Presidents to Explore ‘Leading Strategic Change’ at 2019 Institute

Amid unprecedented challenges, how can presidents of independent colleges and universities lead strategic change effectively? During 2019 Presidents Institute sessions and workshops, presidents will explore how to provide deft, informed, and skillful direction for their institutions in an evolving environment.

CIC’s 2019 Presidents Institute will be held at the Westin Kierland hotel in Scottsdale, Arizona, January 4–7. 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 colleagues who lead similar institutions.

Four plenary sessions will anchor the program. Keynote speaker Howard Gardner will discuss “Higher Education Today and Tomorrow: Lessons from New Research.” Gardner, professor of cognition and education at the Harvard Graduate School of Education, is best known for his theory of multiple intelligences and his work with both Harvard Project Zero and the Good Project. He is now conducting a large-scale national study about the future of higher education and the arts and sciences and will present initial findings from his research publicly for the first time. Presidents will learn more about the different members of campus communities and the alignment—or misalignments—between their views about the goals and the value of traditional higher education.

Jonathan Haidt, author of The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting up a Generation for Failure (2018) and The Righteous Mind: Why Good People Are Divided by Politics and Religion (2012), will address “Equipping a New Generation for Inclusion, Civility, and Understanding.” Haidt is a social psychologist, professor of ethical leadership at New York University Stern School of Business, and founder of the Heterodox Academy, a politically diverse group of faculty members who have come together to improve the quality of research and education in universities by increasing viewpoint diversity, mutual understanding, and constructive disagreement.

(Continued on page 4)
Every college president has an elevator speech—a short promotional statement about the campus and why it is worthy of the audience’s consideration or support. Other college personnel, however, are usually not as well prepared to deliver a brief pithy case for the institution. Faculty and staff members should be able to answer skeptical questions from neighbors and friends about the cost of college, the usefulness of the liberal arts, or the presumed political correctness on campus. All campus community members need to be conversant with the facts in order to make the case and correct the prevailing myths about CIC colleges and universities—whenever an opportunity arises.

This problem became clear during CIC’s eight regional Securing America’s Future workshops that were held on campuses across the country in 2016–2017. The workshops allowed teams from colleges—usually consisting of the president, a faculty leader such as an elected senate chair, and two or three senior or mid-level administrators in finance, academic affairs, or development—to discuss possible innovations amid changing contexts. In advance of the workshops, CIC sent to all 500 participants from 120 colleges and universities a large packet of data documenting the national averages of performance by private colleges and universities in comparison with public universities and for-profit institutions. The comparative data covered enrollment, graduation rates, and the composition of the student body by race, gender, and family income levels. In addition, the data documented post-graduate success in employment, starting salaries, salaries after five years in the workforce, and alumni satisfaction with their education. By almost every indicator, private colleges and universities outperformed public and for-profit institutions.

For the presidents and many provosts at the workshops, none of this information was new. For almost all the faculty leaders, almost everything was new. CIC staff expected that presidents would be familiar with the trend data and that faculty members would not be. What did surprise us, however, was the large percentage of mid- and senior-level administrators who were unfamiliar with the data and, like the general public, found some patterns counterintuitive.

CIC produces, collects, posts on its website, prints, and distributes a wide variety of data, briefs, and reports in support of private higher education and the liberal arts. CIC staff also brief journalists and government officials, give speeches to business groups and other influencers, and use the data everywhere possible. The results of these efforts, however, have been uneven. For example, after CIC released a report on student debt that showed conclusively that private colleges are not responsible for most of the nation’s student debt and that CIC college graduates have much lower loan default rates than graduates of other higher education sectors, journalists wrote about student debt with reasonable accuracy for about six months. But after that period, journalists seemed to forget the facts, and hyperbolic headlines about student loans reemerged. And with regard to the usefulness of studying the liberal arts, we have yet to succeed in stopping politicians and others from taking cheap shots at majors in philosophy, French, or anthropology—despite clear data that these fields of study help people obtain and succeed in jobs.

In talking with participants in the Securing workshops, we realized that few college and university employees were equipped with the facts to respond to questions based on common misunderstandings. For example, if a faculty member goes to a neighborhood barbecue and someone asks why college costs so much, the faculty member needs to know the true costs in order to respond. The faculty member could note that most students pay far less than the full cost of a college education—thanks to generous financial aid from the institution itself. In fact, the average college graduate’s debt is less than the price of a modest automobile. And students at private colleges are much more likely to graduate on time than students at state universities.

Here are some exemplary figures that every college employee ought to be able to cite in casual conversations. The average net price that students pay for one year at a private college is about $14,530—not $50,000. Fully 30 percent of private college graduates attain a degree with no student loan debt at all. The average amount of debt of a private college graduate is $19,900 compared with the average debt of a public university graduate, which is $15,800. Only 60 percent of public university students graduate in four years, however, compared with 78 percent of private college and university students. So the opportunity cost, expressed as lost income during the additional year or two of being enrolled in college, of going to a public university is a lot more than the $4,100 differential in debt upon graduation. If, for example, a new college graduate has a starting salary of $33,000 before taxes, the income lost from not being in the workforce is closer to $33,000 or $66,000—much higher
“No one college by itself can change public perception, nor can one national association. But the combined efforts of over 250,000 full-time employees of CIC colleges and universities—faculty members and administrative staff—might succeed. The conversations...may begin to clarify that ‘private’ higher education serves the general public more effectively than ‘state-supported’ higher education.”

than the $4,100 difference in debt. If every college employee were able to cite only these few facts, the myths about the high cost of college would soon be dispelled.

No one college by itself can change public perception, nor can one national association. But the combined efforts of over 250,000 full-time employees of CIC colleges and universities—faculty members and administrative staff—might succeed. The conversations among neighbors and friends at meetings of school boards, town councils, Rotary Clubs, block parties, and on the sidelines of kids’ soccer games may begin to clarify that “private” higher education serves the general public more effectively than “state-supported” higher education.

Is this an impossible goal? I don’t think so. People who work in other industries often know the basic facts that influence the public’s perception of their fields. Autoworkers can recite the performance metrics and creature comforts of the vehicles they are building. Lawyers can recount the pass rates for the state bar exam and which judges to try to avoid. If our campus colleagues are willing to do the same, comparative information on the strengths of private colleges is readily available from state associations of private colleges and from CIC (www.cic.edu). Meanwhile, CIC is deploying considerable resources to improve and update its collection; a revamped, interactive Charts and Data web section will be available later this fall.

Everyone who works in private higher education has a stake in this issue. We need to prepare to make the case ourselves.
2019 Presidents Institute to Focus on ‘Leading Strategic Change’ (continued from page 1)

Presidents Institute plenary speaker Esther Brimmer, executive director and CEO of NAFSA: Association of International Educators, will address “Strategic Leadership for Internationalization.” A veteran in international affairs and education, Brimmer served in the U.S. Department of State three times, most recently as assistant secretary of state for international organization affairs. She also served as professor at the George Washington University Elliott School of International Affairs and as deputy director and director of research at the Center for Transatlantic Relations at the Johns Hopkins University Paul H. Nitze School of Advanced International Studies. She is a member of the Department of Defense National Security Education Board.

During the closing plenary session on “Presidential Leadership for Strategic Change,” 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 presidents Roger N. Casey of McDaniel College (MD), Helen G. Drinan of Simmons University (MA), and Billy C. Hawkins of Talladega College (AL), and will be moderated by Steven C. Bahls, president of Augustana College (IL).

The Institute’s optional afternoon workshops will provide hands-on opportunities for in-depth examination of topics:

• During the January 5 workshop, “How to Adapt a College to New Conditions,” presidents will engage in interactive discussions to consider creative financial models that promise new efficiencies and engaging opportunities while staying true to institutional mission and identity. Barbara Farley, president of Illinois College, W. Joseph King, president of Lyon College (AR), and Brian C. Mitchell, principal of Academic Innovators and past president of Bucknell University (PA), will lead the session.
• Also on January 5, the workshop, “Equipping Campuses, Classrooms, and Learners for Constructive Engagement of Diverse Viewpoints,” will build on some of the ideas presented in Jonathan Haidt’s plenary session earlier that day. Debra Mashek, executive director of the Heterodox Academy, along with two college presidents, Ronald A. Crutcher of University of Richmond (VA), and Daniele C. Struppa of Chapman University, will explore strategies to increase viewpoint diversity and open inquiry across different campus contexts. This session will include participant exercises and case studies.
• The January 6 workshop, “Preparing for the Unexpected: Developing a Crisis Management and Communication Plan,” will provide presidents with the tools they need to respond to campus crises. Two presidents, David R. Anderson of St. Olaf College (MN) and Jody Horner of Midland University (NE), will share the lessons learned on their own campuses while Jennifer Hellman, COO and principal at Goff Public, will offer best practices in the field.
• A post-Institute workshop on January 7 will offer ideas on “Making It Your Own: Nontraditional and Adaptive Approaches to Fundraising Campaigns.” Experienced fundraisers with entrepreneurial approaches will discuss how each institution and each leader can carve out a distinctive path to fundraising success. Workshop leaders

Presidents Institute Plenary Speakers: Howard Gardner of the Harvard Graduate School of Education; Jonathan Haidt of the New York University Stern School of Business; Esther Brimmer of NAFSA: Association of International Educators; Roger N. Casey of McDaniel College (MD); Helen G. Drinan of Simmons University (MA); Billy C. Hawkins of Talladega College (AL); and moderator Steven C. Bahls of Augustana College (IL)
will include Nancy Oliver Gray, senior consultant with Gonser Gerber LLP and president emerita of Hollins University (VA), Don Hasseltine, senior consultant with Aspen Leadership Group, Michele D. Perkins, president of New England College (NH), and Larry Stimpert, president of Hampden-Sydney College (VA).

The 2019 Presidents Institute also will feature concurrent sessions on a range of practical approaches to presidential leadership, including the following:

- Considerations for Higher Education Business Models;
- Presidential Leadership and Innovative Strategies for Fiscal Stability and Growth;
- Developing a Strategic Response to Enrollment Shifts;
- Investing in Digital Technologies to Support Academic Success;
- The Pivotal (and Perplexing) President-Board Relationship; and
- Fundraising by Presidential Couples.

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 counsel that will help presidents in their first or second year stay on a smooth course.
- CIC’s Presidents Governance Academy, also held immediately prior to the Presidents Institute, is an intensive and highly participatory two-day program for experienced 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.

Additional information about and registration for the Presidents Institute and related programs are available online. The Institute registration and hotel reservation deadline is December 3, 2018.

2018 CONVERSATION BETWEEN FOUNDATION OFFICERS AND COLLEGE AND UNIVERSITY PRESIDENTS

A biennial meeting of dialogue for corporate and private foundation officers with presidents of independent colleges and universities

October 15, 2018 • TIAA Wharton Auditorium • New York City

Event will include presentations by:

Stephanie Bell-Rose, Head, TIAA Institute, and Senior Managing Director, TIAA
Sean Buffington, Vice President, Henry Luce Foundation
Carol D’Amico, Executive Vice President, Mission Advancement and Philanthropy, Strada Education Network
Andrew Delbanco, President, Teagle Foundation
Sarah L. Simmons, Assistant Director, Science Education, Howard Hughes Medical Institute
Eugene M. Tobin, Senior Program Officer, Higher Education and Scholarship in the Humanities, Andrew W. Mellon Foundation
Rebeca Vargas, President and CEO, U.S.-Mexico Foundation

This event is open to all CIC Institutional Member presidents and State Council executives. To encourage effective interaction, registration is limited to approximately 100 participants. For more information and to register, visit www.cic.edu/2018FoundationConversation.
MEETINGS AND EVENTS

CIC and Apple Education Co-Host Presidents Forum

When CIC presidents, CAOs, and other senior officers first met with Apple Inc. executives in Cupertino, California in 2011, most campuses were still struggling to make Wi-Fi available in classrooms, much less across campus. Apple was still developing its vision of how iPads, released just a year earlier, could influence teaching and learning. When a second delegation of campus leaders from 53 CIC member institutions gathered in San Jose, California, and on the Apple campus in April 2018, conversations with Apple Education leaders focused on leading with a "mobility mindset," fostering a "culture of digital innovation," preparing students for today’s "mobile workforce," and integrating coding into the liberal arts curriculum.

Certainly a lot has changed in independent higher education. During the 2018 forum, presidents described their campus initiatives to make iPads available to their students and faculty and to enable aspects of students’ education that rely on a tablet. And Apple significantly enlarged its consultation capacity to help campuses develop customized solutions to align better with institutional mission, educational goals, student and faculty characteristics, and financial resources. For campuses and Apple, the driver for change has been the same—customers, who Paul D’Ascoli, market segment executive for higher education at Apple, said "have pulled Apple into areas we didn’t know we were in." Likewise, a number of CIC presidents illustrated that students’ expectations to receive and engage information wherever they are and to learn collaboratively and with real-world implications, has led campuses to consider going mobile.

After discussing the impact of technologies, Jon Landis, national development executive at Apple, commented, “change is happening at a magnitude higher” than after the invention of the printing press. The internet, in combination with mobile devices and unimaginable amounts of free content, allows one to "learn whatever and whenever one wants." These technological changes, however, lead to new challenges on campus.

The forum agenda provided ample time for discussion of iPad-based projects at CIC campuses at different stages of development and with varying origination stories. Kevin Ross, president of Lynn University (FL), one of the earliest campuses to be designated an Apple Distinguished School, caught the digital learning innovation bug in 2011. But it took the massive infrastructure investment of hosting a presidential debate to position Lynn to pursue a project with Apple. Ross said that keys to Lynn’s initiative included clearly expressed expectations and meaningful incentives for faculty to revamp their courses. To sustain momentum, Ross emphasized, “Presidents need to encourage and be part of a culture that constantly looks around the corner and asks ‘What’s next?’”

Plans at Hiram College (OH) started more from a position of need than opportunity, president Lori Varlotta shared honestly. An iPad initiative fit well with Hiram’s “new liberal arts” rebranding effort that included a stronger focus on cross-disciplinary and integrated study in and outside of the classroom to invigorate student enrollment and retention. It was, however, a generous financial gift that made the iPad initiative possible.
Keys to success, in Varlotta’s perspective, are to achieve broad faculty buy-in and to provide opportunities for students’ input. She also suggested a “transformer team,” with a mix of faculty members and administrators, to drive the initiative. Most of all, she advised, “iPads for everybody can be great; but they are no silver bullet for a struggling institution, unless the initiative is embedded in a broader innovation strategy.”

For a hands-on experience, participants visited parts of the Apple campus that are usually closed to outsiders. During the field trip, Joel Podolny, vice president and dean of Apple University, discussed the long history of Apple’s innovation culture centered at the intersection of technology and the liberal arts. He reminded participants that Steve Jobs once famously stated: “It is in Apple’s DNA that technology alone is not enough—it’s technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing.”

Brent Frey, director of Apple’s U.S. education development, picked up these themes for a powerful concluding conversation on preparing students for today’s mobile workforce. He said that because of technology disruption some of the most successful and biggest companies (such as Airbnb, Alibaba, and Facebook) no longer produce tangible products. The educational experience students receive should provide them with the skills to thrive in growth sectors such as the Internet of Things, cloud computing, machine learning, big data analytics, artificial intelligence, and data security and privacy.

Furthermore, he noted, today’s students want content to be accessible, constant connection, collaborative engagement from virtually anywhere, and “every learner wants to be a creator.” This means, “faculty members need to be mentors to creators and developers,” not testers of accumulated knowledge. Frey emphasized that colleges should modernize the learning environments and opportunities for students and better market the liberal arts-based skills that graduates from CIC institutions possess, since “waiting for change in public perception will not work.”

CIC will continue to create opportunities for campus leaders to engage the broader topics of the Presidents Forum and to share their experiences in distinct campus projects. CIC’s 2018 Institute for Chief Academic Officers and 2019 Presidents Institute will both include sessions on creating effective digital learning environments. 📚
Presidential Vocation and Institutional Mission Participants Reflect on Seminar; 2019–2020 Nomination Period Opens

“The seminar was one of the best professional and personal development opportunities I have ever experienced,” reflected Mark L. Biermann, provost and executive vice president for academic affairs at Valparaiso University (IN), on CIC’s 2018–2019 Presidential Vocation and Institutional Mission summer seminar. “The combination of extensive readings beforehand and the in-depth discussion of the readings during the seminar made for an effective tool in considering mission and vocation. In addition, the inclusion of free time was essential to allow informal conversations and reflection with my spouse and other participants.”

The four-day seminar for prospective college presidents, held in Woodstock, Vermont, July 8–11, 2018, began a yearlong program that includes a winter seminar, extensive readings, and individual consultations. Funded by a generous grant from Lilly Endowment Inc., 20 senior administrators, many with spouses or partners, participate in this cohort (see participant list on page 9).

Now in its ninth offering, the leadership development program seeks to increase the number of successful presidencies of independent colleges and universities by fostering the commitment across American higher education to personal vocation and institutional mission as fundamentally linked concepts that build and sustain effective leadership. The program is distinctive from other leadership development opportunities.

“The goal of the program is not to teach the nuts and bolts of the presidency, but to give participants the space to imagine what a successful presidency would look like and to offer tools for discerning how to identify the best opportunity for personal and institutional success,” explained program director Frederik Ohles, president of Nebraska Wesleyan University and CIC senior advisor.

Another distinctive feature is that prospective presidents participate in the program with their spouse or partner. As full participants, spouses are encouraged to seek their own sense of fulfillment, whether in the role of presidential partner or in any other occupation. This year, 18 of the 20 prospective presidents participated with spouses or partners.

In addition to Ohles, others who have thought deeply about matters of personal vocation and institutional mission as they are related to the college or university presidency lend their expertise. Facilitators include Donna Carroll, president of Dominican University (IL); Joel and Trudy Cunningham, vice chancellor emeritus and former presidential spouse, respectively, of Sewanee: The University of the South (TN); Rosemary Ohles, presidential spouse of Nebraska Wesleyan University; and Tim and Mary Ellen Summerlin, president emeritus and former presidential spouse, respectively, of Schreiner University (TX). Facilitators share their own vocational discernment process from their roles as presidents and presidential spouses. They also lead discussions on readings that vary from selections from Homer’s Odyssey, to Martin Luther King, Jr. speeches, to the memoirs of Jill Ker Conway.

Nearly 35 percent of all past participants in the program for prospective presidents so far have gone on to serve as college presidents, with higher percentages from the earliest participants. Harry E. Dumay, president of Elms College (MA), and his wife, Maggie Dumay, recently participated in the program as a prospective presidential couple. In an invigorating presentation, they shared with participants how they used the insights developed in this program in their presidential search progress. Harry remarked that the program helped him sharpen the image of the community he would like to serve when president, while Maggie described how the program gave her the confidence to engage fully in the search process both with her husband and the selection committee. Both reflected that the program stimulated new ways of talking with each other about their goals as individuals and as a family.

NOMINATIONS FOR THE 2019–2020 PROGRAM ARE DUE FEBRUARY 7

CIC is now accepting nominations for the tenth 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 7, 2019. For more information and the nomination materials, visit www.cic.edu/VocationMission or contact Harold V. Hartley III, CIC senior vice president, at (202) 466-7230 or hhartley@niche.edu.
Participants in the 2018–2019 Presidential Vocation and Institutional Mission Program gathered in Woodstock, Vermont, this July for their first seminar.

**PRESIDENTIAL VOCATION AND INSTITUTIONAL MISSION PARTICIPANTS (2018–2019)**

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<tr>
<td>Agnes Scott College (GA)</td>
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<td>Alderson Broaddus University (WV)</td>
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<td>Dominican University (IL)</td>
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<td>Heather Hadlock</td>
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<td>Goshen College (IN)</td>
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<td>Kenneth F. Newbold, Jr.</td>
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<td>Mark L. Biermann</td>
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*FALL 2018*
Leadership Academies Close out Year with Successes

After an eventful 12 months for participants in both programs, the 2017–2018 Executive Leadership Academy (ELA) and Senior Leadership Academy (SLA) closed with seminars that examined important issues confronting campus leaders and celebrated professional advancements. The yearlong programs provide campus leaders with opportunities to reflect, gain insights, and forge networks that can help them advance to the next level of college and university administration or take on new responsibilities in their current positions. Co-sponsored by CIC, the American Academic Leadership Institute (AALI), and the American Association of State Colleges and Universities (AASCU), ELA’s closing seminar took place in Washington, DC, June 18–20. SLA, co-sponsored by CIC and AALI, held its closing seminar in Washington June 21–23. AALI President Linda Bleicken directs both programs. (For the participant lists, see pages 12–13.)

ELA EXPLORES PRESIDENTIAL LEADERSHIP, CRISIS MANAGEMENT, AND PRESIDENTIAL IDENTITY

Session leaders at the closing seminar for the ELA, which prepares vice presidents for presidencies and chancellorships, addressed a wide range of topics that included the presidential search process, the transition from cabinet officer to president, presidential communication in a crisis, and how to think and work institutionally.

With his compelling biography forming the backdrop for his thoughts on presidential leadership, George Ross, president of Central Michigan University, opened the seminar. Ross is the son of a Mississippi sharecropper, one of 12 children, and the only one in his immediate family to complete either high school or college. He outlined the major challenges facing campus leaders: enrollment, student persistence, and public skepticism about the value of higher education. Of his many accomplishments as president, he said, “It was the team. A university president achieves nothing alone.” He emphasized that a president must tell the truth and “always do the right thing,” and he closed by enjoining participants to “lead with a sense of urgency and embrace change.”

In an interactive, information-packed session, Teresa Valerio Parrot, principal at TVP Communications, helped participants understand the key principles of presidential communication in a crisis. “Know that it is impossible to communicate an institution out of a leadership void. Leadership is your job, not mine,” she said. “What I need is for you to make the tough decisions. Once you make a decision, then I have something to defend.”

Parrot discussed a number of key principles for crisis communication. The president’s goals are to control the message and flow of information, protect the institution’s image and reputation, and be open, accountable, and accessible. The leadership team must speak with one voice and from a clear set of talking points. She added that presidents should watch for reactions among key stakeholders, respond appropriately for the audience being addressed, and strategically engage social media. “A president must lead with genuine care, compassion, and concern, as well as with the appropriate levels of emotion and leadership expressed. Sincerity is the ultimate litmus test,” Parrot concluded.

“We tell our children not to care what other people think of us, but the truth is that people’s impression of you matters a great deal,” said presenter Roslyn Clark Artis, president of Benedict College (SC). A president’s “brand” is “what other people say about you when you’re not in the room.” Artis, an alumna of a historically black college and the daughter of a West Virginia coalminer, grew up in the “Reagan 80s,” a time when resources for education were shrinking. "Knowing what experience has brought you to this place is important. What you know and how you know it are important to people,” she told participants. “Be accurate and honest in the development of your brand, and be authentic in your communication of your brand. If you have a limitation, own it,” she advised.

During the final seminar, ELA participants congratulated several of their colleagues on new appointments: Matthew Giordano as interim president of Villa Maria College (NY), where he had served as vice president for academic affairs; Sarah Kottich as executive vice president for operations and planning at the College of Saint Mary (NE), where she had served as vice president for finance and administration; and Hannelore Rodriguez-Farrar as presidential chief of staff at Colgate University. She formerly served as vice president for public affairs and university relations at Dominican University of California.

The 2018–2019 Executive Leadership Academy is in progress. For information about the 2019–2020 ELA nomination process, visit www.cic.edu/ExecutiveLeadershipAcademy.
The SLA helps prepare mid-level administrators at CIC member institutions for cabinet-level positions, and the closing SLA seminar included sessions on a variety of key aspects of the senior administrator’s work, such as strategic planning for transformational change and building a high-performing team.

A president’s job is “to absorb chaos and project calm,” said Tom Botzman, president of Misericordia University (PA), as he discussed strategic planning. “Think about the real and perceived capacity of the institution to change. Think about the people who have to get things done,” Botzman urged the SLA participants. He took a distinctive approach to each of the standard components of the strategic planning process, including use of the traditional SWOT (strength, weakness, opportunity, and threat) analysis. He emphasized that this analysis “should be a little messy” to be truly useful because the external and internal forces at work are never clear-cut for any institution. Still, a good analysis can produce consensus around problem areas while pointing to ways in which the institution can leverage its strengths and opportunities. Once the strategic plan is written, he advised, “Stick with your story and use the same language.” As with the crew of an airplane, so with campus leadership: “It’s really important to focus when landing.”

During the 2017–2018 SLA opening seminar at the 2017 Institute for Chief Academic Officers, participants were inspired by University of Southern California professor and racial equity expert Shaun Harper’s keynote presentation—so much so that they organized a working group on diversity and inclusion. In a highly interactive and intensive session this June, the group’s leaders summarized the discussions their subgroups shared and their main “takeaways” from the books they read together, including Ta-Nehisi Coates’s Between the World and Me, Jennine Capó Crucet’s Make Your Home Among Strangers, and White Out: Understanding White Privilege and Dominance in the Modern Age, by Christopher Collins and Alexander Jun. The SLA participants also gathered in small groups for lively discussion of questions related to the presentations: What are the biggest challenges you have encountered in leading change related to diversity and inclusion? What additional resources would you suggest to your SLA peers? “I believe that we are better as a cohort because of these conversations and our ability to engage around the topic” of diversity and inclusion, remarked Fran’Cee Brown-McClure, dean of students at Spelman College (GA).

The role of the fit between an institution and an individual is a frequent topic of conversation in SLA sessions. Katie Conboy, provost of Simmons University (MA), examined several aspects of that relationship for authentic leadership. Good fit, she said, occurs when one’s particular gift meets a particular institutional need; when one is supportive of the existing institutional culture; and when one has the attitude, temperament, and understanding of what the institution represents. Alternatively, when considering a new position, SLA participants should weigh the relative importance of fit versus the ability to make change in each position. She asked, “Is a good fit too comfortable? Does it mean that you will not be amenable to needed change?” She said that sometimes a new place and new ways of doing things can be delightful, encourage personal growth, and provide opportunities for learning.

Recent advancements of SLA alumni include: Kathleen Dougherty, formerly dean of the School of Humanities, Social Sciences, and Education at Mount Mary University (WI) and now vice president for academic affairs at Alma College (MI); Tamara Floyd-Smith, formerly interim assistant provost and now associate provost at Tuskegee University (AL); Meredith Goldsmith, previously special assistant to the president and now associate provost at Ursinus College (PA); Michael Hammond, formerly associate provost and now provost at Taylor University (IN); Karen Hunt, formerly executive director of admission at Wittenberg University (OH), now vice president for enrollment and student success at Bethany College (WV); Kathryn LaFontana, previously associate vice president for academic affairs at the College of New Rochelle (NY), now vice president for academic affairs at Ursuline College (OH); Michael Laney, formerly dean of arts and sciences at Our Lady of the Lake University (TX), now provost and vice president for academic affairs at Savannah State University; and Ryan Neal, previously academic dean and now provost at Anderson University (SC).

The 2018–2019 Senior Leadership Academy is in progress. For information about the 2019–2020 SLA nomination process, visit www.cic.edu/SeniorLeadershipAcademy.
2017–2018 EXECUTIVE LEADERSHIP ACADEMY PARTICIPANTS (as of time of acceptance)

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

Bryn Athyn College (PA)
Allen Bedford
Dean of Academics and Chief Academic Officer

College of Saint Mary (NE)
Sarah Kottich
Vice President for Finance and Administrative Services

College of the Ozarks (MO)
Eric Bolger
Vice President for Academic Affairs and Dean of the College

Cornerstone University (MI)
Gerald Longjohn
Vice President for Student Development

Culver-Stockton College (MO)
William Sheehan
Vice President for Institutional Advancement and Alumni Programs

Dominican University of California
Hannelore Rodriguez-Farrar
Vice President for Public Affairs and University Relations

East Texas Baptist University
Thomas Sanders
Provost and Vice President for Academic Affairs

Goucher College (MD)
Bryan Coker
Vice President and Dean of Students

Hollins University (VA)
Patricia Hammer
Vice President for Academic Affairs

Huston-Tillotson University (TX)
Wayne Fulcher
Chief of Staff and Clerk of the Board

Lewis & Clark College (OR)
Anna Gonzales
Dean of Students

Nichols College (MA)
William Pieczynski
Vice President for Advancement

Point Loma Nazarene University (CA)
Kerry Fulcher
Provost and Chief Academic Officer

Randolph College (VA)
Carl Girelli
Vice President for Academic Affairs and Dean of the College

Saint Mary’s University of Minnesota
John Pyle
Executive Vice President and Chief Operating Officer

Simmons University (MA)
John Dolan
Vice President for Enrollment Management

Springfield College (MA)
Calvin Hill
Vice President for Inclusion and Community Engagement

University of Bridgeport (CT)
Tarek Sobh
Senior Vice President for Graduate Studies and Research and Dean, School of Engineering

University of Providence (MT)
Julie Edstrom
Vice President for Enrollment Management

University of the Southwest (NM)
Larry Guerrero
Provost and Vice President for Academic Affairs

Villa Maria College (NY)
Matthew Giordano
Vice President for Academic Affairs

Walsh University (OH)
Douglas Palmer
Provost and Vice President for Academic Affairs

Wiley College (TX)
Charles Smith
Senior Executive Assistant to the President and Chief of Staff

2017–2018 CIC SENIOR LEADERSHIP ACADEMY PARTICIPANTS (as of time of acceptance)

Albion College (MI)
John Woell
Associate Provost

Alderson Broaddus University (WV)
Andrea Bucklew
Associate Provost

Allegheny College (PA)
Eric Boynton
Director of Interdisciplinary Studies and Chair of Philosophy and Religious Studies

Anderson University (SC)
Ryan Neal
Associate Provost

Augsburg College (MN)
Catherine Bishop
Director of Assessment

Augustana University (SD)
Mitchell Kinsinger
Associate Vice President for Academic Affairs
Austin College (TX)
Karla McCain
Associate Dean of Institutional Effectiveness and Professor of Chemistry

Biola University (CA)
Jamie Whitaker Campbell
Associate Dean

Carlow University (PA)
Allyson Lowe
Dean, College of Leadership and Social Change

Carson-Newman University (TN)
Jeremy Buckner
Dean

Centenary University (NJ)
Amy D'Olivo
Associate Provost and Academic Dean and Associate Professor of Sociology

College of Saint Elizabeth (NJ)
Bartolet Santamaria
Dean, School of Arts and Sciences

College of Saint Mary (NE)
Veronica Petak
Associate Dean of Students

Colorado College
Rochelle Mason
Senior Associate Dean of Students

Connecticut College
David Canton
Professor of History

Dominican University (IL)
Victoria Spivak
Director of Financial Aid

D'Youville College (NY)
Maureen Finney
Dean, School of Health Professions

Florida Memorial University
Keshia Abraham
Dean of Arts and Sciences

George Fox University (OR)
Laura Hartley
Dean of Arts and Sciences

Gordon College (MA)
Jewelr Maxwell
Dean of Academic Initiatives and Global Education

Grinnell College (IA)
Shanna Benjamin
Associate Dean of the College

Guilford College (NC)
Barbara Lawrence
Associate Academic Dean

Marian University (IN)
Saib Othman
Association Provost for Academic Affairs

Messiah College (PA)
Caroline Maurer
Dean

Mount Ida College (MA)
Brad Hastings
Dean of Social Sciences and Humanities

Our Lady of the Lake University (TX)
Michael Laney
Dean, College of Arts and Sciences

Presbyterian College (SC)
Judith Askew
Dean of Academic Programs

Rhodes College (TN)
Michelle Mattson
Associate Dean of Academic Affairs

Roanoke College (VA)
Valerie Banschbach
Chair of the Environmental Studies Program and Professor of Environmental Studies

Roger Williams University (RI)
Robert Shea
Associate Provost

Sewanee: The University of the South (TN)
Elizabeth Skomp
Associate Dean of the College and Professor of Russian

Simmons University (MA)
Catherine Paden
Dean of Undergraduate Programs

Spelman College (GA)
Fran'Cee Brown-Cluchre
Dean of Students

St. Mary's University (TX)
Megan Mustain
Interim Dean, Graduate Studies

Taylor University (IN)
Michael Hammond
Academic Dean

Tuskegee University (AL)
Tamara Floyd-Smith
Interim Assistant Provost

University of Redlands (CA)
Kendrick Brown
Dean of the College of Arts and Sciences

University of Saint Francis (IN)
Lance Richey
Dean, School of Liberal Arts and Sciences

University of Saint Joseph (CT)
Diana Sousa
Director of Marketing and Communications

Ursinus College (PA)
Meredith Goldsmith
Assistant Dean for Academic Affairs

Viterbo University (WI)
Timothy Schorr
Dean, College of Arts and Letters

Westminster College (PA)
Jamie McMinn
Associate Dean of Academic Affairs

Whittier College (CA)
Gil Gonzalez
Associate Dean of First Year Experiences

Wittenberg University (OH)
Karen Hunt
Executive Director of Admission

Wofford College (SC)
Mary Beth Knight
Director of Foundation, Corporate, and Government Relations
CIC Holds Inaugural Institute on Diversity, Civility, and the Liberal Arts

Campus teams from 26 CIC member colleges and universities gathered in Atlanta, Georgia, June 3–6, for the inaugural Diversity, Civility, and the Liberal Arts Institute. Generously supported by the Andrew W. Mellon Foundation, the Institute was designed to help faculty members and academic and student affairs administrators address issues of conflict, activism, and inclusion on America’s college campuses.

“A central theme of the Institute,” said CIC President Richard Ekman, “was that insights from the liberal arts can be used to address thorny social and educational issues with reason and grace.” With that goal in mind, Institute participants spent four days engaging with leading scholars of history, economics, social psychology, political philosophy, religious studies, literature, linguistics, and higher education. The presenters focused on the application of essential research in their fields to help inform campus discussions about student identity, intolerance and inequality, histories of discrimination, inclusive pedagogy, and effective strategies for achieving social and political change.

Participants worked on detailed plans to apply the content of the Institute to specific challenges facing their institutions, including changes to the curriculum, advising and counseling services, and co-curricular activities. Wendy Morris, associate dean of faculty development at McDaniel College (MD), stated, “We greatly appreciate the information and resources that we gained… and we anticipate moving forward on our [campus] plans now even better informed and inspired by the Institute.”

Beverly Daniel Tatum, president emerita of Spelman College (GA) and a nationally recognized authority on race in America, served as Institute director. She led participants through the themes of the Institute, encouraging them to focus on the practical and lasting changes they can bring to their campuses once the Institute is over.

Opening sessions set the stage for later discussions by providing an overview of students today and into the future. Nathan Grawe, Ada M. Harrison Distinguished Teaching Professor in the Social Sciences at Carleton College, explored the decline in new high school graduates and the uneven geographic distribution of (potential) first-generation and minority college students. Cathy Davidson, founding director of the Futures Initiative at the CUNY Graduate Center, described changes in teaching practices in American higher education over time and recent initiatives to reshape pedagogy for a digital world.

Eileen Wilson-Oyelaran, president emerita of Kalamazoo College (MI), discussed a case study of activism, disruptive protests, online threats, crisis management, and deliberative change on one small college campus. She described a series of escalating protests and threats at Kalamazoo in 2015 as “a perfect storm” and an indicator of activities that might transpire on campus.

“There’s a long history of not being supposed to talk about race [and other identities], but then we ask college students to discuss it—which can be a painful process for both students and faculty members.”

—Beverly Daniel Tatum, president emerita, Spelman College (GA), and director, Diversity, Civility, and the Liberal Arts Institute
other campuses. The college’s response, with the support of an empathetic board and alumni, was a firm rejection of direct threats and an ongoing effort to “give students the practical tools to confront [social change]” and “develop open spaces for evidence-based debates and creative solutions.”

In addressing the theme of “identities and fairness,” Tatum discussed the social construction of identity and the psychological process of identity formation that many students undergo during their college years. “There’s a long history of not being supposed to talk about race [and other identities],” she reminded participants, “but then we ask college students to discuss it—which can be a painful process for both students and faculty members.” Tatum described an alphabetical strategy for engaging students in the exploration of their own identities: Affirming identity, Building community, and Cultivating leadership. “As one’s [own] definition of identity expands,” she concluded, “it becomes easier to move past stereotypes” about other identities and practice “generous listening.”

Eboo Patel, the founder and president of Interfaith Youth Core, followed with a presentation that focused on conflicting religious identities. And Allan Metcalf, professor of English at MacMurray College (IL) and long-time executive secretary of the American Dialectic Society, offered a linguist’s perspective on issues of difference and identity.

Political philosopher Danielle Allen, Conant University Professor at Harvard University, also focused closely on the meaning of words during a whirlwind review of major philosophical approaches. She urged liberal arts colleges to reclaim and strengthen civics education, because so many entering students “don’t have the tools for sorting out different political positions.”

During sessions focused on social change and civility, David Blight, Class of 1954 Professor American History at Yale University, used the words and biography of 19th-century abolitionist Frederick Douglass to explore the possibility of a “unified historical narrative” of the United States. He also offered other thinkers and historians as models for approaching history with “humility, which is not so much in evidence today.” Craig Wilder, Barton L. Weller Professor of History at MIT, followed with case studies of historical racism on American college campuses—including slavery at Georgetown University and anti-Native American attitudes at Dartmouth College—and more recent efforts to uncover and reconcile these histories in the present.

Two Institute sessions focused on opportunities for social change at the classroom level. Geoff Cohen, James G. March
MEETINGS
AND EVENTS

Professor of Organization Studies in Education and Business at Stanford University, discussed specific interventions that can help sensitize students and instructors to difference, undermine stereotypes, build trust and a sense of belonging, and affirm the potential of students from diverse backgrounds. A panel discussion on intergroup relations (IGR), a structured approach to discussing group differences pioneered at the University of Michigan, followed. Kristie Ford, professor of sociology at Skidmore College and a leading researcher and practitioner of IGR, described a multi-stage process designed to encourage deep reflection and dialogue: training faculty and students to serve as facilitators; enrolling small, credit-bearing courses composed of balanced numbers of students from two different social identity groups that have a history of conflict; and leading semester-long dialogues co-facilitated by a trained student and faculty member.

The Institute concluded with the institutional teams gathering in small groups to discuss follow-up steps for their campuses and preparations for reporting back to the group as a whole. These plans include offering new training programs for faculty and staff, general education courses built around themes of diversity and inclusion, projects to confront difficult campus histories, and institutional free speech policies. For Institute resources, such as the reading list, visit www.cic.edu/2018DiversityInstitute.

During the Institute, Eileen Wilson-Oyelaran (right), president emerita of Kalamazoo College (MI), described episodes of student unrest and her institution’s response.

Through a competitive application process, CIC will select about 25 institutions to participate in the second Diversity, Civility, and the Liberal Arts Institute, which will take place in Atlanta, Georgia, June 2–5, 2019. The application deadline is November 14, 2018. For more information, visit www.cic.edu/2019DiversityInstitute.

“We greatly appreciate the information and resources that we gained…and we anticipate moving forward on our [campus] plans now even better informed and inspired by the Institute.”

—Wendy Morris, associate dean of faculty development at McDaniel College (MD)

2018 DIVERSITY, CIVILITY, AND THE LIBERAL ARTS INSTITUTE PARTICIPATING INSTITUTIONS

Andrews University (MI) Butler University (IN) Campbell University (NC) College of Saint Benedict (MN)* Dominican University (IL) Emerson College (MA) Goucher College (MD) Ithaca College (NY) John Brown University (AR) Kenyon College (OH) Linfield College (OR) Lynchburg University (VA) McDaniel College (MD) Ripon College (WI) Roger Williams University (RI) Saint John’s University (MN)* Sewanee: The University of the South (TN) Simmons University (MA) Talladega College (AL) Texas Lutheran University Thiel College (PA) University of Richmond (VA) Ursinus College (PA) Wesleyan College (GA) Whitworth University (WA) Wilkes University (PA)

*Joint team
Chair Workshops Focus on Strengthening Department and Campus Leadership

CIC’s 2018 Workshops for Department and Division Chairs focused on strategies and practical approaches to developing leadership skills and institution-wide vision—for chairs and faculty peers with whom they work. A total of 360 department and division chairs from colleges in 34 states participated in the spring workshops that took place in Williamsburg, Virginia; Pittsburgh, Pennsylvania; Minneapolis, Minnesota; and Spokane, Washington. Academic Search, Inc. provided generous support for the workshops.

Experienced chief academic officers, department chairs, and attorneys specializing in higher education led a variety of sessions that explored how to strengthen department and campus leadership. For the second year, the program included separate sections—one for newer chairs and one for experienced chairs and deans—on serving as the department or division chair, understanding the department or division budget, using data effectively, and becoming a campus leader.

A Pittsburgh workshop participant remarked, “The accessibility to experts, the candid nature of our group discussions, and the energy that came from understanding that we all deal with similar issues across almost 50 institutions were most helpful. The speakers were outstanding and were able to make concrete contributions to improving our effectiveness as chairs. I am so glad that our provost sent five new chairs to this meeting. We all have the same perspective and energy now, and hopefully we can enact important changes as a result of this meeting.”

The workshops were framed by sessions that considered the typical job description of a chair—both the written and unwritten descriptions—as well as the institutional leadership opportunities available for chairs. John Kolander, provost of Wisconsin Lutheran College, opened the Minneapolis and Spokane workshops by reminding chairs to “never forget the importance of mission and vision.” Kate O’Connell, provost and dean of the faculty of Illinois College, connected what participants do as chairs to what they do as faculty: “Chairing is similar to teaching in terms of caring about the intellectual and professional development of others.”

In the Spokane workshop session on budgets, Rita Knuesel, provost emerita of the College of Saint Benedict/Saint John’s University (MN), emphasized the importance of careful stewardship of financial resources, spending what is needed for excellent programming but always remembering that the ultimate source of most of the funds are tuition payments and gifts from students and their families. When cuts are necessary, she said, always choose the path that “causes the least harm to student learning.” In the Pittsburgh workshop session on using data effectively, Ken Carson, professor of business and coordinator of program assessment at Grove City College (PA), recommended that chairs develop a good working relationship with the institutional researcher on campus, as that person collects data for the campus and will know what data exists and how it might be used.

Led in Spokane by Leanne Neilson, provost and vice president for academic affairs at California Lutheran University, a session on handling difficult conversations with
colleagues helped participants practice strategies for productive conversations through role play. Neilson advised participants to take time to think about difficult issues and “not to feel pressured to come up with a solution to an issue on the spot.” She also pointed out that “you get the behavior you tolerate,” so difficult issues should not be ignored.

Each of the workshops included sessions on legal issues and featured an attorney who discussed best practices in the faculty hiring and evaluation processes. All of the attorneys recommended that chairs develop consistent materials for every search committee, take great care with the job description (including by listing critical job functions), use a standardized process for screening applicants, collect a signed application, use a standard script for interviewing candidates, and always check references. In the evaluation process, all of the presenters said that it is important for chairs to follow institutional processes for evaluation, focus on critical job functions (ideally aligned with the job description), and provide timely feedback. The most effective evaluations will motivate, inspire, and encourage. They also should be candid, thorough, timely, accurate, and objective, the presenters emphasized.

Each workshop concluded with a session on becoming a leader on campus and one on building and maintaining a collegial department. Ron Cole, provost and dean of the faculty at Allegheny College (PA), advised Pittsburgh participants that, “Leadership is messy. Leadership is about people.” John Kolander, provost of Wisconsin Lutheran College, in both the Minneapolis and Spokane workshops emphasized that “Leading from the middle is not a curse, it’s an opportunity. You have the ability to have tremendous impact on your institutional culture.” Kevin Reilly, dean of the School of Social Sciences and Professional Studies at Ferrum College (TN), reminded participants in Pittsburgh and Spokane that all faculty members want to be heard and to have their work valued. All presenters underscored that clear communication and the ability to facilitate the work of other faculty and staff members are keys to being a successful chair.

“It was a great experience—indeed, the whole conference was rich. I’ll be thinking about the themes and ideas I encountered this week for a long time—for the rest of my life, in some cases”

—Brian R. Doak, chair of the College of Christian Studies, George Fox University (OR)

Minneapolis and Spokane workshops emphasized that “Leading from the middle is not a curse, it’s an opportunity. You have the ability to have tremendous impact on your institutional culture.” Kevin Reilly, dean of the School of Social Sciences and Professional Studies at Ferrum College (TN), reminded participants in Pittsburgh and Spokane that all faculty members want to be heard and to have their work valued. All presenters underscored that clear communication and the ability to facilitate the work of other faculty and staff members are keys to being a successful chair.

“It was a great experience—indeed, the whole conference was rich. I’ll be thinking about the themes and ideas I encountered this week for a long time—for the rest of my life, in some cases,” said Brian R. Doak, chair of the College of Christian Studies at George Fox University (OR).

Resources from the 2018 workshops are available at www.cic.edu/DepartmentChairWorkshops.
In Greece, Faculty Members Follow in the Footsteps of the Ancient Traveler Pausanias

For the first time in 13 years of programming, this summer CIC’s popular Ancient Greece in the Modern College Classroom faculty seminar took place in Greece. Cosponsored by CIC and the Center for Hellenic Studies and generously funded by the Andrew W. Mellon Foundation, the seminar is designed to strengthen the use of classical texts in undergraduate general education.

During the June 18–25 seminar, 20 CIC faculty members from a wide range of fields visited ancient sites described by the second-century traveller Pausanias in his book, *Periēgēsis Helládos* (*Description of Greece*), considered by many to be the world’s first travel guide. In addition to Pausanias’s descriptions, participants read a selection of poetic, historical, and philosophical works related to each site. (For the participants list, see page 20.)

The seminar was led by Gregory Nagy, Francis Jones Professor of Classical Greek Literature, professor of comparative literature at Harvard University, and director of Harvard’s Center for Hellenic Studies in Washington, DC; and Kenneth Morrell, associate professor of Greek and Roman Studies at Rhodes College (TN). The seminar provided participants with a background in the development of Greek material culture, such as the evolution of sacred, domestic, and civic architecture, funerary practices, sculpture, and the two-dimensional representations of traditional narratives and daily life in vase paintings.

The seminar was organized in close cooperation with the Center for Hellenic Studies in Greece. After a welcome meeting, orientation, and dinner at the center in Naflpio, the group explored many ancient sites including Heraion of Argos (in Argos), Mycenae in Argolis, Nemea in Corinthia, the Palace of Nestor in Pylos, the Archaeological Museum of Chora in Messenia, ancient sites and the Archaeological Museum of Olympia (in Olympia), and the ancient site and Archaeological Museum of Delphi (in Delphi) before heading to Athens to finish the week. In Athens, participants visited the Agora and the Acropolis and its museum, as well as the Kerameikos site and National Archaeological Museum. Throughout the week, conversation about topics elicited by the site visits flowed during meals, during informal “office hours on the bus” with the seminar leaders, and during seminar-style review meetings.

Seminar participant Cheryl Golden, professor of history at Newman University (KS), remarked, “Both Greg Nagy and Kenny Morrell offered excellent introductions to the sites we visited and crafted a Bronze Age theme regarding myth and ritual to guide us through the massive amounts of information available. No question was out of bounds as too simple or too esoteric. Both directors made the elements of antiquity relevant for the courses we are teaching and helped us make connections to other disciplines and time periods—-reaching into issues of today.”

CIC will announce plans for the 2019 Ancient Greece in the Modern College Classroom seminar later this fall. For more information, visit www.cic.edu/AncientGreece.
MEETINGS AND EVENTS

2018 “TRAVELING WITH PAUSANIAS THROUGH GREECE” PARTICIPANTS

Alma College (MI)
Daniel Wasserman-Soler
Assistant Professor of History

Aquinas College (MI)
Charles Gunnoe
Professor of History

Bethel University (MN)
Charles Goldberg
Assistant Professor of History

Chaminade University of Honolulu (HI)
Allison Paynter
Professor of English

Colorado College
William Davis
Associate Professor of Comparative Literature

Daemen College (NY)
Hamish Dalley
Assistant Professor of English

Drake University (IA)
Elizabeth Robertson
Associate Professor of English

George Fox University (OR)
Heather Ohaneson
Assistant Professor of Philosophy and Religious Studies

Gustavus Adolphus College (MN)
William Bruce
Visiting Assistant Professor of Classics

Hampden-Sydney College (VA)
Robert Irons
Assistant Professor of Classics

Misericordia University (PA)
Melanie Shepard
Associate Professor of Philosophy

Newman University (KS)
Cheryl Golden
Professor of History

Northwest Christian University (OR)
Kathryn Hain
Associate Professor of History

Pacific Lutheran University (WA)
Agnes Choi
Associate Professor of Religion

Saint Mary’s College (IN)
Megan Zwart
Associate Professor of Philosophy

Salem College (NC)
Diane Lipsett
Associate Professor of Religion and Philosophy

Valparaiso University (IN)
Allannah Karas
Assistant Professor of Foreign Languages and Literatures

Virginia Wesleyan University
Benjamin Haller
Associate Professor of Classics

Wingate University (NC)
Christy Cobb
Assistant Professor of Religion

Wofford College (SC)
Kathryn Milne
Assistant Professor of History

ANNOUNCING A SEMINAR ON TEACHING EUROPEAN ART IN CONTEXT

Art and Society in Britain, Hogarth to Turner (1730–1851)

July 21–26, 2019
Yale Center for British Art
New Haven, Connecticut

Full information, including guidelines and the nomination form itself, is available on CIC’s website at www.cic.edu/ArtHistory. The deadline for completed nominations is January 25, 2019.

Made possible through the generous support of the Samuel H. Kress Foundation
‘Civil War in American Memory’ Seminar Held at Yale University

After a white nationalist rally opposing the removal of a statue of Robert E. Lee in Charlottesville, Virginia, turned violent a year ago, the debate over Confederate monuments and how to remember the Civil War has intensified and spread from New Orleans to Baltimore and across campuses nationwide. As a result, historians and other faculty members increasingly have been called upon to weigh in as experts on the matter.

Twenty-five CIC faculty members (see page 22) examined these issues during “The Civil War in American Memory,” a week-long seminar held at Yale University in New Haven, Connecticut, this June. Generously supported by the Andrew W. Mellon Foundation, the seminar was led by David W. Blight, Class of 1954 Professor of American History and director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition. Blight has led many CIC/Gilder Lehrman Institute of American History seminars, including the well-received seminars on slave narratives. He is the author of American Oracle: The Civil War in the Civil Rights Era (2013) and Race and Reunion: The Civil War in American Memory (2002), as well as the forthcoming Frederick Douglass: Prophet of Freedom. He also has been quoted frequently regarding monuments and memory including in the Boston Globe, New York Times, and New Yorker.

The seminar opened with a discussion of Drew Gilpin Faust’s article, “Why We Love the Civil War,” and continued with discussions on why the Civil War, emancipation, and reconstruction retain a hold on the American imagination. Among the many questions the seminar took up, none was more basic or more important than how to determine what a memorial means. Participants questioned to what extent a memorial’s meaning is determined by those who commission and create it versus those who view it. They also considered how a memorial’s meaning changes over time as its cultural, historical, and political contexts change.

New Haven, rich in monuments and memorials related to slavery and the Civil War, provided real-world examples for the seminar group to consider. Blight led participants on a tour of New Haven’s Grove Street Cemetery, Yale’s Woolsey Hall Memorial, the Amistad Memorial, and the Connecticut Civil War Monument. Another field trip took participants to the recently restored Soldiers’ and Sailors’ Monument atop East Rock and then to the 29th Connecticut Infantry Regiment Monument in the Fair Haven neighborhood, where participants read passages from the speech Frederick Douglass gave there in 1864 to encourage African American volunteers.

Ian Delahanty, assistant professor at Springfield College (MA), explained, “…the field trips to various monuments in and around New Haven were quite useful. I take my students on field trips to Civil War monuments and other historical sites regularly, and the opportunity to learn from other historians—especially Professor Blight—how to conduct a field trip and link it with assigned readings was invaluable.”

Participants were visited by Nina Silber, professor of history at Boston University and author of the forthcoming book, This War Ain’t Over: Fighting the Civil War in New Deal America. Silber addressed the way in which politics and changing attitudes to slavery and Reconstruction were reflected in popular culture in the 1930s and 1940s, including in film classics such as Gone with the Wind and Casablanca.

Conversations throughout the week were lively. Participants, often brought their own personal experiences to bear, including experiences with memorials about which they had conducted research or cases where they had contributed to public, sometimes controversial, discussion.

“I found sharing my experiences and learning about my colleagues’ experiences in the classroom and public history environments to be very enriching” remarked Dan Fountain, professor of history at Meredith College (NC). “It is nice to hear how others address the content and policy issues we teach. Hearing other perspectives about our profession was eye-opening and helpful.”

CIC and the Gilder Lehrman Institute will cosponsor the next American history seminar in summer 2019.
2018 “THE CIVIL WAR IN AMERICAN MEMORY” PARTICIPANTS

Agnes Scott College (GA)
Mary Cain
Associate Professor of History

Huston-Tillotson University (TX)
Theodore Francis
Assistant Professor of History

Siena Heights University (MI)
Matt Barbee
Associate Professor of English

Albion College (MI)
Marcy Sacks
Professor of History

Loras College (IA)
Kristin Anderson-Bricker
Professor of History

Southern Virginia University
David Cox
Professor of History

Aurora University (IL)
Gerald Butters
Professor of History

Marietta College (OH)
Brandon Downing
Assistant Professor of History

Springfield College (MA)
Ian Delahanty
Assistant Professor of History

California Baptist University
Kenya Davis-Hayes
Associate Professor of History

Meredith College (NC)
Dan Fountain
Associate Professor of History

University of Saint Joseph (CT)
Jennifer Cote
Associate Professor of History and Society

Claflin University (SC)
Belinda Wheeler
Associate Professor of English

Mitchell College (CT)
Jeffrey O’Leary
Assistant Professor of History

University of Saint Mary (KS)
Kyle Anthony
Assistant Professor of History

Fontbonne University (MO)
Corinne Wohlford
Associate Vice President for Academic Affairs and Assistant Professor of American Studies

Randolph College (VA)
John d’Entremont
Professor of History

Walla Walla University (WA)
Terrie Aamodt
Professor of History

Fresno Pacific University (CA)
Darin Lenz
Associate Professor of History

Sacred Heart University (CT)
David Thomson
Assistant Professor of History

Washington and Lee University (VA)
Barton Myers
Associate Professor of History

Hillsdale College (MI)
Kelly Franklin
Assistant Professor of English

Schreiner University (TX)
Benjamin Montoya
Assistant Professor of History

Westmont College (CA)
Kaya Mangrum
Assistant Professor of English

Blight (back row, center) and seminar participants visited New Haven’s Soldiers’ and Sailors’ Monument, which was dedicated in 1887 to honor soldiers and sailors who fought in the American Revolution, the War of 1812, the Mexican-American War, and the Civil War.
Faculty Members Consider the Most Effective Ways to Teach Interfaith Understanding

How might faculty members in religious studies, as well as those in other fields with practical or theoretical connections to questions of interfaith cooperation, best apply these ideas to their own courses? How can faculty members effectively connect curricular and co-curricular interfaith work? Those are just two of the many questions that participants of the 2018 Teaching Interfaith Understanding seminar explored this summer.

Cosponsored by CIC and Interfaith Youth Core (IFYC) and generously supported by the Henry Luce Foundation, the seventh Teaching Interfaith Understanding seminar was held at DePaul University (IL) in Chicago June 17–21, 2018. Twenty-five CIC faculty members from various fields including religion, economics, English, and health care ethics participated in the seminar (see participants list, page 25). The program is designed to help faculty members strengthen the teaching of interfaith understanding and develop new courses and resources on the subject.

The seminar was led by Eboo Patel, founder and president of Interfaith Youth Core, and Laurie Patton, president of Middlebury College (VT) and a distinguished scholar of South Asian religions. After the seminar leaders delivered welcoming remarks at IFYC’s Chicago office, participants broke into small groups to discuss narrative case studies that they had submitted in advance of the seminar. The case studies served as the foundation of the plenary discussions throughout the week and allowed participants to explore methodologies and pedagogies for interfaith topics. Throughout the seminar, participants examined the substantial theoretical questions inherent in teaching interfaith understanding and discussed the practical work of translating these ideas into courses.

As Kristi Del Vecchio, IFYC’s academic initiatives manager, remarked, “This year’s seminar centered once again on interfaith-focused case studies, course creation, and pedagogical practices. But this year, many participants entered the seminar program with some prior knowledge and experience teaching interfaith topics. Many were asking ‘how do we do this well?’ rather than ‘how do we do this at all?’” Indeed, a number of participants’ case studies examined how to structure a site visit in ways that respect students’ religious commitments; how to best explore issues that intersect with religious identity, such as race, gender, and sexuality; and how to highlight the pressing relevance of religious diversity issues in our public or civic spaces.

Along with seminar presentations of case studies identified by the small groups for discussion, the week also allowed time for participants to share resources and to work together on syllabi and teaching strategies. After seminar participants toured Temple Sholom in Chicago, they discussed the benefits and challenges that site visits create when teaching interfaith understanding.

On the final day of the seminar, each participant articulated one concrete “action step” to advance when returning to campus. Some intend to forge new interdisciplinary partnerships, and others plan to work with their administrators to advance interfaith initiatives on campus. All shared deep gratitude for the experience and the opportunity to think deeply and critically about how to teach interfaith understanding effectively.

CIC and IFYC will announce the 2019 Teaching Interfaith Understanding seminar this fall. For more information on the program, visit www.cic.edu/TeachingInterfaith.
College Media Conference Focuses on ‘Real News: Taking Higher Education’s Story to the Media’

A near record number of participants explored the theme “Real News: Taking Higher Education’s Story to the Media” at the 2018 College Media Conference. Co-hosted by CIC and the American Association of State Colleges and Universities (AASCU), 237 campus PR professionals engaged with top journalists and seasoned communication experts at the June 25–27 meeting in Washington, DC. Sessions drew more than 300 participants from across the United States, as well as Mexico and Qatar.

An opening panel featuring Wall Street Journal Reporter Melissa Korn, Slate News Editor Chad Lorenz, and Diverse: Issues in Higher Education Executive Editor Jamal Watson addressed “Trending News on the Higher Education Front.” Korn said that higher education has a vocal “chorus of doubters,” but that she wanted to know what schools were doing to articulate their value. Korn said she is interested in the return on investment (ROI) of college, campus innovations, financial pressures on colleges, state disinvestment in education, performance of endowments, and, of course, numbers and data. She advised campuses to highlight “why people are going to college, the types of jobs and skills graduates end up with, and the kinds of careers they have.” Salary information, while not all-encompassing, is important to audiences and to parents.

Lorentz described Slate as primarily a news commentary magazine. Topic-driven, Slate follows issues such as free speech, sexual assault and harassment, race and admissions policies, the replication crisis in science research, college debt, and the effects of the Trump administration on higher education.

Watson said that he always leaves the conference with many story ideas, and he encouraged participants to talk with him. Watson cited the 24/7 news cycle and the lack of civility and respect for the media as having a serious impact on current reporting. He asked participants to make their campus experts available, to ensure the college website is up to date, and to clearly post contacts for the media.

All the panelists encouraged colleges and universities to take the offensive to explain ROI, outcomes, student success, and to use data whenever possible. “Do not shy away from controversy,” Watson advised, “tell your side of the story.” The panelists also urged campus communicators to address the decline in public trust by using the testimonies of faculty and students, which can be very powerful.

The conference featured more than 40 presenters, including journalists from such media outlets as the New York Times, ABC News, CBS This Morning, CNN, National Public Radio, Kilplinger’s Personal Finance, Money, Science, Politico Pro, Buzzfeed News, Chronicle of Higher Education, Inside Higher Ed, and Education Dive. Participants connected with presenters and colleagues through sessions as well as morning roundtable discussions, an evening reception, and newsroom tours.

Sessions explored such topics as working with opinion editors, enhancing relations between presidents and the press, working with regional media, improving crisis communications, and harnessing the power of social media. Media relations consultant Michael Smart advised participants how to pitch stories effectively in a climate where “there are four PR people for every journalist in the country.”

A special session sponsored by The Chronicle of Higher Education focused on “Tackling Public Distrust of the Value of Higher Education.” Chronicle editor Liz McMillen moderated a panel that included José Luis Cruz, president of the Herbert H. Lehman College of the City University of New York; Richard Ekman, president of CIC; and Lynn Pasquerella, president of the Association of American Colleges & Universities (AAC&U).

McMillen opened the session by asking “On a scale of one to ten, how would you rate the level of public trust in higher education?” Ekman and Pasquerella said “two,” while Cruz offered a “six” rating. Ekman said he takes the long view in looking at causes: Politicians began to sow seeds of distrust 20 years ago, and it “snowballed.” Pasquerella discussed causes such as cost, debt, and intolerance on the national level. She added that colleges enjoyed more trust among constituents locally.
Cruz said that minority-serving institutions received more support and trust, but he expressed concern that the distrust would make its way into minority communities that most need the upward mobility path that higher education offers.

Ekman admitted that "Colleges are not blameless... We discounted conservative critics and did not answer their questions when they first arose." Pasquerella said the public's disdain and mistrust of experts has amplified the problem. Cruz emphasized, "We must provide counter-narratives that demonstrate the real success our students are having.

Resources from the 2018 College Media Conference are available at www.cic.edu/2018CMC.
New Report Examines Characteristics of Independent College Presidents

For more than a decade, research into the CIC presidency has been a primary source of information used to help both current presidents and those who aspire to be among the next generation of independent college and university presidents. A new CIC report, *The Independent College Presidency: 1986–2016*, provides the latest insights into the characteristics of these presidents.

Published in August 2018, this is the third CIC report based on 2016 data from the American Council on Education’s (ACE) American College President Study (ACPS). The principal author is Barbara Hetrick, CIC senior advisor, evaluator of CIC’s *Securing America’s Future Workshops*, and former CIC senior vice president.

CIC is primarily interested in understanding independent college presidents—their demographic characteristics, career paths and future plans, the satisfactions and frustrations of their role, how well they believe they were prepared for various responsibilities of their office, and how they envision the future of independent higher education and the presidency. One way to gain further insight into the CIC presidency is to compare CIC presidents with presidents of other types of institutions. To that end, the study frequently identifies how CIC presidents resemble or differ from presidents in other sectors: private or public doctoral research institutions, public two-year institutions, and public nondoctoral institutions. The report also compares the 2016 responses with those from earlier surveys to examine trends.

Based on the findings of this study, the average president of a CIC institution is a white male slightly older than 61 years of age who is married, has earned a doctoral degree, and has been in his current presidency for six and one-half years. The typical president in 2016 differs little from the portrait painted in previous reports dating back to 2012 and 2009. In 2009, the presidents studied averaged 59 years of age and also were white, male, and married. Looking at 2016, CIC presidents were younger and had served in their positions longer on average than presidents at other types of institutions.


![Bar chart showing the distribution of immediate prior positions of CIC presidents across different years.](chart.png)

Among the new findings about presidential responsibilities are the following: Presidents in all sectors of higher education agreed that budgeting and financial management and fundraising issues occupy most of their time; of these responsibilities, CIC presidents most frequently indicated spending time on fundraising. Presidents of CIC colleges and universities, especially those who have been in office four or fewer years, indicated that they spent considerably more time on enrollment management than did presidents in other sectors of higher education.

CIC presidents are still most likely to be appointed from the ranks of provosts and chief academic officers (26 percent), but they also have been drawn from prior positions as senior officers in nonacademic positions (22 percent), other presidencies (19 percent), and from outside higher education (16 percent), a pattern that shows greater diversity of backgrounds than presidents of other types of institutions (see Figure on page 26). Significantly, female CIC presidents are much more likely to have followed the traditional path from chief academic officer to president. Few CIC presidents (20 percent) have been promoted from inside their institutions. And importantly for the future of CIC leadership, nearly half of CIC presidents (49 percent) expect to leave their current presidency by 2021.

Most CIC presidents reported that racial climate on campus is a higher priority in 2016 than three years earlier, that it is “important” or “very important” for them to make clear public statements demonstrating racial and gender equality as important college values, and that it is very important that faculty searches include a significant number of female candidates and racially diverse candidates. It is curious, however, that fewer than half (41 percent) of CIC presidents reported current special institutional initiatives to attract both women and faculty members of color, and 29 percent responded that they had no special initiatives intended to attract women candidates or candidates of color. Since this survey was conducted, however, greater attention has been paid to Black Lives Matter, #MeToo, and other consciousness-raising initiatives.

The study’s findings have important implications for independent higher education. For example, smaller independent colleges that want to increase and broaden the pool of qualified candidates for presidencies, especially as the diversity of students continues to expand, should identify and prepare women candidates and candidates of color. Institutions also should recruit candidates from other than traditional backgrounds, including senior officers in nonacademic divisions of the academy and talented leaders outside higher education.

CIC President Richard Ekman remarked, “The report highlights a number of important positive findings as well as some challenges. One thing is clear: There must be continued emphasis on preparing future leaders to assume presidencies, drawing increasingly from women and minority candidates and from talented individuals with diverse institutional backgrounds and campus leadership roles.”

Finally, the report suggests that CIC’s leadership development programs that prepare individuals to pursue a presidency should consider addressing areas of responsibility for which current presidents felt unprepared in their first presidencies, such as technology planning. CIC hopes that the report will provide useful guidance on the role that CIC and other national organizations can continue to play in supporting effective and well-informed presidential leadership.

The report is available at www.cic.edu/CICReports.

“The report highlights a number of important positive findings as well as some challenges. One thing is clear: There must be continued emphasis on preparing future leaders to assume presidencies, drawing increasingly from women and minority candidates and from talented individuals with diverse institutional backgrounds and campus leadership roles.”

—Richard Ekman, president, CIC
Key Indicators Tool Shows Colleges Are Investing More in Student Instruction

While tuition and fees are a perennial news topic, the costs that institutions incur to educate students receive much less media attention. Over time, both instructional and infrastructure expenses (such as providing Wi-Fi connectivity across campus) that institutions must cover have risen dramatically. According to the latest available CIC Key Indicators Tool (KIT) data, in 2011–2012 the national median instructional expense per student at CIC institutions was $7,893. By 2015–2016, that number had risen to $8,876 per student, or an increase of 12.5 percent over five years with inflation accounting for roughly 7 percent of that increase. Total expenses per student rose by 11.6 percent over five years, illustrating that CIC institutions attempt to spend more on instructional costs than non-instructional costs. Although all costs are rising, institutions are investing more in instruction than in other areas.

CIC released the latest KIT benchmarking report to presidents of member institutions in May 2018. The KIT uses 20 indicators to measure institutional performance in student enrollment, retention, and progression to graduation; faculty composition and compensation; tuition revenue and financial aid; and financial resources and expenditures. The tool is designed to extend member institutions’ capacity for data-informed decision making.

The highest regional increase was in the Mid East region, where median instructional expense per student rose from $8,695 in 2011–2012 to $9,899 in 2015–2016 (see Figure). This increase of 13.8 percent over five years was 1.3 percentage points above the national median. New England, the region with the lowest increase and the only one with a slight decline since 2013–2014, still posted a 7.1 percent increase in median instructional expense per student over five years. Regional differences reflect differential labor costs and cost of living.

The KIT report is based on the latest data available from the U.S. Department of Education’s Integrated Postsecondary Data System (IPEDS). Confidential reports are prepared exclusively for each Institutional Member president by the Austen Group. Generous support by Ruffalo Noel Levitz makes them available at no cost to CIC Institutional Members. For more information about KIT and other CIC benchmarking services, visit www.cic.edu/BenchmarkingServices or contact Lesley McBain, director of research projects, at lbmcbain@cinche.edu.
‘Humanities Research for the Public Good’ Initiative Launches; Applications Due Dec. 14

When Ed Ayers, the award-winning historian and president (now emeritus) of the University of Richmond (VA), received the National Humanities Medal in 2012, he said, “When you see what the humanities have to offer, you want to share them as broadly as you can.” For more than a decade, however, leaders in higher education and humanities scholars have worried about a “crisis” in the humanities, marked by a decline in the number of college majors and a popular perception that philosophy, history, literature, and languages no longer have relevance to contemporary issues or the public good. A new CIC initiative, Humanities Research for the Public Good, offers a strong response to these criticisms by helping CIC members demonstrate the power of the humanities to shed light on the past, to offer new insights into current issues, and to engage both students and members of the public in contemplating a better future.

CIC is accepting applications from member institutions for participation in the new initiative, which is generously supported by the Andrew W. Mellon Foundation. CIC will award participating institutions grants of up to $10,000 for the 2019–2020 academic year to support undergraduate research projects that incorporate a public presentation of research findings. The research projects must make use of a significant archival, library, or museum collection held by the college or university, and the institution must collaborate with a community-based organization to share this research with the public. Projects also must address a topic of local public significance.

“Independent colleges are stronger when they share their resources with their communities—and so are their communities,” said CIC President Richard Ekman when announcing the new initiative. “Those resources often include significant archival or library collections that can illuminate issues of real public importance.”

Humanities Research for the Public Good is designed to connect independent colleges and universities with cultural and civic organizations in their local areas for the benefit of both students and the public; help institutions make better use of existing campus collections for teaching, undergraduate research, and public engagement; enhance the research, collaboration, and communication skills of students in humanities disciplines; encourage humanities faculty members and the staff members of campus libraries, archives, and museums to apply their expertise to issues of public policy and community concern; and increase public interest in and appreciation of humanities research.

CIC will select 25 member institutions to participate in the initiative through a competitive application process. Each campus team must include a full-time faculty member in the humanities who will serve as a mentor to the student researcher(s); a librarian, archivist, or museum curator with expertise in collections for research and presentation; and a senior campus administrator with responsibilities for public outreach or external relations. Each institution will partner with at least one nonprofit community-based organization (for example, a museum or historical society, public library, social service provider, or civic organization). The public outreach could take the form of an exhibition, public walking tour, website, video documentary or podcast, lecture or other face-to-face presentation, or some other creative format for sharing student research and promoting community conversations.

The selected institutional teams will meet in Washington, DC, in June 2019 for an opening workshop featuring a keynote presentation by Ayers. A closing workshop in spring 2020, following the implementation of campus projects, will give the teams—including the student researchers—an opportunity to present their work and share lessons learned. The senior advisor for this project is Annie Valk, associate director for public humanities and lecturer in history at Williams College in Massachusetts. She is a specialist in oral history, public history, and the social history of the United States in the 20th century, an award-winning author of books on women’s history and African American history, and past president of the Oral History Association.

The application deadline is December 14, 2018. Thanks to the generosity of the Andrew W. Mellon Foundation, CIC will cover all costs for lodging, meals, and workshop materials and subsidize most travel costs. For more information, including on expectations of participating institutions and application procedures, visit www.cic.edu/PublicHumanities.

“When you see what the humanities have to offer, you want to share them as broadly as you can.”

—Ed Ayers, award-winning historian and president emeritus, University of Richmond (VA)
NetVUE Update: 2019 Conference to Focus on Expanding Vocational Exploration; Member Institutions Receive Grants

CIC’s Network for Vocation in Undergraduate Education (NetVUE), a national campus-supported network that fosters the intellectual and theological exploration of vocation among college and university students, has continued to gain momentum. With an engaged, expanding membership, CIC recently announced the 2019 NetVUE Conference as well as recipients of recent grant initiatives.

2019 NetVUE Conference

CIC’s fifth NetVUE Conference will take place March 21–23, 2019, in Louisville, Kentucky. With the theme “Broadening the Scope of Vocational Exploration,” the biennial conference will focus on the increased importance of vocation and calling across a wide range of concerns in undergraduate education. The conference is designed to provide participants with ideas and resources for sustaining and broadening the work of vocational reflection and discernment—in the classroom, the advising process, career development, campus ministry, community engagement, and many other campus venues.

An array of distinguished speakers and other experts will address such topics as vocational exploration in a world of accelerating change, the increasingly diverse religious and ethical worldviews of undergraduate students, and moral leadership as a calling. Plenary speakers (see Box below) will cover a diverse range of topics:

- **Rebecca S. Chopp**, chancellor of the University of Denver (CO), will deliver the keynote address, “The Future as Vocation.”
- A panel on “Vocation in a Multi-Faith Environment: Lifestance, Diversity, Difference” will include **Katherine (Trina) Janiec Jones**, associate professor of religion and associate provost for curriculum and co-curriculum at Wofford College (SC); **Rachel S. Mikva**, Rabbi Herman E. Schaalman Chair and associate professor of Jewish studies and senior faculty fellow of the InterReligious Institute at Chicago Theological Seminary; and **Anantanand Rambachan**, professor of religion, philosophy, and Asian studies at St. Olaf College (MN).
- The closing plenary address, “The Vocation of Moral Leadership,” will be delivered by **Robert M. Franklin, Jr.**, James T. and Berta R. Laney Professor of Moral Leadership at Emory University and president emeritus, Morehouse College (GA).

Concurrent sessions will highlight successful campus programs, effective practices, emerging opportunities, and assessment of what has worked well. Workshops will address such topics as Vocation in the Health Professions, Mentoring Students of Color for Deep Purpose, and Interfaith Vocational Reflection at Distinctively Religious Campuses. A panel of journalists will explore best practices for narrating the story of campus vocational programs, while a panel of faculty members will describe classroom projects developed through the NetVUE seminars on Teaching Vocational Exploration.

NetVUE members are invited to submit proposals for conference presentations about any aspect of vocational exploration and discernment, including descriptions of effective campus programs; the deadline for such proposals is **November 9, 2018**. The conference registration deadline is **February 1, 2019**, but members are encouraged to register early as space is limited. Each NetVUE member institution is invited to send a three- to five-person team to the conference, which will be...
NetVUE GRANT INITIATIVES

In June, CIC awarded Vocation across the Academy Grants to 21 NetVUE member institutions and gave Professional Development Awards to an additional six institutions (see recipient lists at right). Vocation across the Academy grants, a new program this year, provide institutions with up to $60,000 in funding from CIC and third-party sources over three years. These grants aim to integrate programs across the liberal arts and applied fields or provide a continuum of vocational exploration across all four years of undergraduate study. Professional Development Awards provide each institution with $5,000–$10,000 from CIC for one academic year. These awards equip faculty and staff members to support vocational exploration and discernment among their undergraduate students.

NetVUE awards and grants are administered by CIC and generously funded by Lilly Endowment Inc. They are one part of the larger NetVUE effort to deepen the intellectual and theological inquiry into vocational exploration and discernment in all its facets, and to encourage member campuses to share knowledge, effective practices, and reflections on their experiences. Another round of Vocation across the Academy Grants will be available to NetVUE members next year, with proposals due in spring 2019. In addition, this fall, NetVUE will offer Program Development Grants of up to $50,000 over two years with applications due September 21, 2018.

NetVUE MEMBERSHIP CONTINUES TO INCREASE

NetVUE membership continued to expand during the 2017–2018 academic year, welcoming 18 additional college and university members (see right). NetVUE membership currently includes 229 institutions, including those with both religious and nonsectarian roots. Institutions can join NetVUE at any time. For more information, contact David Cunningham, director of NetVUE, at (616) 395-6750 or dcunningham@cic.nche.edu.
State Councils Update: CIC Awards Scholarships and Grants; Annual Conference Explores ‘The Power of Partnerships’

CIC/UPS SCHOLARSHIPS

Since 1985, the UPS Scholarship Program has provided scholarships worth nearly $56 million to CIC State Councils, which have supported more than 20,000 students. In July 2018, CIC awarded CIC/UPS Scholarships of $1,632,000 for distribution through the State Councils, providing a $3,000 scholarship to one student at each of 544 institutions in the 27 states where CIC has State Council members.

“The 2018–2019 scholarship stipend is higher than it has been in the past 15 years,” said Carol Schuler, vice president for state council programs. “The amount reflects favorable results from the CIC/UPS Educational Endowment, as well as a commitment on the part of CIC to make private colleges and universities more affordable for first-generation, low-income, minority, or new American students.”

The scholarships vary in size from year to year, largely based on investment returns. It is the first time since 2003 that the scholarship has reached the $3,000 level.

SCHOLARSHIP CHALLENGE GRANTS

CIC recently awarded Scholarship Challenge Grants to four State Councils as conditional matching support for fundraising campaigns during the 2018–2019 fiscal year that will raise scholarships for returning students at private colleges and universities. Designed to help State Councils attract new donors or increase gifts, the matching grants are projected to raise $325,000 for students at 57 institutions during the 2019–2020 academic year. The grants include a range of approaches to increase private support for student scholarships.

The Council of Independent Nebraska Colleges (CINCF) will launch a new strategy for fundraising with its 2018–2019 campaign, drawing on volunteers and special events led by its new president, Dennis Joslin. CINCF anticipates that the successful campaign will provide nearly $11,000 in new scholarship funds to every CINCF member institution.

Missouri Colleges Fund (MCF) will focus on raising gifts for its First Opportunity STEM Scholars Program. With a decline in the number of corporations with headquarters in Missouri, MCF President Mike Backer and his board will challenge donors to help first-generation students succeed in STEM programs at MCF institutions, which serve a higher percentage of first-generation students than Missouri’s public institutions.

Oregon Alliance of Independent Colleges and Universities will introduce a Target Industry Program to increase the number of named scholarship gifts from donors in the advanced manufacturing; bioscience; energy, solar, and wind; health care; and information technology sectors. The challenge grant will both attract new gifts and develop career pathways for independent college students in these five key employment sectors in Oregon.

Virginia Foundation for Independent Colleges will launch a new regional fundraising strategy that will leverage the challenge grant to expand its individual and corporate donor base, increase the size of gifts from current donors, and renew giving among lapsed donors.

For more information about CIC’s State Councils grant programs, contact Carol Schuler at cschuler@cic.nche.edu.

STATE COUNCILS ANNUAL CONFERENCE

Exploring the theme, “The Power of Partnerships,” the 2018 CIC State Councils Annual Conference took place in St. Louis, Missouri, April 29–May 1. The conference examined the trends and opportunities that State Council executives face in the areas of fundraising; student enrollment; college completion initiatives; certificates, credentials, and curricular innovations; grantsmanship; and marketing. Guest speakers discussed scholarships that leverage internships and open career pathways, the rise of donor-advised funds, and corporate imperatives for funding today. State executives, state development officers, and communications staff also provided dynamic, substantive sessions and shared best practices through roundtable sessions.

State Council leaders from across the country revealed how the alliances they develop are building strategic partnerships between colleges and their students and potential funding sources. “Times have changed for our State Councils,” said Mike Backer, president of the host State Council, Missouri Colleges Fund. “When I started, you could send a letter out and get a check. No longer.”

Speakers from many states shared best practices that illustrated creative and collaborative approaches to sponsor participation in ethics bowls and other student-centered events; peer mentoring to enhance learning and graduation rates;
matched college savings programs for low-income, minority students; organizing college visits; and leveraging technology to boost transfer enrollments from community colleges.

**Minnesota Private College Fund** President Paul Cerkvenik introduced a most successful program involving collaboration with the Mayo Clinic. Teams of students and faculty of Minnesota private colleges are chosen to assess selected ideas for new drugs, medical devices, and other approaches to medical services and treatment; ideas that Mayo Clinic staff shared for review to determine whether the ideas merit further development and implementation.

John Meslow, founder and program director of the Mayo Innovation Scholars Program, and Elizabeth Jansen, academic program director for the Mayo Innovation Scholars Program and Macalester College neuroscience professor, described how undergraduate teams of two science students, two business or economics students, and an MBA student leader and a faculty mentor have helped Mayo Clinic answer the question, “Can a Mayo innovation go ‘from bench to bedside?’” Meslow, who had a long and successful leadership career at Medtronic, Inc., has seen over 600 students from Minnesota private colleges learn from the program and offer valuable recommendations to the Mayo Clinic over the past 12 years. The collaborative program has opened new opportunities for funding and provided valuable experience for participating students.

Innovative collaborative efforts are no stranger to Michigan independent colleges either. Robert Bartlett, president of **Michigan Colleges Alliance** (MCA), and one of MCA’s board members, Mike Schmidt, director of Education and Global Community Development of the Ford Motor Company Fund, told conference attendees that MCA no longer talks of being in the fundraising business. “We now focus on being in the education business.” Instead of asking businesses and foundations for a gift to the annual scholarship fund, MCA looks for ways to partner with donor organizations in support of new educational opportunities like micro-credentialing programs developed by Michigan independent colleges.

Schmidt argued that businesses such as Ford need students who are steeped in the liberal arts and can bring to the work place soft skills such as critical thinking, problem solving, oral and written communication, adaptive reasoning, and collaboration. He noted: “Eighty-five percent of job success comes from having well developed soft skills and people skills. STEM skills are important but not all important.

Soft skills are essential 21st-century skills.”

Other guest presenters included Frank Romeo, vice president of the UPS Foundation; Janet Bandera, director of wealth planning strategies for TIAA; and Michael Collins, senior director of endowment and foundation services for TIAA.

During the annual conference awards dinner, CIC presented the Charles W. L. Foreman Award, which recognizes a college president or corporate trustee who has demonstrated an outstanding record of service that truly distinguishes the recipient from his or her peers in support of the mission and work of the State Councils. The 2018 recipient was John Meslow, the above mentioned founder of the Mayo Innovation Scholars Program. A board member of the **Minnesota Private College Fund**, Meslow and his family also created the Meslow First Generation Scholarship Program to support students at all Minnesota private colleges and universities.

Also at the awards dinner, CIC presented the CIC Distinguished Service Award to John B. Wilson, retiring president of the **Independent College Fund of New Jersey**. A long-serving member of the CIC Board of Directors, Wilson provided 48 years of distinguished service to independent higher education and, from 2011 through 2017, Wilson led the Investment Committee that oversees the CIC/UPS Educational Endowment. He provided similar stewardship of the endowment under the former Foundation for Independent Higher Education.
Woodrow Wilson Visiting Fellows Offer Expertise in Many Fields, Including Documentary Films

Colleges and universities that wish to bring high-impact, cost-effective programming to campus have a great opportunity: Campuses can still arrange to host a CIC Woodrow Wilson Visiting Fellow for programming during the 2018–2019 academic year. For more than 45 years, the Fellows program has brought prominent nonacademic professionals to college campuses for week-long substantive dialogues with students and faculty members. The more than 135 Fellows available include distinguished artists, journalists, business leaders, diplomats, environmentalists, civil libertarians, and other nonacademic professionals.

As many Fellows can talk with students and faculty members across disciplines, the impact of a visit often is felt campus-wide. For example, documentary filmmakers are storytellers, historians, philosophers, ethicists, artists, and technicians, all in one. They are, in brief, the consummate representatives of the liberal arts. The roster of the Woodrow Wilson Visiting Fellows includes three highly accomplished full-time professional documentary filmmakers.

**Helen Whitney** is a long-serving Fellow whose films have garnered an Emmy Award, a Peabody Award, an Oscar nomination, and the Edward R. Murrow Award for Excellence in Journalism. Whitney’s films reflect her lifelong interest in the spiritual landscape and a similar interest in the lives of outsiders. Her films include *Into the Night: Portraits of Life and Death*, which premiered on PBS in March 2018; *The Mormons*, a four-hour PBS series; *John Paul II: The Millennial Pope*, a three-hour *Frontline* production; *Faith and Doubt at Ground Zero*, a film about the spiritual aftershocks of 9/11; and *Forgiveness: A Time to Love and a Time to Hate*, a three-hour PBS series. Following her visit to the **University of Findlay** (OH) in 2017, the campus coordinator characterized Whitney’s campus discussions as “wonderful, magical, illuminating, and inspiring.” After **Flagler College** (FL) first hosted Whitney in 2009, the visit developed into a long relationship. She has since been invited back to the college multiple times, including to deliver the freshman convocation address and to receive an honorary degree.

**Eric Stange**, executive producer and founder of Spy Pond Productions, is an award-winning independent documentary film producer, director, and writer. His films reflect his background in history and political science and have appeared on PBS, BBC, the Discovery Channel, and the National Geographic Channel. His most recent film, *Edgar Allan Poe: Buried Alive*, premiered on PBS in October 2017 and showcases new scholarship about the iconic author. Former Secretary of State James Baker was the subject of Stange’s *The Man Who Made Government Work*. Two of his films, *The Wall and After the Wall*, tackle German history; and *The War That Made America* examines the French and Indian War. *Murder at Harvard*, narrated by acclaimed writer Simon Schama, addresses the 1849 murder of a Harvard professor. Stange is currently producing the film *Leap of Faith*, which features a diverse group of Americans whom pundits claimed would never vote for Donald Trump but did. Stange’s next film explores democracy’s challenge of separating fact from fiction in the political world.

**Peter Frumkin** has directed, written, and produced award-winning documentaries for the past 30 years. He has three projects currently in production: a short film about epigenetics (the science of how the environment can affect the expression of genes) in the context of early-childhood development; a website for the U.S. Department of Veterans Affairs about post-traumatic stress disorder that documents veterans’ experiences and encourages treatment; and a feature-length treatment of a German museum curator who had to make ethical choices in the face of Nazi cultural policies. Frumkin is perhaps best known as the producer, director, and writer of *Woody Guthrie: Ain’t Got No Home* (2006). He also produced the 2008 PBS film, *Caring for Your Parents*, which follows five families as they face the challenges of caring for ailing elderly parents, along with many other works. Over the past several years, Frumkin also has counseled filmmakers in newly democratic European nations about how to advance democracy through film.
CIC Opens Online Portal for Managing the Tuition Exchange Program

CIC’s Tuition Exchange Program (CIC-TEP) is a membership benefit that allows employees, spouses, and dependents to attend—tuition free—any college in the network.

The program began more than 30 years ago, when a small group of member presidents suggested that CIC create a program with minimal rules and low fees that they could offer as a benefit to their employees and as a recruitment incentive for faculty and staff. Today, 439 colleges and universities (roughly two-thirds of all CIC members) from 48 states and five countries participate in the program. Over the decades, thousands of employees and their spouses and dependents have been able to attend college tuition-free. This year alone, more than 1,700 students were able to fulfill their educational goals thanks to CIC-TEP.

In an effort to make the program even easier for colleges to administer, CIC recently launched an online portal for the program. The portal will allow CIC-TEP liaisons to send and receive all student applications through a dedicated and secure section of CIC’s website. This move to replace the paper-based system responds to suggestions from campus CIC-TEP liaison officers who asked for an easier way to administer the program. CIC expects that this enhancement could also persuade additional institutions to join, thereby making the program even more attractive to all participating institutions. Transition to the new portal in three carefully planned phases is underway and will be completed in November.

For more information, visit www.cic.edu/TEP or contact Kate Webber, CIC director of membership services, at (202) 466-7230 or kwebber@ cic.nche.edu.

Other Fellows who work in documentary filmmaking include Callie Crossley, who served as producer for the Oscar-nominated and Emmy-winning civil rights documentary, Eyes on the Prize; and Lee Feigon, a historian of China, who wrote, directed, and produced The Passion of Mao, a revisionist critique of Mao Zedong.

The Woodrow Wilson Visiting Fellows program, operated by CIC for more than a decade, is structured to make compelling programming easy and accessible. Host institutions pay a set fee to CIC. CIC helps institutions select a Fellow and plan the visit, and then covers the Fellow’s honorarium, primary travel, and incidental expenses. Institutions are responsible for providing lodging and meals for Fellows while they are on campus. For more information or to complete an application form, visit www.cic.edu/WWVF.
A Compendium of Recent Research and Books of Interest to Higher Education Professionals

BOOKS

Improving How Universities Teach Science: Lessons from the Science Education Initiative
Carl E. Wieman (Harvard University Press, 2017)

All students, future scientists or not, need some of the skills that the sciences teach, such as the quantitative analytical skills increasingly valued by employers. Nobel Prize-winning physicist Carl E. Wieman has pioneered and championed the use of experimental techniques to evaluate and improve the effectiveness of various teaching methods for mathematics and the natural sciences. The results are dramatic. Even the best lectures result in substantially less student learning than active learning methods. Fortunately, active learning can be adapted to teaching in other disciplines and settings and is already used in many CIC college classrooms (and is being presented in CIC’s new Seminars on Science Pedagogy). In this book, Wieman discusses the cognitive science foundations of the most effective teaching strategies, and he details the process he and his colleagues used to convince colleagues to adopt more effective teaching methods. Wieman also distills more effective ways to evaluate the quality of teaching in STEM fields and the social sciences.

Leading Colleges and Universities: Lessons from Higher Education Leaders
Stephen Joel Trachtenberg, Gerald B. Kauvar, and E. Gordon Gee, editors (Johns Hopkins University Press, 2018)

This volume of brief essays by three dozen experienced presidents and other leaders in higher education is intended to provide candid reflections and examples from successful practitioners, illustrative of how they faced the many challenges that confront college and university presidents today. Along with long-term core issues, the writers tackle more recent concerns involving free speech, Title IX, athletics, fraternities, and student and faculty diversity. Three CIC presidents, including Marvin Krislov of Pace University (NY), Chris Howard of Robert Morris University (PA), and John M. McCardell Jr. of Sewanee: The University of the South (TN), wrote chapters, as did CIC Senior Fellow and President Emerita of Kenyon College (OH) S. Georgia Nugent.

Accountability and Opportunity in Higher Education: The Civil Rights Dimension
Gary Orfield and Nicholas Hillman, editors (Harvard Education Press, 2018)

This book addresses the unforeseen impact of accountability standards on students of color and the institutions that disproportionately serve them. Edited by Gary Orfield, a distinguished research professor and cofounder and codirector of the Civil Rights Project at the University of California, Los Angeles, and Nicholas Hillman, associate professor of educational leadership and policy analysis at the University of Wisconsin-Madison, the chapters are written by leading scholars (including Adriana Ruiz Alvarado, assistant professor in the school of education at the University of Redlands [CA], and Willie Kirkland, director of institutional research at Dillard University [LA]). The book describes how federal policies can worsen existing racial inequalities in higher education and offers alternatives designed to advance civil rights for low-income and minority students. Based on a series of research studies, the contributors suggest new ways to evaluate and design accountability policies to avoid predictable negative consequences.
Winnebagos on Wednesdays: How Visionary Leadership Can Transform Higher Education
Scott Cowen with Betsy Seifter (Princeton University Press, 2018)

Winnebagos on Wednesdays argues that colleges and universities of all types can achieve their educational goals if they possess two things: visionary leadership and a strong mission. Scott Cowen, president emeritus and distinguished university chair of Tulane University, gives a behind-the-scenes look at the critical demands faced by many campus leaders and examines how they overcame difficulties to save their institutions. Cowen also draws from his own hard-won experiences, including the rebuilding of Tulane and New Orleans after Hurricane Katrina and the decision to maintain Tulane’s football program. The book provides a broad overview of the higher education landscape and shows how crucial choices in tough situations shape colleges and universities.

How University Boards Work: A Guide for Trustees, Officers, and Leaders in Higher Education
Robert A. Scott (Johns Hopkins University Press, 2018)

This book is designed to help trustees understand how to fulfill their responsibilities—whether hiring a new president, advising senior staff, managing investments, overseeing strategic initiatives, or others. Robert A. Scott, former president of Adelphi University and of Ramapo College of New Jersey, wrote the book drawing on his personal experience and considerable research. The succinct and candid guide includes an explanation of the difference between governance and management, advice on how to prepare for board decisions and discussions, examples of positive and negative board behavior, guidance about board professional development, and tips on managing presidential transitions. The book would be an important resource for both trustees and presidents, as well as anyone seeking to understand institutional governance.

Free-Range Learning in the Digital Age: The Emerging Revolution in College, Career, and Education
Peter Smith (Select Books, 2018)

In today’s information-rich, digitized society, new technologies and data analytics are defining learning opportunities that were previously unimaginable. This book aims to define this new learning space and give readers the awareness, knowledge, and tools to use it. The author argues that society undervalues the education that occurs outside of college through digital means, and he shows how people can get the most from their education, whether it is from a university or online learning. Peter Smith, Orkand Endowed Chair and Professor of Innovative Practices in Higher Education at University of Maryland University College, has worked to help adult learners realize their potential throughout his distinguished career in higher education, which includes serving as founding president of both California State University Monterey Bay and the Community College of Vermont as well as working on education issues in the United Nations.

Who Gets In? Strategies for Fair and Effective College Admissions
Rebecca Zwick (Harvard University Press, 2017)

Author Rebecca Zwick, distinguished presidential appointee at Educational Testing Service and professor emerita at the University of California, Santa Barbara, examines the
current high-stakes competition of U.S. college admissions. Analyzing survey data from college and university applicants, she assesses the goals of different admissions systems and the fairness of criteria—from high school grades and standardized test scores to race, socioeconomic status, and students' academic aspirations. The book reviews the merits and flaws of competing approaches and demonstrates that admissions policies sometimes fail to produce the desired results. Zwick explains that there is no objective way to evaluate admissions systems, but that colleges' admissions policies should reflect the particular educational philosophy of the institution. She believes that colleges should be free to include socioeconomic and racial preferences among their admissions criteria, but that they should strive for transparency about the factors they use to assess applicants.

Making Sense of the College Curriculum: Faculty Stories of Change, Conflict, and Accommodation

To help answer why developing a coherent undergraduate curriculum can be difficult at colleges and universities, the authors recount personal, humorous, powerful, and poignant stories from more than 185 faculty members from 11 colleges and universities, representing all sectors of higher education. Written by Robert Zemsky, chair of the Learning Alliance, Gregory R. Wegner, director of program development at the Great Lakes Colleges Association, and Ann J. Duffield, college strategic planning and communications consultant, the stories contradict the public's and policymakers' belief that faculty members care more about their scholarship and research than their students and work far less than most people. The book provides insights into the barriers to broader curricular change—impediments that can be overcome by a new kind of partnership among faculty, institutional decision makers, and education leaders.

REPORTS

Completing College: A State-Level View of Student Completion Rates
(Signature Report No. 14a)
Doug Shapiro, Afet Dundar, Faye Huie, Phoebe Wakhungu, Xin Yuan, Angel Nathan, and Ayesha Bhimdiwala (National Student Clearinghouse Research Center, February 2018)

This joint study by the National Student Clearinghouse and the Project on Academic Success at Indiana University examines national and state-level six-year college completion rates by sector for the student cohort that matriculated in fall 2011. Nationally, 76 percent of students who started at a four-year private nonprofit institution completed a degree within six years (see Figure 1, page 39). By comparison, the national completion rate for those who started in four-year public institutions was 65 percent. In 12 states, more than 80 percent of students who started at a four-year private nonprofit institution completed a degree within six years. For the report, visit https://nscresearchcenter.org.

Institutions’ Use of Data and Analytics for Student Success: Results from a National Landscape Analysis
Amelia Parnell, Darlena Jones, Alexis Wesaw, and D. Christopher Brooks (Association for Institutional Research [AIR], NASPA–Student Affairs Administrators in Higher Education, and EDUCAUSE, April 2018)

This report presents the results of a survey examining how colleges and universities use data and analytics to foster student success, conducted in a partnership among AIR, NASPA, and EDUCAUSE. The survey collected responses from nearly 1,000 institutional research (IR), student affairs, and information technology (IT) professionals at public, private, two-, and four-year institutions across the United States. Major findings include that most institutions are investing in data and analytics projects but less often measure the cost of these projects; many institutions conduct first-year student success studies from multiple angles; and while data-related responsibilities in IR, student affairs, and IT are siloed, they nevertheless contribute to institution-wide
goals related to improving student success. For the report, visit www.naspa.org.

Minority-Serving Institutions as Engines of Upward Mobility

Minority serving institutions (MSIs) often play an integral role in the education of students from low-income families and communities of color where educational attainment is disproportionately low and income mobility can be stagnant. Using the latest Equality of Opportunity Project data, this report compares the upward income mobility of students who attended two- and four-year MSIs to that of students who did not. For the four-year sector, results indicate that attending four-year MSIs pushes students from the bottom income distribution to the top income distribution at higher rates than is the case for those attending non-MSIs. The findings demonstrate the value of MSIs as a viable path up the economic ladder and reinforce the value proposition of higher education overall as a path to greater prosperity. For the report, visit www.acenet.edu.

New Approaches to Judging Quality in Higher Education: Profiles of Emerging Methods Apart from Traditional Accreditation
Tafaya Ransom, Erin Knepler, and Claudia Zapata-Gietl of NORC at the University of Chicago (Council for Higher Education Accreditation, July 2018)

This report investigates new approaches for assessing quality in higher education that do not follow the traditional accreditation model, and it discusses comparative data sets as an alternative form of quality review. Programs reviewed include the Educational Quality through Innovative Partnerships (EQUIP) experiment by the U.S. Department of Education (encouraging partnerships between Title IV-eligible colleges and universities

FIGURE 1: MORE STUDENTS WHO START AT PRIVATE NONPROFIT COLLEGES COMPLETE THEIR DEGREES IN SIX YEARS—A LARGER PERCENTAGE THAN STUDENTS WHO START AT OTHER INSTITUTIONS

Data source: Completing College: A State-Level View of Student Completion Rates. 2018. National Student Clearinghouse Research Center. Figure created by the Council of Independent Colleges.
and nontraditional education and training providers not eligible for Title IV financial aid) and the Council for Higher Education Accreditation’s (CHEA) Quality Platform. The Quality Platform sets outcomes-based standards for conducting voluntary external quality reviews of alternative providers, emphasizing student achievement. For the report, visit www.chea.org.

Note: Careers are classified by U.S. Department of Labor occupational codes.


WEB TOOLS

Study the Humanities: Make the Case
(National Humanities Alliance)

The National Humanities Alliance recently launched Study the Humanities, a new web-based toolkit designed to help make the case for the value of studying the humanities as an undergraduate. Currently in Phase One, the website aggregates available quantitative and qualitative data, examples of high-achieving humanities graduates, and compelling articles and videos that show how the humanities help students succeed in a wide range of careers and provide benefits beyond the marketplace. Building on contributions from the humanities community, Phase Two will include additional data along with success stories about how humanities faculty members and administrators across the country are developing innovative ways to promote the humanities on college campuses. For the toolkit, visit www.studythehumanities.org.

Where Historians Work
(The American Historical Association)

The American Historical Association now offers an interactive online database that catalogues the career outcomes of history PhDs (see Figure 2). Powered by Tableau, the database tracks the careers of 8,515 historians who earned PhDs at U.S. universities from 2004 and 2013, providing the fullest picture of PhD careers available for any discipline. AHA hopes that the tool will: help current and potential graduate students understand the full scope of career options open to history PhDs and to research which departments best fit their values and goals; help departments better meet the professional development needs of their doctoral students; and document the broad impact of doctoral education in history. For the Where Historians Work database, visit www.historians.org/wherehistorianswork.
Six Roanoke College (VA) students and two faculty members traveled to South Korea in May to conduct a three-week research project called Strangers in Their Imagined Motherland: North Korean Refugees in South Korea. The trip was made possible through the ASIANetwork Freeman Student-Faculty Fellows Program, in which eight colleges were awarded grants totaling more than $40,000 in 2018. Completing different research projects, CIC member institutions Gettysburg College (PA), Monmouth College (IL), the College of Idaho, and Sewanee: The University of the South (TN) also received awards.

CELEBRATING ACHIEVEMENTS

The Chronicle of Higher Education announced the results of its 11th annual “Great Colleges to Work For” program in July, and once again CIC member institutions were well represented on the program’s Honor Roll. The program surveys faculty and staff members of higher education institutions across the United States to provide senior-level administrators and academic leaders with insights on the quality of the workplace experience and the competitiveness of their policies and benefits. More than 53,000 employees of 253 colleges and universities participated in the 2018 survey. Thirty-four-year institutions achieved special Honor Roll status by being recognized in multiple categories, including 13 CIC members: Baylor University (TX), College of the Ozarks (MO), Endicott College (MA), Hofstra University (NY), John Brown University (AR), Lynn University (FL), McPherson College (KS), Roberts Wesleyan College (NY), Rollins College (FL), Southern New Hampshire University, Texas Christian University, Texas Lutheran University, and University of the Incarnate Word (TX).

This spring, NAFSA: Association of International Educators announced the recipients of the 2018 Senator Paul Simon Awards for Campus Internationalization. CIC member Baldwin Wallace University (OH) was one of three recipients of the Senator Paul Simon Spotlight Award, which celebrates specific international programs or initiatives that contribute to broad internationalization on campus. St. Lawrence University (NY) was one of five recipients of the Simon Award for Comprehensive Internationalization, which recognizes overall excellence in internationalization efforts as evidenced in mission, strategies, programs, and results.

At the tenth annual Campus Prevention Network (CPN) Summit, held in New Orleans, Louisiana, in June, EVERFI honored Transylvania University (KY), the University of Michigan, and the University of Richmond (VA) with the Prevention Excellence Award for their institutional commitment to adopting the highest standards in sexual assault prevention. Run by education technology company EVERFI, the CPN is a national initiative of more than 1,700 institutions dedicated to creating safer, healthier campus communities.

In April, College of Saint Rose (NY) President Carolyn J. Stefanco was awarded a Helen Gurley Brown Genius Grant, and the college was invited to join the BOLD Women’s Leadership Network by the PussyCat Foundation. To honor Stefanco’s
leadership, the foundation provided a $100,000 grant to the President’s Fund at the college. A BOLD grant of $1 million will fund a program to benefit women student leaders at Saint Rose over the next few years. The BOLD Women’s Leadership Network funding is designed to empower a diverse group of young women leaders enrolled at a select group of campuses to address important issues. The Pussycat Foundation was founded by Helen Gurley Brown, best known for reinventing *Cosmopolitan* magazine.

Award-winning singer Beyoncé Knowles-Carter announced the recipients of the 2018–2019 Homecoming Scholars Award in July. The program is the second scholarship merit program from Beyoncé and her BeyGOOD initiative. With a match from Google, this year’s program provided $25,000 to eight students from eight HBCUs. Students from CIC members Bethune-Cookman University (FL), Fisk University (TN), Morehouse College (GA), Tuskegee University (AL), and Wilberforce University (OH) are among the awardees.

**CREATING PARTNERSHIPS**

**Husson University** (ME) President Robert A. Clark recently visited Nanyang Medical College in Henan, China, to build on a 2016 commitment to develop joint degree programs. Following a meticulous vetting, the program was approved by the PRC Ministry of Education in April 2018, and enrollment will begin in fall 2019. The two institutions will develop joint programs that lead to a bachelor of science in health care and public health and a bachelor of science in biology at Husson. Faculty also will teach on each other’s campuses, share information about professional teaching methods, and discuss best practices developed at each school.

As part of a community partnership, **Franklin College** (IN) and Johnson Memorial Health (JMH) in May announced the establishment of the Franklin College Graduate Health Science Center. The center will be based in a JMH building near the Franklin College campus and will house the college’s master of science in athletic training program as well as its forthcoming master of science in physician assistant studies program. **Loras College** (IA) and Medical Associates Oncology, in conjunction with Mercy Hospital, have launched a cancer clinical trial on the college’s campus. The Loras Cancer Research in Exercise Science Laboratory focuses on evaluating the relationship between physical activity, prognosis, and quality of life in cancer survivors.

In April, the Kansas City Chiefs and **Park University** (MO) signed an agreement that will make the university the professional football team’s first Official Higher Education Partner. Through the partnership, any eligible Chiefs employee, coach, or player will be offered a tuition assistance program while enrolled at Park University. The new partnership will offer students of Park numerous professional development opportunities, as executive members of the Chiefs organization will visit the campus for speaking engagements each quarter.

**Lynn University** (FL) announced in June a new academic collaboration with Code Institute, a Dublin-based coding bootcamp that trains career-ready developers. Lynn students, alumni, and employees will gain access to Code Institute’s online courses for a significantly discounted cost. Students can use Code Institute’s self-paced program toward up to 12 elective credits, or apply six toward a bachelor’s degree in cybersecurity or data analytics and use the remaining six as electives.

In an effort to support the increasing need for trained professionals in the cybersecurity field, **Mount St. Mary’s University** (MD), **Hood College** (MD), and Frederick Community College (FCC) will collaborate to provide a single, unified degree pathway into the field. Through an articulation agreement signed in June, courses toward a cybersecurity associate degree at FCC will transfer toward a bachelor’s degree in cybersecurity at Mount St. Mary’s. In turn, its cybersecurity curriculum will transfer toward a master’s degree in cybersecurity at Hood College.

In April, 17 **South Carolina Independent Colleges and**
Universities (SCICU) member institutions and the South Carolina Technical College System signed a memorandum of understanding designed to increase access and enhance the seamless transfer of students and graduates from the 16 technical colleges in South Carolina to the participating private nonprofit colleges and universities in the state. Thirteen of the participating SCICU institutions are CIC members: Anderson University, Benedict College, Charleston Southern University, Claflin University, Coker College, Columbia College, Converse College, Erskine College, Limestone College, Morris College, Newberry College, Southern Wesleyan University, and Spartanburg Methodist College.

Combining service and academics, Centre College’s (KY) Girls in Engineering, Math, and Science (GEMS) program has partnered with local schools to support young women and girls as they explore STEM fields. A success for all involved, the program has allowed Centre students to share their passions and give back to the surrounding Danville community as they mentor elementary and middle school students.

In May, Bethel College (IN) and the Missionary Church USA announced the creation of a living endowment to fund a professor in the denomination’s name at Bethel College. The Missionary Church Endowed Professor of Biblical Theology was created to address the importance of comprehensive and biblically faithful theological academic training for future pastors and church leaders.

Southern Adventist University (TN) students have begun a program, Hire Tech-Minded Ladies (HTML), through which they mentor middle-school-aged girls in computer science. Developed in collaboration with the national nonprofit organization Girls Who Code, the students meet each week to discuss prior lessons, watch videos about prominent females in the computer science field, and work on a health and wellness app that the girls are designing and coding.

## MAJOR GIFTS, GRANTS, AND CAMPAIGN SUCCESSES

Mary Baldwin University (VA) alumna Bertie Murphy Deming Smith (46) pledged $25 million to the university in April, a legacy gift that demonstrates her continuing support for the future of her alma mater. Smith has been the university’s top donor for more than 50 years, supporting the innovations that fuel Mary Baldwin’s core commitment to women-centered education through the annual fund and gifts to the endowment. Her most recent gift will enhance the university’s endowment.

Lipscomb University (TN) received a $23 million gift in April, its largest gift in institutional history. Made by donors who wish to remain anonymous, it is a lead gift for Lipscomb University’s College of Business, which is celebrating 100 years of business education this academic year. The gift will be used to help fund new facilities for the College of Business, business programs, a parking structure, and global learning facilities in Florence, Italy.

Through a $20 million contribution from alumnus Jon Stryker (82), Kalamazoo College (MI) established the Jon L. Stryker Future Leaders Scholarship Program in June. Beginning in the 2018–2019 academic year, the program will provide $2 million in scholarships annually over the next ten years. The scholarships will primarily support students of color, first-generation college students, and students from lower-income families.

Stetson University (FL) in April announced the largest single gift in the university’s 135-year history. Building on the university’s Beyond Success–Significance comprehensive fundraising campaign, Hyatt and Cici Brown—friends, supporters, and members of Stetson’s board of trustees—provided the $18 million gift for the continuing growth of Stetson’s science education and research.

Southwestern University (TX) received the largest single private gift in its 178-year history in May: $15 million from Southwestern life trustee Jack Garey, in honor of his late wife Camille Garey. The gift will support faculty development, academic programming, need-based scholarships, and high-impact experiences. The endowment funded by the gift will establish the Jack and Camille Garey School of Natural Sciences.

John Carroll University (OH) received a $10 million gift in May to establish the John M. and Mary Jo Boler College of Business. The Boler Family Foundation made the historically significant gift to the university in memory of Mr. Boler, a 1956 alumnus. The Boler College will include two new schools: the School of Accountancy and Information Science and the School
of Leadership and Social Innovation. In addition, several John Carroll board members recently pledged an additional $5 million in gifts.

In April, Hiram College (OH) received a $6 million gift from retired Avery Dennison Corporation CEO Dean Scarborough, an alumnus and chair of the board of trustees, and his wife, Janice Bini. The largest in the college’s 168-year history, the multi-year gift will advance a new liberal arts initiative that includes internships, study abroad programs, science and health initiatives, and Tech and Trek, a program that merges classroom learning with mobile technology.

Linfield College (OR) in March received a $6 million gift from Domaine Serene Winery founders Grace and Ken Evenstad, one of the largest donations in Linfield’s history and the largest wine-education gift in Oregon history. The gift will allow the college to significantly expand its wine education program, endowing the Grace and Ken Evenstad Center for Wine Education at Linfield as well as a faculty position, the Evenstad Chair in Wine Studies. It also will fund the design and construction of the Evenstad Wine Laboratory as part of a new science building under development on campus.

In April, Northwestern College (IA) received the largest single gift in its history—a $6 million naming gift for its new $24.5 million facility for the health and natural sciences. The 61,000-square-foot Jack and Mary DeWitt Family Science Center will house classrooms, laboratories, and faculty offices for the departments of biology, chemistry, and nursing. It also will include increased space for collaborative student-faculty research. The DeWitt family has a long history of supporting Christian higher education and Northwestern College.

Loras College (IA) received an estate gift of more than $3.2 million from the late Rev. William Wilkie, a 1950 graduate and professor emeritus of history. The gift will supplement the Wilkie Fund to bring the total endowment to over $3.5 million. The fund will support six programs and awards: The William E. Wilkie Liturgical Program, William E. Wilkie Double Major Scholarship, Wilkie Classic Film Collection Fund, Professor William Green Senior History Award, Monsignor William D. Green Award, and the Roger Rechenmacher Scholarship Award for Creativity.

Westminster College (MO) received a gift of $3 million in March from alumnus Kent Mueller (’62) and his wife Judy, making the college’s dream of a new athletic stadium become a reality. Phase I of the project, which includes turf, scoreboard, and lights, will be completed this fall. Mueller, a member of the Westminster board of trustees, was an early software industry pioneer in the personal computer industry; today he is president and CEO of Kent Mueller Ventures.

Whitworth University (WA) received a pledge of $3 million in April to establish an endowed dean of spiritual life position. When fully funded, the gift, from donors who wish to remain anonymous, will enable Whitworth to expand campus ministry programs and increase chapel staff.

Taylor University (IN) received a $2.6 million grant from the Foellinger Foundation to support the university’s Summer Clubhouse program for three years. The program operates at multiple locations and provides programming for youth that encourages positive social, emotional, and academic development.

Wiley College (TX) received a $2 million gift to honor retiring Wiley College President Haywood L. Strickland’s 18 years of distinguished service to the college, the Marshall community, and the United Methodist Church. Gene and Patsy Ponder presented the unrestricted gift in April; Patsy is an active member of the college’s governing board.

In May, two 1979 alumni, James A. Lanier, Jr. and Mary Anne Anderson Lanier, committed more than $1 million to invest in Furman University’s (SC) Shi Center for Sustainability. The commitment will support the Furman Advantage program, providing students increased opportunities for fellowships and research and funding for improved programs and learning experiences. The university also will further integrate sustainability into the curriculum across all disciplines.

The idea of expanding the learning experience of their students by partnering with sister institutions garnered three CIC member institutions an $850,000 grant from the Andrew W. Mellon Foundation this spring. Recipients include Centre College (KY), Rhodes College (TN), and Sewanee: The

Husson University (ME) began offering a fully online track for its master of science degree in nursing program this fall. With a focus on educational leadership, students will gain a comprehensive understanding of the financial, operational, regulatory, and clinical aspects of health system management and gain in-depth knowledge of pharmacology, pathophysiology, and health assessment.
University of the South (TN). Focus areas for the four-year grant involve making select study abroad, study away, and internship experiences of each campus accessible to all partner schools, along with sharing best practices in faculty assessment of student learning.

NEW INSTITUTES, PROGRAMS, AND MAJORS

Becker College (MA) launched its fourth school on July 1. The new School of Humanities and Social Sciences will encompass criminal justice, legal studies, education, psychology, and humanities programs. In addition, in April Becker opened the Colleen C. Barrett Center for Global Innovation and Entrepreneurship, which provides students access to cutting-edge technologies, including an augmented reality/virtual reality lab, game and live studios, and an eSports lab.

Oglethorpe University (GA) will open the Q. William Hammack, Jr. School of Business and the I. W. “Ike” Cousins Center for Science and Innovation in 2019. Oglethorpe received a $50 million commitment, the largest gift in the university’s history, from 1973 alumnus Bill Hammack to establish the new business school.

The University of Evansville (IN) announced a new Institute for Public Health in April. The institute will facilitate partnerships that provide hands-on experiences to students while addressing community public health needs. Its first major project has been leading and collaborating with 11 hospital systems around the state of Indiana to conduct a 39-county Community Health Needs Assessment.

Ashland University (OH) has established a Center for Addictions that will be housed in the psychology department on campus. The center will focus on developing continuing education units, training and certificate programs, and associate and bachelor’s degrees associated with addiction counseling.

This fall, California Baptist University ushered in a new era of research on campus with its doctor of psychology (PsyD) in clinical psychology program. The program will prepare students for a career as a licensed psychologist. Students will focus on using the science of clinical psychology to guide their professional work in addition to viewing the human condition through the lens of a Christian worldview.

Lourdes University (OH) has established the institution’s first professional doctoral program—a doctor of nursing practice (DNP) in leadership for population health. The online program is designed for post-master’s prepared RNs.

This fall, West Virginia Wesleyan College began offering its first doctoral program—a DNP degree program.

With Wesleyan’s long-standing master in nursing program, the DNP degree will focus on advancing professional nursing roles, including preparing nurse leaders to drive health care reform and to advocate for vulnerable populations.

Southern Wesleyan University (SC) now offers an online doctor of education (EdD) in curriculum and assessment. The degree is designed for professionals aspiring to be assessment and institutional effectiveness experts in education and in nonprofit environments.

Salve Regina University (RI) has launched an online PhD program in international relations that is designed primarily for faculty at military institutions, military officers from both the U.S. and abroad, and those in government services professions. The mission of the degree, which emphasizes justice and seeking wisdom, is to provide an innovative understanding of area studies through comparative analysis.

Furman University (SC) launched an MS degree in community-engaged medicine this summer. Providing an advanced understanding of science and population health, the program aims to narrow the gap between community health and the resources necessary to meet those needs.

Averett University (VA) began offering two master’s degree programs this fall: an MS in applied data analytics and an MS in criminal justice leadership and administration. Offered in a hybrid-format, the applied data analytics program is designed to provide students with a broad understanding of data analysis in order to develop solutions to organizational problems and is aimed at managers who need to interpret data. The accelerated
online criminal justice program is designed for criminal justice practitioners who are entering or progressing into administration and leadership positions.

The College of Wooster (OH) launched a new major in environmental geoscience this fall, for students whose research interests and career goals center on the science of climate, water resources, soil quality, and related concerns. In addition, after an extensive renovation, the department’s main computer lab can now access and use remote sensing, including satellite data and images from NASA, NOAA, and other sources, to study and better understand the forces at play in climate change.

Knox College (IL) has added a new environmental science major to its curriculum. The major, which students can pursue as a BA or BS degree, provides clarity regarding the differences between environmental studies and environmental science. Until now, students interested in environmental science have been custom-building their curricula through a combination of chemistry, biology, earth sciences, and the more policy-oriented environmental studies major.

Elms College (MA) launched two new majors this fall. The computer science major focuses on the design and development of software and the algorithms that make code work efficiently. The computer information technology and security major will prepare students for careers as IT technicians, system administrators, network administrators, and cyber security specialists.

In May, Emmanuel College (MA) announced that it would reorganize academic programs and departments into five schools, effective this fall, and launch new academic programs in political communication; health humanities; Spanish for health care professionals; statistics; computer science; and big data and data analytics.

NEW AND RECENTLY RENOVATED FACILITIES

In May, Columbia College (SC) celebrated the establishment of the Women’s Business Center of South Carolina, a hub for catalyzing and expanding women’s entrepreneurship, made possible by seed investments from Google and the South Carolina Department of Commerce Office of Innovation. Headquartered at Columbia College, the center will hold weekly programs, regional networking events, and locally hosted opportunities for engagement.

Emmanuel College’s (MA) new 18-story residence hall opened its doors this fall. The building provides juniors and seniors the convenience and community of living on campus and the independence of contemporary, apartment-style living in the heart of Boston. Each four-person apartment includes two bedrooms, two bathrooms, a full kitchen, and a living room.

Cedarville University (OH) will open a new $3.3 million residence hall this fall. Named for Richard G. Walker, a longtime Cedarville employee who made a life-long impact on students through his various staff roles, Walker Hall features four 16-person units. Each of the units includes eight bedrooms, a large living space, a kitchenette, a study lounge, and a bathroom with built-in laundry.

CAMPUS EXPANSIONS AND CHANGES

Simmons College (MA) officially changed its name to Simmons University on September 1. On July 1, Tusculum College (TN) officially changed its name to Tusculum University and Lynchburg College (VA) changed its name to University of Lynchburg. 

HAVE A POTENTIAL NEWS ITEM FOR CAMPUS UPDATE?

Please email news items for review to Paula M. Miller, CIC editorial and communications director, at pmiller@cic.nche.edu. CIC also is interested in receiving “action” photos for possible inclusion.
CIC Recognizes Board Members, Releases New Research Digest

BOARD NEWS

The CIC Board of Directors elected during its June 2018 meeting George E. Martin, president of St. Edward’s University (TX), to serve on the Executive Committee as past chair. Martin, who previously served on the CIC Board from 2006 to 2016, will fill the vacancy created by Thomas L. Hellie (2012–2018), who retired as president of Linfield College (OR) on July 1, 2018. The Board of Directors also recognized two Board members whose terms were concluding: Nancy J. Cable (2015–2018), who assumed her new duties as chancellor of the University of North Carolina Asheville on August 15; and Thomas A. Kazee (2017–2018), who retired from the presidency of the University of Evansville (IN) on June 1.

SUPPORT FOR IMPROVED ACCESS TO LANGUAGE EDUCATION

In support of its report, America’s Languages: Investing in Language Education for the 21st Century, the American Academy of Arts and Sciences recently released a call-to-action signed by 37 leaders in American business, government, and education and over 150 organizations who urge greater support for languages in order to enhance American global leadership. The report recommends that the U.S. provide access to languages for all age groups, prepare more language teachers, promote public-private partnerships in language education, support heritage and indigenous language communities, and encourage international learning experiences. CIC member institutions that have signed the call to action include: Agnes Scott College (GA), Bennington College (VT), Caldwell University (NJ), Dominican University (IL), Middlebury College (VT), Newbury College (MA), Ohio Dominican University, Simpson College (IA), Stillman College (AL), St. Norbert College (WI), St. Thomas University (FL), Texas Lutheran University, and Whittier College (CA). CIC Affiliate Members include the American Council of Learned Societies (NY), American Council on Education (DC), American Historical Association (DC), Modern Language Association (NY), National Humanities Alliance (DC), and the Phi Beta Kappa Society (DC). The American Academy will continue to collect endorsements for “Bridging America’s Language Gap” and will update the document periodically. For more information, visit www.amacad.org/content.aspx?id=43111.

LETTER TO SUPPORT THE FULBRIGHT PROGRAM

The Fulbright Program has been an essential resource for American higher education for more than 72 years, yet it currently faces significant budget cuts. This summer, leaders of 339 colleges and universities nationwide signed a letter to U.S. Secretary of State Mike Pompeo expressing support for the international exchange program. Of the 303 presidents who signed the Fulbright Association’s letter of support for the Fulbright Program, 183 are from CIC member institutions. The letter is available at https://fulbright.org.

In Memoriam: Donald J. Farish

The CIC Board of Directors and CIC staff are saddened by the July 5 death of Donald J. Farish, president of Roger Williams University (RI) and a member of the CIC Board. He died after a sudden and serious illness; he was 75.

Farish became RWU’s 10th president in 2011 and was planning to retire when his contract expired in June 2019, culminating a remarkable 51-year career of service in higher education. He joined the CIC Board in January 2018 to serve a one-year term and had looked forward to helping CIC during the period. CIC Board members and staff will miss Don Farish’s dedication to higher education and extend their deepest sympathies to his family and friends and the Roger Williams University community.
CIC NEWS

NEW EDITION OF RESEARCH DIGEST

CIC recently released the fourth iteration of the Digest of Recent Research. Published periodically, the Digest highlights timely and relevant research from scholarly journals and other publications that independent college and university presidents and other senior campus leaders may find helpful. This installment, the first to be edited by Matthew J. Mayhew, William Ray and Marie Adamson Fletcher Professor of Educational Administration at Ohio State University, includes reviews of articles on such topics as innovation on campus; race and rhetoric in presidential statements; course-taking and graduation rates; and social media and student activism. The Digest is available at www.cic.edu/ResearchDigest and may be downloaded as a single document (PDF). CIC is grateful to the Spencer Foundation for its support of this member service.

ANNUAL REPORT AWARD

CIC’s 2016–2017 Annual Report received a Silver EXCEL Award in the annual report category at the 38th Annual EXCEL Award Gala held on June 25, 2018, in Washington, DC. The award recognizes “the best annual report or year in review that projects a positive image for the association through well-written and well-organized content, excellent design, and well-conceived packaging.” The EXCEL Awards competitions are run by Association Media & Publishing and recognize excellence and leadership in nonprofit association media, publishing, marketing, and communications. CIC’s 2015–2016 Annual Report, also designed by GRAPHEK, won a 2017 American Graphic Design Award.

CIC IN THE NEWS


Georgia Nugent, CIC senior fellow and president emerita of Kenyon College (OH): “The Evolution of the Student Body Continues” (May 14), “Place Matters” (May 3), “Classroom Learning and Career Preparation: Stronger Together” (April 10), and “Introducing ‘Construction Trumps Disruption’” (March 28). The report also was featured in the Lawlor Group’s April e-newsletter, Lawlor Focus, and was covered by local press, including the April 9 Register-Herald (WV) article, “University of Charleston [WV] Featured in Publication Focusing on Leadership.”

In addition, the report was mentioned in a HigherEdJobs interview with Mick Weltman, president of the CIC State Council Member Associated Colleges of Illinois, “Better Together: Consortia of Independent Colleges” (August 31). Inside Higher Ed published an opinion piece written by Richard Ekman, “Killing Colleges in Massachusetts,” on August 29. The piece reiterates the call for more coordination by state governments with private colleges to provide higher education to state residents.
Ekman was quoted in the September 2 Chronicle of Higher Education article, “How Colleges Help Students Find Purpose in Their Work.”

Ekman also was interviewed about the future of small private colleges for the July 16 Inside Higher Ed article, “Is There a Right to Know a College Might Close?”


The June 29 Education Dive brief, “Kentucky Universities Face Financial Woes,” referenced CIC’s 2017 report, Utilizing Independent Colleges and Universities to Fulfill States’ College Degree Attainment Goals.

CIC’s yearlong Presidential Vocation and Institutional Mission program for prospective college and university presidents was recently featured in three stories: Education Dive’s “Four Things Every Aspiring College President Needs to Know” (July 16); KNIA/KRLS FM’s ‘Central College’s [IA] Mary E. M. Strey Selected for National Leadership Program’ (June 26); and Business Record’s “Central College Vice President Selected for National Leadership Program” (June 14).


The UB story, “Council of Independent Colleges, Association of College and University Educators [ACUE] Partner” featured CIC’s new Consortium on Instructional Excellence and Career Guidance (May 22). ACUE’s The Q Newsletter also discussed the program in the April 12 story, “New Faculty Credential Emphasizes Students’ Career Readiness through Excellence in Instruction.” Diverse: Issues in Higher Ed interviewed David Brailow, CIC vice president for development, about the program for the April 9 story, “Consortium Aims to Enhance Teachers’ Career-Advising Skills.”

The AARP/CIC Intergenerational Connections: Students Serving Older Adults project was featured in the Caldwell’s Patch story, “After Stroke at 20, Caldwell University [NJ] Student Gains ‘Perspective’” (August 21); the New Jersey Herald article, “Centenary University [NJ] Awarded Grant for Intergenerational Programs” (July 13); and the Monroe County Post story, “Yearlong Project Builds Bridges between Fisher Students, Senior Citizens” (June 6), which details St. John Fisher College’s (NY) participation in the program. The project also was featured in the April 5 Salisbury Post article, “Pfeiffer University [NC] Receives Renewal Grant for Intergenerational Programming.”

The July 31 Anson Record (NC) story, “Peachland Native Spends Summer Researching Ancient Slaves,” discussed Wingate University (NC) professor Christy Cobb’s participation in CIC’s “Traveling with Pausanias through Greece” faculty development seminar. The May 1 Buffalo News story, “Dr. Hamish Dalley to Participate in Seminar” discussed the Daemen College (NY) professor’s participation.

Education Dive published a brief, “Revamping the Way STEM Is Taught Through Project-Based Learning,” on April 20. The brief mentions CIC’s new Seminars on Science Pedagogy as an example of this methodology. The April 12 Chronicle of Higher Education weekly newsletter, “Welcome to Teaching,” also highlighted the seminars.

Tips and strategies from the 2018 College Media Conference, co-hosted by CIC and the American Association of State Colleges and Universities, were discussed in the Inside Higher Ed column, “Turning a College President into a Thought Leader” (August 7).
The NetVUE Vocation across the Academy Grant awarded to Bluffton University (OH) was mentioned in the Bluffton Icon (OH) story, “$25,000 Grant to University for Development of New Experiential-Learning Course” (July 13).

The CIC/UPS Scholarship Program was highlighted in the July 2 Oskaloosa News (IA) story, “Rebekka Hartwig of What Cheer Selected as UPS Scholar from William Penn University [IA].”

CIC staff members were highlighted in two local papers: Sioux City Journal published a piece on May 7, “Morningside College [IA] to Present Two Honorary Degrees at Saturday Commencement,” and the Sharon Herald published the May 4 article, “Thiel [College] to Honor Higher-Ed Leaders” (see below).


STAFF NEWS AND NOTES

CIC Senior Vice President Katherine M. Whatley received an honorary doctor of humane letters degree from Morningside College (IA) on May 12 in recognition of her career in higher education and her commitment to helping colleges and universities improve their leadership expertise and administrative performance. Whatley delivered remarks during the commencement ceremony.

Shirley J. Roels was awarded an honorary doctor of humanities degree by Thiel College (PA) on May 6 in recognition of her efforts working with CIC’s Network for Vocation in Undergraduate Education (NetVUE). Roels directed NetVUE from its inception in 2009 through August 2017, when she retired from the directorship and became assistant director.

S. Georgia Nugent, CIC senior fellow and president emerita of Kenyon College (OH), wrote a chapter in the new book, Leading Colleges and Universities: Lessons from Higher Education Leaders, edited by Stephen Joel Trachtenberg, Gerald B. Kauvar, and E. Gordon Gee (see page 36). Nugent’s essay, “Fundraising Is a Relationship, Not a Transaction,” draws on experience gained from raising $240 million in a capital campaign for Kenyon College while serving as president of the college.

Lesley McBain, CIC’s director of research projects, participated in a workshop sponsored by the University of Houston Law Center’s Law for Higher Education and Governance for junior faculty and a small number of scholars who work for educational research associations or organizations. During the May roundtable, McBain presented a paper analyzing the reporting fee paid to institutions by the U.S. Department of Veterans Affairs for processing GI Bill students’ paperwork. In July, she published a book chapter on higher education association research in Envisioning Public Scholarship for Our Time: Models for Higher Education Researchers (edited by Adrianna Kezar, Yianna Drivalas, and Joseph A. Kitchen) and an article on veterans education policy power dynamics in the Marine Corps University Press’s MCU Journal.

CIC President Richard Ekman was elected chair of the Harvard Graduate School of Arts and Sciences Alumni Association Council in May 2018. He will serve a two-year term in this position. Ekman also was elected as a member of the Emeriti Retirement Health Solutions board of directors in the spring.

Lynn Hunnicutt, professor of economics at Pacific Lutheran University (WA), became assistant director of CIC’s Network for Vocation in Undergraduate Education (NetVUE) on July 1. She has primary responsibility for administering CIC’s wide array of NetVUE grant programs, working on a half-time basis from the Pacific Lutheran campus. Hunnicutt has been deeply involved in conversations about vocational reflection and discernment since 2005, having served as the founding director.

CIC WELCOMES NEW MEMBERS

The Board of Directors and staff of CIC welcome the following new members since May 2018:

**New Institutional Members**
- Brandman University (CA)
- Hawaii Pacific University
- Bryan College of Health Sciences (NE)

**New Affiliate Members**
- Marygrove College (MI)
of Pacific Lutheran’s Wild Hope Center for Vocation. She also has served as a campus consultant for NetVUE and as co-chair of the Vocation of a Lutheran College conference. Her academic research examines how the discipline of economics addresses questions of calling and purpose. Hunnicutt is helping to develop a book of essays on the role of vocation in various academic disciplines. She received a BA in economics from Oregon State University and an MS and PhD in economics from the University of Texas at Austin.

In September, Samantha Sabalis joined CIC as development officer through the Mellon/ACLS Public Fellows program for recent PhDs in the humanities. During her two-year fellowship at CIC, Sabalis will work on grant proposals and reports, along with other development activities, and assist with program management. Sabalis received a PhD in English from Fordham University in 2017 and was a postdoctoral teaching fellow at Fordham during the 2017–2018 academic year. Before that, she served as coordinator of a National Endowment for the Humanities-funded project at Fordham. She also chaired a professional development grant committee for the university and worked as an educator at the Metropolitan Museum of Art and the Morgan Library and Museum in New York. Sabalis received an undergraduate degree in English from the University of St. Andrews in Scotland and an MPhil in medieval language, literature, and culture from Trinity College in Dublin, Ireland.
2018–2019 CALENDAR OF EVENTS

OCTOBER 5, 2018
CIC Board of Directors Executive Committee Meeting Washington, DC

OCTOBER 15, 2018
Conversation between Foundation Officers and College and University Presidents New York, NY

OCTOBER 16, 2018
CIC/New York Times Partnership Presidents Council Meeting New York, NY

NOVEMBER 2–4, 2018
2018–2019 Senior Leadership Academy Opening Seminar St. Louis, MO

NOVEMBER 3–6, 2018
Institute for Chief Academic, Chief Financial, and Chief Enrollment Management Officers St. Louis, MO

JANUARY 3–4, 2019
Presidents Governance Academy Scottsdale, AZ

JANUARY 3–4, 2019
New Presidents Program (Including Spouses and Partners of New Presidents) Scottsdale, AZ

JANUARY 4, 2019
CIC Board of Directors Meeting Scottsdale, AZ

JANUARY 4–7, 2019
Presidents Institute Scottsdale, AZ

FEBRUARY 24–26, 2019
Presidential Vocation and Institutional Mission Seminar Atlanta, GA

MARCH 21–23, 2019
2019 NetVUE Conference Louisville, KY

APRIL 11–13, 2019
Workshop for Department and Division Chairs Virginia Beach, VA

APRIL 24–27, 2019
U.S.-Mexico Higher Education Summit Chicago, IL

MAY 7–9, 2019
Workshop for Department and Division Chairs Milwaukee, WI

MAY 21–23, 2019
Workshop for Department and Division Chairs Columbus, OH

JUNE 5–7, 2019
Workshop for Department and Division Chairs Milwaukee, WI

JUNE 3–5, 2019
Workshop for Department and Division Chairs Anaheim, CA

JUNE 17–21, 2019
NetVUE Teaching Vocational Exploration Seminar Techny, IL

JUNE 20–22, 2019
2018–2019 Senior Leadership Academy Closing Seminar Washington, DC

JUNE 23–28, 2019
American History Seminar New Haven, CT

JUNE 26–28, 2019
Workshop on Humanities Research for the Public Good Washington, DC

HUMANITIES RESEARCH FOR THE PUBLIC GOOD
Connecting Independent Colleges with Their Communities through Undergraduate Research

Proposal Deadline: December 14, 2018

The humanities enrich our lives and offer us tools to make better sense of the world. The humanities help connect individuals and communities. For more than a decade, however, leaders in higher education and humanities scholars have worried about a “crisis” in the humanities, marked by a decline in the number of college majors and a popular perception that philosophy, history, literature, and languages no longer have relevance to contemporary issues or the public good.

Many independent colleges and universities have countered these claims by pointing to the growth of enrollment in humanities classes and citing surveys of employers that emphasize the importance of strong writing, critical thinking, and a knowledge of diverse cultures for successful careers in tomorrow’s workforce.

“Humanities Research for the Public Good” offers a different response to these criticisms by helping CIC member institutions demonstrate the power of the humanities to shed light on the past, to offer new insights on current issues, and to engage both students and members of the public in contemplating a better future. The initiative is designed to encourage the use of library, archival, and museum collections for undergraduate teaching and research; to help students develop the critical skills that employers desire; to support partnerships between colleges and civic or cultural organizations in their communities; and to promote the enduring value of the humanities to modern life. By making visible the significant collections contained in college archives, libraries, and museums, the project aims to show how these raw materials of humanities research can address the concerns and experiences of local communities.

Made possible by the generous support of the Andrew W. Mellon Foundation