartwick College (NY) on September 14 and Adrian College (MI) on September 29. The workshops are the signature activity in CIC’s Securing America’s Future initiative, which combines elements of CIC’s public information campaign—Securing America’s Future: The Power of Liberal Arts Education—and the Project on the Future of Independent Higher Education.

The half-day workshops, which are offered through April 2017, are hosted by member presidents on their campuses and bring together more than a dozen teams of presidents, senior administrators, and faculty leaders “to explore key trends in higher education and society, the urgent pressures facing individual colleges and universities, and potential solutions that can be pursued at their institutions,” said CIC President Richard Ekman. “Our goal is to help CIC members prepare for the future more effectively and become more actively engaged in promoting the value of the liberal arts and independent colleges and universities.”

Presenters at each workshop include leading higher education researchers and innovative CIC member presidents who have revitalized their institutions. While each workshop will feature different speakers, key presenters include:

- **James C. Hearn**, professor of higher education and associate director of the University of Georgia’s Institute of Higher Education and principal author of two CIC reports on mission-driven innovation at independent colleges;

- **Christopher Morphew**, professor and executive associate dean for research and innovation at the University of Iowa’s College of Education and principal author of the latest CIC research report, *Changes in Faculty Composition at Independent Colleges*; and

- **William Zumeta**, professor of public policy and higher education at the University of Washington and principal author of the recent CIC research report, *The Cost-Effectiveness of Undergraduate Education at Private Nondoctoral Colleges and Universities*.

(continued on page 27)
Americans of my parents’ generation remembered exactly where they were and what they were doing when Japanese bombers attacked Pearl Harbor, just as they recalled clearly the day that Franklin Delano Roosevelt died. For my generation, the dates that Jack Kennedy and Martin Luther King, Jr. were shot remain equally vivid, as does September 11, 2001, when terrorists attacked New York City and Washington, DC. To this day, the news media each year diligently note the Pearl Harbor anniversary. Dr. King’s birthday has been declared a federal holiday. The dates when FDR and JFK died, however, are fading memories, an inevitable process as perspectives on what is significant change with the generations.

For many Americans—especially those in New York City, Washington, DC, and Shanksville, Pennsylvania—September 11 remains a somber day of memory. But for young Americans it can seem like distant history, barely known unless from a textbook.

For CIC staff members, the day’s horrors remain vivid. I had flown into Washington National Airport an hour before the first attack in New York and arrived at the CIC office to find colleagues staring at the television, aghast at the unfolding events. Once immediate safety concerns were alleviated, staff had to focus on what impact the terror attacks would have on CIC’s programs. With CIC’s annual Conversation between College and University Presidents and Foundation Officers scheduled to take place in New York just a week later, our first instinct was to announce that the event would go ahead as planned, that we would not let terrorists disrupt normal life. Indeed, we believed that our patriotic obligation was to sustain the activities of civil society. This plan was announced to CIC members, but a few days later the course was reversed when it became clear that commercial air travel would not resume for many weeks.

Another CIC event planned for a week later, the last in a series of 22 workshops that led to CIC’s 2002 Strategic Planning Initiative report, was scheduled for Lesley University in Massachusetts. Margaret McKenna, Lesley’s president for over two decades, said she hoped we could proceed because participating presidents would be driving from other parts of New England and they, too, wished to sustain normality to the extent possible. I had planned to fly, but took the train instead. The train was nearly empty during the seven-hour trip to Boston—except for the members of the U.S. Army who patrolled the corridors. When the train passed through New York City, the sight and smell of the smoke from the still-smoldering wreckage of the buildings were grim reminders.

CIC rescheduled the Foundation Conversation for the following spring, choosing not to skip a year, because we wanted to show solidarity with New York City at a time when many visitors were abandoning planned travel. (Many of the New York City-based leaders of foundations who had been regular participants in CIC’s annual event were helping their home city through special grants to local educational and cultural institutions. We believed that CIC should do its part.)

Now, 15 years later, in many ways, America has recovered. Elaborate security arrangements now are an accepted, if disliked, feature of air travel. Both Democrats and Republicans have been elected to the Presidency. The economy has been through both booms and busts. And more people than ever are enrolling in colleges and universities.

But in other ways, our country still feels the effects of September 11, 2001. Anti-Muslim and anti-immigrant feelings run strong. Bin Laden’s cause persists in the even more extreme form of ISIL. American higher education is on the defensive, accused of ideological bias, lack of intellectual rigor, and wasteful spending. Yet our colleges enroll a more diverse populace than

“Even after 15 years, we do not fully understand the political, economic, and ideological aftermath of 9/11 and its lessons for our country and other nations. There is more to be done by colleges and high schools. As engines of democracy, free speech, and free enterprise, independent colleges have much to offer.”
ever before, the fields of study have expanded imaginatively beyond traditional disciplines, and advances in technology have stimulated new ways to deliver a college education.

Independent colleges and universities have helped strengthen post-9/11 America. The diversity of educational philosophies represented among the 650 members of CIC remains a distinctive advantage of American higher education, sustained despite pressure for more uniform approaches. As in earlier decades, many recent educational innovations began in CIC’s smaller, entrepreneurial institutions before adoption by larger state universities. With new calls for additional national expertise in STEM fields, leading research universities continue to play their important role. But in the national effort to expand the number of STEM professionals, it has been the smaller independent institutions that have proven to be by far the most efficient producers. In addition, as more students from first-generation, low-income, and minority backgrounds have enrolled in college, every comparison with the track records of state universities shows independent institutions are more successful in diversifying the country’s population of college graduates.

Even after 15 years, however, we do not fully understand the political, economic, and ideological aftermath of 9/11 and its lessons for our country and other nations. There is more to be done by colleges and high schools. As engines of democracy, free speech, and free enterprise, independent colleges have much to offer. CIC is helping through its faculty seminars on interfaith understanding (with Interfaith Youth Core) and topics in American history (with the Gilder Lehrman Institute of American History), mindful that the faculty play a large role in conveying to future generations the knowledge of what is important and why. It is little exaggeration that a secure future for America depends on a robust future for independent higher education—and that depends on clear remembrance of what has gone before.”

“A secure future for America depends on a robust future for independent higher education—and that depends on clear remembrance of what has gone before.”

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2017 Presidents Institute to Emphasize Independent Colleges Are Right Path to Education for America’s Future

Despite mounting evidence of the utility of an independent college education, presidents must continually cite the superior outcomes to prospective students and their parents, public officials, donors, and trustees. How can presidents demonstrate that a liberal arts education plays a key role in workforce development and America’s economic future? What choices should independent colleges and universities make to assure their vibrant futures—to keep them affordable, of high quality, and in demand? How can presidents lead their institutions with confidence that they are faithful to their distinctive missions, relentless in meeting high-quality educational standards, and accessible to the rich diversity of American society?

CIC’s 2017 Presidents Institute—the largest annual meeting of college and university presidents in the country—will explore these and other issues of presidential leadership, drawing on the lessons learned by experienced presidents and the perspectives of other distinguished speakers addressing the theme, “Education for America’s Future.” The Institute, to be held in Orlando, Florida, January 4–7, 2017, provides a forum for candid discussion of critical issues, opportunities to learn from experts, and occasions to network with presidential colleagues who lead similar institutions.

PLenary Sessions

Keynote speaker Kevin M. Warren, president of Xerox Corporation’s Commercial Business Group, will discuss the role of independent colleges in meeting America’s workforce needs. Warren was named one of the top 100 most influential black executives in corporate America by Savoy Magazine and one of the 75 most powerful executives in America by Black Enterprise. He received his BS in finance from Georgetown University and is an alumnus of Harvard Business School’s Advanced Management Program. Warren serves as a trustee of Georgetown University where he also chairs the audit committee.

Noted columnist James B. Stewart will consider the enduring value of an independent college education for America’s future. Stewart is a New York Times columnist, staff writer for the New Yorker, and author of nine books, included multiple national bestsellers. He has received numerous awards for outstanding journalism and writing in recent years, including the Gerald Loeb Award for commentary in 2016, and won a Pulitzer Prize in 1988 for articles on the 1987 stock market crash. He received his bachelor’s degree in French and political science from DePauw University (IN), where he is a trustee, and his JD from Harvard Law School.

Acclaimed author and MIT scholar, Sherry Turkle, will address the importance of conversation in teaching and learning despite students’ reliance on technology, drawing on insights from her most recent book, Reclaiming Conversation: The Power of Talking in a Digital Age (2015). Turkle is Abby Rockefeller Mauzé Professor of the Social Studies of Science and Technology and founder and director of the MIT Initiative on Technology and Self at the Massachusetts Institute of Technology. She is an expert on culture and therapy, mobile technology, social networking, and sociable robotics.

During the closing plenary session, panelists will discuss presidential strategies for transformational leadership and campus turnarounds, tackling questions such as “What strategies can presidents employ to transform their institutions in the midst of the uncertain future facing independent higher education today,” and “how do presidents decide which challenges to tackle and which opportunities to pursue?” Three experienced college presidents will lead a spirited discussion based on lessons learned from their own campus transformations, moderated by one of the nation’s leading higher education journalists.
Jeffrey R. Docking has been president of Adrian College (MI) since 2005. Since that time he has transformed Adrian from a struggling institution of fewer than 900 students to nearly 1,700 students, the college’s budget has increased from $28.4 million to over $70.3 million, and the endowment has doubled to over $53 million. He is the author of Crisis in Higher Education: A Plan to Save Small Liberal Arts Colleges in America (2015). Docking serves on the steering committee for CIC’s Project on the Future of Independent Higher Education.

Walter M. Kimbrough became president of Dillard University (LA) in 2012, having previously served for eight years as president of Philander Smith College (AR). When he took over the helm of Dillard, the university was in the midst of a recovery from the devastation of Hurricane Katrina, which resulted in over $400 million in damages to the campus and an enrollment decline of 60 percent. To help determine the future direction of the university, Kimbrough conducted 200 interviews with campus personnel in his first year as president. He serves on the steering committee for CIC’s Project on the Future of Independent Higher Education.

Elizabeth Kiss began her tenure as president of Agnes Scott College (GA) in 2006. Following stagnant enrollment and a steep reduction in faculty and staff members in the aftermath of the 2008 recession, she led the college on a transformational plan that brought together the faculty and trustees to refocus the traditional liberal arts women’s college on leadership and global awareness. Fall 2015 brought the college the largest entering class in its history. Earlier, Kiss was the Nannerl O. Keohane Director of the Kenan Institute for Ethics and an associate professor at Duke University.

Panel moderator Scott Jaschik is editor and one of three founders of Inside Higher Ed. He co-leads the editorial operations of the online publication, overseeing news content, opinion pieces, career advice, blogs, and other features. He writes on higher education issues and his articles have appeared in publications such as the New York Times, Boston Globe, and Washington Post. He was editor of the Chronicle of Higher Education from 1999 to 2003. Jaschik received his bachelor’s degree from Cornell University.

PRESIDENTIAL FORUM ON DIVERSITY AND INCLUSION

The Institute will offer a special Presidential Forum on Diversity and Inclusion to address the role of college and university presidents in shaping a diverse and inclusive campus. In a society increasingly polarized by race, political affiliation, gender, sexual orientation, nationality, and other markers of identity, academic communities are asked to be centers of inquiry about genuine differences, spaces where students are safe from attack, and venues for free expression. Concerns about inequity and injustice often arrive at the president’s office, sometimes in the form of demands or demonstrations. Leading the discussion will be several CIC presidents with experience on these issues: Nancy Oliver Gray of Hollins University (VA); Dennis H. Holtschneider, CM of DePaul University (IL); Marvin Krislov of Oberlin College (OH); Lester C. Newman of Jarvis Christian College (TX); and Thomas R. Rochon of Ithaca College (NY).

AFTERNOON WORKSHOPS

In addition, optional workshops will provide hands-on opportunities for more in-depth consideration of key topics:
- The workshop, “Thriving Institutions: New Lessons from Research and Practice,” will consider the elements that contribute to institutional success. The workshop will draw upon research that involved more than 700 college and university leaders as well as case studies of presidents who exercised bold leadership in areas such as strategic planning,
MEETINGS
AND EVENTS

partnerships, teaching, and student success. Participants will compare measures of thriving on their own campus and will learn from others about strategies to improve outcomes.

• The workshop, "Make It Personal: Building Emotional Connections and Brand Engagement," will use college and university case studies as well as lessons from corporate branding efforts to cover the nuances behind effective brand architecture and implementation. The session will provide valuable insights for presidents whose institutions are at both nascent and advanced stages of their own branding efforts.

CONCURRENT SESSIONS

The Institute also will feature concurrent sessions on a range of practical approaches to presidential leadership, including:

• From Learning to Life: The Long-Term Impact of Liberal Arts Education;
• The Financial and Strategic Outlook for Private Colleges;
• How Presidents Can Lead a Digital Culture for Student Success; and
• What Presidents Need to Know about Title IX: Ensuring Compliance and Avoiding Pitfalls.

As in previous years, the Presidents Institute will include the CIC New Presidents Program (see page 7), the Presidents Governance Academy (see below), and the Program for Presidential Spouses and Partners.

All program sessions will take place at the Hilton Orlando Bonnet Creek Hotel. The registration deadline is December 5, 2016. Additional information about the 2017 Presidents Institute is available at www.cic.edu/2017PresidentsInstitute.

PRESIDENTS GOVERNANCE ACADEMY

Empowering presidents for effective board leadership

JANUARY 3–4, 2017 • ORLANDO, FLORIDA

Immediately preceding the 2017 Presidents Institute

CIC’s Presidents Governance Academy is a two-day program for experienced college presidents who wish to strengthen and sustain a high-performing board of trustees. The Academy provides the opportunity to learn time-tested and new approaches to ensure supportive relations with the board and its leaders and to improve board composition, organization, and effectiveness.

The Academy is led by Richard T. (Tom) Ingram, CIC senior advisor for president-board relations and former president of the Association of Governing Boards of Universities and Colleges, and Richard J. Cook, president emeritus of Allegheny College (PA). Thanks to support from the Henry Luce Foundation, the registration fee is only $400.

Learn more at www.cic.edu/2017GovernanceAcademy.
2017 New Presidents Program Will Help Negotiate Perils and Pitfalls

“As is often said, there is no substitute for experience,” Brian C. Ralph, who became president of William Peace University (NC) in July 2015, recently remarked. But after reflecting on his participation in CIC’s 2016 New Presidents Program (NPP), he noted: “The opportunity for my wife, Kristen, and me to dive into CIC’s program was the exact experience we needed in our first year. We had just enough under our belts to know what we needed to learn (in the short term).” CIC will again offer its long-standing leadership development opportunity for college presidents and their spouses or partners in their first or second year preceding the Presidents Institute (January 4–7); the upcoming NPP will take place January 3–4, 2017, at the Hilton Orlando Bonnet Creek Hotel in Orlando, Florida.

Mary Pat Seurkamp, CIC senior advisor, NPP director, and president emerita of Notre Dame of Maryland University, designs the program in close cooperation with a group of dedicated and experienced CIC presidents as facilitators to focus on the practical needs and strategic questions for success in leading independent colleges and universities. Seurkamp explained, “Our main objective is to help new presidents negotiate perils and pitfalls while making the most of opportunities in their first year. The program is about providing the ‘need to know’ tools and the counsel that will keep a young presidency on a smooth course.”

To 2016 NPP participant Andrea E. Chapdelaine, president of Hood College (MD) since July 2015, “The substantive information presented focused on the immediate and primary challenges facing new presidents. It also provided ample opportunity to meet other new presidents as well as to gain invaluable advice from our more ‘seasoned’ colleagues.”

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The agenda for the intensive workshop will include sessions on financial fundamentals and strategies, enrollment and marketing to today’s students, board relations, and institutional advancement. It also will address strategies for leading the senior team, consideration of the changed environment for presidential strategic and entrepreneurial leadership, and include—as past participant Marjorie Hass, president of Austin College (TX), commented—“a forum for frank conversation about the joys and challenges of the presidency.” The facilitators, many of whom are
alumni of the program, will offer advice from the perspective of “I wish I had known then what I know now!” They also will guide small-group discussions and serve as informal advisors during the workshop, during the Presidents Institute, and in some cases long after.

CIC’s New Presidents Program is the longest running of the programs serving new chief executives. Since 1989, more than 900 new college and university presidents have benefited, and many have remarked that the program provides an exceptionally productive use of a new president’s time and complements other programs for new campus CEOs.

Kevin F.F. Quigley, president of Marlboro College (VT) since July 2015, observed in retrospect, “The New Presidents Program provides an ideal venue at an opportune time to gather with seasoned and new presidents to compare notes and share stories of triumphs and tribulations while developing an invaluable network for obtaining guidance on the challenges and opportunities of any presidency.” And Ronald L. Carter, president of Johnson C. Smith University (NC), remarked, “The New Presidents Program—like the Presidents Institute—has an open, problem-solving atmosphere in which presidents freely exchange ideas with each other and with seasoned leaders in independent higher education.”

The concurrent and at times integrated program for spouses and partners of recently appointed college presidents will be led by experienced presidential spouses Robert Haring-Smith of Washington & Jefferson College (PA) and Lynne C. Joyce of Brevard College (NC). It will provide opportunities to form a network among others who are new to the role of presidential spouse or partner and to share early experiences. The agenda includes sessions on the varied roles of the presidential spouse or partner, dealing with change, finding one’s niche on campus and in the community, building trust, fundraising, and other topics. “The program for spouses and partners of new presidents definitely was time well spent,” said past participant Kelly T. Knapp, presidential spouse at Hope College (MI). “It was so encouraging to hear how other spouses are handling challenging situations. And the experienced facilitators knew exactly what we needed to consider and discuss.”

For more information about the New Presidents Program visit www.cic.edu/NewPresidentsProgram. To register as part of the Presidents Institute, visit www.cic.edu/2017PresidentsInstitute; or, if already registered for the Presidents Institute, contact Sherita Ashmon, CIC conference manager, at (202) 466-7230 or sashmon@cic.nche.edu to add the program to the itinerary. The registration deadline is December 5, 2016.

The Executive Leadership Academy is a year-long program cosponsored by the Council of Independent Colleges, the American Association of State Colleges and Universities (AASCU), and the American Academic Leadership Institute to prepare experienced provosts and vice presidents for presidencies. It includes two national seminars, readings, individualized experiential activities, and structured mentorship experiences that help participants acquire the knowledge, skills, and experiences that they need to become effective presidents.

Approximately 40 cabinet officers, drawn from all divisions of CIC and AASCU institutions, will be selected for the 2017–2018 program. Candidates must be nominated by a college or university president. The nomination deadline is January 13, 2017.
CIC Program Helps Aspiring Presidents and Their Spouses Clarify Personal Vocation and Institutional Mission

Twenty senior administrators recently participated in CIC’s longest-running program for aspiring presidents—the Presidential Vocation and Institutional Mission program. The program’s premise is that presidential leadership is strengthened by the alignment of institutional mission and presidential vocation. The year-long program, of which the summer seminar is the first main component, aims to clarify each participant’s sense of personal vocation in the context of the institutions they might lead in the future. Carefully structured opportunities for reflection and dialogue help potential presidents, along with their spouses or partners, envision their prospective roles.

In late spring, participants in the 2016–2017 cohort read a selection of short essays and book excerpts in preparation for the Summer Seminar. The participants then met in Woodstock, Vermont, July 10–13 for guided discussions around the diverse set of shared readings. The readings included classic texts from Aristotle, Homer, and Hebrew scripture as well as pieces by Alexis de Tocqueville, John Milton, Immanuel Kant, and Dietrich Bonhoeffer. These readings spurred discussion about the understanding of vocation, barriers to vocation as a framework for life, and the connections among vocation, service, and leadership. Contemporary readings about higher education by Burton Clark, Jill Ker Conway, and Andrew Delbanco, among others, framed the consideration of institutional mission in light of vocation.

Along with plenary sessions, participants met in small discussion groups—designed for either prospective presidents, spouses and partners, or a mix of participants. They also were able to engage in private consultations with program facilitators to discuss key questions about aspiring to the presidency and to plan follow-up phone calls during the fall. This opportunity to form a close relationship with facilitators who serve as mentors is a unique aspect of the program. As one participant remarked, “I loved the variety of readings and the diversity of attendees. Each of us brought different skills, experiences, talents, and perspectives, which highlighted the variety and value of the independent college network. The mixing of groups, individuals, spouses, and candidates added a dimension of depth that was greatly appreciated.”

Frederik Ohles, Nebraska Wesleyan University president and CIC senior advisor, will reconvene the group February 27–28, 2017, in Peachtree City, Georgia. Others who have thought deeply about matters of personal vocation and institutional mission as they relate to the college or university presidency—from both religious and secular perspectives—will continue to lend their expertise to the program. Facilitators include Joel and Trudy Cunningham, vice chancellor emeritus and former presidential spouse, respectively, of Sewanee: The University of the South (TN); Donna Carroll, president of Dominican University (IL); Rosemary Ohles, presidential spouse of Nebraska Wesleyan University; and Tim and Mary Ellen Summerlin, president and presidential spouse, respectively, of Schreiner University (TX).

“This program aims to help those likely to be future presidents achieve great things for their institutions and avoid being ‘the right person in the wrong place,’” remarked CIC President Richard Ekman. “Although occasionally participants determine that their calling is not to a presidency, a remarkable 32 percent of past participants already have advanced to become

ANNOUNCING THE 2017–2018 PRESIDENTIAL VOCATION AND INSTITUTIONAL MISSION PROGRAM
Nomination Deadline: February 8, 2017
www.cic.edu/VocationMission
“A remarkable 32 percent of past participants already have advanced to become a college or university president.”

—Richard Ekman, president, CIC

a college or university president.” The program was first offered in 2005.

CIC is now accepting nominations for the 2017–2018 Presidential Vocation and Institutional Mission program. Senior administrators who currently serve CIC member institutions and who are contemplating a college presidency are encouraged to consider this useful professional development opportunity. Participants are selected from nominations by current CIC presidents who believe their senior administrators have the potential to become effective presidents and may benefit from the reflective nature of this program. The nomination deadline is February 8, 2017.

Spouses and partners are strongly encouraged to participate as full members of the program, which operates on the premise that each person has his or her own vocation. Coming to discern one’s own calling can contribute significantly to a sense of fulfillment, whether in the role of presidential spouse or in any other occupation.

The program is funded by a generous grant from Lilly Endowment Inc. The grant to CIC covers most participation costs, including program readings, accommodations, meals, and a travel stipend. Participants or their institutions are responsible for a modest registration fee. For more information and nomination materials, see www.cic.edu/VocationMission or contact Harold V. Hartley III, CIC senior vice president, at (202) 466-7230 or hhartley@cic.nche.edu.

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“The 2018 Summer Seminar of the Presidential Vocation and Institutional Mission program will be held over four days at the historic Woodstock Inn & Resort, situated in picturesque Woodstock, Vermont, amidst the Green Mountains.

PRESIDENTIAL VOCATION AND INSTITUTIONAL MISSION PARTICIPANTS (2016–2017) (continued from story on page 9)

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Biola University (CA)
Adam Morris
Vice President for Advancement

Brevard College (NC)
R. Scott Sheffield
Vice President for Academic Affairs and Dean of the Faculty

Butler University (IN)
Jay Howard
Dean, College of Liberal Arts and Sciences

Central Methodist University (MO)
Joshua Jacobs
Vice President for Advancement and Alumni Relations

Coker College (SC)
Tony Floyd
Executive Vice President

Emerson College (MA)
Michaela Whelan
Vice President for Academic Affairs

Grinnell College (IA)
Michael Latham
Vice President for Academic Affairs and Dean of the College

Heritage University (WA)
Curt Guagianone
Vice President for Strategic Planning and Program Development
NOVEMBER 5 KEYNOTE ADDRESS
There Is Life after College
Jeffrey J. Selingo, Best-Selling Author and Award-Winning Columnist

NOVEMBER 6 PLENARY ADDRESS
“Why Are All the Black Kids Still Sitting Together in the Cafeteria?” and Other Campus Conversations about Race
Beverly Daniel Tatum, President Emerita, Spelman College

NOVEMBER 7 PLENARY ADDRESS
How Diversity Makes Us Smarter
Katherine W. Phillips, Paul Calello Professor of Leadership and Ethics and Senior Vice Dean, Columbia University Business School

NOVEMBER 8 CLOSING PLENARY ADDRESS
Demonstrating Improvements in Teaching
Carl E. Wieman, Nobel Laureate and Professor of Physics and Education, Stanford University

Lane College (TN)
Moses Goldmon
Executive Vice President and Chaplain

Linfield College (OR)
Susan Agre-Kippenhan
Vice President for Academic Affairs and Dean of Faculty

Loyola University Maryland
Susan M. Donovan
Executive Vice President

Messiah College (PA)
John A. Chopka
Vice President for Enrollment Management

Ohio Wesleyan University
Charles Lee Stinemetz
Provost

Saint Anselm College (NH)
Harry Dumay
Senior Vice President for Finance

Saint Mary’s College of California
Bethami Dobkin
Provost and Vice President for Academic Affairs

St. Ambrose University (IA)
Timothy Phillips
Associate Vice President and Dean of Students

St. Thomas University (FL)
Irma Becerra
Provost and Chief Academic Officer

University of Northwestern-St. Paul (MN)
Matthew Hill
Vice President for Student Life and Athletics

University of the Ozarks (AR)
Travis Feezell
Provost
Summer Seminar Helps Faculty Members Strengthen the Teaching of Interfaith Understanding

CIC and Interfaith Youth Core (IFYC) offered a fifth seminar this summer to help faculty members strengthen the teaching of interfaith understanding and develop new courses and resources on the subject. Twenty-six CIC faculty members in the humanities and social sciences were competitively selected to participate in the multidisciplinary program. Generously supported by the Henry Luce Foundation, the Teaching Interfaith Understanding seminar took place July 31–August 4, 2016, at DePaul University (IL) in Chicago.

Laurie Patton, president of Middlebury College (VT), and Eboo Patel, founder and president of IFYC, led the seminar. The week opened with a welcoming dinner hosted by IFYC and small-group work on interfaith understanding case studies. Seminar discussions and small group work during the week allowed participants to explore their own case studies and the substantial theoretical questions involved in teaching interfaith understanding and the practical work of translating these ideas into courses. Discussions also examined the interfaith frameworks articulated in Patel’s new book, Interfaith Leadership: A Primer (2016), and explored potential syllabus content. Participants toured DePaul’s interfaith spaces and spaces set aside for both Muslim and Jewish students to pray and organize their respective communities; they also visited Chicago’s Inner-City Muslim Action Network to consider the challenges and opportunities of site visits as a way of teaching interfaith understanding.

Participants praised the collegiality, small seminar setting, and open discussions with new colleagues that already have led to plans for future collaboration. Dan Mathewson, associate professor of religion at Wofford College (SC), noted, “I enjoyed the combination of intellectual rigor and nuts-and-bolts practicality of the seminar. The case studies, in particular, were an incredibly useful way to unpack the challenges and opportunities of interfaith work. I also treasured the informal conversations I had with my fellow seminar participants outside of the formal seminar setting.”

2016 TEACHING INTERFAITH UNDERSTANDING SEMINAR PARTICIPANTS

Augustana University (SD)
Benjamin Jeppsen
Assistant Professor of Psychology

Bennett College (NC)
Ruth Lucier
Professor of Religion and Philosophy

Berea College (KY)
Jeffrey Richey
Professor of Religion and Asian Studies

Bethel University (MN)
Marion Larson
Professor of English

Bluefield College (VA)
Rob Merritt
Professor of English

Calvin College (MI)
Douglas Howard
Professor of History

Cardinal Stritch University (WI)
David Stosur
Associate Professor of Religious Studies

Carthage College (WI)
Fatih Harpci
Assistant Professor of Religion

Chatham University (PA)
Katherine Cruger
Assistant Professor of Communication

Converse College (SC)
Sherry Fohr
Associate Professor of Religion and Philosophy

Duquesne University (PA)
Marinus Iwuchukwu
Associate Professor of Theology

Elizabethtown College (PA)
Christina Bucher
Professor of Religious Studies

Guilford College (NC)
Michael Dutch
Professor of Business Administration

Huston-Tillotson University (TX)
James Kraft
Associate Professor of Humanities

Lakeland College (WI)
Karl Kuhn
Professor of Religion

2017 TEACHING INTERFAITH UNDERSTANDING SEMINAR

Depaul University, Chicago, IL • June 18–22, 2017
Nomination Deadline: January 13, 2017
www.cic.edu/TeachingInterfaith
Coming out of this seminar, as well as the previous four, CIC and IFYC have been working with past participants to develop an online Faculty Resource Library that will allow other faculty members to access syllabi, teaching tools, sample activities, and other resources for teaching interfaith understanding. CIC and IFYC launched the recently completed curated library in September. Many of the resources were created by faculty members as direct results of their participation in the seminars; others are resources these scholars have used for years in their teaching. All resources can be found via www.cic.edu/TeachingInterfaith.

Kristi Del Vecchio, IFYC’s academic initiatives manager, summarized the week by saying, “Participants expressed enthusiasm about the different opportunities for engagement throughout the seminar. They reported feeling intellectually enriched by the site visits, syllabus workshops, and case study discussions, yet they also had pragmatic next-steps to act upon as they return back to campus.”

The 2017 Teaching Interfaith Understanding seminar will take place June 18–22, again at DePaul University in Chicago. The nomination deadline is January 13, 2017. For more information, visit www.cic.edu/TeachingInterfaith.
Faculty Members Explore Uses of *Histories* of Herodotus in the General Education Classroom

During a one-week seminar on the *Histories* of Herodotus, known by his admirers as the “father of history,” 17 CIC faculty members explored how to use Ancient Greek texts in a broad range of courses and to enrich general education programs. The 11th Ancient Greece in the Modern College Classroom seminar, cosponsored again by CIC and the Center for Hellenic Studies and generously supported by the Andrew W. Mellon Foundation, took place in Washington, DC, July 25–31, 2016.

The seminar was led by Gregory Nagy, Francis Jones Professor of Classical Greek Literature, professor of comparative literature, and director of the Center for Hellenic Studies, Harvard University; and Kenneth Scott Morrell, associate professor of Greek and Roman studies, Rhodes College (TN). The participants hailed from a broad range of disciplines—including history, English, political science, and religion.

Participant Patrick Wadden, assistant professor of history at Belmont Abbey College (NC), remarked, “Part of the success of the seminar was that the participants were on an equal footing as interested non-experts. We each had our own background in diverse fields. This meant that everyone brought their own perspective to bear and offered different views on and interpretations of the text—and as a result, we built up a broad understanding of the text.”

Throughout the week, the seminar participants discussed the nine books of the *Histories* and explored descriptions.”

—Patrick Wadden, assistant professor of history, Belmont Abbey College (NC)

2016 Histories of Herodotus Participants

<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Albright College (PA)</td>
<td>Teresa Gilliams</td>
<td>Associate Professor of English</td>
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<tr>
<td>Belmont Abbey College (NC)</td>
<td>Patrick Wadden</td>
<td>Assistant Professor of History</td>
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<tr>
<td>Capital University (OH)</td>
<td>Jonathan Loopstra</td>
<td>Associate Professor of History</td>
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<tr>
<td>Clark Atlanta University (GA)</td>
<td>Geogene Montgomery</td>
<td>Associate Professor of English</td>
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<tr>
<td>Concordia University, St. Paul (MN)</td>
<td>Debra Beilke</td>
<td>Professor of English and Modern Languages</td>
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<tr>
<td>Concordia University Texas</td>
<td>Matthew Bloom</td>
<td>Assistant Professor of History</td>
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<tr>
<td>Culver-Stockton College (MO)</td>
<td>Charles Hotle</td>
<td>Professor of History</td>
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<td>Flagler College (FL)</td>
<td>Arthur Vanden Houten</td>
<td>Associate Professor of Political Science</td>
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<tr>
<td>Hamline University (MN)</td>
<td>John Mazis</td>
<td>Professor of History</td>
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<tr>
<td>Ithaca College (NY)</td>
<td>Matthew Klemm</td>
<td>Associate Professor of History</td>
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<tr>
<td>Nebraska Wesleyan University</td>
<td>Lisa Wilkinson</td>
<td>Associate Professor of Religion and Philosophy</td>
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<tr>
<td>Norwich University (VT)</td>
<td>Christine McCann</td>
<td>Professor of History and Political Science</td>
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<td>Reinhardt University (GA)</td>
<td>Jonathan Good</td>
<td>Associate Professor of History</td>
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<td>Saint Martin's University (WA)</td>
<td>Stephen Mead</td>
<td>Professor of English</td>
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<td>Salem College (NC)</td>
<td>Andrew Thomas</td>
<td>Associate Professor of History</td>
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<td>Thomas More College (KY)</td>
<td>Jodie Mader</td>
<td>Associate Professor of History</td>
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<tr>
<td>Westminster College (PA)</td>
<td>Bethany Hicok</td>
<td>Professor of English</td>
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of interactions between Greek-speaking peoples and other societies. For each book, a team of six participants led the discussions, which covered ideas of cultural identity, kingship, gender, warfare, and how Herodotus used his sources and structured his narratives. Participants also shared ideas on how to incorporate Herodotus into their future classes and worked as a group on the design of an inter-institutional course on the Histories for undergraduates. (Seminar participants have been invited to a planning meeting at the Center in November to continue to work on the course and its syllabus; the course is slated to launch in spring 2017.) In addition, faculty members were able to nominate their accomplished students to participate in the Center’s undergraduate summer internship program; subsequently students from Rhodes College and Concordia University, Saint Paul (MN) were included.

CIC will announce details about its July 2017 Ancient Greece in the Modern College Classroom seminar later this fall. For more information, visit www.cic.edu/AncientGreece.

The “Histories of Herodotus” seminar—led by Kenneth Scott Morrell (back, left) of Rhodes College (TN) and Gregory Nagy (back, right) of Harvard University—took place at the Center for Hellenic Studies campus in Washington, DC.

The Council of Independent Colleges and the American Academic Leadership Institute are pleased to announce the 2017–2018 Senior Leadership Academy, a year-long program for mid-level administrators in higher education who aspire to senior leadership positions in independent colleges or universities. Through the program, participants will acquire considerable knowledge, skills, and experiences that prepare them for the work of a college or university vice president or cabinet officer.

Up to 30 participants from independent colleges and universities will be selected for the program. Individuals who wish to participate should ask the president, provost, or a vice president of his or her current institution to submit the nomination. The nomination deadline is January 27, 2017.
Strategic Leadership for Challenging Times

Designed for both experienced and new chairs of departments and deans of divisions at independent colleges and universities, CIC’s 16th Annual Workshops for Department and Division Chairs will focus on the distinctive challenges of providing strategic department and divisional leadership at small and mid-sized independent institutions.

WHO SHOULD PARTICIPATE?

Institutions are encouraged to send several chairs to a Workshop so they can support one another in instituting improvements upon their return to campus, although a single representative also would find the Workshops helpful. Deans and associate deans who work closely with chairs would find the program particularly beneficial. New this year will be separate program tracks for new and experienced chairs and deans.

Detailed information about the meeting sites and hotels as well as registration will be available on the CIC website, www.cic.edu/2017DepartmentChairWorkshops, in late October 2016. Full information about the program for each Workshop will be available in early February 2017.
CIC Releases Updated ‘Student Debt Myths and Facts’ Research

Student debt and college affordability have been hot debate issues in the 2016 presidential election season and remain at the forefront of worries by prospective students and their families. To inform a similarly contentious climate with data, CIC first developed in 2012 a fact sheet on college costs and student debt intended to counter false and misleading media coverage.

This August, CIC issued an update to its original research that relies on the most recent data available on student debt and college costs. This release updates two resources:

- The popular “Student Debt: Myths and Facts” presentation designed for member institutions to use and to share with a range of audiences; and
- “Reframing Student Debt Totals” information that explains the role graduate education plays in the student debt conversation.

One prevailing myth fueled by sensationalist media coverage is that many students owe more than $100,000 when they graduate. In actuality, in 2014 only 4 percent of all borrowers owed $100,000 or more in student debt. And the average debt level of a bachelor’s degree recipient at private colleges and universities was $19,300—less than the price of a modest automobile, at the same level as in 2006–2007, and a slight decrease from the previous year. Meanwhile, debt at public institutions continues to rise (see figure).

“The myths and misinformation about student debt and college costs continue to circulate widely in the media and present a persistent and inaccurate picture of the debt levels of students who graduate from independent colleges,” CIC President Richard Ekman said. “Correct information is urgently needed to inform public discourse and reassure students and their parents about the value of an independent college education. We are excited to be able to make that information available again.”

For more myths and facts regarding student debt and further explanation of graduate student debt, visit www.cic.edu/StudentDebt.

Average Total Student Loan Debt per Bachelor’s Degree Recipient

Source: The College Board, Trends in Student Aid 2015. All totals are expressed in 2014 dollars. Figure prepared by the Council of Independent Colleges.
FIT Report Shows CIC Colleges’ Financial Health Continuing to Improve

The tenth annual edition of CIC’s Financial Indicators Tool (FIT) benchmarking report, released in July at no cost to every Institutional Member, indicates that the financial health of CIC colleges and universities has improved since the 2008–2009 recession. In the aggregate, the Composite Financial Index (CFI) scores, an indicator of institutional financial performance, continued to show signs of strengthening in 2013–2014, the most recent year for which data are available publicly.

TheFIT report results are widely used by CIC colleges and universities to benchmark financial outcomes and to aid budget projections and strategic planning. The FIT helps presidents and other campus leaders track over time and assess against similar institutions’ resource sufficiency, indebtedness, investment performance, operating results, and overall financial condition of the institutions.

The FIT uses a set of financial performance measures that rely on the CFI, originally developed for the National Association of College and University Business Officers by Prager, Sealy & Co.; KPMG; and Attain. The CFI is based on four core financial ratios, each representing a particular domain of financial operations. CIC relies on publicly available data from GuideStar, using IRS form 990, and the U.S. Department of Education’s Integrated Postsecondary Education Data System to avoid an additional reporting burden on member colleges.

This is the first year that the benchmarking project has been supported by Ruffalo Noel Levitz, allowing CIC to continue to provide the reports at no cost to members. The Austen Group, a division of Ruffalo Noel Levitz, gathers the data and prepares the FIT reports for CIC. For more information about the FIT and other CIC benchmarking services, visit www.cic.edu/FIT or contact Hollie Chessman, CIC’s director of research projects, at hchessman@ cic.nche.edu.

Composite Financial Index (CFI) by Enrollment Size

The national median CFI in 2013–2014—and the median CFIs of institutions enrolling 1,000 students or more—increased above a score of 3.0, which is considered the threshold for institutional financial health.
CIC Expands Online Humanities Initiatives, Holds Two Workshops in August

With a pair of back-to-back workshops in Alexandria, Virginia, on August 5–9, 2016, CIC concluded the first Consortium for Online Humanities Instruction and launched a second Consortium. The Consortia aim to explore new approaches to online education, improve teaching and learning in the humanities, and promote collaboration among smaller private liberal arts colleges. Twenty-one CIC member colleges and universities began a two-and-a-half year cycle of developing, offering, evaluating, revising, and sharing online humanities courses in 2014 (Consortium I). Twenty-one additional institutions began a similar cycle of activities this summer (Consortium II). Both projects are supported by grants from the Andrew W. Mellon Foundation. Ithaka S+R, a leading research and consulting service for academic innovation in the digital environment, provides advice to participating institutions and serves as the project evaluator.

CONSORTIUM I

The program for the first cohort’s August 5–6 workshop focused on the successes and challenges faced by the participating institutions, especially in the areas of student learning outcomes, the use of instructional resources, and institutional cooperation. During the opening session, CIC Senior Vice President Barbara Hetrick summarized the project’s most significant accomplishment as “making it clear that liberal arts colleges can embrace online learning without sacrificing the fundamental quality of a liberal arts education.”

Many project participants echoed this observation while describing the impact of the Consortium on their own institutions. For example, Christine Evans, director of the humanities division at Lesley University (MA), observed that the new courses developed for the Consortium “tapped a pent-up interest for online courses” among students and faculty members alike. Linda McMillin, provost of Susquehanna University (PA), added that participation in the project had “complemented and supported a larger conversation on campus about digital pedagogy and digital tools.” But several other participants offered examples of persistent faculty resistance to online instruction at their institutions.

In a subsequent session, Deanna Marcum, managing director of Ithaka S+R, offered an overview of the formal project evaluation. Among the key findings related to student learning:

- Faculty members and students both had positive experiences with the Consortium courses, broadly comparable to their experiences in traditional face-to-face courses, and most reported that they would participate in an online or hybrid course again;
- The students rated flexibility and scheduling as the primary reasons for taking an online course; and
- Despite promising findings about student learning and engagement, many students and instructors expressed concerns about the loss of personal interaction and the challenges of real-time discussion in online settings.

Ithaka S+R has prepared a final report on the initial phase of the project that will be distributed to all CIC members later this year.

Another key finding was related to costs. Although Marcum and her Ithaka S+R colleagues documented a notable decrease in the time and other resources required to teach an online course in the humanities the second time, they added that “continuing to increase efficiency and reduce costs will depend less on increased faculty efficiency and more on successful course sharing and substantial cross-institutional enrollment.” Most workshop participants did not consider the lack of demonstrable
cost savings as a set-back for online education in the liberal arts, however. Cynthia Kosso, provost of Moravian College (PA), explained, “We did not save a penny. We expended resources and will continue to expend resources, because we have to…in order to prepare our students for a digital future.”

A highlight of the first workshop was a presentation by Joshua Kim, director of digital learning initiatives at Dartmouth College and a prominent education technology blogger. Kim offered a broad perspective on how liberal arts colleges can meet the challenges of new teaching and learning technologies “by doing what we do best, which is offering a relationship-based model of learning.” He encouraged the participants to lead their own institutions by sharing their new understanding of online education with other faculty and staff members; to engage the larger educational technology community, which is often fixated on arguments about “adaptive learning” and “going to scale” (through MOOCs, for example); and “to move the culture…with our argument about teaching and student-centered institutions.”

The workshop concluded with a detailed discussion about sustaining the lessons and momentum achieved by the initial cohort of colleges and universities. Participating institutions and CIC staff will continue to explore options to extend the activities of the first Consortium beyond the current grant funding. Just as important, said CIC President Richard Ekman, is that the first cohort “launched an experiment on uncharted waters” that will continue with the second cohort.

CONSORTIUM II

The second cohort’s August 7–9 workshop focused on preparing the new group of colleges and universities to develop online courses for spring 2017 and then share the courses with students from the other institutions in spring 2018. The project goals remain the same as those in Consortium I. Consortium II, however, will focus more narrowly on online courses that are potential substitutes for upper-level humanities courses in the same major at comparable institutions. Project teams for the second cohort include two faculty members, a senior academic administrator, and—in a change from the first cohort—the college registrar. “Registrars are key to absolutely everything that involves new courses and institutional cooperation,” explained Hetrick in her welcoming remarks to the group.

The workshop opened with an overview of lessons learned from the initial cohort of institutions, including a presentation by Marcum and Jessie Brown, an Ithaka S+R analyst, followed by observations from a panel of participants from the first cohort. (In all, nine veteran participants from the first phase of the project will continue to serve as mentors and advisors to the second cohort.) The panel offered two important pieces of advice for any liberal arts college that plans to expand its online offerings: keep a focus on student needs and “what we owe our students for the future” and then develop a specific plan to address the concerns of reluctant faculty members. “This is not a replacement for faculty… [or] the back door to major curricular change,” said Kevin Gannon, professor of history and director of the Center for Excellence in Teaching and Learning at Grand View University (IA). “It’s about effective teaching and learning.”

During the workshop, participants heard presentations from three leading experts in online pedagogy: Kenny Morrell, associate professor of Greek and Roman studies at Rhodes College (TN) and a founder of Sunoikisis, the international collaboration of classics departments; Bryan Alexander, a self-described “futurist, researcher, writer, speaker, consultant, and teacher” who focuses on how technology transforms education; and Rebecca Frost Davis, director for instructional and emerging technology at St. Edward’s University (TX). Morrell warned the participants that “you will become better faculty members [through collaboration, but] you will have less autonomy and will have to rely more on others.” Alexander

(continued on page 25)
CIC’s fourth national Network for Vocation in Undergraduate Education (NetVUE) Conference will take place March 23–25, 2017, in Charlotte, North Carolina. Building on the momentum of the first three national conferences and under the theme, “Renewing the Theological Exploration of Vocation,” the 2017 NetVUE Conference will feature effective strategies to lead and sustain vocational exploration efforts. NetVUE is a nationwide campus-supported network of 210 institutional members that fosters the intellectual and theological exploration of vocation among college and university students.

An array of distinguished speakers (see below) and other experts will address such topics as fostering the theological exploration of meaning and purpose, understanding undergraduate student development and students’ worldviews, and developing successful campus programs.

The conference also will draw heavily on practical lessons from scholars and experienced campus leaders and provide an opportunity to network with colleagues in similar roles at other institutions. Workshops will address such topics as Campus Strategies for Interfaith Learning, Purpose and Direction in the

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### 2017 NetVUE Conference Plenary Speakers

(as pictured above, left to right)

- **Miroslav Volf**, founder and director of the Yale Center for Faith and Culture and Henry B. Wright Professor of Theology at Yale University Divinity School, will deliver the keynote address, “Transcendence and Calling.”

- **Matthew J. Mayhew**, William Ray and Marie Adamson Flesher Professor of Educational Administration at Ohio State University, and **Alyssa N. Rockenbach**, professor of higher education at North Carolina State University, will explore in a plenary session “A Call to Understanding: How Students’ Diverse Backgrounds and Worldviews Can Enhance Vocational Discernment,” drawing on findings from the Interfaith Diversity Experiences and Attitudes Longitudinal Survey.

- **Elizabeth J. Dias**, award-winning correspondent for *Time* magazine, will moderate the closing plenary session on “Renewing a Theology of Vocation.” Panelists will include **Kathleen A. Cahalan**, director of Collegeville Institute Seminars and professor of theology at Saint John’s School of Theology and Seminary (MN); **Robert M. Franklin, Jr.**, James T. and Berta R. Laney Professor of Moral Leadership at Emory University and director of the religion department of the Chautauqua Institution; and **Barbara Brown Taylor**, noted author and Butman Professor of Religion at Piedmont College (NC).
Post-College Transition to Work, Theological Imagination and Pedagogical Practice, and the Quest for Purpose through Liberal Learning. NetVUE members are invited to submit proposals for conference presentations and posters about effective campus programs. The proposal submission deadline is November 11, 2016, and the conference registration deadline is December 9.

Each NetVUE member institution is invited to send a three- to five-person team to the conference, which will be held at the Sheraton Charlotte and Le Méridien Charlotte hotels in downtown Charlotte. Generous support from Lilly Endowment Inc. will cover the registration fees, lodging, and most meals for a campus team of three from each NetVUE member institution. For the NetVUE Conference schedule and additional program information, as well as information about joining NetVUE, visit www.cic.edu/2017NetVUEconference.

Teaching Vocational Exploration
A SEMINAR FOR NetVUE FACULTY MEMBERS

CHICAGO, ILLINOIS • JUNE 19–23, 2017
Techy Towers Conference & Retreat Center

In this multidisciplinary seminar for faculty members at colleges and universities that are members of CIC’s Network for Vocation in Undergraduate Education (NetVUE), participants will learn to strengthen the teaching of vocational exploration by:

- Probing understandings of vocation and their importance in educating undergraduates;
- Developing new courses or course materials; and
- Establishing a broader network of faculty members committed to teaching vocational exploration.

The nomination deadline is November 18, 2016. Thanks to a generous grant from Lilly Endowment Inc., CIC will cover most costs of participation for those faculty members who are selected.
Woodrow Wilson Visiting Fellows: Arts in Action

Based on the premise that academic institutions are places for wide-ranging inquiry, the Woodrow Wilson Visiting Fellows program brings prominent artists, diplomats, journalists, business leaders, and other nonacademic professionals to campuses across the United States for substantive dialogue with students and faculty members. Hosting a CIC Woodrow Wilson Visiting Fellow is one way colleges and universities can engage students, faculty members, and the greater campus community in conversations about challenging issues.

The Woodrow Wilson Visiting Fellows’ week-long visits are most successful when a Fellow has a broad range of expertise and the campus host constructs a schedule through which the Fellow has the opportunity to interact with varied members of the campus community in different ways. Artists, in particular, naturally excel in their capacity to work across the disciplines. A filmmaker, for example, can debate a hot topic in current events in front of a political science class, lead workshops in the fine arts department, and host a public film screening followed by a lively question-and-answer session.

Fellow Helen Whitney is one of several accomplished documentary film makers who grace the roster of Woodrow Wilson Visiting Fellows. Whitney’s recent work has dealt with issues of faith, religion, and mortality. Her film, Forgiveness: A Time to Love and a Time to Hate, aired on PBS several years ago, as did her documentaries The Mormons, Faith and Doubt at Ground Zero, and John Paul: The Millennial Pope. Whitney will be completing her newest film, Mortality, in late 2016. She has served as a Fellow for the past eight years and has visited the College of Saint Mary (NE), Flagler College (FL), and Whitworth University (WA) among other campuses. Her work has been nominated for an Oscar and has won an Emmy, an Alfred I. duPont-Columbia University Award, a George Foster Peabody Award, Writer’s Guild of America Awards, and more.

Other documentary film makers serving as Fellows include:
- **Debra Chasnoff**, whose films address the issues of youth, gender identity, and social bias;
- **Callie Crossley**, whose film, Eyes on the Prize: America’s Civil Rights Years, earned her an Oscar nomination and an Emmy;
- **Peter Frumkin**, who has directed, written, and produced award-winning documentaries for the past 30 years with work appearing on PBS, BBC, the Discovery Channel, and the History Channel;
- **Jeffrey Lewis**, a novelist and screenwriter whose work has won two Emmy Awards, a People’s Choice Award, and the Writers Guild Award; and
- **Eric Stange**, an executive producer and director for Spy Pond Productions, whose films have appeared on PBS, BBC, the Discovery Channel, and National Geographic Channel. His film about former Secretary of State James Baker, The Man Who Made Government Work, received critical acclaim.

Institutions can apply now to host visits in the 2016–2017 and 2017–2018 academic years. The fee for a week-long residency is $5,950 for CIC member institutions and $6,550 for nonmembers. The fees have not increased in several years and are lower than most institutions need to pay for a single lecture by a prominent speaker. CIC covers the Fellow’s honorarium, travel, and other incidental expenses, and the host campus provides the Fellow’s housing and meals.

For more information about the program, including the searchable roster of Visiting Fellows and online campus request form, visit the program website at [www.cic.edu/VisitingFellows](http://www.cic.edu/VisitingFellows). CIC Woodrow Wilson Visiting Fellows program staff is available to help match campuses with Fellows based on areas of expertise or specific scheduling needs.
State Funds Transition to State Councils, Focus on Four Priority Areas

Founded as the face of independent higher education to the corporate sector, the former Foundation for Independent Higher Education merged with CIC in 2010. In 2016, the state-based organizations engaged in several new initiatives. In June, the CIC Board of Directors affirmed four strategic priorities as part of a long-term plan and approved a new name for the organizations, “State Councils.” The Board also welcomed new CIC staff to the State Councils leadership: Carol Schuler, vice president for State Council Programs, and Vanessa Long, manager of State Council Programs. Ned Moore, Schuler’s predecessor, now serves as a CIC senior advisor.

FOUR PRIORITY AREAS

The four defined priority areas are shaping the future of CIC’s 29 State Councils, which serve more than 400 CIC member institutions.

- **Student Scholarships.** Presidents of most independent colleges and universities have made it clear that one of their highest priorities is expanding scholarship aid for deserving students. Given their success in fundraising for this purpose, State Councils are ready to lead this effort, with CIC developing support programs that build on success.

- **Making the Case.** In times of persistent “sticker price” skepticism, independent colleges and universities need assistance in “making the case” to the public about the value and impact of their educational programs. Collective efforts can have a stronger impact and be more cost-effective. State Councils are positioned to take the lead in this collaborative effort—as some have done during the *Securing America’s Future: The Power of Liberal Arts Education* campaign—with CIC supporting these initiatives.

- **Leveraging Corporate Connections.** State Councils also are poised to expand programs and initiatives that facilitate pathways to internships and jobs for students; promote the value of a liberal arts education to corporate executives and human resources staff; and increase corporate funding for collaborative projects and scholarships.

- **Developing and Supporting Collaborative Programs.** State Councils are well positioned to serve as hubs for the development of collaborative programs and to secure grants in support, particularly from foundations and corporations that increasingly seek scale in their grant making.

NEW FUNDING STRENGTHENS SCHOLARSHIP INITIATIVES

The CIC Board of Directors voted in June to increase significantly the available funding for State Council grant programs, doubling the amount for Scholarship Challenge Grants, First Opportunity Partners Grants, and Capacity Building Grants.

The first awards with the increased funding potential were five Scholarship Challenge Grants to State Councils in Arkansas, Indiana, Missouri, Pennsylvania, and Virginia. The combined requests totaled $195,000, with the potential to direct at least $390,000 in new funding to support student scholarships in five states. All of the proposals were approved. The states have until June 30, 2017, to raise the required matching funds.

Proposals for the First Opportunity Partners grants were due in September. Two additional opportunities remain in the State Councils 2016–2017 grant cycle:

- Proposals for Capacity Building Grants (with $100,000 available) are due November 7; and

SAVE THE DATE

CIC State Councils 2017 Annual Conference “Golden Opportunities”

April 30–May 2, 2017 • Seattle, WA
Proposals for National Venture Fund Grants (with $200,000 available) are due February 6.

For eligibility requirements and additional information on applying for CIC State Council grants, visit www.cic.edu/State-Councils/Grant-Programs.

CIC DISTRIBUTES MORE THAN $1.4 MILLION IN UPS SCHOLARSHIPS TO STATE COUNCILS

In July, State Councils received more than $1.4 million in student scholarship funding for member colleges and universities through the CIC/UPS State Councils Endowment. The funding will be used for $2,600 scholarships at each State Council member institution. Since its inception, the CIC/UPS State Councils Endowment has generated $54.4 million in scholarship support of 19,619 students at independent colleges and universities.

helped the participants explore the changing nature of students and teaching and the many practical challenges of adapting digital technology to humanities instruction. Davis focused on the intersection between digital pedagogy and liberal education, offering a provocative question—"What would it look like if we created liberal arts education today?"—and a provocative answer: It might look more like Pokémon Go. This sparked a lively discussion about curricular design.

Other sessions at the meeting included workshops and small-group discussions devoted to course planning (for the faculty members) and the practical and policy issues involved in institutional support for online instruction (for the academic administrators and registrars); a discussion of evaluation strategies; and a panel on successful models of institutional collaboration. The panelists for this last session included an administrator, a faculty member, and a registrar, who offered perspectives on a local collaboration among three liberal arts colleges, a state-wide collaboration to share instructional resources in low-demand foreign languages, and a regional consortium that has cross-registered students on a seat-available basis for decades. Jim Serbalik, the registrar of Siena College (NY), concluded the session with an optimistic prediction about the Consortium: "There will be stumbling blocks, but as long as we’re talking, we’ll make it happen."

For more information about the project and a list of participating colleges and universities, visit the CIC website at www.cic.edu/OnlineHumanities.

(Online Humanities, continued from page 20)

Rebecca Frost Davis (St. Edward’s University) offered a provocative question—“What would it look like if we created liberal arts education today?”—and a provocative answer: It might look more like Pokémon Go.
CIC Students Gain International Experience during Inaugural Taiwan Program

In June, three students and one faculty advisor from CIC member institutions Tuskegee University (AL) and McDaniel College (MD) participated in the inaugural year of Two Weeks in Taiwan, an immersive study abroad program administered by American Councils for International Education and sponsored in part by the Taiwan Ministry of Education. Developed to provide students of CIC member institutions with international exposure, the program introduces students to Taiwan’s rich cultural heritage, vibrant democracy, and safe environment, all of which make the island an accessible destination for first-time travelers and those with little or no background in Chinese language and culture. Through support from the Taiwanese Ministry of Education, American Councils was able to offer partial merit and need-based scholarships to participants from CIC institutions.

During their two weeks at Chang Jung Christian University (CJCU) in the southern Taiwan city of Tainan, the students became acquainted with Taiwanese society and Chinese language and culture through beginner Mandarin Chinese classes; topical lectures on history, politics, business, and philosophy; interactive courses in calligraphy, painting, music, martial arts, and cooking; excursions to sites of historical, cultural, and natural significance throughout Taiwan; and a weekend living with and learning from a local host family.

Participants awarded the program high marks and cited the support and hospitality of program staff and student volunteers as critical factors in helping students (most of whom were first-time international travelers) feel comfortable and well-prepared during their two weeks abroad. “Our conversations and laughs together will be forever cherished. I can’t wait to visit again,” remarked Tuskegee University senior Shonteria Thomas.

Lisa Bratton, assistant professor of history at Tuskegee University who accompanied the students as a faculty advisor, was particularly impressed with the diversity of classes included in the program, saying, “The program touched upon so many cultural aspects—first-timers got an excellent orientation.”

To help students extend their experience beyond this initial orientation, Bratton now leads a Taiwan-focused independent study course and has helped students continue their Mandarin studies through weekend classes at a local Chinese-language school.

American Councils is now extending this study abroad opportunity to other students at CIC member colleges and universities to help them gain international perspective in a critical region of the world. The application period for the second year of the program will open in October 2016; some scholarship support is available. For more information about the program and how to apply, email taiwan@americancouncils.org.
CIC Presidents Host Workshop Series across the U.S. in 2016–2017 (continued from page 1)

Innovative college and university presidents who served on the Steering Committee for CIC’s Project on the Future of Independent Higher Education also will speak at each Securing America’s Future workshop. CIC Senior Fellow S. Georgia Nugent, president emerita of Kenyon College (OH) and one of the nation’s leading advocates for liberal arts education at independent colleges and universities, will serve as facilitator of most of the workshops.

Institutions are invited to register teams of 3–5 participants, ideally including the president, at least one other senior administrator, and at least one faculty member who plays a leadership role in campus discussions and institutional change. There is no cost to register, but institutions are responsible for travel costs and any overnight lodging. The workshops are supported by the Arthur Vining Davis Foundations, Endeavor Foundation, Lumina Foundation for Education, and the National Endowment for the Humanities.

More information about the workshops can be found on the CIC website at www.cic.edu/SecuringWorkshops.

TRADITIONAL MEDIA, SOCIAL MEDIA, AND RESEARCH ACTIVITIES CONTINUE

CIC also continues efforts to promote the liberal arts and independent colleges in several ways. For example, Georgia Nugent and Richard Ekman will conduct media visits and editorial board meetings, make presentations, and write articles and op-ed pieces. The campaign’s existing social media channels—Twitter (@SmartColleges), Instagram (@SmartColleges), facebook.com/SmartColleges, and youtube.com/LiberalArtsPower—will continue to promote the value of the liberal arts by sharing research findings, infographics, testimonials, and more. CIC’s new cutting-edge “Liberal Arts Life” website (www.LiberalArtsLife.org) for prospective students tells a story about the value of a liberal arts education through video clips, photographs, speaker quotations, and animated data visualizations, and CIC’s robust website for high school counselors and students and their families (www.LiberalArtsPower.org) features alumni testimonials; eye-catching infographics; myth-busting facts about the liberal arts, student debt, and college costs; and selected news articles and opinion pieces. In addition, CIC is partnering with associations for high school guidance counselors to increase awareness of CIC member colleges and universities and the superior education they offer.

Finally, CIC is conducting additional research projects to support the initiative—upating CIC’s data on student debt (see story, page 17) and creating materials that highlight the affordability, diversity, engagement, and success of independent colleges using the most recent national data. In addition, CIC will work with outside researchers on reports on the performance of independent colleges in graduating underrepresented populations in STEM fields and on a state-by-state examination of the cost-effectiveness of undergraduate education at independent colleges.
A Compendium of Recent Research and Books of Interest to Higher Education Professionals

BOOKS

**Student Debt: Rhetoric and Realities of Higher Education Financing**
Sandy Baum (Palgrave Macmillan, 2016)

One of the nation’s leading experts on college finance delves into a topic that is on many minds during this election season—student debt in America. Sandy Baum, senior fellow in the Income and Benefits Policy Center at the Urban Institute, combines data, research, and analysis to illustrate how the widely accepted narrative on student debt in America obscures serious problems, risks misdirecting taxpayer dollars, and can deprive Americans of the educational opportunities they deserve. She articulates the impact of student debt while putting the student debt “crisis” story into perspective. The book’s policy recommendations help provide a basis for a new and more constructive national agenda to make paying for college more manageable.

**The Faculty Factor: Reassessing the American Academy in a Turbulent Era**

Extending Jack H. Schuster and Martin J. Finkelstein’s detailed classic, *The American Faculty: The Restructuring of Academic Work and Careers*, this new book documents the transformation of the American faculty into a diversified and internally stratified professional workforce. *The Faculty Factor* draws on previously unpublished data to provide a comprehensive contemporary depiction of the changing nature of academic work and what it means to be a college or university faculty member today. Written for professors, adjuncts, graduate students, and academic, political, business, and nonprofit leaders, the study offers a balanced assessment of the risks and opportunities posed for the American faculty by economic, market-driven forces beyond their control. The authors propose strategic policy recommendations to enhance the strengths of American higher education to retain leadership in the global economy.

**How College Affects Students: 21st Century Evidence That Higher Education Works, Volume 3**
Matthew J. Mayhew, Alyssa N. Rockenbach, Nicholas A. Bowman, et al. (Jossey-Bass, 2016)

*How College Affects Students* summarizes data from more than 1,800 research investigations to reveal how the undergraduate experience affects students on college campuses nationwide. Volume 3 contains findings accumulated from 2002 to 2013 and covers the diverse aspects of college impact—including cognitive and intellectual development; attitudes and values; educational attainment; and economic, career, and quality-of-life outcomes after college. This book compares current findings with those in Volumes 1 and 2 (covering 1967 to 2001) and highlights research findings over the past 45 years. The work is a useful resource for administrators, faculty members, policymakers, and student affairs practitioners and provides insight into the impact of their work.

**Improving Quality in American Higher Education: Learning Outcomes and Assessments for the 21st Century**
Richard Arum, Josipa Roksa, and Amanda Cook, editors (Jossey-Bass, 2016)

Written by faculty and association leaders across six disciplines, this book focuses on the fundamental concepts and competencies society
demands from today's college graduates and provides a vision to serve them better. Based on a national, multidisciplinary effort to define and measure learning outcomes—the Measuring College Learning project—the book identifies “essential concepts and competencies” for six disciplines—biology, business, communication, economics, history, and sociology—which account for nearly 40 percent of undergraduate majors in the United States. Contributions from thought leaders in higher education offer expert perspectives and persuasive arguments for the need for greater clarity, intentionality, and quality in U.S. higher education.

Well-Being and Higher Education: A Strategy for Change and the Realization of Education's Greater Purposes
Donald W. Harward, editor
(Bringing Theory to Practice, 2016)

This book explores the multiple connections of well-being to higher education and why those connections matter—for the individual lives of students and those who teach, for the institution, and for the promise of higher education to a democratic society. The book’s 35 essays and “provocations” by respected voices within and beyond the academy address theoretical underpinnings and practical expressions of these connections. Essays range from examining what well-being means, to how well-being is linked to the core purposes of an institution of higher education, to how campuses can facilitate and manifest this connection in concrete ways. The book’s publisher, Bringing Theory to Practice, is an independent project in partnership with the Association of American Colleges and Universities; it encourages colleges and universities to assert their core purposes as educational institutions to advance learning and discovery, the potential and well-being of each student, and education as a public good.

Understanding and Using Social Media on College Campuses: A Practical Guide for Higher Education Professionals
Brandon C. Waite and Darren A. Wheeler (Rowman & Littlefield Publishers, 2016)

The authors—both associate professors of political science at Ball State University—penned this guide to help higher education professionals strategically approach social media initiatives. The book presents a framework for how higher education professionals should consider the internet technology environments (ITEs) of areas where they work. Brandon C. Waite and Darren A. Wheeler argue that, instead of using a one-size-fits-all social media approach throughout a campus, academic departments within each university may need to design social media initiatives for their unique campus environment. The book highlights the approaches faculty and staff members might take when designing and implementing social media initiatives and introduces strategies these administrators can use to strengthen their ITEs, ultimately facilitating the successful incorporation of social media technology into campus communications.

Becoming a Student-Ready College: A New Culture of Leadership for Student Success
Tia Brown McNair, Susan Albertine, and Michelle Asha Cooper, et al. (Jossey-Bass, 2016)

Instead of focusing on whether students are prepared for college, this book asks more pragmatic questions: What are colleges and universities doing to prepare for the students who are entering their institutions? What must change in an institution’s policies, practices, and culture in order to be student-ready? The book provides practical strategies to achieve student success goals, and the authors’
ideas for redesigning practices and policies offer a framework for institutional change. The authors explain how educators can acknowledge their own biases and assumptions about underserved students in order to allow for change; new ways to advance student learning and success; how to develop and value student assets and social capital; and approaches for creating a new student-focused culture of leadership.

There Is Life after College: What Parents and Students Should Know about Navigating School to Prepare for the Jobs of Tomorrow
Jeffrey J. Selingo (HarperCollins, 2016)

For his latest book, author, columnist, and former editor of the Chronicle of Higher Education Jeffrey J. Selingo commissioned a survey of 752 young adults, which he then categorized into three groups of roughly equal size: “sprinters,” “wanderers,” and “stragglers.” Sprinters pursue lucrative jobs immediately after graduating from college, wanderers experiment with multiple fields and take longer to find a suitable career path, and stragglers either do not finish or take much longer to graduate from college and have trouble finding higher-paid work. Although Selingo argues that liberal arts education is the best preparation for future jobs, he underscores the importance of developing industry-specific skills. He touts the value of tech-training programs, community college and two-year degrees, as well as gap years.

The Future of University Credentials: New Developments at the Intersection of Higher Education and Hiring
Sean R. Gallagher (Harvard Education Press, 2016)

Sean R. Gallagher, chief strategy officer for Northeastern University’s Global Network and a nationally recognized higher education expert, provides an extensive overview of the expanding world of university degrees and credentials. He describes the entire spectrum of credentials—including universities and colleges, employers, government agencies, and policy makers—and the students whose futures are affected by the certifications. The book examines where university credentials might be headed—as educational institutions seek to better serve students and employers in a rapidly changing world—as well as future challenges and opportunities for this emerging field. Diana G. Oblinger, president emeritus of EDUCAUSE, wrote the book’s foreword.

First Destinations for the College Class of 2015
National Association of Colleges and Employers (NACE, June 2016)

NACE’s first-destination survey focuses on how college graduates fare in their careers in the first six months after graduation. These findings cover students who have received degrees from the associate to doctoral level. Public university career outcomes are consistently below those of private nonprofit institutions. For example, 91 percent of private college students find jobs six months after graduation, compared to 81 percent of public college students (see figure 1, page 31). A new focus for NACE was first-destination outcomes for students graduating with an advanced degree. The survey is intended to inform the discussion about the value of higher education. To download the report, visit www.naceweb.org/job-market/graduate-outcomes/first-destination/class-of-2015.

Next-Generation CBE: Designing Competency-Based Education for Underprepared College Learners
Jobs for the Future (July 2016)

Competency-based education (CBE) is widely viewed as an innovative alternative to traditional higher education (see CIC’s Research Brief 1: Competency-Based Education at www.cic.edu/ResearchFuture). Yet most programs serve only a small percentage of the
postsecondary population, and few programs are designed for adults who need to boost basic skills in order to succeed in college. This report emphasizes that if designed with the needs of a broad range of learners in mind, CBE could be an important piece of the national movement to increase educational access, equity, and credential attainment. The report is the first in a series that will examine how to adapt CBE in order to expand access and increase success for this expanding group. For the report, visit www.jff.org/publications/next-generation-cbe-designing-competency-based-education-underprepared-college-learners.

Status and Trends in the Education of Racial and Ethnic Groups 2016
U.S. Department of Education, National Center for Education Statistics (August 2016)

This report examines the educational progress and challenges students face in the United States by race and ethnicity. It summarizes data on topics such as demographics; preprimary, elementary, and secondary participation; student achievement; student behaviors and persistence in education; postsecondary education; and outcomes of education. The report shows that over time, students in the racial/ethnic groups of White, Black, Hispanic, Asian, Native Hawaiian or Other Pacific Islander, American Indian/Alaska Native, and Two or More Races have completed high school and continued their education in college in increasing numbers. Despite these gains, the rate of progress has varied among these racial/ethnic groups, and differences by race/ethnicity persist in terms of increases in attainment and progress on key indicators of educational performance. In one example, the report indicates that the White-Hispanic gap in the total college enrollment rate narrowed between 2003 and 2013 (from 18 to 8 percentage points); however, the White-Black gap in the total college enrollment rate did not change measurably during this period. For the report, visit http://nces.ed.gov/pubs2016/2016007.pdf.

FIGURE 1: REPORT ASSESSES CAREER AND EMPLOYMENT OUTCOMES OF GRADUATES
Outcome rates for graduates of private colleges are better than rates of those from public institutions.

Source: “First Destinations for the College Class of 2015” (2016). National Association of Colleges and Employers. Figure prepared by the Council of Independent Colleges.
The 2016 Inside Higher Ed Survey of College and University Business Officers
Gallup and Inside Higher Ed (July 2016)

The sixth annual survey of college and university business officers provides insight into how these leaders view fiscal issues facing their institutions and U.S. higher education. Conducted by Gallup and Inside Higher Ed, the survey drew responses from chief business officers at 386 public and private institutions. The results show a steep rise in the proportion of business officers agreeing with the idea that higher education is in the middle of a financial crisis; 63 percent of chief business officers believe that media reports of a financial crisis for higher education are accurate. The survey also reveals chief business officers’ opinion on institutional debt: 72 percent of chief business officers believe that their college has an appropriate amount of debt, while 14 percent say their college is carrying too much debt. In assessing their institutions’ financial health, most officers indicate that their institutions use an agreed-upon set of indicators and are aware of the institution’s financial challenges (see figures 2 and 3 below). For the report, visit www.insidehighered.com/news/survey/foundering-finances-faculty-role-survey-business-officers.

FIGURE 2: BUSINESS OFFICERS RATE INSTITUTIONS’ AWARENESS OF FINANCIAL HEALTH
Private college chief business officers are more likely than their public sector peers to say their college relies on a standard set of metrics to gauge their financial situation.

FIGURE 3: BUSINESS OFFICERS AGREE THAT SENIOR ADMINISTRATORS UNDERSTAND FINANCIAL CHALLENGES
Chief business officers of private institutions are slightly more likely to say that senior administrators are aware of and understand the financial challenges their institutions face.

Johnson C. Smith University (NC) recently opened the Center for American Culture and Race at Guangdong Baiyun University in Guangzhou, China. The center is one of 16 active American Culture Centers (ACC) in China supported by the U.S. Embassy in Beijing with the purpose of introducing Chinese people to American culture and is the only ACC to focus on race. The center features African American art and literature, a lecture hall where speakers discuss topics on culture and race in English, as well as quarterly podcasts and videos. U.S. students and faculty from Charlotte who are taking Chinese-language courses also will participate in exchange programs to intern and cross-pollinate ideas.

**CELEBRATING ACHIEVEMENTS**

CIC member institutions were again well represented in the Chronicle of Higher Education’s ninth annual “Great Colleges to Work For” survey. The survey included responses from more than 46,000 employees at 281 colleges, providing data about employee engagement at colleges and universities across the United States. Only 42 institutions achieved Honor Roll status by being recognized in multiple categories. Of four-year institutions on the Honor Roll, CIC members include Baylor University (TX), College of the Ozarks (MO), Endicott College (MA), Gettysburg College (VA), John Brown University (AR), McKendree University (IL), McPherson College (KS), Roberts Wesleyan College (NY), Rollins College (FL), Southern New Hampshire University, Texas Christian University, and University of the Incarnate Word (TX).

In recognition of their excellence in higher education business and financial management, five higher education leaders and six institutions received awards from the National Association of College and University Business Officers (NACUBO) in July. Jairy C. Hunter Jr., president of Charleston Southern University (SC), was one of two leaders to receive the 2016 Distinguished Business Officer Award, NACUBO’s most prestigious honor. Kimberly L. Kvaal, vice president for financial affairs at St. Edward’s University (TX), received the 2016 Daniel D. Robinson Accounting Award. And Lasell College (MA) received a 2016 Innovation Award for its collaborations with other colleges that have cut costs, improved services, and enhanced community relations, including a combined police department with Mount Ida College (MA) and a shared information technology department with Pine Manor College (MA).

Several CIC member institutions won Interfaith Youth Core’s 2015–2016 Better Together awards. Better Together is a national network for student interfaith groups, councils, and committees that work to create change for interfaith cooperation on campus. Of campus awards, Oklahoma City University was the Best Better Together Day winner, recognized for its successful programming. Aquinas College (MI) won the Rookie of the Year award for its strong focus on recruiting.
and educating first-year students about interfaith cooperation and engagement. Of individual winners, the Mike Hammer Interfaith Leadership Award went to Loras College (IA) student Samantha Eckrich for demonstrating exceptional leadership in making interfaith cooperation a social norm on campus. The winner of the Outstanding Faculty/Staff Ally Award, someone with endless support for student leadership, was Josh Ritter, assistant director for formation in spiritual life, at Baylor University (TX).

This summer, the U.S. Patent and Trademark Office issued U.S. Patent No. 9,354,181 to researchers at Saint Mary’s College (IN) and the University of Notre Dame, who together developed user-friendly devices that detect low-quality pharmaceuticals. It is Saint Mary’s first patent and the first for two of the three professors. The unique paper analytical devices (PADs) can detect multiple chemical components in a pill or capsule, including substitute drugs or “fillers” that may be added in place of an active ingredient. PADs are an inexpensive technology that could especially benefit countries that lack technological and regulatory infrastructure.

CREATING PARTNERSHIPS

In a continuation of an educational partnership between the United States and India, the U.S. Department of State and the University Grants Commission recently announced eight institutional partnership projects for the final round of U.S.-India 21st Century Knowledge Initiative awards; the initiative aims to strengthen collaboration and build partnerships between U.S. and Indian institutions of higher education. Gannon University (PA) received an award for Partnership GO TEACH Education, a cooperative effort of Gannon University's Villa Maria School of Nursing and Sacred Heart Nursing College, Dindigul, Tamil Nadu, India. GO TEACH will design a nursing education curriculum to be jointly implemented at both institutions.

St. Norbert College (WI) and the University of Wisconsin Oshkosh have teamed up to offer special education certification to students enrolled in the teacher education program at St. Norbert. Beginning their junior year, students can register for special education courses at St. Norbert but take online courses from UW Oshkosh.

Dominican University (IL) has joined the Chicago Star Partnership, a group of 15 four-year colleges and universities that have committed to providing scholarships to Chicago Star Scholars pursuing four-year degrees following their graduation from City Colleges of Chicago. Star Scholars are high-achieving Chicago Public Schools graduates who complete an associate’s degree at City Colleges.

Westminster College (PA) recently signed agreements with two regional institutions, Butler County Community College (BC3) and the Community College of Allegheny County (CCAC). The first agreement will allow BC3 students to transfer credits toward earning a bachelor’s degree at Westminster College. The programs include early childhood education (associate of arts) to early childhood/special education (bachelor of arts); and child development education (associate of arts and sciences) to child and family studies (bachelor of arts). The second agreement will provide CCAC students who earn an associate degree an academic pathway to transfer into a parallel bachelor’s degree program at Westminster. The agreement includes seven baccalaureate programs at Westminster: accounting, business, biology, criminal justice studies, psychology, theatre, and early childhood/special education.

Coker College’s (SC) Adult Degree Program recently announced two bridge partnership agreements with regional institutions: Midlands Technical College and Northeastern Technical College. The programs began this fall and enable Midland Technical and Northeastern Technical graduates to transfer all of their coursework to Coker College. In addition, Coker will offer one business course per week at one of each partner’s campuses.

A partnership agreement between Delaware Valley University (PA) and Lansdale Catholic High School will enable students to earn college credits while still enrolled in high school. Under the dual-enrollment/dual-credit program, DelVal will offer university-level courses at the high school beginning this fall, with students receiving academic credit from both schools.

North Central College (IL) became a participating institution in the Billion Dollar Green Challenge in August. The challenge encourages colleges, universities, and other nonprofit institutions to invest a combined total of $1 billion in self-managed revolving funds that finance energy efficiency and other sustainability project improvements. To date, 62 institutions have joined the Challenge, and North Central is one of only two in Illinois.

MAJOR GIFTS, GRANTS, AND CAMPAIGN SUCCESSES

Barton College (NC) in August announced the single-largest gift in its history: $7.8 million from the estate of Emerson Clarence “E.C.” Winstead, who supported Barton College during the last two decades. The gift, earmarked for student financial
aid with first preference to students from North Carolina, will support educational opportunities for Barton students in perpetuity.

With a recent $1.5 million donation by Betty Kabara, a trustee and longtime supporter of the university, Saint Mary’s University of Minnesota will advance the university’s science and business initiatives. The gift will be used to establish a Dr. Jon ‘48 and Betty Kabara Endowed Chair in Entrepreneurship and Innovation; build the Dr. Jon ‘48 and Betty Kabara Chemistry Lab in the university’s new Science and Learning Center; and create the new Kabara Institute for Entrepreneurial Studies Office Suite in the Adducci Science Center’s Hoffman Hall.

Jim Frey and Mary White Frey of Edina, Minnesota, committed a $1.5 million gift to the College of Saint Benedict (MN) to create scholarships at the university for students from underrepresented communities. Mary White Frey is a 1980 graduate of the College of Saint Benedict, and her husband, Jim, is a 1978 graduate of Saint John’s University (MN).

Loras College (IA) announced in June that David Holmberg, a 1972 graduate, will add $800,000 to his namesake scholarship, which he created with an original gift of $200,000. The new donation brings his total commitment to the science scholarship and the Inspiring Lives and Leadership campaign to $1 million. Holmberg established the David J. Holmberg Science Scholarship to assist female students in the pursuit of a STEM-based education in 2014.

Webster University (MO) recently received two grants totaling more than $1 million from the National Institutes of Health (NIH) and the National Science Foundation (NSF). The NIH grant will help fund faculty research, while the NSF grant will fund scholarships for students transferring from a community college to Webster University to study biology.

The Henry Luce Foundation’s Luce Initiative on Asian Studies and the Environment (LIASE) awarded four-year grants of $400,000 to three CIC member institutions: Centre College (KY), Furman University (SC), and Oberlin College (OH). LIASE aspires to encourage innovative approaches to Asian studies teaching and research at the undergraduate level through the lens of the environment and sustainable development.

In August, the Tennessee Higher Education Commission announced the recipients of the 2016 Veteran Reconnect grants to support campus services to student veterans. Three of the six Tennessee colleges receiving the grants are CIC member institutions: Lipscomb University ($185,563), Maryville College ($122,922), and Tusculum College ($185,470).

NEW PROGRAMS AND MAJORS

Trine University (IN) in July merged its Graduate School and School of Professional Studies into the new College of Graduate and Professional Studies. The new structure will enable stronger academic and administrative coordination between the university’s main and branch campuses and its graduate programs. In June, Anderson University (SC) established a new College of Health Professions, comprised of four distinct schools: the existing School of Nursing, and new Schools of

Photos courtesy of Newberry College

More than 100 alumni and friends of Newberry College (SC) gathered in June to kick off fundraising efforts for the college’s new athletic stadium project. The event, “A Night with Our Pros,” outlined plans for a new $9.3 million stadium complex and recognized more than 25 Wolves football alumni who went on to have opportunities in professional leagues. The athletics construction project will feature a stadium for football, lacrosse, and field hockey, a new press box and scoreboard, and fan seating. The project also includes a stadium village that features a field house and four adjacent buildings.
Human Performance, Allied Health, and Physical Therapy.  

**Blackburn College** (IL) has initiated a new general education curriculum that (in addition to disciplinary content) will focus on key life skills selected to maximize students’ success in their academics and throughout their lives. The skills include qualitative and quantitative analytical thinking, critical expression, media and information literacy, problem solving, emotional intelligence, diversity and multiculturalism, vocation, and physical education. Within each gen-ed course, students will be asked to apply one of these skills through focused study of the discipline. **Ripon College** (WI) debuted its new core curriculum, Catalyst, this fall. In their first four semesters at Ripon, students will complete four Catalyst courses, building skills in written communication, quantitative reasoning, intercultural competence, and interdisciplinary integration; their fifth semester will culminate with an applied innovation seminar in which students collaborate to develop and present solutions to complex socially relevant problems using liberal arts skills.

**Centenary University** (NJ) began offering its first terminal degree this fall—a doctorate degree in educational leadership. The program, which fills a void in the region, focuses on K–12 leadership. **Benedictine University** (IL) now offers an online doctor of education in higher education and organizational change. The program focuses on material that can be applied to work immediately and emphasizes leadership and organizational change.

**Assumption College** (MA) launched master of arts and certificate of advanced graduate study programs in applied behavior analysis (ABA) this fall. Upon completion of the degree program, graduates can apply for ABA licensure in Massachusetts and sit for the board certified behavior analyst exam.

**Dominican University** (IL) now offers a master of science degree in information management, which will prepare students for careers in digital asset management. Designed for working professionals, the curriculum is offered in a flexible, hybrid format. Dominican also has launched an undergraduate program in informatics that offers specialties in cybersecurity as well as nursing, community, and educational informatics. Students will learn to design and build information systems that solve problems and will gain an understanding of the ethical and policy implications related to the world of big data.

**The University of St. Thomas** (TX) now offers a bachelor of science degree in cell and molecular biology. The major is designed to produce a more focused preparation for students interested in cellular, molecular, or genetics-based graduate studies. Graduates of this major will be prepared to begin graduate school in biomedical research, enter a health-related professional school, or work in careers related to the biotechnology industry.

Broadening its health care offerings, **Alverno College** (WI) began two new degree programs in the fall: health education and kinesiology. Health educators work to promote and maintain health and wellness in individuals, communities, and systems; graduates of this program will be eligible to take the certified health education specialist examination. The new kinesiology program will offer two majors: kinesiology/pre-physical therapy and kinesiology/sport management.

**Loras College** (IA) unveiled its new biomedical track as part of its undergraduate engineering program this fall. The new focus will prepare students to work in a diverse range of areas from prosthetics and assistive devices to ergonomic workstation design and improved interfaces.

**Claflin University** (SC) launched its registered nurse to bachelor of science in nursing program this fall semester. The RN to BSN degree is a hybrid program that offers rigorous online and on-campus courses and is open only to registered nurses who have earned an associate degree in nursing from an accredited institution.

**Mount St. Joseph University** (OH) now offers an interdisciplinary bachelor’s degree in liberal arts. The degree combines the disciplines of English, history, religious studies, and philosophy to promote research practices, writing, and critical thinking; it replaces individual English, history, religious/pastoral studies, and philosophy majors.
Westminster College (PA) began a new digital journalism major this fall. The curriculum offers a blend of courses in digital journalism, broadcast communications, public relations, and communications.

Indiana Wesleyan University is offering a new academic certificate for those interested in professional coaching education. The 18-credit hour graduate certificate in professional coaching is designed to give students the opportunity to learn life-coaching skills to apply to their chosen career fields.

NEW AND RECENTLY RENOVATED FACILITIES

The University of St. Francis (IL) celebrated the grand opening of the renovated Guardian Angel Hall at the university’s St. Clare campus in August. The renovation of the four-floor, 60,000-square-foot building has created a skill-centered, “real-world” learning environment for the university’s nursing students. The hall includes four simulation labs, six new technology-enabled classrooms, two state-of-the-art skills labs, student research and learning spaces, and more.

NAME CHANGES AND CAMPUS EXPANSIONS

Mary Baldwin College (VA) officially changed its name to Mary Baldwin University on August 31.

Effective July 1, Cabrini College (PA) changed its name to Cabrini University, and Tennessee Wesleyan College changed its name to Tennessee Wesleyan University.

HAVE A POTENTIAL NEWS ITEM FOR CAMPUS UPDATE?

Please email news items for review to cic@cic.nche.edu. CIC also is interested in receiving “action” photos for possible inclusion.
CIC Notes Its 60th Anniversary, Welcomes New Staff Members

**INDEPENDENT ANNIVERSARY**

CIC and its Independent newsletter turned 60 this fall. When the publication began in September 1956—back when CIC was called the Council for the Advancement of Small Colleges—the three-page newsletter was written and laid out by typewriter. The publication expanded rapidly—in terms of subject matter, length, frequency, and visual presentation. Today, the full-color newsletter is published five times a year (three of which are online only). CIC strives to make the newsletter a useful member service.

**CIC IN THE NEWS**

This summer, several publications covered participation in CIC’s 2016–2017 Executive Leadership Academy: the Springfield News-Leader (MO) article, “Sue Head Named to Executive Leadership Academy” (June 18); the MetroWest Daily News (MA) story, “Regis VP Selected for Executive Leadership Academy” (June 18); the Clarion-Ledger (MS) piece, “Keith Dunn Chosen for Ed Leadership Academy” (June 12); and the BusinessWest.com (MA) story, “Melissa Morriss-Olson Selected for Leadership-Development Program” (June 6). In addition, the Burlington County Times (NJ) news piece, “Burlington County Residents Awarded for Their Accomplishments” (August 8), discussed the 2016–2017 Senior Leadership Academy.

CIC’s faculty development programs also received coverage by the local press. The CIC-Interfaith Youth Core Teaching Interfaith Understanding seminar was featured in three reports: The Review (OH) story, “Dr. Nicole Johnson Selected for Seminar” (August 3); the Journal Times (WI) article, “Carthage Professor Participated in Major Interfaith Teaching Seminar” (August 2); and a TribLIVE.com (PA) news piece (June 14). The Daily Times (TN) article, “Maryville College Faculty Members Selected for Prestigious Seminars” (July 26), mentioned the CIC-Gilder Lehrman Institute of American History seminar as well as CIC’s Teaching Pre-Modern European Art in Context seminar.

CIC’s Securing America’s Future: Power of Liberal Arts Education campaign was featured in the Capitol Communicator story, “Communicators Recognized for Top PR Programs at PRSA Silver Anvil Awards Event” (June 10).

Journalists continue to interview CIC President Richard Ekman about college business models, enrollment trends, and campus financial issues. This summer, Ekman was quoted in the Chronicle of Higher Education articles, “Small Rural Colleges Grapple with Their Geography” (June 10) and “Three Small Colleges Close. Is That a Trend?” (June 2), as well as the Inside Higher Ed story, “The Department and St. Catharine” (June 2).

Ekman also was interviewed about the challenges and opportunities that smaller independent colleges face in the EvoLLLution article, “Surveying the Competitive Landscape for Independent Colleges” (June 6). EvoLLLution is an online newspaper focused on covering innovation in higher education.

CIC’s grant and scholarship programs received local press coverage. Four stories reported on the CIC-administered UPS Scholarships: MyPlainview’s (TX) “Wayland Student Receives UPS Scholarship” (August 29); Brownwood News’s (TX) “HPU Student Receives UPS Scholarship” (August 29); the Herald Times Reporter’s (WI) “Fleming Nets UPS Scholarship” (August 25); and Salisbury Post’s (NC), “NC Independent Colleges and Universities Awards Scholarships” (August 4). The Courier (IA) article,
“Wartburg Receives Grant” (June 25), discussed the NetVUE Vocation Exploration Renewal Grant.

For more stories, visit www.cic.edu/CIC-in-the-News.

STAFF NEWS AND NOTES

Barbara Hetrick, who joined the CIC staff in May 2007, retired from her position as senior vice president in August 2016. She now serves as CIC senior advisor and supports several projects and programs.

David Brailow became CIC’s vice president for development in August. He is responsible for the solicitation and management of foundation grants and corporate sponsorships and oversees several CIC leadership and faculty-development programs. Previously, he served for 15 years as vice president for academic affairs and dean of the college at Franklin College (IN), which in 2016 named him professor emeritus. Brailow was professor of English and served in various administrative roles at McKendree College, now McKendree University (IL), from 1982 to 2001. Brailow received his BA in English from Amherst College and his PhD from the University of Oregon.

In July, Cecily Garber completed a two-year term at CIC as an American Council of Learned Societies Public Fellow. She is now editorial content manager at the National Business Officers Association.

Sidney Davis joined CIC as communications and social media fellow in August 2016. His responsibilities include managing the Securing America’s Future social media activities and platforms and contributing to other communication priorities. Previously, Davis served as a web strategist, content manager, web producer, and digital media consultant for the National Association of Realtors. Davis graduated from Georgia Southwestern State University in 2011 with a BA in musical theatre, communication, and media arts. He received an MA in speech and theatre from Louisiana Tech University.
OCTOBER 25, 2016
Securing America’s Future Workshop at Augustana College
Rock Island, IL

NOVEMBER 4–6, 2016
2016–2017 Senior Leadership Academy Opening Seminar
New Orleans, LA

NOVEMBER 5–8, 2016
Institute for Chief Academic Officers
New Orleans, LA

DECEMBER 12, 2016
Securing America’s Future Workshop at California Lutheran University
Thousand Oaks, CA

JANUARY 3–4, 2017
Presidents Governance Academy
Orlando, FL

JANUARY 3–4, 2017
New Presidents Program
Orlando, FL

JANUARY 4, 2017
CIC Board of Directors Meeting
Orlando, FL

JANUARY 4–7, 2017
Presidents Institute
Orlando, FL

JANUARY 25–27, 2017
NetVUE Scholarly Resources Project Seminar
Orlando, FL

JANUARY 26, 2017
Securing America’s Future Workshop at Morehouse College
Atlanta, GA

FEBRUARY 10, 2017
Securing America’s Future Workshop at St. Edward’s University
Austin, TX

FEBRUARY 27–28, 2017
Presidential Vocation and Institutional Mission Seminar
Atlanta, GA

MARCH 14, 2017
Securing America’s Future Workshop at Webster University
St. Louis, MO

MARCH 23–25, 2017
2017 NetVUE Conference
Charlotte, NC

MARCH 29–31, 2017
Meeting of CIC Presidents and Mexican Rectors
Guadalajara, Mexico

MARCH 29–31, 2017
Workshop for Department and Division Chairs
Kansas City, MO

APRIL 18, 2017
Securing America’s Future Workshop at McDaniel College
Westminster, MD

APRIL 18–20, 2017
Information Fluency in the Disciplines Workshop
New Orleans, LA

APRIL 30–MAY 2, 2017
State Councils Annual Conference
Seattle, WA

MAY 18–20, 2017
Workshop for Department and Division Chairs
Baltimore, MD

MAY 23–25, 2017
Workshop for Department and Division Chairs
Kansas City, MO

JUNE 6–8, 2017
Workshop for Department and Division Chairs
Phoenix, AZ