New Institute on ‘Diversity, Civility, and the Liberal Arts’
Accepting Applications

The nation’s college campuses reflect many sharp disagreements about politics, inequities, group identities, and social change. To help campuses address these issues, CIC will offer a Diversity, Civility, and the Liberal Arts Institute in 2018 for faculty and administrators at CIC member institutions. The Institute will focus on issues of inequality, conflict, activism, and civil engagement on America’s college campuses. Directed by Beverly Daniel Tatum, president emerita of Spelman College (GA) and a prominent scholar of race and higher education, and generously supported by the Andrew W. Mellon Foundation, the first Institute will be held in Atlanta, Georgia, June 3–6, 2018. Another Institute will take place in 2019.

The Institute is intended to address major issues that drive unrest on campus, including protests that sometimes become disruptive or even violent. While many institutions have responded to unrest with new institutional policies or an emphasis on calming students’ emotional responses, this Institute offers a different approach. It draws on the most precious resource that smaller private colleges and universities have to understand human behavior: teaching and learning in the liberal arts.

“CIC wants students to gain a deeper understanding of diversity, to base their opinions and behavior on what is known from the best research, and to approach social change better informed by facts and a knowledge of effective strategies,” said CIC President Richard Ekman. “We hope to move students from merely emotional responses to a deeper understanding of complex issues. That is what the liberal arts do best.”

During the Institute, teams of faculty members and administrators will come together with a group of highly distinguished scholars to:
• Explore the significant trends that are reshaping today’s campus, including demographic changes, changes in how students learn, and new challenges to academic expertise;
• Engage both classic and cutting-edge scholarship—in history, economics, linguistics, politics, psychology, religion, sociology, and other disciplines—that can inform discussions of controversial topics; and
• Develop realistic plans to enable their institutions to strengthen diversity and civility on campus, both inside and outside the classroom.

(Continued on page 10)
Why do the liberal arts not attract as many students now as in the past? No doubt the 2008 recession caused many students and their parents to view college mainly as a path to a good job after graduation. Colleges also faced financial challenges, which made it difficult to offer courses that students were not already inclined to take. Even so, employers have consistently said, then and now, that the skills that liberal arts graduates possess are the ones the employers need. Today, the economy is stronger, most colleges are financially resilient, and employment prospects for recent college graduates are good. There is a shortage of college graduates to fill large numbers of current and anticipated jobs. While many of these jobs also require minimal skills in the manipulation of data—easily acquired along with a major in another field—corporate CEOs remain outspoken about the liberal arts-based competencies that they want employees to have.

A recent survey concludes that the term “liberal arts” does not help colleges attract students and may even hurt recruitment—a problem that leaders of liberal arts colleges will readily recognize. When CIC launched its first public information campaign in 2013 to promote both the liberal arts and smaller private colleges, the planning discussion among college presidents revealed that fewer high school students who visited campus with their parents sought a liberal arts emphasis. One president said that his college had begun to refer to “liberal learning” as alternative terminology, while another said her enrollment staff preferred the “arts and sciences.” Still another noted that his college’s promotional materials refer to the advantages of a “small learning community” instead of a focus on the curriculum. Another president lamented that “small,” “private,” “liberal,” and “arts” are all terms that have negative connotations among some segments of the public. Therefore, she said, her enrollment staff now refer mainly to “the adventure of learning.” The CIC presidents who were charting the course of the campaign decided it was better to help the public understand what these terms actually mean than to invent alternative vocabulary.

That decision has proven to be successful in many respects. Press coverage that is favorable to the liberal arts has appeared more frequently in the past few years, and much of it has highlighted the affordability of small private colleges. CIC can take some of the credit for this turn in public opinion thanks to its research reports and public and media relations activities. CIC’s efforts were reinforced by nearly simultaneous campaigns undertaken by the Phi Beta Kappa Society (DC), the American Academy of Arts and Sciences, and the Association of American Colleges & Universities, and by research by the Great Lakes Colleges Association (MI), among others—all of which were pulling in the same direction.

Terminology is less of a problem than the actual experiences of some students. While some colleges have given new names to liberal arts programs or created new programs in professional fields, a puzzle remains: Many parents of today’s high school seniors, often graduates of liberal arts colleges or liberal arts concentrators at larger institutions, seem reluctant for their children to obtain what they received in college. These parents are, by and large, successful, middle-class adults. Why do they not credit their own education’s role for much of their post-college success? Even the scholar Richard Arum, who blasted colleges in Academically Adrift (2011) for how little college graduates know, conceded in his next book, Aspiring Adults Adrift (2014), that liberal arts graduates do better in life after college than others.

The answer may lie in the intellectual content of the college experiences of these parents. College in the period between the mid-1980s and the mid-1990s was filled with much curricular experimentation. Thematic and problem-based majors, for example, which increased in popularity in this period, could capture a student’s interest in, say, the environment or world food supply. Interdisciplinary programs could play to the intellectual enjoyment of using more than one discipline to understand an event, book, or natural phenomenon. But some of the 1980s reforms of the curriculum lacked the rigor of traditional disciplines. Graduates of this period were exposed to a wide array of knowledge but sometimes were not prepared in a methodology that they could use on their own.

The goal of a liberal arts education is to be transformative. It first calls for a student to master one discipline, one way of knowing, one rigorous form of reasoning. If you are steeped, for example, in how a historian approaches a problem and can follow and use that methodology, you are empowered to make decisions about other aspects of your life. Or if you know how a chemist communicates the proof of a hypothesis in the best form of scientific discourse and use of experimental evidence, you can be entirely persuasive when arguing for causes beyond chemistry, in understanding the physical world, and in
shaping your own philosophy of life. A liberal arts education, at its best, compels a student to learn one of these methodologies extremely well.

It also insists that you learn enough about several additional disciplines—modes of thought, if you will—to appreciate how they differ from the one you know best, to respect people who have become accomplished in these others, and to assure that you can use those methods to recognize flawed reasoning when you encounter it—in business propositions, political rhetoric, and civic causes. Mandatory exposure to fields beyond the major may provide a modicum of substantive knowledge about art, music, physics, and anthropology, but the greater value of requirements in other fields is for a student to learn how the best practitioners of these disciplines reason.

In 2016–2017, CIC took the lessons of its public information campaign directly to CIC members through eight workshops on campuses throughout the country. Five hundred faculty members and administrators from 121 colleges and universities participated. The participants discussed many innovative programs—with welcome candor about both successes and failures—and stimulated fresh thinking about new program ideas to take home to their own campuses. Faculty members found the trend data that was distributed to be largely new and appreciated the contextual patterns to the challenges their own colleges face. Many colleges are now better prepared to assess whether the major fields of study that are offered to students are authentic and rigorous, with workshop participants poised to propel that discussion back home.

Although CIC’s public information campaign was successful in many ways, even more must be done. The recent survey is correct about the limited appeal today of programs and institutions that are labeled “liberal arts.” The solution is not cosmetic, however. By keeping the ways we teach the liberal arts rigorous, we make it more likely that the next generation of graduates will view the education they received as useful. The biggest challenge for our colleges is to assure that a student who graduates with a major in a field of the liberal arts obtains skills that provide a powerful modus operandi in life after college.
Presidents Institute to Assess Resilience and Explore Innovation

Exploring the theme “Pathways to Excellence: Resilience and Innovation” and other important leadership issues, CIC’s 2018 Presidents Institute will be held at the Diplomat Hotel in Hollywood, Florida, January 4–7. During sessions, workshops, and other activities, presidents will discuss how to lead institutions with cogency, creativity, and agility in challenging times. The largest annual meeting of college and university presidents in the country, the Institute provides a forum for candid discussion of critical issues, opportunities to learn from experts, and time to network with presidential colleagues who lead similar institutions.

PLENARY SESSIONS

Four plenary sessions will anchor the program:


Valarie Jarrett, senior advisor to the President of the United States and director of the Office of Public Engagement and Intergovernmental Affairs during the eight years of the Obama administration, will be the featured speaker on January 5, addressing “Preparing Students for Civic Responsibility.” A veteran political advisor, civic leader, business executive, and attorney, Jarrett began her career in politics in Chicago as deputy corporation counsel for finance and development in the administration of Mayor Harold Washington and subsequently was deputy chief of staff for Mayor Richard Daley.

Michael D. Rhodin, former senior vice president of Watson Business Development, IBM, will share his thoughts on “Innovation and ‘Intrepreneurship’ for Independent Higher Education” on January 6. Rhodin recently retired from IBM, where he served for 33 years, including seven years as a corporate officer. He founded the IBM Watson business units that accelerated a new class of “cognitive” solutions, services, and applications to fuel a diverse cloud-based ecosystem of enterprises, academic institutions, and entrepreneurs.

The closing plenary session on January 7 will focus on “Resilient and Innovative Presidential Leadership.” A panel of CIC presidents will discuss how they have guided their institutions to recognize and embrace the challenges and opportunities each has faced. The session will feature CIC presidents Mary B. Marcy of Dominican University of California, Kevin M. Ross of Lynn University (FL), and John I. Williams, Jr. of Muhlenberg College (PA), and will be moderated by Christopher Morphew, dean of the Johns Hopkins University School of Education.

PRESIDENTIAL FORUM ON FREE SPEECH

The Institute will include a special Presidential Forum on Diversity, Civility, and Free Speech that will consider what college and university leaders can do to make the campus a learning community focused on diversity, civility, and a broad understanding of freedom of expression. The candid discussion will begin with observations from those who have encountered related issues and will encourage others to share their insights and questions. Leading the discussion will be Joanne Berger-
Sweeney, president of Trinity College (CT); Frederick M. Lawrence, secretary and CEO of the Phi Beta Kappa Society (DC), former president of Brandeis University, and civil rights attorney and scholar; Laurie L. Patton, president of Middlebury College (VT); and Beverly Daniel Tatum, president emerita of Spelman College (GA) and director of CIC’s new Diversity, Civility, and the Liberal Arts Institute.

WORKSHOPS AND CONCURRENT SESSIONS

Several optional afternoon workshops will provide hands-on opportunities for in-depth consideration of topics:

- During the January 5 workshop, “Foundation Philanthropy: An Insider’s View into Securing Grants,” foundation leaders will help college and university presidents make thoughtful approaches to foundations by considering key strategic needs and opportunities well before a particular grant idea surfaces. Leading the session will be Nancy J. Cable, president of the Arthur Vining Davis Foundations, Michael Gilligan, president of the Henry Luce Foundation, and Judith R. Shapiro, president of the Teagle Foundation.

- The January 5 workshop, “Strategic Planning: Beyond Smoke and Mirrors,” will bring together critical elements of an effective strategic planning process that focuses on producing timely and measurable results while rallying campus stakeholders around the institution’s core vision and mission. This session will provide practical tools, including worksheets that demonstrate how to construct a set of dashboard indicators that are integrated with action plans, while creating accountability for results across all levels of the institution. Leading the workshop will be Ronald P. Mahurin, vice president for strategy and planning at Stamats, Frederik Ohles, president of Nebraska Wesleyan University, and Alan G. Walker, president of Sierra Nevada College.

- The January 6 workshop, “Making Strategic Decisions in a ‘Free College’ Environment,” will provide presidents with clear and concise steps to lead their institutions in this quickly evolving “free public education for all” atmosphere. An interactive discussion will explore current trends and likely developments and will address critical decision points for strategic planning. Workshop leaders will be Marjorie Hass, president of Rhodes College (TN), along with Patricia L. Maben, senior vice president for product strategy, and James S. Rogers, chief marketing officer, both of Ruffalo Noel Levitz.

The 2018 Presidents Institute also will feature concurrent sessions on a range of practical approaches to presidential leadership, including:

- Building International Partnerships for Student Exchanges and Study Abroad;
- Developing and Evaluating the Senior Team;
- Effective Strategies for Addressing Financial Challenges;
- Financial Planning for Presidents and Presidential Couples;
- Legal Issues That Keep Presidents Up at Night; and
- Understanding the Next Generation of Students.

As in previous years, the Presidents Institute will include three additional programs. CIC’s annual New Presidents Program, held immediately prior to the Presidents Institute, provides the “need to know” tools and the counsel that will keep a young presidency on a smooth course (see page 6). CIC’s Presidents Governance Academy, also held immediately prior to the Presidents Institute, is an intensive and highly participatory two-day program for CIC member presidents who wish to strengthen and sustain a high-performing board of trustees. And developed by an advisory group of presidential spouses and partners, the Program for Presidential Spouses and Partners runs concurrently with the program for presidents and provides opportunities to share information and advice. The registration deadline is December 1, 2017. Additional information about the Presidents Institute is available at www.cic.edu/2018PresidentsInstitute.

THE 2018 PRESIDENTS INSTITUTE HAS MOVED!

In a move unprecedented in CIC history, the location of the 2018 Presidents Institute has changed from Marco Island to the Diplomat Hotel, a Hilton Curio beachfront resort, in Hollywood, Florida. Regrettably, the extensive renovations being undertaken at the JW Marriott Marco Island were not completed by the date promised. For more information, visit www.cic.edu/2018PresidentsInstitute.
CIC Program Prepares New Presidents to Succeed

Students and faculty members returning to campus, regular class schedules starting, athletic teams and theatre troupes resuming practice, student newspapers publishing again…

78 CIC Institutional Member presidents experienced these classic campus rites of fall semester for the first time from new positions at the helm of a college or university. Thomas L. Hellie, highly experienced president of Linfield College (OR) and chair of the CIC Board of Directors, recently observed, "Our profession is noble and unique. As one of my presidential mentors told me when I was appointed, ‘It’s going to be the best job you’ve ever had. It’s also going to be the hardest.’"

To assure a strong start, CIC will again offer the highly participatory New Presidents Program for campus leaders in their first or second year and their spouses or partners. The 2018 program will take place January 3–4, in Hollywood, Florida, immediately preceding the CIC Presidents Institute.

Experienced presidents will lead the sessions, which will focus on the immediate informational needs and strategic questions that new presidents have. Program director Mary Pat Seurkamp, president emerita of Notre Dame of Maryland University, 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.”

The workshop will include sessions on financial fundamentals and strategies, enrollment and marketing to 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 a forum for frank conversation about the joys and challenges of the presidency. The facilitators, many of whom are alumni of the program, will guide small group discussions and serve as informal advisors during the workshop and beyond.

Reflecting on his participation in January 2017, David Finegold, who became president of Chatham University (PA) in July 2016, highly recommended CIC’s New Presidents Program: “It offers a great opportunity to address and discuss pressing challenges facing leaders of private colleges today with a group of peers. I found the one-on-one consulting sessions with an assigned mentor particularly valuable and have continued to stay in touch with the network of colleagues I met there.” And Logan C. Hampton, who has led Lane College (TN) since January 2015 and currently serves on the New Presidents Program advisory committee, remarked, “The program prepared me to serve my campus and community more confidently. I learned strategies to manage my institution, established relationships and partnerships, discovered resources to shore up my deficiencies, and was reminded of my existing strengths on which to build.”

CIC’s New Presidents Program is the longest running program that serves new chief executives. Since 1989, more than 950 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. Phyllis Worthy Dawkins, who has led Bennett College (NC) as interim president since August 2016, reflected: “The New Presidents Program and Presidents Institute provided a tool kit of information, resources, and consultant services that I was able to use right away to address some of the daily operations and challenges that I faced. Today,
I still pull from the recommendations, suggestions, and ideas gathered from the sessions."

The concurrent and, at times, integrated program for spouses and partners of recently appointed college presidents will be led by experienced presidential spouses Lynne C. Joyce of Brevard College (NC) and J. Lawrence Smith of York College of Pennsylvania. Mirroring the presidents’ program approach, 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 transitioning into the role, getting off to a great start, making connections and building trust, and dealing with change.

“The program for spouses and partners,” said Cayce McCormick who serves Schreiner University (TX), “conveyed useful information from experienced perspectives. The discussions were candid, and the facilitators shared their vast knowledge with humor and a contagious optimism. I am thankful to CIC for equipping me for the challenges of my new role and for introducing me to peers who became friends.” Her spouse and partner, Schreiner president Charlie McCormick, summed up his experience in 2017: “It is a rare and wonderful opportunity—as a new president and presidential spouse—to walk alongside others who are in the same situation as you are and to be guided by seasoned experts who understand the way. Cayce and I left the program with new friends, new ideas, and renewed hope for ourselves and our university.”

To register for the New Presidents Program, contact Sherita Ashmon, CIC conference manager, at (202) 466-7230 or sashmon@cic.nche.edu by December 1, 2017. For more program information, visit www.cic.edu/2018NPP.

EXECUTIVE LEADERSHIP ACADEMY 2018–2019

A leadership development program to prepare college and university vice presidents for presidencies

The Executive Leadership Academy is a year-long program cosponsored by the Council of Independent Colleges, the American Association of State Colleges and Universities, and the American Academic Leadership Institute to prepare experienced provosts and vice presidents for presidencies. It includes two 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 the institution, will be selected for the 2018–2019 program. The president to whom the cabinet officer reports must nominate the candidate. The nomination deadline is January 12, 2018.

Since 2009, 67 of the 262 participants who have completed the Executive Leadership Academy have been appointed as presidents or chancellors.
Kicking off CIC’s eighth Presidential Vocation and Institutional Mission program for prospective presidents, 20 senior administrators, many with spouses, participated in the program’s summer seminar (see participants list on page 9). The leadership development program for aspiring college presidents seeks to increase the commitment across American higher education to personal vocation and institutional mission as fundamentally linked concepts for building and sustaining successful presidencies in independent colleges and universities. The summer seminar, held July 9–12, 2017, in Woodstock, Vermont, was the first main event of the year-long program that also includes a winter seminar, extensive readings, and consultations.

Reflecting on the seminar experience, Eric Anthony Forseth, provost of Dordt College (IA), said, “The seminar challenged me to think deeply about the responsibilities, purpose, and breadth of the vocation of a president. I am still mulling over sessions, discussions, and comments.” Participants will continue to have structured opportunities for reflection and dialogue about discerning the alignment of their personal vocation and the institutional mission of an institution they may lead one day, through ongoing conversations with program facilitators and the winter seminar, which will be held February 26–27, 2018, in Peachtree City, Georgia.

Frederik Ohles, president of Nebraska Wesleyan University and CIC senior advisor, leads the program. 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—lend their expertise. Facilitators share their own vocational discernment process, offer personalized guidance to participants, and lead discussions on readings that vary from Abraham Lincoln’s “Second Inaugural Address” to Aristotle’s *Ethics* to recent David Brooks commentary. 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, retired president and presidential spouse, respectively, of Schreiner University (TX).

CIC is now accepting nominations for the 2018–2019 Presidential Vocation and Institutional Mission program for prospective presidents. Senior administrators who currently serve CIC member institutions and who are contemplating a college presidency are encouraged to seek nomination by their president for this challenging and rewarding 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 the program. The nomination deadline is February 8, 2018.

CIC President Richard Ekman remarked, “The Presidential Vocation and Institutional Mission program is designed to help those likely to be future presidents achieve great things for their institutions and to avoid being ‘the right person in the wrong place.’ Of the 141 participants who have completed the full-year program for prospective presidents since its launch, 51 participants—or 36 percent—have been appointed as presidents.”

Spouses and partners are strongly encouraged to participate as full members of the cohort, which operates on the premise that each person has his or her own vocation. Coming to discern one’s calling can contribute significantly to a sense of fulfillment, whether in the role of presidential spouse or partner 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 only responsible for a modest registration fee and travel expenses greater than the stipend. 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@niche.edu.

Announcing the 2018–2019 Presidential Vocation and Institutional Mission Program

NOMINATION DEADLINE: FEBRUARY 8, 2018

Summer Seminar
July 8–11, 2018 • Woodstock, Vermont

Winter Seminar
February 25–26, 2019 • Atlanta, Georgia

PRESIDENTIAL VOCATION AND INSTITUTIONAL MISSION PARTICIPANTS (2017–2018)

Albion College (MI)
Andrew French
Director of Community Action and Special Assistant to the President

Ashland University (OH)
Eun-Woo Chang
Provost

Champlain College (VT)
Laurie Quinn
Provost and Senior Vice President for Academic Affairs

Dordt College (IA)
Eric Forseth
Provost

Franklin & Marshall College (PA)
Joel Martin
Provost and Dean of Faculty

George Fox University (OR)
Rebecca Hernandez
Associate Vice President for Intercultural Engagement and Faculty Development

Georgetown College (KY)
Todd Rasberry
Vice President for Institutional Advancement

Hanover College (IN)
Christopher B. Gage
Special Assistant to the President and Director of Strategic Planning

Hastings College (NE)
Gary C. Johnson
Provost

Houghton College (NY)
Robert Pool
Vice President for Student Life and Dean of Students

Jarvis Christian College (TX)
Glenell Lee-Pruitt
Provost and Vice President for Academic Affairs

John Carroll University (OH)
Edward J. Peck
Vice President for University Mission and Identity

Lee University (TN)
Sara Campbell
Dean, School of Nursing

LeTourneau University (TX)
Steven Mason
Provost and Vice President of Academic Affairs

Madonna University (MI)
Cam Cruickshank
Executive Vice President for Enrollment Management and University Advancement

Shenandoah University (VA)
Adrienne Bloss
Vice President for Academic Affairs

Texas Lutheran University (TX)
Debbie M. Cottrell
Vice President for Academic Affairs

The College of Saint Rose (NY)
Shai L. Butler
Vice President for Student Success and Engagement and Chief Diversity Officer

University of the Pacific (CA)
Stacy McAfee
Associate Vice President for External Relations, Strategic Partnerships, and Presidential Initiatives

Wheelock College (MA)
Adrian Haugabrook
Vice President for Student Success and Engagement
“Diversity and civility are important on every campus. But college students don’t always know how to talk about issues that are painful or may make them angry—and sometimes both students and instructors need to know more about the context and history of potentially controversial and emotional topics,” explained Tatum. “This Institute will focus on applying recent scholarship and enduring concepts to current student concerns, empowering participants to design effective knowledge-based campus interventions.” Tatum is the author of “Why Are All the Black Kids Sitting Together in the Cafeteria?” And Other Conversations about Race. The book’s 20th anniversary edition was released in September.

Institute presenters include some of the nation’s leading scholars of diversity, identity, history, higher education, and social change:

- **Danielle S. Allen**, James Bryant Conant University Professor, Harvard University; author of *Education and Equality* (2016) and *Our Declaration: A Reading of the Declaration of Independence in Defense of Equality* (2015);
- **David Blight**, Class of 1954 Professor of American History, Yale University; author of *American Oracle: The Civil War in the Civil Rights Era* (2013) and *Race and Reunion: The Civil War in American Memory* (2001);
- **Geoffrey Cohen**, James G. March Professor of Organizational Studies in Education and Business, Stanford University; author of numerous articles in *Developmental Psychology* and *Annual Review of Psychology* on stereotyping, social identity, and student achievement;
- **Cathy N. Davidson**, Distinguished Professor and Founding Director of the Futures Initiative, CUNY Graduate Center; author of *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux* (2017);
- **Nathan D. Grawe**, Ada M. Harrison Distinguished Teaching Professor in the Social Sciences, Carleton College; author of *Demographics and the Demand for Higher Education* (2018);
- **Allan Metcalf**, MacMurray College;
- **Eboo Patel**, Interfaith Youth Core;
- **Craig Steven Wilder**, Massachusetts Institute of Technology;
- **Eileen B. Wilson-Oyelaran**, president emerita, Kalamazoo College; and
• Allan Metcalf, professor of English, MacMurray College; executive secretary of the American Dialect Society; author of *From Skedaddle to Selfie: Words of the Generations* (2015);

• Eboo Patel, founder and president, Interfaith Youth Core; author of *Interfaith Leadership: A Primer* (2016) and *Sacred Ground: Pluralism, Prejudice, and the Promise of America* (2012);

• Craig Steven Wilder, Barton L. Weller Professor of History, Massachusetts Institute of Technology; author of *Ebony and Ivy: Race, Slavery, and the Troubled History of America’s Universities* (2013);

• Eileen B. Wilson-Oyelaran, president emerita, Kalamazoo College; recipient of the AACTE Gender Equity Architect Award and many other honors for her work to break down gender barriers and create more equitable campus communities; and


Twenty-five campus teams will be selected for the 2018 Institute through a competitive application process. Each team must include two influential faculty members in the humanities or social sciences and two administrators. Applications are due by **Friday, November 17, 2017**. The selected institutions will be notified in January 2018. CIC will offer a second Institute, with a separate application process, in summer 2019. For more information about the Institute and the application process, visit [www.cic.edu/DiversityInstitute](http://www.cic.edu/DiversityInstitute) or contact Philip M. Katz, CIC director of projects, at (202) 466-7230 or [pkatz@ cic.nche.edu](mailto:pkatz@ cic.nche.edu).

**SENIOR LEADERSHIP ACADEMY 2018–2019**

*A leadership development program to prepare mid-level administrators for vice presidencies in independent higher education*

**FIRST SEMINAR:**
November 2–4, 2018
Saint Louis, MO

**CLOSING SEMINAR:**
June 20–22, 2019
Washington, DC

The Council of Independent Colleges and the American Academic Leadership Institute are pleased to announce the 2018–2019 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’s seminars, readings and case studies, experiential activities, and mentoring, 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 26, 2018**.

Since 2010, 61 of the 204 participants who have completed the program have advanced to positions with increased responsibility.
Online Humanities Consortium Meets to Fine-Tune Courses for Broader Offering

Participants in CIC’s second Consortium for Online Humanities Instruction met in Washington, DC, in August to share progress reports and prepare for the final phase of the project. This spring, each of the 21 participating colleges and universities (see list below) offered two new online courses in the humanities to its own students, on subjects such as Shakespeare, British history, legal ethics, feminist thought, Spanish-language cinema, and philosophical themes in science fiction. The institutions will offer revised versions of the courses to students across the Consortium in 2017–2018. (A list of the courses offered can be found at www.cic.edu/2018catalog.)

The workshop participants discussed a detailed evaluation report of the first round of courses prepared by Ithaka S+R, a research and strategy organization that specializes in the application of digital technologies to teaching and learning. (For the report, visit www.cic.edu/OnlineHumanities.) Ithaka S+R senior advisor Deanna Marcum and research analyst Jenna Joo offered the following conclusions, drawing upon surveys of students and instructors, a faculty-peer analysis of student work produced for the online courses, interviews with faculty members and administrators, and institutional data on enrollments and instructional costs:

- Faculty members engaged in the project learned a great deal about teaching by designing and delivering online courses. As Paula Reiter, associate professor of English at Mount Mary University (WI), noted during a panel discussion, “I thought my tech skills would become amazing and my teaching wouldn’t change much. In fact, it was the opposite.”

- Learning outcomes in online humanities courses are similar to those in face-to-face courses, whether measured by student and faculty survey responses or external peer review of student work.

- High-quality online humanities courses, however, require a different approach to assignments and activities for students than traditional face-to-face courses. As one anonymous instructor quoted in the Ithaka S+R report reflected, “teaching online works particularly well for a facilitation model in which you want every student to contribute. Making sure that all students contribute...was much easier in the online environment. The discussions, however, were not quite as robust.”

- Faculty members with access to instructional designers on their own campuses—about three-quarters of the total—perceive it to be a tremendous benefit to their teaching, although it does not necessarily reduce the time it takes to teach online. In fact, faculty members consistently report that developing effective online humanities courses requires more time and resources than face-to-face courses, at least in the beginning.

- Students place a high value on the convenience of online courses, but they also note that online courses require much more independent learning than an in-person class.

- Faculty members are concerned that student engagement is less in online courses than in traditional courses. Although they commented on the loss of personal interaction between students and faculty, students in the spring 2017 courses rated engagement in their online courses as comparable to their engagement in face-to-face courses.
Administrators see tremendous strategic value in online instruction for small independent colleges. One administrator explained, “One of the goals in our strategic plan is to grow online programs to reach diverse students. Another strategic goal is to raise the profile of our academic programs. This project allows us to reach those goals.” Tresmaine Grimes, vice president for academic affairs and dean of faculty at Bloomfield College (NJ), added during the discussion session that “we need to help one another in areas where we have [curricular] gaps—and we all have gaps, because we are small.”

Finally, some of the aggregate data collected by the U.S. Department of Education and analyzed by Ithaka S+R suggests that there is a negative relationship between the percentage of online course offerings and institutional spending on instruction at the institutions involved in the Consortium. It is difficult, however, to identify specific cost savings, if any, that can be attributed to courses offered through the Consortium.

In addition to the mid-term project review, the August workshop included a lively demonstration of online courses; breakout sessions on course revisions, institutional resources necessary to promote online education, and policies for enrolling and tracking students from other institutions; a panel discussion devoted to effective practices in institutional collaboration; and presentations by three prominent experts in higher education and online learning.

CIC launched this second cohort of the Consortium for Online Humanities Instruction in 2016 with three main goals: to explore how online humanities instruction can meet desired student learning outcomes, especially in under-enrolled majors; to determine whether smaller independent liberal arts institutions can make more efficient use of instructional resources and reduce costs through online humanities instruction; and to promote institutional collaboration around shared curricular offerings. The second cohort has built on the success of the first cohort of institutions, most of which continue to share online courses through a separate collaboration. Participants in the Consortium will use the fall 2017 semester to revise online courses, finalize policies for enrolling students from other campuses, build support for the Consortium on their own campuses, and recruit students. Consortium members will meet once more in July 2018. CIC will release a report on best practices for online humanities instruction later that year. This project has been supported by a generous grant from the Andrew W. Mellon Foundation.
**Week-Long Faculty Seminar Explores Key Aspects of the U.S. Presidency**

How do scholars evaluate Franklin D. Roosevelt’s foreign policy leadership during the events leading up to Pearl Harbor, and how do they assess his diplomatic and military leadership during the Second World War? Why does John F. Kennedy, who had the seventh-briefest presidency in U.S. history, hold front rank among Americans in polls that evaluate recent presidents? And how do historians evaluate Lyndon B. Johnson’s domestic and foreign policy leadership? Faculty members explored these and other questions about presidential leadership during a seminar on “The 20th Century Presidency” that took place July 23–27, 2017, at Stanford University’s Anne T. and Robert M. Bass Center in Washington, DC. This was the 16th seminar on a topic in American history cosponsored by CIC and the Gilder Lehrman Institute of American History. This series is the only Gilder Lehrman seminar program that focuses on professional development for faculty members who teach at colleges and universities.

Twenty-nine CIC faculty members from history, political science, and related fields were selected for the seminar from 77 nominations (see participants list, page 15). The seminar focused on the administrations of Roosevelt, Kennedy, and Johnson and was led by Robert Dallek, emeritus professor of history at UCLA. Dallek is the author of numerous books, including *Camelot’s Court: Inside the Kennedy White House*, *Nixon and Kissinger: Partners in Power*, *Lyndon B. Johnson, Portrait of a President*; the number one *New York Times* best-seller, *An Unfinished Life: John F. Kennedy, 1917–1963*; and *Franklin D. Roosevelt and American Foreign Policy, 1932–1945*. Dallek also has contributed articles on, or been quoted about, the current administration in recent *New York Times*, *Washington Post*, and NPR stories.

(continued on page 17)
PARTICIPANTS IN “THE 20TH CENTURY PRESIDENCY” SEMINAR

Alverno College (WI)
Kevin Casey
Professor of History

Augustana College (IL)
Xiaowen Zhang
Associate Professor of Political Science

Berry College (GA)
Michael Bailey
Associate Professor of Government

Butler University (IN)
Gregory Shufeldt
Assistant Professor of Political Science

Carroll University (WI)
Lilly Goren
Professor of Politics and Global Studies

Dakota Wesleyan University (SD)
Sean Flynn
Professor of History

Duquesne University (PA)
John Hanley
Assistant Professor of Political Science

Grinnell College (IA)
Barbara Trish
Professor of Political Science

Hanover College (IN)
Mi Yung Yoon
Professor of Political Science

Hartwick College (NY)
Caleb Goltz
Assistant Professor of Political Science

John Brown University (AR)
Preston Jones
Professor of History

Judson University (IL)
Craig Kaplowitz
Professor of History

Lourdes University (OH)
Alvin Beggs
Assistant Professor of History

McKendree University (IL)
Ann Collins
Associate Professor of Political Science

Morehouse College (GA)
William Kelly
Assistant Professor of History

Nichols College (MA)
Erika Smith
Assistant Professor of History

Palm Beach Atlantic University (FL)
Roger Chapman
Professor of History

Princetopia College (IL)
Brian Roberts
Professor of Political Science

Salve Regina University (RI)
William Leeman
Associate Professor of History

Sewanee: The University of the South (TN)
Andrea Hatcher
Associate Professor of Politics

St. John Fisher College (NY)
Wesley Renfro
Associate Professor of Political Science

Texas Wesleyan University
Brenda Taylor Matthews
Professor of History

Trinity College (CT)
Kevin McMahon
Professor of Political Science

University of Mount Union (OH)
John Recchhiuti
Professor of History

Ursinus College (PA)
Gerard Fitzpatrick
Professor of Politics

Wabash College (IN)
Sabrina Thomas
Assistant Professor of History

Washington and Lee University (VA)
Robert Strong
Professor of Politics

Westminster College (MO)
Tobias Gibson
Associate Professor of Political Science

Wingate University (NC)
Magdalena Krajewska
Assistant Professor of Political Science
Faculty Members Study British Landscape Paintings and American Adaptations

Participants in CIC’s 2017 art history seminar spent a week at the Yale Center for British Art in New Haven, Connecticut, immersing themselves in the study of “Landscape and Identity in Britain and the United States (1770–1914).” The 25 faculty members who teach art history at CIC member institutions participated in the July 24–28 seminar, led by Tim Barringer, Paul Mellon Professor of Art at Yale University and chair of the department (see participants list, page 17).

Following a reception and welcoming dinner, the seminar explored the rising prestige of landscape painting in British art over the period, as industrialization spread across the countryside and the colonial empire expanded, increasing the wealth of business-class art patrons. British artist Thomas Cole and his American student Frederic Edwin Church were two of the major figures of what later came to be known as the Hudson River School of landscape painting, which, building on English origins, represented the American landscape as it slowly transitioned from raw wilderness into a world shaped by encroaching development.

Throughout the week, participants viewed major works of art, beginning with the unrivalled collections of British landscape paintings, drawings, and prints at the Yale Center for British Art, and continuing on to the collections of American landscape paintings in the Yale University Art Gallery. Participants also viewed the landscape itself—as one day was devoted to visiting the Catskill Mountain House Site, a hotel that opened in 1824 with famous panoramic views of the Hudson Valley; Frederic Church’s home and studio, known as the Olana State Historic House; and the Thomas Cole National Historic Site, where Cole resided from 1833 until his death in 1848.

Seminar participant Heather Logsdon, assistant professor of art and design at Kentucky Wesleyan College, remarked, “This experience (for a small private college professor without easy access to large museums) is crucial to my pedagogy and teaching abilities. Partnering with museums to provide seminars like this to faculty members from smaller institutions will give the professors experiences, information, observations, and perspectives that they wouldn’t normally acquire. Ultimately, the students benefit the most because faculty participants walk away with better curricula from the seminar and more engaging ideas.”

The seminar was generously supported by the Samuel H. Kress Foundation. For more information on the seminar series, visit www.cic.edu/ArtHistory.
As Tim Bailey, director of education at the Gilder Lehrman Institute of American History, remarked, “This summer’s seminar led by Robert Dallek was a wonderful experience for all involved. Professor Dallek’s depth of knowledge is remarkable, and his ability to convey the ‘feel’ of the events being discussed and to get inside of the heads of those national leaders is an experience that the participants will long remember. This was an incredible opportunity for a true icon of American history to pass his knowledge and understanding to a new generation of scholars who can then impart them to their own students.”

The Andrew W. Mellon Foundation generously supported the seminar. CIC and the Gilder Lehrman Institute of American History will announce the 2018 American history seminar this fall. For more information about the seminar series, visit www.cic.edu/AmericanHistory.
Classics Seminar Examines the Philosophy and Dialogues of Plato

This summer, CIC and the Center for Hellenic Studies cosponsored a seminar on Ancient Greece in the Modern College Classroom for the 12th consecutive year. The popular faculty development program is designed to strengthen the use of classical texts in undergraduate general education.

Seventeen CIC faculty members from a broad range of disciplines participated in the seminar on “The Verbal Art of Plato” (see participants list below). The seminar examined the Athenian philosopher’s dialogues in which he “stages” encounters between Socrates and some of the most celebrated intellectuals in the second half of the fifth century BCE. The language of these conversations reflects Plato’s keen ear for the complex traditions of verbal art. Seminar participants studied the Ion, Apology, Symposium, and Phaedo, observing how Plato constructed a Socrates based on the historical person but transformed into a character who articulated and embodied Plato’s agenda. Readings also included complementary texts such as selections from the Homeric poems and the dramas of Athenian playwrights. The Andrew W. Mellon Foundation generously supported the seminar, which took place at Harvard University’s Center for Hellenic Studies in Washington, DC, July 24–30, 2017.

The seminar was led by Gregory Nagy, Francis Jones Professor of Classical Greek Literature, professor of comparative literature at Harvard University, and director of the Center for Hellenic Studies, Harvard University; and Kenneth Scott Morrell, associate professor of Greek and Roman studies, Rhodes College (TN), and director of fellowships and curricular development, Center for Hellenic Studies.

Participant Robert Sharp, associate professor of philosophy at Muskingum University (OH), remarked, “I teach Plato in several courses, from intro to philosophy to ancient philosophy. This seminar will help immensely whenever I teach Plato. The context that was provided for the dialogues, as well as the analysis of verbal tools that are used throughout, will give me information that will help students place the dialogues in their historical settings and see connections they would not otherwise know. I already include Aristophanes in introductory philosophy courses, but I can now open up the exchange between Socrates and his critics more than ever before, so that students fully understand what is at stake.”

For more information, visit www.cic.edu/AncientGreece.

2017 “THE VERBAL ART OF PLATO” PARTICIPANTS

Anderson University (IN)
Elizabeth Imafuji
Associate Professor of English

Bethel University (MN)
Angela Sabates
Associate Professor of Psychology

Bloomfield College (NJ)
Fiona Harris-Ramsby
Assistant Professor of Writing and Rhetoric

Carthage College (WI)
Brian Schwartz
Assistant Professor of Physics and Astronomy

Centre College (KY)
Eva Cadavid
Associate Professor of Philosophy

Dordt College (IA)
Walker Cosgrove
Associate Professor of History

Luther College (IA)
Holly Moore
Associate Professor of Philosophy

Lynn University (FL)
Sophia Stone
Assistant Professor of Philosophy

Monmouth College (IL)
Anne Mamary
Professor of Philosophy

Muskingum University (OH)
Robert Sharp
Associate Professor of Philosophy

North Central College (IL)
Adam Kotsko
Assistant Professor of Humanities

Northwestern College (IA)
John Vonder Bruegge
Assistant Professor of Religion

Oberlin College (OH)
Wendy Hyman
Associate Professor of English

St. Olaf College (MN)
Danny Muñoz-Hutchinson
Associate Professor of Philosophy

Tuskegee University (AL)
Brett Coppenger
Assistant Professor of Philosophy

University of the Incarnate Word (TX)
Christopher Edelman
Associate Professor of Philosophy

Westminster College (PA)
David Goldberg
Associate Professor of Philosophy
A new CIC research report puts to rest the myth that most small to mid-sized private colleges and universities will not survive. The Financial Resilience of Independent Colleges and Universities highlights the extraordinary adaptability of CIC institutions in the face of a major economic recession and a decline in the number of high school graduates. Released in August with the generous support of the TIAA Institute, the report is the ninth in a series that CIC has produced as part of the Securing America’s Future initiative and is available as a downloadable PDF at www.cic.edu/CICReports.

“Headlines in recent years have questioned the financial resilience of small and mid-sized private colleges and universities,” noted CIC President Richard Ekman. “But only a handful of private colleges has closed each year, and this pattern has remained the same for decades. These closings have been little influenced by cataclysmic events as the headlines suggest.”

Through analysis of extensive institutional financial data spanning 14 years (2000–2014), the report details several key findings:

- A large majority (88 percent) of small and mid-sized private colleges and universities have maintained or improved their financial standing, no small feat with the timeframe including the 2007–2009 recession;
- Most institutions have shown significant improvement in key financial indicators, including the Composite Financial Index (CFI), since the recession;
- The long-term financial resilience of small and mid-sized independent colleges is not dictated by particular institutional characteristics, such as geographic region,

financial resources, or enrollment size; and

- Factors beyond the data analyzed, such as strong institutional leadership, may be most important in determining the financial health of an institution.

The study’s data were extracted from 14 years of benchmarking reports that are prepared for CIC members as CIC’s Key Indicators Tool (KIT) and Financial Indicators Tool (FIT). The analysis was guided by the methodology developed by Ronald E. Salluzzo, Frederic J. Prager, Philip Tahey, and Christopher J. Cowen and reported in Ratio Analysis in Higher Education (1999).

The Financial Resilience of Independent Colleges and Universities highlights trends using the four ratios and the CFI—which is comprised of the ratios. These four ratios measure resource sufficiency, debt management, financial asset performance, and operating results. The ratios compare an institution’s operating commitments (Primary Reserve Ratio) and its outstanding long-term obligations (Viability Ratio) against its expendable wealth; calculate the ability of an institution to generate overall return of its net resources (Return on Net Assets Ratio); and determine whether colleges and universities are living within their means (Net Operating Revenues Ratio).

These financial indicators for small and mid-sized colleges and universities, measured by median scores of the sample, were at their highest point during the period studied in 2006–2007. The ratios all experienced significant decline in 2007–2008 and reached their lowest point in 2008–2009 during the recession. The following year broadly saw ratios and CFI scores rebound before a slight decline in 2011–2012 (see Figure, page 19)—indicative of a soft recovery in the economy. Since 2011–2012, all ratio medians have been on a gradual rise, indicating institutions’ resilience as they continued to recover from the recession despite lower numbers of high school graduates and the rise in tuition discount rates. As Salluzzo et al. emphasize, it is important to view trends over time and not rely on a single year’s results to determine the financial health of a college or university.

Institutional characteristics such as student enrollment, tuition and fees, discount rates, and endowments offer no clear indication of whether an institution gains, maintains, or loses financial stability. Further examination of institutions that increased, maintained, or decreased financial performances as measured by the CFI over the 14 years shows small differences by region, financial resources, Carnegie Classification, and enrollment size. Yet none of the institutional characteristics is systematically related to financial condition over time.

Hollie Chessman, CIC director of research projects and the report’s principal author, remarked, “One hypothesis of the study was that the data would point to a leading characteristic as a determinate of institutional financial health, but that wasn’t what the data analysis showed. Although reasons for strong financial health likely vary from institution to institution, strong institutional leadership is probably a key factor in many cases.”

While small and mid-sized private colleges and universities face significant challenges, a review of their financial health over the last 14 years provides ample reason for optimism about their future. “Many private colleges and universities have adapted—and continue to adapt—to economic and demographic challenges, by creating new, innovative programs, reducing expenses, and generating new sources of revenue,” said CIC President Richard Ekman.

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 of CIC’s past research reports, remarked, “This new report on independent college finances is solid work and will ideally address the misperceptions regarding the sector’s financial health.”

“Many private colleges and universities have adapted—and continue to adapt—to economic and demographic challenges, by creating new, innovative programs, reducing expenses, and generating new sources of revenue.”

—Richard Ekman, CIC president
Newest Financial Data Show Campuses Continue to Maintain Financial Health

The 11th annual edition of CIC’s Financial Indicators Tool (FIT) benchmarking report, released in July, revealed that the financial health of small and mid-sized colleges and universities remained stable over the most recent year measured and displayed modest gains since 2009–2010. The Primary Reserve Ratio (PRR), which measures an institution’s resource sufficiency and flexibility, indicates that in 2014–2015 institutions at or above the national median of 0.62 could meet their college or university’s financial obligations for a little over seven months with readily available assets (see Figure below). The recommended threshold for the PRR is 0.4; an institution at or above that threshold has sufficient cash for short-term needs to operate for 40 percent of a year (or 4.8 months). As the Figure shows, the national median for the PRR for baccalaureate and master’s-level private colleges remained over the 0.4 threshold of financial health for the fifth year in a row.

CIC member colleges and universities use the FIT for financial performance benchmarking, budget projections, and strategic planning. The report helps presidents and other campus leaders track resource sufficiency, indebtedness, investment performance, operating results, and overall financial condition of their institutions.

The FIT report uses a set of financial performance measures that rely on the CFI, 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. To calculate the performance measures, CIC relies on data publicly available from GuideStar, using IRS Form 990, and the U.S. Department of Education’s Integrated Postsecondary Education Data System to avoid a reporting burden for member institutions.

Ruffalo Noel Levitz generously supports the benchmarking project, which allows CIC to provide the reports at no cost to all its Institutional Members. The Austen Group gathers the data and prepares the FIT reports for CIC. For more information about FIT and CIC’s other benchmarking services, visit www.cic.edu/FIT or contact Hollie Chessman, CIC’s director of research projects, at hchessman@niche.edu.

MEDIAN PRIMARY RESERVE RATIO BY ENROLLMENT SIZE

NetVUE Announces Regional Gatherings, Expands Grant Programs

After its record-breaking national conference in spring 2017, the Network for Vocation in Undergraduate Education (NetVUE) has continued to gain momentum. Since then the network hosted two important gatherings of campus leaders, expanded its grant programs, and completed a smooth leadership transition. NetVUE also will host six regional gatherings in 2017–2018.

FACULTY DEVELOPMENT SEMINAR

In June, 19 faculty members in the early stages of their careers and from across academic disciplines, met in suburban Chicago for the first NetVUE faculty development seminar, Teaching Vocational Exploration. Under the leadership of Paul J. Wadell, professor of theology and religious studies at St. Norbert College (WI), and Darby Kathleen Ray, Donald W. and Ann M. Harward Professor of Civic Engagement at Bates College, the group read common texts, discussed the theological and intellectual elements of vocational discernment, and considered the impact of these issues on their own campuses. The energy and enthusiasm of the group was palpable, and many participants are already planning to implement and expand vocation courses and other initiatives at their institutions. Readings for the seminar included Tim Clydesdale’s *The Purposeful Graduate* and selected chapters from the first two books in the NetVUE Scholarly Resources Project—*At This Time and in This Place: Vocation and Higher Education* and *Vocation across the Academy: A New Vocabulary for Higher Education*, which were published by Oxford University Press in 2015 and 2017, respectively. A second seminar will be held at the same location in June 2018.

SCHOLARLY PUBLICATIONS

In July, the third cohort of scholars in the NetVUE Scholarly Resources Project met in downtown Minneapolis, where the 12 participants worked collaboratively to finalize chapters for their forthcoming volume. Tentatively titled *Hearing Vocation Differently: Meaning and Purpose in the Multi-Faith Academy*, this third installment is slated to be published by Oxford University Press in early 2019. The scholarly output of this project has been well received within the NetVUE community and beyond. Both of the published volumes are being read on a significant number of member campuses—in faculty development seminars, faculty and staff retreats, and other venues. These books also have become important resources for senior administrators who are considering how to support the development and broadening of vocational exploration programs at their institutions.

GRANT OFFERINGS

NetVUE also continues to expand its grants programs. In June, CIC granted a fourth round of Professional Development Awards to 27 institutions; the grants, of $5,000 to $10,000 each, are designed to deepen the capacity of those who lead vocation
programs on NetVUE member campuses (see the summer 2017 Independent). During the current academic year, NetVUE will launch its most ambitious grant program to date: Vocation across the Academy Grants, for which NetVUE member colleges and universities may receive up to $60,000 from CIC and third-party sources over a three-year period. These grants support institution-wide initiatives that seek to expand ongoing programs across the liberal arts and applied professional fields. Proposals for this new initiative, supported by Lilly Endowment Inc., are due in April 2018 and projects will begin that summer.

REGIONAL GATHERINGS

Regional gatherings and national conferences, held in alternate years, allow NetVUE members to exchange knowledge, program ideas, and best practices. The next national conference will take place in March 2019, and six regional gatherings will occur in 2017–2018:

• “Vocation and Gen Z: Meaning-Making with Digital Natives” took place at Benedictine University (IL) October 13–14, 2017;
• “New Scholarly Resources on Vocation” will be held at the American Academy of Religion annual meeting in Boston, Massachusetts, November 17, 2017;
• “Vocation across the Academy: Storytelling, Mapmaking, and a Sense of Direction” will be held at Berry College (GA) February 23–24, 2018;
• “Vocation across the Academy: Calling, Conflict, and the Necessity of Action” will take place at California Lutheran University March 9–10, 2018;
• “Mentoring Undergraduate Students of Color: The Shape of Deep Purpose” will be hosted by Elizabethtown College (PA) in Washington, DC, March 23–24, 2018; and
• “The Changing Nature of Work” will be held at Augustana College (IL) June 12–13, 2018.

LEADERSHIP TRANSITION

On September 1, the new NetVUE director, David Cunningham, professor of religion at Hope College (MI), took office. Cunningham has served the network since 2012 as the director of its Scholarly Resources Project and the editor of the related books. Previously, he served as CIC senior advisor to plan and carry out the 2009 Vocation in Undergraduate Education Conference, which led to the creation of NetVUE. CIC Senior Advisor Shirley Roels directed NetVUE from its inception in 2009 through August 2017. Under her leadership, the network’s membership rose to 217 member institutions, and programs and services expanded rapidly. Roels retired from the NetVUE directorship on August 31, but she will continue to work with the program over the coming academic year as assistant director, with primary responsibility for grant programs.

More information about NetVUE membership, programs, and services is available at www.cic.edu/NetVUE.
Eight CIC Students Participate in Intensive Chinese-Language Program in Taiwan

Eight students from seven CIC member institutions participated this summer in the second annual Taiwan Intensive Summer Language Program (TISLP), administered by American Councils for International Education, a partner of CIC for the past several years. The program participants included two students from Haverford College (PA) and one each from Baldwin Wallace University (OH), Gettysburg College (PA), Hope College (MI), Juniata College (PA), Kenyon College (OH), and McDaniel College (MD).

The program is hosted by the Chinese Language Center at National Cheng Kung University in Tainan, Taiwan, and enables dedicated students of Mandarin Chinese to complete a year’s worth of academic study in only eight weeks. To create an immersive language learning environment, TISLP combines 20 hours of weekly small group and one-on-one language instruction with cultural workshops, excursions, interactions with language partners, a weekend homestay, and housing with local student roommates. To optimize their immersion experience, students speak Mandarin at all times and spend an average of four hours on coursework each night. Students are eligible to receive credit through Bryn Mawr College.

McDaniel College student Greg Laslo remarked, “My host family was extremely hospitable and friendly—they were very willing to help with language and cultural questions and had interesting activities planned out. The two days I spent with them also helped correct some misconceptions and expectations I had about life in Taiwan. The homestay was one of the most valuable parts of the program.”

This year, the experience included a greater level of interaction between TISLP students and the local community, giving participants even more opportunities to hone their Chinese-language skills in a greater variety of authentic environments and contexts. Students participated in community service activities—working with volunteers at an Anping District community center to prepare and deliver meals to elderly residents in the area—and visited local high schools to give presentations about American culture and learn more about academic life in Taiwan from their Taiwanese peers. Students made the presentations in Chinese and interactive discussions followed, allowing participants and local students to interact.

CIC colleges accounted for 25 percent of all applications received and more than 25 percent of the 29 participants. (Twelve students from CIC institutions were admitted to the highly selective program, but four opted not to attend.) According to American Councils Director of Higher Education Programs Graham Hettlinger, this was a remarkable showing for CIC institutions, especially since many of them do not offer Chinese-language courses.

Through the support of the Taiwan Ministry of Education, all U.S. citizens admitted to the program receive scholarships of $4,000–$5,000. The application period for the third year of the TISLP program will open in fall 2017. For more information about the program, email taiwan@americancouncils.org.
The CIC State Councils Scholarship Challenge Grant Program provides potential donors to independent higher education with a straightforward and compelling incentive—matching funds to support students at private colleges in their state. During the past six years, the program has helped State Councils secure more than $2.5 million in new financial aid for private college students.

In June 2017, CIC awarded grants to four State Councils whose state executives and board chairs proposed promising initiatives to help students and institutions in their states. The grants require matching funds and will provide at least $210,000 in new scholarship support this year.

The Iowa College Foundation (ICF) CIC-ICF Nursing Scholarship Challenge will focus on corporations, corporate foundations, and individual donors from the medical, health care, and insurance industries to raise new financial aid for nursing students. Jack Jones, president of ICF, estimates that 1,500 to 2,000 potential donors will be given the opportunity to participate.

The Independent College Fund of New Jersey (ICFNJ) One Student-One Donor Campaign will use the CIC challenge grant to introduce ten new $2,500 student scholarships. Each ICFNJ board member will help secure at least one new donor during the 12-month campaign. MaryAlice Breuninger, ICFNJ’s development officer, notes that 90 percent of students at the majority of New Jersey private colleges rely on financial aid.

The North Carolina Independent Colleges and Universities (NCICU) Teacher Education Scholarship Challenge will address the shrinking supply of teachers in North Carolina. Noting previous success in raising scholarship dollars through a challenge grant, Hope Williams, NCICU president, expects that support for prospective teachers will help strengthen enrollment in teacher education programs and help private colleges in North Carolina address a critical talent gap.

The West Virginia Independent Colleges and Universities (WVICU) Circle of Vision Challenge will leverage CIC’s match to expand its donor base among corporations and individuals. The campaign will rely heavily on personal cultivation by members of the WVICU board of directors and the new executive director, Rebecca Ceperley. The new scholarships will support students at eight private colleges in West Virginia.

For more information about CIC’s State Council grant programs, visit www.cic.edu/StateCouncils or contact Carol Schuler, vice president for state council programs, at cschuler@ctic.nche.edu.
CIC Awards $1.5 Million for Student Scholarships

In July, CIC distributed grants of more than $1.5 million in CIC/UPS Scholarships to assist first-generation, low-income, minority, or new American students who attend private colleges and universities across the nation. CIC provided the grants to its 29 State Councils, which will distribute the funding to 552 private colleges and universities. Each institution will then award one $2,750 CIC/UPS Scholarship to a deserving student.

The CIC/UPS Scholarships are funded by an annual drawdown from the CIC/UPS Educational Endowment, which is held and administered by CIC. The Endowment was established in the 1970s through a gift from the UPS Foundation to support state-based programs that benefit underserved populations. Since its inception in 1985, the CIC/UPS Scholarships Program has generated more than $56 million in support for 20,246 students at independent colleges and universities.

“In comparison with public universities, independent colleges and universities in this country are remarkably effective at educating and graduating low-income and first-generation students in higher percentages, in less time, and with less student debt,” said CIC President Richard Ekman. “Helping these students afford a private college education addresses a critical need in our society. It is a privilege for CIC to be a partner with the UPS Foundation and the 29 CIC State Councils as we help support deserving students.”

Woodrow Wilson Visiting Fellows

For more than 40 years, the Woodrow Wilson Visiting Fellows program has brought prominent artists, diplomats, journalists, business leaders, and other nonacademic professionals to campuses across the United States for substantive dialogue with students and faculty members. Through a week-long residential program of classes, seminars, workshops, lectures, and informal discussions, Fellows create better understanding and new connections between the academic and nonacademic worlds.

View program and application information and a list of Fellows at www.cic.edu/WoodrowWilsonFellows.

Pictured Fellows are (clockwise from top left) Sayu Bhojwani, founder and president, the New American Leaders Project; Eleanor Clift, Washington correspondent, the Daily Beast; Angela Maria Kelley, immigration expert and former White House advisor; Oren Cass, expert on energy and the environment, and senior fellow, Manhattan Institute; Susan Shaw, founder and director, Marine Environmental Research Institute, marine toxicologist, and author; and Ernesto Nieto, founder and president, National Hispanic Institute, Inc.
A Compendium of Recent Research and Books of Interest to Higher Education Professionals

BOOKS

“Why Are All the Black Kids Sitting Together in the Cafeteria?” And Other Conversations about Race
Beverly Daniel Tatum (Basic Books, 2017)

Walk into any racially mixed high school cafeteria or college dining hall, and you will see Black, White, and Latino students clustered in their own groups. Is this self-segregation a problem to address or a valuable coping strategy, and how can we get past our reluctance to discuss racial issues? Beverly Daniel Tatum, president emerita of Spelman College (GA) and a renowned authority on the psychology of racism, presents strong evidence that straight talk about racial identities is essential to facilitate communication across racial and ethnic divides. In this fully revised 20th-anniversary edition of her book, Tatum discusses recent broader developments in the U.S. in the context of contemporary race relations. She explores the impact of changing demographics, persistent school and neighborhood segregation, the affirmative action backlash, the 2008 recession, the election of Barack Obama, the emergence of the Black Lives Matter movement and recent campus activism, and the early days of the Trump presidency. This book is essential reading for anyone seeking to understand the dynamics of race in America.

A Practical Education: Why Liberal Arts Majors Make Great Employees
Randall Stross (Redwood Press, 2017)

This book investigates the real-world experiences of college graduates with humanities majors—the majors that many assume will be the least employable in Silicon Valley’s engineering-centric workplaces. Drawing on the experiences of Stanford University graduates and using the students’ own accounts of their education, job searches, and first work experiences, Randall Stross provides heartening demonstrations of how liberal arts graduates are multi-capable. Stross also weaves the students’ stories with the history of Stanford, the rise of professional schools, the longstanding contention between engineering and the liberal arts, the birth of occupational testing, and the popularity of computer science education, to trace the evolution in thinking about how to prepare students for professional futures. Blending the present and the past, the book explores how students can best use their undergraduate years. Stross is the author of numerous books about Silicon Valley’s tech companies and start-up culture. He is a professor of business at San Jose State University and holds a doctorate in modern Chinese history from Stanford University.

You Can Do Anything: The Surprising Power of a “Useless” Liberal Arts Education
George Anders (Little, Brown and Company, 2017)

In this tech-dominated world, students need not limit their studies to computer science or engineering to get ahead, emphasizes business journalist and author George Anders. Anders demonstrates the remarkable power of a liberal arts education—including the ways it opens the door to thousands of cutting-edge jobs every week. He states that curiosity, creativity, and empathy aren’t unruly traits that must be reined in; liberal arts graduates can bring a humanist’s grace to jobs at any stage in their careers. An English major, for example, can thrive in sales, an anthropology major can conduct user research, a classicist can jump into management consulting, and a philosophy graduate can enter into high-stakes investing. Anders explains why résumé-writing is being replaced by “telling your story”; how to create jobs that don’t exist yet; how to translate campus achievements into an effective expression of skill sets for potential employers; and why people who start and succeed in eccentric first jobs often race ahead of peers whose post-college hunt focused on security and starting pay.
The New Education: How to Revolutionize the University to Prepare Students for a World in Flux
Cathy N. Davidson (Basic Books, 2017)

Cathy N. Davidson argues that the American higher education system, still based on a model developed in the late 19th century, does not work well for the post-industrial, post-internet world, and that a revolution in higher learning is needed for students to succeed in this age of precarious work and technological disruption. Journeying from elite private schools and massive public universities to forward-thinking community colleges, she profiles iconoclastic educators who are remaking their classrooms by emphasizing creativity, collaboration, and adaptability over expertise in a single, often abstract discipline. These innovators are breaking down barriers between ossified fields of study; presenting their students with multidisciplinary, real-world problems; and teaching them not just how to think, but how to learn. The New Education shows how colleges and universities can teach students not only to survive but to thrive amid the challenges to come. Davidson directs the Futures Initiative at the City University of New York and previously spent 25 years at Duke University as a scholar and administrator.

Top Problems Facing Colleges and What to Do
Norman R. Smith (iUniverse, 2017)

Norman Smith, president of Elmira College (NY) who has worked on behalf of independent colleges and universities for over 45 years, offers strategies for leaders and trustees of small private colleges to overcome institutional financial challenges and succeed in the future. The 16 problems cited cover such issues as the need for colleges to rethink the way they select presidents and trustees as well as strategies for better cost management that could require cutting cherished academic programs. Among his broad advice, Smith encourages private colleges to make the case that they are worth what they cost and that college is to be thought of in the same way as other major investment in one’s future. He warns small private colleges and universities against trying to compete with public universities on price and against retooling their product to align with public institutions’ academic programs. Smith also charges independent college and university leaders to re-educate the public to counter the view of colleges as purely job training centers.

Campus Confidential: How College Works, or Doesn’t, for Professors, Parents, and Students
Jacques Berlinerblau (Melville House, 2017)

Part industry exposé and part call for a return to engaged teaching, Campus Confidential provides an irreverent and incisive professor’s-eye view of college today. Jacques Berlinerblau—a tenured professor at Georgetown University who began his career at a community college and moved on to become an adjunct professor, an assistant professor, and an administrator—criticizes universities for increasingly valuing the bottom line more highly than delivering a quality education for students. He warns that many undergraduate students at research universities are taught by overworked and underpaid adjunct professors and graduate students who have received limited teacher training and whose careers are dependent on publishing, and he advises prospective students to seek out colleges with low faculty-to-student ratios. By providing a close look at higher education and tips on how to get the best out of it, Berlinerblau suggests how colleges can operate and improve themselves and how potential students and their parents can make informed decisions on which college to attend.

Breakthrough Strategies: Classroom-Based Practices to Support New Majority College Students
Kathleen A. Ross (Harvard Education Press, 2016)

Breakthrough Strategies identifies effective strategies that faculty members have used to help new-majority students—those from minority, immigrant, or disadvantaged backgrounds—build the necessary skills to succeed in college. Kathleen A. Ross, a MacArthur Fellow and...
Minority serving institutions (MSIs) play a critical role in American society, providing access to postsecondary education for millions of students of color who come from disadvantaged backgrounds. As America’s communities become more diverse and the number of MSIs increases, it is important to understand how MSIs serve the students they enroll. This report is the first of its kind to use National Student Clearinghouse (NSC) data to examine how students who started college at an MSI in 2007 moved through higher education. NSC data capture student enrollment profiles and outcomes beyond data available from the U.S. Department of Education. In addition to capturing more students than the federal data sources, NSC data follow students throughout their entire educational journeys, including when they change institutions. As such, the authors determined that completion rates for MSIs are higher than the federal graduation rate suggests. Students enrolled at private MSIs complete their degrees at higher rates than students enrolled at public MSIs, according to U.S. Department of Education and the latest NSC data. This is especially true for full-time students, the most comparable student population when considering side-by-side the NSC completion data and the federal graduation rate. For the report, visit www.acenet.edu.

Opening Doors: How Selective Colleges and Universities Are Expanding Access for High-Achieving, Low-Income Students

Jennifer Glynn (Jack Kent Cooke Foundation, August 2017)

This report includes findings from a survey of over 2,500 high school seniors from low-income backgrounds that had a GPA above 3.8 and SAT or ACT scores in the top 15 percent nationwide. The survey results showed that concerns about college costs discourage one-third (34 percent) of high-achieving, low-income students from applying to any college. In addition to identifying common challenges (see Figure on page 30), Opening Doors provides a road map for how America’s colleges can reverse the trend, calling on institutions to learn from the best practices of some of the selective colleges that have already opened their doors wider to outstanding low-income students. The report does not discuss the highly effective practices in use at less selective colleges. The report’s 14-step action plan calls on colleges to simplify their application process, recognize the obstacles low-income students face in evaluating them for admission, and remove admissions practices disadvantaging low-income students. For the report, visit www.jkcf.org.
Pathways to the University Presidency: The Future of Higher Education Leadership
(Deloitte University Press and Georgia Institute of Technology, April 2017)

This report explores what it takes to be an effective college or university president today and how the dynamics of higher education in America are demanding a new set of skills of tomorrow’s leaders. Deloitte’s Center for Higher Education Excellence, in partnership with Georgia Tech’s Center for 21st Century Universities, conducted this study through an extensive survey, in-depth interviews, and the first analysis of presidential CVs. The report finds that while the provost’s office has long been the most frequent stopover point on the way to the presidency, the paths prospective presidents now take are becoming more complex, fragmented, and overlapping (see Figure on page 31). The report, however, does not differentiate between provosts of large universities and chief academic officers of small colleges. Academic deans are increasingly moving right to the top job and bypassing the provost’s role. Provosts are no longer simply regarded as the No. 2 person on campus; they often have skills that complement the president’s, rather than replicate them. The shift in responsibilities suggests that the provost’s role may not be adequate preparation for the presidency, especially if the provost is focused on academic affairs and internal issues.


2017 Survey of College and University Admissions Officers
Scott Jaschik and Doug Lederman (Inside Higher Ed and Gallup, September 2017)

This seventh annual survey drew responses from 453 college and university admissions directors to understand how these leaders view...
admissions trends, recruiting strategies, and other issues. Results show that only 34 percent of colleges and universities met new student enrollment targets this year by May 1, the traditional date by which most institutions aim to have a class set. That figure is down from 37 percent in 2016. The only sector where most colleges and universities reported meeting their goals was public doctoral institutions with 59 percent. Among respondents from all private colleges and universities, 36 percent met their goals. Admissions directors are divided on whether free tuition programs are a good idea for higher education. Those working at public institutions tend to favor such programs, while more than eight in ten private college admissions directors say a free tuition program, if passed in their state, would negatively affect their institution. For the report, visit www.insidehighered.com.

U.S.-Mexico Higher Education Engagement: Current Activities, Future Directions
Robin Matross Helms and Jermain Griffin (American Council on Education Center for Internationalization and Global Engagement, April 2017)

This report provides an assessment of academic ties between the United States and Mexico and a roadmap for future collaboration. Supported by Banco Santander/Universia, the publication includes an inventory of existing collaborations, an examination of trends and challenges, and data-based recommendations for policy and practice. The paper’s inventory of collaborations catalogues activity in six areas: student mobility, faculty mobility, curriculum and teaching, research and Mexico-focused research centers at U.S. institutions, institutional outposts, and public engagement. An analysis of the inventory data revealed five trends about bilateral engagement, including that activity by U.S. institutions is heavily concentrated in the U.S.-Mexico border regions; and issues of sustainability, safety, access, and reciprocity are key determinants of student exchange programs. The authors emphasize that to strengthen bilateral relationships, institutions must focus on sustainability, build upon existing connections, diversify partners and participants, and engage in advocacy. For the report, visit www.acenet.edu.

Source: Pathways to the University Presidency: The Future of Higher Education Leadership. 2017. Deloitte University Press and Georgia Institute of Technology. Figure recreated by the Council of Independent Colleges.
A Compendium of Recent News from CIC Member Institutions

Several CIC member institutions held solar eclipse viewing events during the August 21 astronomical spectacle. Southern Wesleyan University (SC), for example, welcomed thousands of visitors from several states and some foreign countries for a viewing at the Joe R. Gilbert Track and Field on Central Campus.

CELEBRATING ACHIEVEMENTS

CIC member institutions were well represented again in the Chronicle of Higher Education’s “Great Colleges to Work For” survey Honor Roll. More than 45,000 employees of 232 colleges and universities across the United States participated in the tenth annual survey, which explored how academics are breaking down barriers that prevent them from building stronger ties with one another and with their local communities. Only 30 four-year institutions achieved Honor Roll status by being recognized in multiple categories. CIC members include Endicott College (MA), Gettysburg College (PA), Hofstra University (NY), John Brown University (AR), McPherson College (KS), Oklahoma City University, Roberts Wesleyan College (NY); Rollins College (FL), Southern New Hampshire University, Texas Christian University, Texas Lutheran University, and University of the Incarnate Word (TX).

University Business magazine announced the winners of its final Models of Excellence program this summer. The national recognition program has honored colleges and universities that have implemented innovative, effective, and interdepartmental initiatives to bolster student success. Two of the six 2017 honorees are CIC member institutions. McDaniel College (MD) was recognized for its Teachers for Tomorrow program, which seeks to boost teacher diversity and encourage greater college attendance among low-income students through a partnership with the Howard County Public School System. Endicott College (MA) won for its Keys to Degrees program that helps young single parents complete their bachelor’s degrees.

The Association of American Colleges and Universities (AAC&U) in August selected ten institutions as sites for the initial Truth, Racial Healing, and Transformation Campus Centers. With support from Newman’s Own Foundation and the W.K. Kellogg Foundation, development of the Campus Centers is part of AAC&U’s multi-year initiative to educate, prepare, and inspire the next generation of leaders to advance justice and build equitable communities. Three of the ten institutions are CIC member institutions: Hamline University (MN), Millsaps College (MS), and Spelman College (GA).

Four CIC member institutions won Interfaith Youth Core’s 2017 Better Together Awards in June. Better Together is a national network for student interfaith groups, councils, and
committees that work to increase interfaith cooperation on campus. Among the awards for student groups, Mount Holyoke College (MA) was declared the Best Better Together Day winner for use of the theme and spirit of the initiative. Wittenberg University (OH) won the Rookie of the Year award, given to a new initiative that demonstrates promising impact on campus. Among the individual winners, the Mike Hammer Interfaith Leadership Award went to Meredith College (NC) student Eiman Ali for conducting interfaith leadership in a way that motivates, mobilizes, and influences the campus community. The winner of the Outstanding Educator Award that recognizes exceptional support and development of young leaders on campus was Brian Ammons, chaplain and director of the Office of Spiritual Life at Warren Wilson College (NC).

A Gannon University (PA) chemistry professor was one of three mentors to the United States team that turned in a record-setting performance at the 49th International Chemistry Olympiad in Nakhon Pathom, Thailand, in July. Christine A. Saber, assistant professor of chemistry, was selected from a pool of national applicants to serve a three-year term as a mentor for the American Chemical Society’s United States National Chemistry Olympiad. Winning four gold medals, the students turned out the best performance since a U.S. team began participating in the high school chemistry competition in 1984.

Creating Partnerships

Lakeland University’s (WI) School of Business and Entrepreneurship and Ireland’s Dublin Institute of Technology (DIT) have partnered to create a new study abroad experience for students considering working in the hospitality industry. Beginning in the 2017–2018 year, Lakeland students can study at Ireland’s leading university-level provider of hospitality, tourism, leisure, and event programs. DIT students in turn can learn as part of Lakeland’s program, which has partnerships with Destination Kohler, Blue Harbor Resort, and the Osthoff.

Eastern Mennonite University (VA) and Goshen College (IN) have partnered to offer the first doctoral degree program among the five Mennonite Church USA colleges and universities. With classes beginning in January 2018, the online doctor of nursing practice program will educate nurse leaders in both clinical and administrative roles.

This fall, the Westminster College (PA) School of Nursing and the University of Pittsburgh Medical Center (UPMC) Jameson’s School of Nursing began an inaugural program that will lead to both a nursing diploma and a bachelor of science degree in nursing in four years. First-year students will take pre-nursing and liberal arts courses at Westminster before matriculating at UPMC Jameson’s School of Nursing. In years two and three, students will follow the UPMC Jameson program while earning credits at Westminster toward the BSN degree. Students will then test for registered nurse licensure. In the fourth year, students will complete higher level nursing courses at Westminster to earn the BSN.

Indiana Wesleyan University and Wheaton College (IL) announced a partnership in July that creates a distinctive nursing track in which students complete a three-year liberal arts nursing program at Wheaton, followed by a 14-month concentrated nursing training program in Indiana Wesleyan’s School of Nursing. The 3+1 Program enables students to earn two bachelor’s degrees in four years.

Daemen College (NY) and D’Youville College (NY) established two educational partnerships in July. Under the new 4+1 agreement, students can earn a doctor of pharmacy degree from D’Youville and a master’s degree in public health from Daemen, allowing students to complete two advanced degrees in only five years rather than the traditional six. Under the 3+4 agreement, students will complete three years of undergraduate study in natural science at Daemen and then apply for admission to D’Youville’s pharmacy program. Accepted students will have their fourth year of pharmacy courses recognized toward completion of a master’s degree at Daemen. Students will then finish their pharmacy degree at D’Youville, completing both programs in seven years.

Culver-Stockton College (MO) and the University of Missouri entered into a nonexclusive partnership in June for a 3+3 juris doctor program. The program allows high-caliber, exceptionally motivated students to complete their undergraduate degree while finishing their first year of law school at University of Missouri, which allows students to complete both their undergraduate and law degrees in six years.

Coker College (SC) is partnering with Florence-Darlington Technical College (FDTC) in Florence, South Carolina, to offer two bachelor’s degrees for FDTC graduates: a BS in business management and a BS in applied criminology. Once FDTC students earn their associate degree in business management, business marketing, or criminal justice technology, they can transfer those credits directly into Coker College’s business management or criminology program, giving them two years of completed course requirements toward their bachelor’s degree.

Dakota Wesleyan University (SD) and Mitchell Technical Institute (MTI) have expanded their partnership to offer a new four-year program that pairs entrepreneurial leadership education with hands-on construction training. Building on an earlier agreement that allowed students to earn a BS...
in business administration from Dakota Wesleyan with an emphasis in agriculture from MTI, students can now earn a BS in entrepreneurial leadership from Dakota Wesleyan with an emphasis in residential construction or drafting/commercial construction from MTI.

The University of Dallas (TX) Satish & Yasmin Gupta College of Business announced a partnership with Prospanica—The Association of Hispanic Professionals in July. Together, the two institutions aim to better prepare all students at the university to enter a diverse workforce and serve in a range of specialties and fields. Through the partnership, all Prospanica members will be eligible for special tuition benefits when they enroll at the University of Dallas.

Bennett College (NC) in August joined the Pfeiffer University (NC) Partnership Program, which provides a 20 percent tuition discount on undergraduate degree completion and graduate programs for alumnae, faculty, and staff members of partnership institutions that attend Pfeiffer.

To help more working adults complete their college degrees, Westminster College (MO) this fall began offering courses toward a bachelor of arts degree in leadership in Jefferson City, Missouri. Through a unique partnership focused on developing community leaders, Westminster will offer classes for the “finishUP” program at the First Presbyterian Church of Jefferson City. Adults who have already completed 90 hours of undergraduate work will complete five courses a year for two years, with many of the classes combining classroom and online work.

In July, Robert Morris University (PA) became the first member of Amazon Web Services’ AWS Academy program in the state of Pennsylvania, allowing Robert Morris University to teach its students AWS Academy cloud computing architecture and prepare students for certification in AWS technology. The AWS Academy will be open to RMU students as well as IT professionals who wish to earn AWS certified solutions architect-associate certification. Amazon Web Services is a business unit within Amazon.com, Inc.

Hood College’s (MD) Center for Coastal and Watershed Studies (CCWS) announced a community gardening effort in August that aims to mitigate excess storm water runoff and improve access to healthy produce for low-income families in Frederick City, Maryland. The new program, Growing for a Healthy Future, plans to enlist the local interfaith community to establish and oversee community gardens in target areas to supply fresh, healthy foods to low-income residents of Frederick’s food deserts. CCWS, in partnership with the Center for Watershed Protection—a nonprofit based in Ellicott City, Maryland—will design environmentally sustainable gardens that use excess storm water runoff for irrigation.

Southern New Hampshire University (SNHU) in July announced a $10 million gift from a group of anonymous donors to make its online competency-based degree programs available to refugees in the United States and around the world. The gift will support the first large-scale initiative to provide refugees with access to degrees from an accredited American university, with a goal of educating 50,000 people in 20 locations by 2022. In partnership with the Rwandan nonprofit organization Kepler, SNHU piloted the project in the Kiziba refugee camp and graduated an initial cohort of 16 students with associate degrees, all of whom are engaged in internships outside the camp and are working on their bachelor’s degrees.

Loras College (IA) announced in August that it has surpassed the $100 million goal in its Inspiring Lives and Leadership campaign, making it the largest and most successful fundraising effort in the college’s 178-year history. Launched in 2013 as a catalyst for engaging alumni and friends of the college, the campaign’s original goal was $75 million within four years. That goal was increased to $100 million in 2015 when it took just two years to reach that initial number. Nearly half of the college’s
alumni base—in total nearly 22,500 individuals—donated to the campaign, including 20 who have each given or pledged $1 million or more.

**Gustavus Adolphus College** (MN) in July received its largest donation ever—a $40 million gift by an alumni couple who wishes to remain anonymous and hopes that Gustavus will be among the elite liberal arts colleges in the nation for years to come. The commitment will raise the profile of the institution by providing scholarship funding to high-achieving incoming students and supporting the renovation and expansion of the Nobel Hall of Science, a $70 million project that will double the size of the college’s laboratory science space.

**Wabash College** (IN) received an $8.1 million grant from Lilly Endowment Inc. to support programming for the Wabash Center for Teaching and Learning in Theology and Religion through 2021. Begun in 1996, the Wabash Center is committed to enhancing education in theology and religion in North American theological schools, colleges, and universities. Since its founding, the Wabash Center’s operations have been fully funded by Lilly Endowment with total support of more than $58 million.

**Berry College** (GA) received a $2 million gift in August to fund the directorship of the expanding Berry Center for Integrity in Leadership. The gift was made by John Edward Sims, a retired Union Pacific executive, in memory of his late parents, Berry alumni Elvin and Fleta Patterson Sims. The new director will work with faculty to infuse coursework related to personal integrity and leadership into every major and develop tools and training for students to practice ethical problem solving.

**Southern Vermont College** announced in July that it received a $1.35 million pledge from the James H. and Irene M. Hunter Charitable Trust as the lead gift to support the construction of a new Center for Student Success and Wellness. The pledge includes a gift of $1 million and a $350,000 challenge grant to match additional gifts of 50 cents on the dollar up to $700,000.

Citing deep, life-changing experiences at **Bridgewater College** (VA) and a long-standing commitment to give back to the community, Rodney Smith, his four sons, and the Smith-Midland Corporation recently donated $1 million toward the expansion and renovation of the college’s library, the John Kenny Forrer Learning Commons. In recognition of the gift, the college will rename the first-floor café in the building the Smith Family Learning Commons Café. Rodney Smith is chair of the board and co-founder of the Smith-Midland Corporation; he has served on the college’s board of trustees since 1980 and was named a life trustee in 2011.

The Saint John’s Pottery at **Saint John’s University** (MN) has been awarded a $500,000 grant from the Mary Livingston Griggs and Mary Griggs Burke Foundation to establish the Mary Griggs Burke Fellowship for Japanese Artists and Apprentices. The gift is the single-largest grant to the Saint John’s Pottery in its nearly 40-year history, and is one of the largest ones for visual arts programming in the university’s history. The fellowship creates a new research and study endowment to provide opportunities for artists interested in furthering Japanese visual culture.

This summer, **Elizabethtown College** (PA) received a $300,000 humanities grant from the Andrew W. Mellon Foundation for its program, Confronting Challenges with Confidence: Humanities for Our World Today. Over the next three years, the grant will support students as they conduct research in global studies and regional history and integrate technology into their humanities courses.

**NEW PROGRAMS AND MAJORS**

This fall, **St. Bonaventure University** (NY) opened a new research center that will study the cognitive impact of students bringing cell phones into the classroom, among other research. A joint effort between the School of Education and the School of Arts and Sciences, the Center for Attention, Learning, and Memory will support faculty development for professors as well as promote research in the areas of attention and learning across departments and schools.

**Azusa Pacific University** (CA) launched a master of arts in music entrepreneurial studies this fall. The low-residency program is designed for music, communication, business, or marketing graduates and entertainment professionals who wish to succeed in the music industry as independent entrepreneurs.

**Randolph College** (VA) announced a new master of fine arts program in creative writing that will begin in July 2018. The two-year, low-residency program will include an intensive ten-day residency on the Randolph College campus and a 20-week session to complete original new writing and revise works in progress. Throughout the process, students will work closely with the program’s diverse, award-winning faculty.
Culver-Stockton College (MO) began offering an online master of education degree this fall. The MEd program, approved by the Higher Learning Commission in May, is tailored for practicing teachers in the classroom.

The University of Dallas (TX) reopened its master of Catholic school leadership program this fall. The redesigned interdisciplinary program responds to the current issues faced by principals, presidents, and administrators at the elementary, secondary, and diocesan levels of Catholic education.

Lewis University (IL) launched a master of social work program this fall. And this summer, the university began accepting applications for its master of science degree in occupational therapy, which will begin in fall 2018.

Calvin College (MI) has expanded its graduate programming to include a master’s degree in accounting—the college’s third graduate program. The nine-month program allows accounting students to earn both a bachelor’s and a master’s degree in accounting within five years.

Webster University (MO) will begin offering its MS degree in cybersecurity at its Irvine, California, campus later this fall. The program was launched in Colorado Springs in 2014 in cooperation with the U.S. military. Since then, the program has expanded to several Webster University locations in the United States and Europe as demand from military and businesses for the program has increased.

Hood College (MD) now offers an MS degree in cybersecurity. The degree builds on Hood’s existing graduate certificate in cybersecurity and is designed for technical and non-technical students with a bachelor’s degree. The program culminates with a distinctive, team-based capstone project, linked to local industry and government partners.

This fall, Manchester University (IN) launched a new undergraduate learning community designed to help academically strong students with high financial need pursue careers in a STEM field. Funded with a $646,000 grant from the National Science Foundation, students in the STEM Pathways Academy will take classes together, work with mentors, and explore career paths. In January 2018, Manchester University will add an online master’s degree in pharmacogenomics, building on the success of the university’s pioneering “bricks and mortar” degree.

Bethany College (WV) launched three new majors this fall. An international business major will prepare students to understand the global marketplace, how international factors affect domestic markets, how to expand business abroad, and how to analyze the global business environment. A cybersecurity major will focus on the research and development of software and algorithms for protecting digital assets. And the cybersecurity-information assurance major will focus on developing skills to oversee the security of an organization.

This fall, Avila University (MO) began a BA degree in health care communication through its School of Visual and Communication Arts. The program will prepare students to design, produce, analyze, and evaluate media products, strategies, procedures, and content delivery for individuals, organizations, and corporations in health-related industries.

Warner Pacific College (OR) launched several new academic majors this fall, including in nursing (RN to BSN program), medical laboratory science, sports medicine, and criminal justice. The college also began offering an MBA bridge program that allows graduates of the MS in management and organizational leadership program to earn an MBA degree in just six months.

Newberry College (SC) has expanded its nursing program to include an RN to BSN degree-completion program that can be completed online. Designed for working RNs who have already earned an associate’s degree or diploma in nursing, the program will allow students to finish the nursing course sequence in as little as 12 months.

To meet the increasing need for Spanish-speaking health care professionals, this fall Cedarville University (OH) began offering a Spanish for health care personnel minor and a certificate program in medical Spanish. Students who complete the new minor can earn the certificate in medical Spanish by taking an additional elective, completing a clinical experience with Spanish-speaking patients, and completing a final Spanish proficiency exam.
NEW AND RECENTLY RENOVATED FACILITIES

In August, Rhodes College (TN) held a dedication ceremony for Robertson Hall, its new $34 million, 54,674-square-foot cutting-edge science facility. The ceremony also showcased the renovated Briggs Hall—now the home for computer science studies and a virtual reality lab—and the Bill and Carole Troutt Quadrangle, which has a quadrangle layout similar to Oxford University.

Newman University’s (KS) Bishop Gerber Science Center officially opened in August. The state-of-the-art science building, complete with new laboratories and classroom equipment for various disciplines, was the main focus of the university’s Facing Forward campaign, which also raised funds to renovate existing nursing and allied health lab spaces.

In August, the first Westmont College (CA) students moved into the Global Leadership Center, a 45,000-square-foot facility that features two residence halls and a central leadership building with a large lounge, classroom, seminar room, office spaces, and coffee shop. Through the Strength for Today Campaign, the college raised $34.1 million to build the facility and another $8.7 million to fund leadership programs associated with the center.

Southern Wesleyan University’s (SC) new 67,000-square-foot residence hall provides comfortable single, dual, and triple occupancy suites for 243 students. The building also includes 15,000 square feet of space devoted to amenities such as a large lobby with a bistro and ample gathering space, fitness rooms, a theatre, and a conference room.

Aquinas College (MI) students studying in Ireland will soon have access to a state-of-the-art International Residential Education Center in the village of Tullycross, Ireland, home to the Aquinas Ireland Program for more than 40 years. The center plans were unveiled at a ceremony in Ireland on June 16. The $3.1 million privately funded project, to be completed in fall 2019, will consist of an education hub with a 50-seat auditorium, library, group study rooms, video conferencing facilities, and meeting rooms. The center also will include nine renovated iconic thatched cottages in Tullycross Village that can accommodate up to 40 students and faculty.

DePaul University’s (IL) new Wintrust Arena, home to the university’s men’s and women’s basketball teams, opened this fall. The arena anchors a neighborhood redevelopment project and will host year-round concerts, sporting events, meetings and conventions, and family-friendly shows in addition to DePaul basketball games.

CAMPUS EXPANSIONS AND NAME CHANGES

Augsburg College (MN) officially changed its name to Augsburg University on September 1. Greenville College (IL) officially changed its name to Greenville University on September 20, 2017.
CIC Welcomes New Member Institutions

CIC IN THE NEWS


Local media published articles about CIC’s Executive Leadership Academy and Senior Leadership Academy this summer, including *BusinessWest* (MA), “Calvin Hill Selected for National Leadership Development Program” (July 20); and *Black Mountain News* (NC), “Warren Wilson College’s New President Has Local Connections” (July 19).

CIC’s Presidential Vocation and Institutional Mission program was featured in the *BusinessWest* article, “Harry Dumay Takes the Reins at Elms College” (July 25) and a *Times Union* (NY) “It’s an Honor” brief (July 27).

Three articles recently referenced CIC’s new Intergenerational Connections: Students Serving Older Adults program: *The Advocate*’s (LA) “People in Business” update for Baton Rouge (July 23); *BusinessWest*’s “Bay Path University Awarded Council of Independent Colleges Grant” story (July 12); and the *Caldwells Patch* (NJ) “Caldwell University Students Will Help Senior Citizens Using $13K Grant” article (July 10).

CIC’s Consortium for Online Humanities Instruction was featured in the *Ithaka S+R Blog* column, “Innovation through Collaboration” (August 23).

The *Inside Higher Ed* story, “Collaborating to Add Upper-Level Humanities Courses,” also explored CIC’s Consortium for Online Humanities Instruction and quoted Richard Ekman, CIC president, and Philip M. Katz, director of projects (June 21).

CIC’s faculty development seminars received coverage in several local papers. The American history seminar on “The 20th Century Presidency” was featured in the *Daily Republic* (SD), “DWU Professor Studies Qualities of Effective President at DC Seminar” (August 5) and the *Daily Star* (NY) “Who’s News” brief (June 26). The art history seminar, “Landscape and Identity in Britain and the United States (1770–1914),” was covered by the *Messenger-Inquirer* (KY), “KWC Professor to Attend Yale Seminar, Present Research Paper on Teaching European Art” (July 18); and the *News & Advance* (VA), “Randolph Art Professor Heading to Yale for Seminar” (June 13). The Teaching Interfaith Understanding seminar was discussed in the *Reading Eagle*’s local religion digest (June 3).

The CIC-managed Woodrow Wilson Visiting Fellows (WWVF) Program was mentioned in the *Wicked Local*...
Cambridge article on commentator and WWVF Fellow Callie Crossley, “Cambridge Resident Appointed to Wellesley College Board” (July 31).

A Florida Politics “College Bound” brief discussed the CIC/UPS Scholarships that support one low-income, first-generation student at each of the member colleges of the CIC State Councils (August 5).


A July 7 Council for Higher Education Accreditation (CHEA) report on the 2017 CHEA Summer Workshops highlighted Ekman’s comments on the future of accreditation.

STAFF NEWS AND NOTES

CIC Senior Vice President Hal Hartley and Director of Research Projects Hollie Chessman along with Michael Williams of the Austen Group led a webinar on August 17 for Integrated Postsecondary Education Data System (IPEDS) Educators. The hour-long presentation, sponsored by the Association for Institutional Research and the National Center for Education Statistics, described the various ways CIC uses data from IPEDS, most notably in the Key Indicators Tool and Financial Indicators Tool annual benchmarking reports (see page 21).

CIC Senior Fellow S. Georgia Nugent delivered presentations at a September 26 Ohio Foundation of Independent Colleges luncheon and board meeting on the value that private college graduates bring to the workforce in Ohio.

Barbara Hetrick, senior advisor, received McDaniel College’s (MD) 2017 Alumni Professional Achievement Award at the Alumni Association Awards Banquet on October 20, 2017.
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<th>Month</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 3–5, 2017</td>
<td>2017–2018 Senior Leadership Academy Opening Seminar</td>
<td>San Antonio, TX</td>
</tr>
<tr>
<td>November 4–7, 2017</td>
<td>Institute for Chief Academic and Chief Student Affairs Officers</td>
<td>San Antonio, TX</td>
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<tr>
<td>November 17, 2017</td>
<td>NetVUE Gathering at American Academy of Religion Annual Meeting</td>
<td>Boston, MA</td>
</tr>
<tr>
<td>January 3–4, 2018</td>
<td>New Presidents Program</td>
<td>Hollywood, FL</td>
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<tr>
<td>January 3–4, 2018</td>
<td>Presidents Governance Academy</td>
<td>Hollywood, FL</td>
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<tr>
<td>January 4, 2018</td>
<td>CIC Board of Directors Meeting</td>
<td>Hollywood, FL</td>
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<tr>
<td>January 4–7, 2018</td>
<td>Presidents Institute</td>
<td>Hollywood, FL</td>
</tr>
<tr>
<td>February 23–24, 2018</td>
<td>NetVUE Gathering Hosted by Berry College</td>
<td>Rome, GA</td>
</tr>
<tr>
<td>February 26–27, 2018</td>
<td>Presidential Vocation and Institutional Mission Seminar</td>
<td>Peachtree City, GA</td>
</tr>
<tr>
<td>March 9–10, 2018</td>
<td>NetVUE Gathering Hosted by California Lutheran University</td>
<td>Thousand Oaks, CA</td>
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<tr>
<td>March 23–24, 2018</td>
<td>NetVUE Gathering Hosted by Elizabethtown College (PA)</td>
<td>Washington, DC</td>
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<tr>
<td>April 8–10, 2018</td>
<td>Workshop for Department and Division Chairs</td>
<td>Williamsburg, VA</td>
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<tr>
<td>April 8–10, 2018</td>
<td>CIC Presidents Summit Hosted by Apple</td>
<td>San Jose, CA</td>
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<tr>
<td>April 29–May 1, 2018</td>
<td>State Councils Annual Conference</td>
<td>St. Louis, MO</td>
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<tr>
<td>May 7–9, 2018</td>
<td>Workshop for Department and Division Chairs</td>
<td>Pittsburgh, PA</td>
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<tr>
<td>May 22–24, 2018</td>
<td>Workshop for Department and Division Chairs</td>
<td>Minneapolis, MN</td>
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<tr>
<td>June 3–6, 2018</td>
<td>Diversity, Civility, and the Liberal Arts Institute</td>
<td>Atlanta, GA</td>
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<tr>
<td>June 5–7, 2018</td>
<td>Workshop for Department and Division Chairs</td>
<td>Spokane, WA</td>
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<tr>
<td>June 12–13, 2018</td>
<td>NetVUE Gathering Hosted by Augustana College</td>
<td>Rock Island, IL</td>
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<tr>
<td>June 14–15, 2018</td>
<td>CIC Board of Directors Meeting</td>
<td>Washington, DC</td>
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<tr>
<td>June 17–21, 2018</td>
<td>Teaching Interfaith Understanding Seminar</td>
<td>Chicago, IL</td>
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<tr>
<td>June 17–25, 2018</td>
<td>Ancient Greece in the Modern College Classroom Seminar</td>
<td>Nafplio, Greece</td>
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<td>June 18–20, 2018</td>
<td>2017–2018 Executive Leadership Academy Closing Seminar</td>
<td>Washington, DC</td>
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<tr>
<td>June 18–22, 2018</td>
<td>NetVUE Teaching Vocational Exploration Seminar</td>
<td>Northbrook, IL</td>
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<td>June 25–27, 2018</td>
<td>College Media Conference</td>
<td>Washington, DC</td>
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