‘Healthy Institutions, Strong Leaders’ Is Focus of 2020 Presidents Institute

How can independent college presidents guide their institutions to adapt and thrive amid the opportunities and challenges that higher education faces today? During 2020 Presidents Institute sessions and workshops, presidents will explore strategies they can deploy with confidence to produce strong and healthy institutions.

Providing a forum for candid discussion of mutual areas of interest, opportunities to learn from experts, and time to network with colleagues, the 2020 Institute will take place January 4–7 at the JW Marriott Marco Island hotel in Marco Island, Florida. CIC’s premier and long-standing event is the largest annual meeting of college and university presidents in the country.

Four plenary sessions will anchor the program, beginning with keynote speaker Nathan D. Grawe’s session “Demographics, Demand, and Destiny: Implications for the Health of Independent Institutions.” Grawe, Ada M. Harrison Distinguished Teaching Professor of the Social Sciences at Carleton College, projected significant shortages of students in the near future in his 2018 book, Demographics and the Demand for Higher Education. He will discuss how CIC colleges and universities are likely to be affected by the approaching demographic shifts and propose strategies they can implement to ensure optimal enrollment in the future.

Elizabeth Alexander, president of the Andrew W. Mellon Foundation—the nation’s largest foundation funder of the arts and humanities in higher education—will address “Strengthening Higher Education through a Renewed Commitment to the Arts and Humanities.” In her talk, Alexander will make the case for the value of a liberal arts education and suggest ways that presidents can advocate effectively for its importance in an increasingly career-minded environment. Alexander is a poet, memoirist, and educator. She was twice a Pulitzer Prize finalist, is a recipient of the Jackson Poetry Prize, and, in 2009, she composed and delivered a poem for the inauguration of President Barack Obama.

Plenary speaker Jonathan McBride, managing director and global head of inclusion and diversity at BlackRock, will address “The Future of Work: Preparing Graduates for Diverse, Purpose-Driven Workplaces.” McBride served as the director of

(Continued on page 4)
Two stories illustrate how CIC member institutions lead in digital innovation. A just-published study, summarized on page 28, of online learning in the humanities describes two CIC consortia supported by the Andrew W. Mellon Foundation. Evaluation by Ithaka S+R shows that students in courses delivered online through this project achieved the same high levels of learning and academic performance as those taking the courses in conventional classroom settings. Further, the findings suggest that in an online environment students who may be less likely to speak up in a classroom are more engaged with the material. The president of one participating college observed that the technology “enabled the ten-second thinkers in the class to be able to get into the conversation on a threaded discussion where previously they had been silenced by the two-second thinkers who dominated a face-to-face class.” The work of these consortia shows that online instruction, when delivered with careful attention to content and pedagogy, can provide a valuable supplement to traditional classrooms.

On page 30, another story about digital innovation highlights CIC’s new Online Course Sharing Consortium (OCSC), which was launched in November 2018 and just surpassed 100 members. Participation in OCSC allows institutions to supplement their own curriculum by sharing faculty-approved online courses with other OCSC participants. This arrangement enables students to take a course needed for graduation when it is unavailable on the home campus, and it allows colleges to fill in for a faculty member who is on sabbatical or to flesh out a major or minor program with expertise the home department lacks. Both stories show that smaller private colleges are not, as the media narrative has it, succumbing to the threat posed by online “education providers.” Instead, they are crafting digital teaching resources to advance their distinctive, student-centered pedagogy.

CIC member institutions also lead by addressing the pressing issues of the day. At a time when it is often said that free speech and political diversity are absent from campuses, CIC convened teams of educators from across the country to explore the intersection of diversity, the liberal arts, and civility. The report on this year’s Diversity, Civility, and the Liberal Arts Institute (page 16) makes clear that in fact smaller private colleges and universities are deeply committed to ensuring that every student is able to learn unhindered by disrespect, exclusion, or stereotyping and that every idea—however
“CIC member colleges lead in educational effectiveness, innovation, and relevance. … Our sector shapes higher education and therefore society, serving as a laboratory for educational excellence in a rapidly changing world.”

challenging or controversial—can be debated in an intellectually responsible way.

Other stories show that CIC programming nurtures some of the most timely and relevant movements within higher education today. An intriguing observation reported at CIC’s recent Intergenerational Connections conference (reported on page 34) was that the changing demography of America, with more senior Americans than young people, demands new approaches to education, social services, and health care. Experts from Encore, AARP Foundation, and Generations United praised the forward-thinking role of those CIC colleges that are collaborating with community institutions to serve low-income older neighbors through a CIC initiative funded by the AARP Foundation.

Yet another example of the timeliness of CIC initiatives is the U.S.-Mexico Higher Education Summit. At a moment when tension at the southern border of the United States is much in the news, CIC brought together U.S. college presidents with their Mexican peers to discuss shared concerns and educational collaboration. The second U.S.-Mexico summit (reported on page 6) continued an established discussion about education for international understanding, a discussion that will be continued at CIC’s 2020 Presidents Institute.

These examples underscore a broad and essential point: CIC member colleges lead in educational effectiveness, innovation, and relevance. The stories in this issue, taken together, illustrate how our sector shapes higher education and therefore society, serving as a laboratory for educational excellence in a rapidly changing world.
the Office of Presidential Personnel in the White House and chief strategy officer at Universum, and he co-founded Jungle Media Group. Drawing on his own liberal arts education and on his diverse work experiences, he will help presidents consider how to prepare their students for a variety of careers.

During the closing plenary session on “Presidential Leadership for Healthy Institutions,” presidents of CIC colleges and universities will discuss how they have guided their institutions along sustainable paths amid unprecedented challenges, candidly sharing what has worked and what has not. The session will feature panelists James M. Dennis of McKendree University (IL), Mary Dana Hinton of the College of Saint Benedict (MN), and Lawrence M. Schall of Oglethorpe University (GA), and will be moderated by Marjorie Hass of Rhodes College (TN).

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

- During the January 5 workshop, “Understanding Compliance Risk: How to Protect Your Institution and Your Job,” two higher education attorneys and a seasoned college president will lead a discussion on best practices for managing institutional compliance risk. Thomas J. Botzman, president of Misericordia University (PA), will co-lead the discussion with Steptoe & Johnson PLLC’s Susan Llewellyn Deniker, attorney and labor and employment practice group chair, and Jim Newberry, attorney and higher education practice team chair.
- Also on January 5, the workshop, “Change, Risk, and Relevance: New Lessons from Thriving Institutions,” will feature case studies from three presidents who are leading their institutions through transformational change—Mary Schmidt Campbell of Spelman College (GA), Travis Feezell of Hastings College (NE), and Kim S. Phipps of Messiah College (PA). Joretta S. Nelson and Emma Jones of Credo will offer insights into the critical elements that contributed to these success stories.
- The January 6 workshop, “Owning Your Future: Transforming Your Institution by Playing to Strengths,” will help presidents consider new approaches to innovation at their institution through the exploration of case studies, analytic tools, and group work. Workshop leaders will include presidents Martha A. Burger of Oklahoma City University, Helen G. Drinan of Simmons University (MA), and Dennis M. Hanno of Wheaton College (MA), along with Peter Stokes, managing director of higher education at Huron.
- “Tuition Pricing Considerations: Is a Reset Right for Your Institution?” will be led by Laura Casamento, president of Utica College (NY), Sharon Latchaw Hirsh, president of Rosemont College (PA), and Lucie Lapovsky, former president of Mercy College (NY) and principal of Lapovsky Consulting. This January 6 workshop will consider various approaches to setting tuition price, including dramatic resets. It also will explore data analysis from more than 30 colleges that have lowered tuition, as well as best practices for implementing a price reset successfully.

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

- Using Data to Integrate Enrollment, Student Success, and Alumni Engagement;
- Approaches to Civic Engagement and Collaboration with the Local Community;
- Benchmarks for Institutional Health;
- Documenting and Promoting the Labor Market Outcomes of the Liberal Arts;
- Focusing the Board on Strategic Priorities; and
- Strategies for Mergers, Acquisitions, and Teach-Outs.
As in previous years, the Presidents Institute will include three additional programs:

- **CIC’s New Presidents Program**, held January 3–4, 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.

- The **Presidents Governance Academy**, also held January 3–4, 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 the **Program for Presidential Spouses and Partners**, developed by an advisory group of 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 at [www.cic.edu/2020PresidentsInstitute](http://www.cic.edu/2020PresidentsInstitute). The Institute registration and hotel reservation deadline is **December 2, 2019**.
“Building bridges, not walls” was the emphasis of the second U.S.-Mexico Higher Education Summit. Hosted by CIC and the Mexican Federation of Private Higher Education Institutions (FIMPES), the Summit took place April 24–27, 2019, in Chicago, Illinois. Seventy CIC presidents, rectors of private universities in Mexico, and campus leaders from both sides of the U.S.-Mexico border discussed the critical importance of developing sustainable binational higher education partnerships.

CIC and FIMPES hosted a similar summit in Guadalajara, Mexico, in March 2017, and delegations of FIMPES rectors have participated in CIC Presidents Institutes since 2015.

The leaders of U.S. and Mexico higher education institutions discussed four key goals during the 2019 Summit. Through discussion sessions and visits, participants explored how to facilitate partnerships between individual institutions in the United States and Mexico; develop consortia for regular student and faculty exchanges, internship opportunities, and other partnership possibilities; launch nontraditional partnership opportunities, including short-term student and faculty exchanges, project-based collaboration, and online course-sharing; and create opportunities for association-to-association (CIC-FIMPES) collaborative programs to facilitate bilateral partnerships.

The Summit included campus visits to five CIC institutions in the Chicago area: DePaul University, Dominican University, North Central College, North Park University, and Rockford University. Augustana College (IL) also made a presentation during the Summit. During each campus visit, Summit participants engaged in robust conversations about each institution’s defining features as well as unique opportunities for collaboration, including two-two degree programs, field placements, one-semester course collaborations, service-learning projects, and executive education programs. Breakfast meetings facilitated group discussions regarding student and faculty exchanges; summer programs and short-term exchanges; project-based partnerships; opportunities for association-to-association exchange programs between CIC and FIMPES; and opportunities to develop study-abroad consortia.

During welcoming remarks, Antonio Cuesta, then Acting Consul General of Mexico in Chicago, and Roberta S. Jacobson, former U.S. Ambassador to Mexico and Assistant Secretary of State for the Western Hemisphere, expressed their support for and the importance of collaboration between U.S. and Mexican higher education institutions. Jacobson noted, “Mexico is the third-largest trading partner of the United States. In terms of student exchanges, it is only the ninth (behind countries such as...
South Korea, Saudi Arabia, and Vietnam),” indicating that there is ample room for development of student exchanges between the United States and Mexico. In a lunch discussion, Margaret B. Hug, Regional Education Initiatives Director, Bureau of Western Hemisphere Affairs, U.S. Department of State, asserted that on both sides of the border “students and faculty need to be workforce ready.” Hug encouraged cross-border collaboration while discussing the 100,000 Strong in the Americas program and other programs run by the U.S. Embassy in Mexico and the Department of State. These partnerships provide an important approach to preparing students and faculty members for today’s global economy.

Rebeca Vargas, president and CEO of the U.S.-Mexico Leaders Network, and Arturo Cherbowski Lask, director of Santander Universidades and Universia, challenged participating institutions to think critically about ways their students and faculty members could benefit from relationships with their peers from the other country. During his remarks, Rodrigo Guerra Botello, secretary general of FIMPES, stated, “The geopolitical context demands that we make the promises of this Summit come true.” Vargas, Cherbowski, and Guerra’s calls to action reinforced the critical importance of binational higher education opportunities highlighted by Cuesta, Hug, and Jacobson.

Throughout the Summit, it was evident to participants that partnerships with colleges and universities on the other side of the U.S.-Mexico border are both necessary and attractive. The quality and diversity of CIC and FIMPES member institutions can provide students and faculty members with cultural, educational, and professional experiences that will make meaningful differences in their lives.

Yet several challenges, both real and perceived, associated with broadening exchange programs need to be addressed head-on: students not perceiving Mexico as an “exotic” study abroad location; security concerns on both sides of the border; visa regulations; and tuition differences and other financial considerations, including currency exchange rates. To address these concerns, institutions need to think critically about how to build bridges with partner institutions and how to market to their constituencies the numerous benefits of opportunities to study and work abroad. CIC and FIMPES member institutions’ partnerships provide an important approach to preparing students and faculty members for today’s global economy.

2019 U.S.-MEXICO HIGHER EDUCATION SUMMIT PARTICIPATING ORGANIZATIONS

Albright Stonebridge Group (DC)
Ashland University (OH)
Associated Colleges of Illinois
Augustana College (IL)
Baker & McKenzie LLP (IL)
California Lutheran University
Campbell University (NC)
CETYS University (Mexico)
Consulate General of Mexico in Chicago (IL)
Culver-Stockton College (MO)
DePaul University (IL)
Dominican University (IL)
Drew University (NJ)
Hunter Global Education, LLC (NC)
Instituto de Estudios Superiores del Bajío (Mexico)
Jarvis Christian College (TX)
Lewis University (IL)
Mexican Federation of Private Institutions of Higher Education (Mexico)
Mount St. Joseph University (OH)
North Central College (IL)
North Park University (IL)
Olivet College (MI)
Rockford University (IL)
Saint Mary-of-the-Woods College (IN)
Santander Universidades and Universia (Mexico)
Stillman College (AL)
Universidad Anáhuac Querétaro (Mexico)
Universidad Cristóbal Colón (Mexico)
Universidad de Monterrey (Mexico)
Universidad Fray Luca Paccioli (Mexico)
Universidad Iberoamericana Puebla (Mexico)
Universidad Internacional de la Paz (Mexico)
Universidad La Salle Nezahualcóyotl (Mexico)
Universidad La Salle Noroeste (Mexico)
Universidad Latina de América (Mexico)
Universidad Panamericana Guadalajara (Mexico)
Universidad Panamericana Bonaterra Campus (Mexico)
Universidad Riviera (Mexico)
Universidad Vasco de Quiroga (Mexico)
U.S. Department of State (DC)
U.S.-Mexico Leaders Network (NY)
Valparaiso University (IN)
Virginia Wesleyan University

Continued on page 13
Distinctive Leadership Program Focuses on the Presidency as a Calling

“This is not about how. This is about why.” With these words, Frederik Ohles, president emeritus of Nebraska Wesleyan University and CIC senior advisor, began CIC’s 2019–2020 Presidential Vocation and Institutional Mission summer seminar. The yearlong program for senior college administrators who are considering the presidency began with this seminar held in Woodstock, Vermont, July 14–17, 2019.

Now in its tenth year, this distinctive leadership development program seeks to increase the number of effective presidencies of independent colleges and universities by helping prospective presidents clarify their sense of vocation, or the purpose of their life and work, and weigh it in the context of the missions of institutions they might lead in the future.

“The purpose of this seminar is to help those already in senior leadership positions discern whether they may be ‘called’ to the presidency, and if so, where and why” explained program director Ohles. Nearly 35 percent of all past participants in the program have gone on to serve as college presidents, with higher percentages from the earliest participants. The program is funded by a generous grant from Lilly Endowment Inc.

Twenty senior college and university administrators participated in the summer seminar (see participant list, page 9). “The program excelled in many ways,” reflected Mark A. Roberts, provost and vice president for academic affairs at Reinhardt University (GA). “The readings were well chosen and served as highly effective jumping-off points for rich and engaging discussions. The various sessions, from plenary to small group to individual consultations, allowed participants to reflect deeply on the value of responding to a call and the importance of being devoted to a mission that serves a purpose larger than the singular self.”

Another distinctive feature is that prospective presidents participate in the program with their spouses or partners. 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, 17 of the 20 prospective presidents participated with spouses or partners. For Deborah R. Garrison, provost and vice chancellor for academic affairs at Methodist College (IL), “The inclusion of spouses was tremendously helpful to me. My husband and I enjoyed the opportunity to prepare for and participate in the seminar together. This has broadened my perspective on how we would be able to work together to achieve the mission of an institution and to stay grounded in what is most important to each of us.”

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 lent their expertise. Facilitators included Steven and Jane Bahls, president and presidential spouse, respectively, of Augustana College (IL); Donna Carroll, president of Dominican University (IL); Christopher and Constance Currier Holoman, president and presidential spouse, respectively, of Centenary College of Louisiana; and Rosemary Ohles, former presidential spouse of Nebraska Wesleyan University. Facilitators shared their own vocational discernment process from their experiences as presidents and presidential spouses. They also led discussions on readings that ranged from excerpts from David Brooks’s The Second Mountain: The Quest for a Moral Life, to the poetry of Audre Lorde and Robert Frost, to Aristotle’s Ethics. Harry E. Dumay, president of Elms College (MA), and his wife, Maggie Dumay, who recently participated in the program as a prospective presidential couple, served as guest speakers.

With the conclusion of the opening seminar, the participants will continue to engage in formal individual consultations with the program facilitators and informal dialogue with each other throughout the year. Participants will gather again for a winter seminar, February 24–25, 2020, at the Emory Conference Center in Atlanta, Georgia.
ANNOUNCING THE 2020–2021 PRESIDENTIAL VOCATION AND INSTITUTIONAL MISSION PROGRAM

CIC is now accepting nominations for the 2020–2021 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 rigorous 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, 2020**. For more information and the nomination materials, visit [www.cic.edu/VocationMission](http://www.cic.edu/VocationMission) or contact Harold V. Hartley III, CIC senior vice president, at (202) 466-7230 or hhartley@ic.nche.edu.

2019–2020 PRESIDENTIAL VOCATION AND INSTITUTIONAL MISSION PARTICIPANTS

**Bellarmine University** (KY)
Sean Ryan, Senior Vice President

**Benedict College** (SC)
Ceeon D. Quiett Smith, Chief of Staff

**Brevard College** (NC)
Debora D’Anna, Vice President for Student Success and Dean of Students

**Concordia College** (MN)
Lisa Sethre-Hofstad, Vice President for Student Development and Campus Life

**Culver-Stockton College** (MO)
William F. Sheehan, Jr., Vice President for Institutional Advancement and Alumni Programs

**Eckerd College** (FL)
Kelly Kirschner, Vice President and Dean, Executive and Continuing Education

**Edgewood College** (WI)
Dean A. Pribbenow, Vice President for Academic Affairs and Academic Dean

**Gonzaga University** (WA)
Judith A. Biggs Garbuio, Associate Provost for Student Development

**Hanover College** (IN)
Dewain Lee, Vice President for Student Life and Dean of Students

**Hiram College** (OH)
Elizabeth Okuma, Vice President and Dean of Students

** Juniata College** (PA)
Lauren Lee Bowen, Provost

**Kansas Wesleyan University**
Melanie B. Overton, Vice President for Advancement and Admissions

**Methodist College** (IL)
Deborah R. Garrison, Provost and Vice Chancellor for Academic Affairs

**Mount Mercy University** (IA)
Nathan Daniel Klein, Vice President for Student Success

**Mount St. Mary’s University** (MD)
Wayne Green, Vice President and Chief of Staff

**Reinhardt University** (GA)
Mark A. Roberts, Provost

**St. Ambrose University** (IA)
Sandra L. Cassady, Vice President for Strategic Initiatives and Dean of the College of Health and Human Services

**St. Edward’s University** (TX)
Kimberly Kvaal, Vice President for Finance and Administration

**St. Lawrence University** (NY)
Karl Schonberg, Vice President and Dean of Academic Affairs

**Stephens College** (MO)
Brian Sajko, Vice President for Enrollment Management
New Workshops to Help Members Dispel Myths about Higher Education

“Why is college so expensive today?”
“I think we make too much money to get any financial aid.”
“I'm not sure my son would even like going to a private college—he might not be comfortable around so many wealthy kids.”
“I want my kid to get a high-paying job—not to work in a coffee shop!”

This fall, CIC will launch Talking about Private Colleges: Busting the Myths. The new regional workshops are designed to help campus leaders become more effective in sharing the facts about independent higher education in their communities.

In announcing the workshops, CIC President Richard Ekman noted, “Myths and half-truths about private higher education are as pervasive as they are frustrating. In newspaper columns, at dinner parties, during barbecues and soccer games, journalists, friends, and neighbors assert as facts that private colleges are unaffordable and irrelevant in today's economy and society. The evidence says otherwise.” These workshops, Ekman emphasized, “will help the roughly 250,000 employees of CIC's 656 colleges and universities share the true story about the affordability, accessibility, and educational effectiveness of independent colleges.”

The Talking about Private Colleges workshops will bring together campus teams to explore ‘myth-busting’ data about private colleges and universities—and then give them an opportunity to practice persuasive counter-arguments through role-playing. Participants will come away better prepared to influence community opinion through informal conversations with friends, neighbors, elected officials, and local businesspeople. They also will be equipped to help their campus colleagues become more persuasive advocates.

Workshop topics will include the cost of college, paying for college, access and diversity, student debt, and graduates’ success in the workplace and in life, among other issues that the public often raises about college-going. Participants will connect national data and trends with institution-specific data and narratives.

Team members will prepare for the workshop by completing a brief survey and reviewing key data about trends and comparisons between private and public institutions. After each workshop, the materials can be re-used to share information with many campus colleagues.

CIC members are invited to send campus teams of five to seven people to one of the workshops. Teams will normally consist of the president, at least one trustee, at least two faculty leaders, and at least one administrator or senior staff member.

The workshops will be generously hosted by CIC member campuses across the country, allowing teams to choose locations within convenient driving distance (see above for the list of dates and locations). The workshops are offered free of charge to CIC Institutional Members, thanks to generous support by Henry Luce Foundation, EAB, Sage Scholars Inc., and Sodexo. Registration for all workshops is open now. Visit www.cic.edu/TalkingAbout for complete information and to register.

Talking about Private Colleges Workshops

SEPTEMBER 25, 2019: Bay Path University (Longmeadow, MA)
NOVEMBER 19, 2019: Wofford College (Spartanburg, SC)
FEBRUARY 27, 2020: University of Puget Sound (Tacoma, WA)
MARCH 24, 2020: Ohio Wesleyan University (Delaware, OH)
MAY 1, 2020: Augsburg University (Minneapolis, MN)
SEPTEMBER 29, 2020: York College of Pennsylvania (York, PA)
OCTOBER 26, 2020: William Jewell College (Liberty, MO)
2018–2019 CIC Leadership Cohorts Wrap Up Year with Closing Seminars

After a year of advanced professional development, the 2018–2019 cohorts of CIC’s Executive Leadership Academy (ELA) and Senior Leadership Academy (SLA) concluded their programs this summer (for participant lists, see the Spring 2018 Independent). Individuals chosen for the ELA are vice presidents or cabinet officers who aspire to be successful college or university presidents or to perform more effectively in their current positions. Those admitted to the SLA are mid-level campus administrators who have been identified by their institutions as having the potential for senior leadership positions in independent colleges or universities. Both programs include two national seminars, readings, webinars, structured mentorships, and considerable emphasis on individualized experiential activities.

EXECUTIVE LEADERSHIP ACADEMY

The ninth annual cohort of ELA drew to a close with a seminar held in Washington, DC, June 17–19, 2019. ELA is sponsored jointly by CIC and the American Association of State Colleges and Universities (AASCU) and directed by Linda M. Bleicken, president of the American Academic Leadership Institute (AALI).

Opening the seminar, George Ross, president emeritus of Central Michigan University, son of a sharecropper in Mississippi and the only one of 12 siblings to graduate from high school, recounted how he developed his leadership skills and style over his lifetime. Asked for a final piece of advice by one of the participants, Ross suggested that they “hold people accountable and recognize them when they do things well.”

Polly Peterson, president of the University of Jamestown (ND) and a graduate of the 2016–2017 ELA, and her spouse, Darin Peterson, offered a novel view of “how we ‘president’ by doing everything together.” Proclaiming that she loves what she does as a president, she lauded small colleges as the “heart and soul of higher education—where education is still happening and the maturation process takes place.” She praised her ELA experience largely because participants learn so much about themselves. “I finally knew I could do this job after going through the presidential search process. While there are sleepless nights, this position is the privilege of a lifetime.”

CIC President Richard Ekman discussed the relationship of leadership to personal as well as institutional values. Citing sociologist Burton R. Clark, he described the significance of the institutional saga and the role those in the seminar who become presidents will play in telling, embodying, and shaping the institution’s story. Every institution, he said, has a distinctive saga, philosophy of education, and mission. He urged participants to understand what is unique about each institution and consider how they would adapt to those characteristics before embarking on a presidential search. Ekman also suggested that, prior to considering a particular presidential search, participants look carefully at a variety of factors, including comparative data, financial information, and the probability of constructive change.

Shawn M. Hartman, vice president and chief operating officer of Academic Search, led an interactive session in which he engaged participants in questions about the role of search firms and what candidates should expect from them. Following group discussions, he explained how search firms manage, inform, and guide the search process and offered tips on how to work effectively with search firms as a client or as a candidate.

The seminar, which also featured sessions on crisis management, administrative challenges, and strategic planning, closed with practical advice from attorney Tyrone P. Thomas about what to expect in a presidential contract and from Academic Search President L. Jay Lemons on the importance of fit between a candidate and an institution. Among his words of advice Lemons said, “The search committee wants to make...
a connection with someone who demonstrates emotional intelligence and genuine commitment to the values and mission of the institution.”

**EXECUTIVE LEADERSHIP ACADEMY NOMINATIONS**

Nominations for the 2020–2021 ELA cohort are due January 17, 2020. For information about the program and nomination process, visit www.cic.edu/ExecutiveLeadershipAcademy.

**SENIOR LEADERSHIP ACADEMY**

The closing seminar for the 2018–2019 SLA cohort took place in Washington, DC, June 20–22. CIC President Richard Ekman opened the seminar with a brief look at the history of ELA and SLA as a four-way partnership among Academic Search, AALI, AASCU, and CIC. Profits from Academic Search help support three leadership development programs (ELA, SLA, and AASCU’s Becoming a Provost Academy) that serve CIC and AASCU members. He then presented an overview of the current issues facing presidents and their cabinets, such as free public college, decreasing financial support, increasing individual and institutional diversity, opportunities for community college transfer to four-year institutions, pressure for colleges to prepare graduates for the workforce, and negative views of higher education in the media.

Katie Conboy, provost and senior vice president of Simmons University (MA), discussed the kinds of questions participants should consider regarding the fit between an institution and their own interests. Among them were these questions: Can I support the institution’s heritage, culture, and ethos? Will I have access to the resources I will need to do my job well? Is there good chemistry among the people I would work with? Conboy cautioned that sometimes staying too long in a comfortable position can lead to personal and institutional stagnation and that change might provide both with opportunities to thrive and grow.

Another highlight of the seminar was a presentation by Robert J. Massa, retired vice president for enrollment at Dickinson College and Drew University (NJ), who began with the intriguing premise that “confronting current and future enrollment challenges in higher education requires disruption, creativity, and nerves of steel.” Massa cited demographic shifts, high perceived price and low willingness to pay, negative public opinion of higher education, and major change in the student decision process as major challenges to all institutions. Following an extensive analysis of each challenge, he suggested that small private institutions have to leverage their locations; explore experiential education; boost career development and integrate it with the curriculum; implement creative pricing strategies; and invest in smart, dedicated, and passionate staff and faculty in “all the right places.” Finally, he emphasized, “Colleges will be attracting, funding, and retaining students from a smaller base that is more diverse culturally, racially, and financially…and we must prepare for that now.”

Modeling what appeared to be an ideal working relationship between a president and member of her cabinet, Collette Pierce Burnett, president, and Wayne Knox, vice president and chief operating officer, have worked together at Huston-Tillotson University (TX) since 2015. They characterized their cabinet variously as a war room, central nervous system, strategic checkpoint, chief branding agency, and information conduit. While Knox is responsible for such core elements of the institution as student affairs, athletics, IT, and enrollment management, Burnett said that Knox’s most important function is “keeping her out of the weeds so she has more time to think strategically.”

Maya R. Kirkhope, senior consultant for Academic Search, provided advice for every step of the search process at the closing dinner ceremony. Among the top mistakes candidates make during an interview, she said, are using the same jokes and stories for multiple groups, saying anything that demonstrates they are ill prepared, and making promises they don’t know that they can keep. Once candidates are appointed, she advised, they should reach out to their direct reports, make an appointment to visit the campus, treat the person still in the position with utmost respect, and remain engaged with the search firm and their current institutions.

A presentation on accreditation and assessment by Patricia O’Brien, senior vice president of the New England Association of Schools and Colleges Commission on Institutions of Higher Education, explored the structures and purposes of each aspect of the voluntary process of accreditation. After walking the group through the components of accreditation, the value
shared educational philosophies, and deep, personal connections to their students and faculty members, make them well suited to develop long-lasting and meaningful partnership programs. As Donna Carroll, president of Dominican University emphasized, “Partnerships work best between institutions that understand each other.”

During the Summit’s closing session, the 70 participants expressed enthusiasm for a larger-scale platform for institutional collaboration. And since returning to their respective campuses, participants have begun to embrace the connections made and lessons learned during the Chicago meeting. They continue to discuss and develop cross-border partnerships, including for intensive summer language courses; summer business courses for undergraduate and graduate students; online translation and interpretation courses for students who are fluent in both English and Spanish; one-to-one tuition exchange programs; short-term travel courses; online collaboration between communications programs and programs in digital animation engineering; and faculty exchanges.

The 2019 U.S.-Mexico Higher Education Summit was made possible by the generous support of the campus hosts, CIC, and additional sponsors: Associated Colleges of Illinois; Baker & McKenzie LLP; Consulate General of Mexico, Chicago; DePaul University; Dominican University; FIMPES; Hunter Global Education, LLC; Illinois Hispanic Chamber of Commerce; North Central College, North Park University, Rockford University; Santander Universidades and Universia; and U.S.-Mexico Foundation.

A session on “Developing Binational Partnerships: Lessons and Examples from the U.S.-Mexico Summit” will take place during the CIC Presidents Institute on January 4–7, 2020, in Marco Island, Florida. The session will feature presidents of institutions in both the United States and Mexico whose efforts to develop thriving cross-border cooperation have been exemplary.
Chairs Challenged to Lead in Times of Change at 2019 Workshops

The theme of this year’s Workshops for Department and Division Chairs—“Leading Departments and Divisions in a Time of Change”—recognized that by learning tried-and-true management strategies and developing adaptive leadership skills, chairs can successfully navigate organizational challenges their institutions face. More than 350 department and division chairs, deans, and provosts from 34 states and 145 institutions participated in the four CIC spring workshops, which took place in Virginia Beach, Virginia; Milwaukee, Wisconsin; Columbus, Ohio; and Anaheim, California. The workshops were sponsored by Academic Search.

Workshop sessions focused on developing chairs’ knowledge of college management strategies and explored related budget, data, and legal best practices for independent colleges. Although many chairs are dealing with declining budgets, Monique Guillory, vice president for academic affairs at the College of Saint Elizabeth (NJ), also emphasized the importance of being ready for positive budget surprises as a way of understanding key priorities. She asked workshop participants to consider opportunities. “If you had extra funds, what would you be doing tomorrow?” she asked. The “Using Data Effectively” sessions highlighted the need for chairs to gather and interpret evidence on behalf of their departments and divisions.

To learn how to adapt to organizational challenges, chairs must first understand the institution’s expectations of them. Each workshop opened with a session that explored the chair’s job description, emphasizing that many chairs have unwritten—and sometimes unacknowledged—expectations from various campus constituencies. Deans and provosts often expect chairs to recruit students to their department, maintain connections with alumni, and raise resources for their programs. At the same time, faculty members often expect that their chair will take care of a range of needs, from dealing with problem students to advocating for additional staff. This balancing act between faculty and administrators, along with unanticipated concerns that inevitably arise, creates the need for an adaptive framework for problem solving. Jenna Templeton, Chatham University (PA) vice president for academic affairs, encouraged workshop participants to use systems thinking when confronting tricky, ill-defined problems, noting that decisions can never be thought of as “one-offs.”

Each workshop concluded with a session on how to build relationships within the department or division that are positive and professional. This aspect of the department or division chairs’ job can be the most difficult and can require the greatest adaptive communication and decision-making skills. As Marilyn Sutton-Haywood, arts and sciences dean at Pfeiffer University (NC), noted, “Relationships built on trust and fed by personal integrity” are at the core of any healthy department or division. She advised chairs confronted with a new challenge to ask themselves, “Am I empowering my faculty to work together to find a resolution?” The answer to that question will reveal how well the chair has read the departmental context and whether a solution is readily attainable.

In addition to teaching chairs strategies for approaching difficult challenges, the workshops aimed to ensure that new academic leaders developed relationships with colleagues across different institutional types and departmental structures. Breakfast and lunch sessions were structured to encourage deeper discussions on key topics led by workshop participants. These opportunities were designed to help chairs recognize important elements of the context for their specific departmental issues and expand their network of resources for handling those issues. As one Anaheim workshop participant noted, “Thank you for this workshop. Now I know I’m not alone in facing these challenges.”

Resources from the 2019 workshops are available at www.cic.edu/DepartmentChairWorkshops.

SAVE THE DATES: 2020 WORKSHOPS

Focusing on strengthening department and campus leadership in times of change, the 2020 Workshops for Department and Division Chairs are scheduled for the following dates and locations:

- April 2–4, 2020: Des Moines, IA
- May 7–9, 2020: Mobile, AL
- May 19–21, 2020: Portland, ME
- June 3–5, 2020: Long Beach, CA

More information will be available in December 2019.
Institutes to Help Faculty Members Navigate ‘New Currents in Teaching Philosophy’

Philosophy instructors at liberal arts institutions face a “high-stakes challenge,” according to Edward J. (Ned) Hall, Norman E. Vuilleumier Professor of Philosophy and chair of the philosophy department at Harvard University. “On the one hand, an education in philosophy offers our undergraduates an unusual, even unparalleled experience in rigorous thinking and communication across profound differences of opinion. On the other hand, you have to get them in the door—at a time when so many voices are clamoring that a college education must be ‘practical.’”

To help meet this challenge, CIC will offer three annual Institutes devoted to New Currents in Teaching Philosophy, beginning in July 2020. The programs are designed to introduce faculty members in philosophy at CIC member institutions to a range of topics and pedagogies that have proven to be successful in attracting students to the study of philosophy.

The Institutes will be directed by Hall, a leading scholar of metaphysics, epistemology, and the philosophy of science. Earlier this year he was named a Harvard College Professor in recognition of his commitment to research and transformative undergraduate teaching, following his service at the helm of Harvard’s Standing Committee on General Education. The Institute’s other faculty members include innovative teachers who are also leading scholars at research universities and representatives from CIC member institutions that have built and sustained vibrant philosophy programs at smaller colleges.

Each Institute will focus on four specific topics. And each unit will include a seminar that highlights recent scholarly work on the topic and a hands-on workshop to help participants teach the topic effectively at their own institutions. The topics and key presenters for 2020 will be:

- “Current Moral and Social Issues,” led by Mark Schroeder, professor of philosophy at the University of Southern California and author of Slaves of the Passions (2007);
- “Philosophy as a Guide to the (Good) Life,” led by Meghan Sullivan, the Rev. John A. O’Brien Collegiate Chair and professor of philosophy at the University of Notre Dame. Since it was introduced in 2015, Sullivan’s course on “God and the Good Life” has become the most popular general education course at Notre Dame and a model for courses elsewhere;
- “Minds and Machines,” concerning challenging questions at the intersections of cognitive science, philosophy of mind, and artificial intelligence, led by Eric Swanson, associate professor of philosophy and linguistics at the University of Michigan; and

In addition to these topic-driven units, Mara Harrell, teaching professor of philosophy and director of undergraduate studies at Carnegie Mellon University, will offer a workshop on “argument mapping in the philosophy classroom,” an innovative pedagogy that she helped pioneer. (Her work in the area was recognized by a 2018 Prize for Excellence in Philosophy Teaching, presented jointly by the three leading national philosophy associations.) Finally, in a session devoted to best practices in teaching philosophy at small colleges, representatives from the philosophy programs at Connecticut College and the College of Wooster (OH) will describe strategies they have pursued to attract students and create courses of study that are both rigorous and relevant to contemporary issues. The ultimate goal of the Institute, explains Hall, is “to attract more students to philosophy classes and majors and to push back against a wider culture that is often blinkered in its view of the value of philosophy.”

Outside of the seminar room and teaching workshops, participants will use their time at the Institute to develop specific plans to apply the content of the program to the curricula at their own colleges. “We know that developing a range of new, engaging courses can be a challenge for philosophy departments that consist of only a few faculty members (or even just one),” said CIC President Richard Ekman. “But we are confident that participants will leave the Institute with novel techniques for teaching philosophy and concrete plans to create a new course or transform existing courses at their institutions.”

Generously supported by the Andrew W. Mellon Foundation, the inaugural Institute will be held in Baltimore, Maryland, July 26–30, 2020. CIC will select up to 30 participants by competitive nomination, and all nominees must be full-time, ongoing faculty members in philosophy or related programs at a CIC Institutional Member. The nomination deadline for the 2020 Institute is January 24. For more information, visit www.cic.edu/Philosophy.
MEETINGS AND EVENTS

Diversity, Civility, and the Liberal Arts Institute Highlights Pedagogy of Inclusion

Teams from 25 CIC member institutions gathered in Atlanta, Georgia, June 2–5, for the second and final Diversity, Civility, and the Liberal Arts Institute. The Institute was designed to address the increasing diversity on college campuses, challenges to free speech, and students’ concerns about social and political change with the most powerful resource available to independent colleges and universities—teaching and learning in the liberal arts. The Institute was generously supported by the Andrew W. Mellon Foundation.

Institutional teams composed of faculty members and administrators shared ideas and engaged with leading scholars in the humanities and social sciences. Beverly Daniel Tatum, president emerita of Spelman College (GA) and distinguished scholar of race in America, served as the Institute’s director.

Several presenters linked demographic change and new approaches to inclusion on campus. Julie Park, associate professor of higher education at the University of Maryland, demonstrated that while most campuses rightly claim to be more diverse now than at any previous time, diversity in higher education as a whole lags behind the rapidly changing demographics of American society. Park suggested that, in this cultural climate, it is important to add the concept of anti-racism to diversity and civility to assure that colleges are truly inclusive.

Eboo Patel, the founder of Interfaith Youth Core and co-director of CIC’s Teaching Interfaith Understanding seminars, emphasized that in a time of demographic change, effective democracy requires the ability to negotiate religious difference. “There are religious dimensions to American diversity and diversity dimensions to American religion,” he said while noting that many American colleges and universities, including several represented at the Institute, were founded by distinctive religious communities and now welcome students from a wide range of faith traditions. He encouraged participants to claim their own institutional identities and histories with pride while "building bridges to those who claim other identities and histories."

Several sessions addressed the link between student identities and academic achievement. For example, Geoffrey Cohen, professor of education and psychology at Stanford

---

2019 DIVERSITY, CIVILITY, AND THE LIBERAL ARTS INSTITUTE PARTICIPATING INSTITUTIONS

Augsburg University (MN)
Berea College (KY)
Bridgewater College (VA)
Buena Vista University (IA)
California Lutheran University
College of Saint Mary (NE)
Curry College (MA)
Eckerd College (FL)
Elmhurst College (IL)
Gettysburg College (PA)
Graceland University (IA)
Illinois College
Lewis University (IL)
Luther College (IA)
Mars Hill University (NC)
Muskingum University (OH)
North Park University (IL)
Pacific Lutheran University (WA)
Springfield College (MA)
St. John Fisher College (NY)
St. Lawrence University (NY)
Trinity University (TX)
University of Evansville (IN)
Viterbo University (WI)
Wheaton College (MA)
University, showed how educators can use “situation crafting” and values affirmation exercises to reduce stereotype threat and create a sense of academic belonging for students of diverse backgrounds. His presentation included a review of current research and practical advice for classroom instructors.

Other presenters introduced campus case studies to connect theory and practice. Eileen Wilson-Oyelaran, president emerita of Kalamazoo College (MI), described how that institution successfully responded to a complex controversy—involving free speech, social media, and threats of violence—by relying on inclusive processes and engaging with a wide variety of campus constituents. In a session moderated by Pulitzer-prize winning Yale University historian David Blight, panelists Vivia Fowler, president of Wesleyan College (GA), Jeffrey Makala, university archivist at Furman University (SC), and Julian Hayter, associate professor of leadership studies at the University of Richmond (VA), described how their campuses have addressed controversies arising from racially-charged aspects of their institutions’ histories. Hayter noted that “every college has a racialized history” and then argued that “students’ challenges to historical memory are a product of diversification on campus.” This, he concluded, presents colleges with a moral obligation to provide students with better tools to reckon with both history and diversity.

Other speakers explored the complex relationship between a newly-diverse student body and the traditional liberal arts curriculum. For example, New York University philosopher and New York Times columnist K. Anthony Appiah described humanistic learning as “the explication of particularity” and a guide to “thinking about how to spend the only life you’ve got.” Encountering canonical texts as a student from an African background, Appiah argued, equipped him to critique the idea of cultural capital being owned by people of specific identity. He defined the “appetite for a humanistic education” as the legacy of all people.

For Roosevelt Montás, the former director of Columbia University’s core curriculum, the question isn’t whether canonical texts in philosophy and literature are “great” books but whether they are “important” books. The canon can and should be expanded to include more “important” books. But “canonical texts can serve a leveling function, and we do students [from diverse backgrounds] an unconscionable disservice when we steer them away from the traditional liberal arts curriculum.” Montás encouraged institutions to take a committed stance about what is important for students to learn, whatever their backgrounds, and noted that the curriculum is always by definition about exclusion—a faculty must decide what it will not teach in order to focus on what it will require.

Phi Beta Kappa Secretary Frederick Lawrence offered perspectives on campus policies and practices that allow robust intellectual debate while encouraging productive and civil interactions. Speaking from his experience as both a First Amendment scholar and a former president of Brandeis University, Lawrence began with a set of “bedrock” principles: “We are educative institutions. There is no them on campus, only us.” Students, he continued, should learn to disagree without delegitimizing others, question ideas not motives, and seek points of agreement with their opponents. Institutions, meanwhile, should resist attacks on the “marketplace of ideas” from all sides, while remembering their primary role as places of learning.

Participants, who met with teammates during planning sessions, developed specific initiatives to apply the lessons of the Institute to their campuses. Amanda Hagood, assistant dean of faculty at Eckerd College (FL), remarked, “We’re returning to campus with new knowledge, an exciting plan, and renewed energies. . . . This was truly a transformative experience and we are delighted by the insights and ideas that have surfaced from it.” Susan Hasseler, president of Muskingum University (OH), also reported, “Our team found the CIC Institute to be a profound and challenging experience. We are eager to build on this work.”
Faculty Teams Reflect on Teaching and Learning at Inaugural Science Pedagogy Seminar

CIC’s first Seminar on Science Pedagogy took place July 15–19, 2019, on the campus of Holy Names University in Oakland, California. Generously supported by the W. M. Keck Foundation and the National Science Foundation, the seminar was designed to improve teaching effectiveness and student learning in introductory biology, chemistry, and physics courses on CIC member campuses. Ten institutional teams, selected last summer from a total of 34 applications, participated in the program (see list of participating institutions, page 19). Each team consisted of three or four faculty members from one or two departments. The teams spent the last academic year collecting baseline data on student learning in existing classes, reflecting on current teaching and learning practices, and beginning to examine and discuss resources on active learning and student cognition.

The seminar drew on an active learning model championed by Nobel laureate Carl Wieman, professor of physics and education at Stanford University and founder of Science Education Initiatives at the University of Colorado Boulder and the University of British Columbia. This active learning model has been implemented, with proven success, at large research universities, and science departments at CIC member institutions also are well situated to take quick advantage of these new methods. As a 2014 CIC report demonstrated, smaller colleges and universities already produce disproportionately large numbers of graduates in the STEM disciplines who continue to graduate work and careers in those fields. Students who major in the STEM disciplines persist to graduation at a higher rate at private than at public colleges and universities and they complete their degrees in a much shorter time. (For the related 2019 report, Strengthening the STEM Pipeline Part II, see page 26.)

The five-day seminar was facilitated by Warren Code, associate director, Science Centre for Learning and Teaching, and Georg Rieger, physics instructor, both of the University of British Columbia, and Michelle Smith, associate professor of ecology and evolutionary biology at Cornell University. All three have worked extensively with Wieman and were trained by him in ways to help faculty construct courses that align learning goals and assessment, challenge students to think deeply about increasingly complex problems, and provide the prompt and extensive feedback that is most effective in student learning.

Modeling the engaging teacher behaviors they were describing, the facilitators led active sessions on topics such as cognitive load and memory, knowledge organization, inclusive teaching, feedback for learning, learning goals, backward design of courses and activities, self-directed learning, building expertise in students, and using quick-response techniques for student learning. All three facilitators emphasized that helping students organize their knowledge in easily retrievable ways helps learning. They also said that the cognitive load produced from learning new material can be reduced by removing details that require extraneous processing, managing essential processing, and fostering deep thinking about questions and problems involving key concepts.

The facilitators provided practical suggestions to put these suggestions into practice. For instance, Warren Code advised having students first think on their own to solve problems, even if they do not have all of the knowledge needed for a solution. As students work on complex problems, he said, “They are assessing their prior knowledge, activating it, and making their own connections with new knowledge, as well as identifying areas of concern.”

Wieman met with the group to give an overview of his and his colleagues’ work on improving science education and to lead a discussion on the value of building expertise in students through deliberative, guided practice. He pointed out that

As students work on complex problems, “They are assessing their prior knowledge, activating it, and making their own connections with new knowledge, as well as identifying areas of concern.”

—Warren Code, associate director, Science Centre for Learning and Teaching, University of British Columbia
instructors and students underestimate the need for practice, that there are levels of practice, and that students need to reflect on the practice as well as to do it. “Extended low-level practice is not helpful. Practice must be focused on areas of difficulty and be intense and deliberate in order to make a difference,” said Wieman. “We now know that the brain is transformed by intense thinking, which actually changes neurons and chemicals in the brain and improves connections. Deliberate, intense practice enhances neuron connections.”

Throughout the seminar, participants used background readings as the starting point for group discussions. Texts participants read included Improving How Universities Teach Science: Lessons from the Science Education Initiative, by Carl Wieman; How Learning Works: Seven Research-Based Principles for Smart Teaching, by Susan A. Ambrose, et al.; research articles on evidence-based techniques for improving student learning and effective assessment of student learning; and a handbook on building courses that actively engage students in learning to think like a scientist.

The program evaluator, Sandra Webster, professor of psychology at Westminster College (PA), briefed the participants on assessment procedures at the start of the seminar. She later held meetings with each team and separate focus groups with biology, chemistry, and physics faculty members as well as with administrators. Team members will introduce the new teaching and learning methods they learned into one or two introductory science courses over the next academic year, measure the impact of the new methods, and revise additional courses during the following year.

CIC will offer a second Seminar on Science Pedagogy, funded by the W. M. Keck Foundation, next year. Teams have been selected for the July 20–24, 2020, seminar at Holy Names University.
Faculty Seminars in the Humanities Strengthen Programs and Pedagogy across the Country

Strong programs in the humanities are a hallmark of CIC member institutions. To support teaching and research in these crucial disciplines, CIC has offered seminars for faculty members in a variety of humanistic fields since the early 2000s. Long-running seminar programs have brought together scholars and teachers in classics, American history, and art history; more recently, interfaith understanding has been added. The mix of seminar topics continues to evolve. After years of providing opportunities for professional development and intellectual enrichment for faculty members in American history and classics, those seminars will wind down in 2019. The seminars in art history and interfaith understanding will continue with the support of new grants. Highlights from CIC’s 2019 seminars demonstrate once again the importance of professional development and collegial study for faculty members at CIC institutions.

Teaching Interfaith Understanding

This summer, CIC and Interfaith Youth Core (IFYC) cosponsored the eighth Teaching Interfaith Understanding seminar in a series generously supported by the Henry Luce Foundation. Twenty-five CIC faculty members from various fields participated in the seminar, held at DePaul University (IL) in Chicago, Illinois, June 16–20, 2019 (see participant list, page 21). 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, the seminar was designed to help faculty members develop new courses and resources to strengthen their teaching.

Narrative case studies served as the foundation of plenary discussions throughout the week and allowed participants to explore methodologies and pedagogies appropriate to interfaith topics. Throughout the seminar, participants examined the substantial theoretical questions inherent in helping students develop interfaith understanding and discussed the practical work of translating these ideas into courses.

To experience the way site visits can be effective pedagogical tools for teaching interfaith understanding, participants toured DePaul University’s sacred and interfaith spaces and visited the Chicago-based Inner-City Muslim Action Network (IMAN), which uses religious values to facilitate transformational change in urban communities. Seminar participants then considered the benefits and challenges of site visits in the context of their own teaching.

Kirk VanGilder, associate professor of religion at Gallaudet University (DC), noted that the seminar provided “an open environment for us to tackle difficult issues in a constructive manner. The degree to which we were able to collaborate to provide peer advisement to one another was encouraging. Similarly, Eboo and Laurie kept themselves open and available to us on a variety of topics ancillary to the main content of the seminar.”

Thanks to a generous grant from the Lilly Endowment Inc., CIC and IFYC are developing a new series of Teaching Interfaith Understanding seminars. The first Lilly-funded seminar will take place in June 2020 and will be announced this fall. For more information on the program, visit www.cic.edu/TeachingInterfaith.
2019 Teaching Interfaith Understanding Seminar Participants

<table>
<thead>
<tr>
<th>Alaska Pacific University</th>
<th>Fresno Pacific University (CA)</th>
<th>St. Edward’s University (TX)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Unterseher, Professor of Religious Studies</td>
<td>Darren Duerkson, Associate Professor of Intercultural and Religious Studies</td>
<td>Emma Woelk, Assistant Professor of Languages, Literatures, and Cultures</td>
</tr>
<tr>
<td>Albertus Magnus College (CT)</td>
<td>Gallaudet University (DC)</td>
<td>Texas Lutheran University</td>
</tr>
<tr>
<td>Karreem Mebane, Lecturer in Religious Studies</td>
<td>Kirk VanGilder, Associate Professor of History, Philosophy, Religion, and Sociology</td>
<td>Carl Hughes, Assistant Professor of Theology, Philosophy, and Classical Languages</td>
</tr>
<tr>
<td>Augsburg University (MN)</td>
<td>Gustavus Adolphus College (MN)</td>
<td>Tusculum University (TN)</td>
</tr>
<tr>
<td>Matthew Maruggi, Associate Professor of Religion</td>
<td>John Cha, Associate Professor of Religion</td>
<td>Ronda Gentry, Assistant Professor of Religious Studies</td>
</tr>
<tr>
<td>Bethany College (KS)</td>
<td>Keuka College (NY)</td>
<td>University of Denver (CO)</td>
</tr>
<tr>
<td>Alan English, Assistant Professor of Education</td>
<td>Jennifer Mealey, Associate Professor of Social Work</td>
<td>Sarah Pessin, Professor of Philosophy and Judaic Studies</td>
</tr>
<tr>
<td>Bethune-Cookman University (FL)</td>
<td>King’s College (PA)</td>
<td>University of Redlands (CA)</td>
</tr>
<tr>
<td>Alice Wood, Associate Professor of Religion and Philosophy</td>
<td>Matthew Eaton, Assistant Professor of Theology</td>
<td>Sana Tayyen, Visiting Assistant Professor of Religious Studies</td>
</tr>
<tr>
<td>Butler University (IN)</td>
<td>Luther College (IA)</td>
<td>Warren Wilson College (NC)</td>
</tr>
<tr>
<td>Brent Hege, Instructor in Philosophy, Religion, and Classics</td>
<td>Guy Nave, Professor of Religion</td>
<td>Matthew Hoffman, Instructor in Religious Studies</td>
</tr>
<tr>
<td>Concordia College (MN)</td>
<td>Naropa University (CO)</td>
<td>Wingate University (NC)</td>
</tr>
<tr>
<td>Mona Ibrahim, Professor of Psychology</td>
<td>Elaine Yuen, Associate Professor of Wisdom Traditions</td>
<td>Christy Cobb, Assistant Professor of Religion</td>
</tr>
<tr>
<td>Dominican University (IL)</td>
<td>Northwest Nazarene University (ID)</td>
<td></td>
</tr>
<tr>
<td>Frank Spidale, Assistant Professor of Art</td>
<td>Jay Akkerman, Professor of Theology</td>
<td></td>
</tr>
<tr>
<td>Elizabethtown College (PA)</td>
<td>Saint Leo University (FL)</td>
<td></td>
</tr>
<tr>
<td>Badiah Haffeeje, Assistant Professor of Social Work</td>
<td>Marc Pugliese, Associate Professor of Philosophy, Theology, and Religion</td>
<td></td>
</tr>
</tbody>
</table>

American History Seminar

After speaking extensively on panels, presentations, and ceremonies over the course of the four-year sesquicentennial of the Civil War, Yale University professor David W. Blight and many other prominent historians had the sense that perhaps interest in the Civil War might decline. But the 2015 church shooting in Charleston, South Carolina; the 2017 white nationalist rally in Charlottesville, Virginia; and many other recent controversies surrounding Confederate flags and monuments, have demonstrated that “History,” as Blight said, “is always waiting for us. History is always waiting to surprise us.”

As controversies surrounding these monuments continue, historians and other faculty members have been increasingly called upon to weigh in as experts on the issues. That is why CIC, in partnership with the Gilder Lehrman Institute of American History, offered a faculty seminar on “The Civil War in American Memory” in 2018 and 2019. David Blight, Class of 1954 Professor of American History and director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, led the seminar both years. With generous support from the Andrew W. Mellon Foundation, 25 faculty members from CIC member institutions participated in the 2019 seminar at Yale University in New Haven, Connecticut, June 23–28 (see participant list, page 22).

The seminar opened with a discussion on why the Civil War, emancipation, and Reconstruction retain a hold on the American imagination. Throughout the week, Blight and participants discussed a variety of readings—such as Pierre Nora’s “Between Memory and History: Les Lieux de Mémoire,”
Robert Penn Warren’s novel *Wilderness: A Tale of the Civil War*, and Ta-Nehisi Coates’s essay “Why Do So Few Blacks Study the Civil War”—and considered how monuments have meaning and why they matter.

Lauren Thompson, assistant professor of history at *McKendree University* (IL), reflected: “It was extremely helpful to read, discuss, and analyze this important and central topic in American history. It is very difficult to teach. Despite research and publications on the topic, it still causes some backlash from students...especially when the facts do not align with the ‘stories’ they heard growing up. The seminar helped me realize I am not alone in my anxieties, and that other faculty members experience similar setbacks and frustrations teaching such controversial topics.”

During the week, participants ventured outside of the seminar room to reflect on monuments extant in historic New Haven and beyond. 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 Connecticut 29th Regiment (“Colored”) Monument in the Fair Haven neighborhood. Participants also were able to visit Yale’s Sterling Memorial Library special collections department, where they met with Bill Landis, head of public services in manuscripts and archives.

The seminar allowed participants to meet with colleagues from similar institutions and to share teaching strategies. As Ellen Eisenberg, Dwight and Margaret Lear Professor of American history at *Willamette University* (OR) and chair of the history department, put it: “The seminar was a wonderfully renewing experience…. Having the opportunity to engage with peers teaching similar courses and facing similar challenges on campuses like my own is incredibly helpful. The opportunity to engage with David Blight, who led the seminar brilliantly, also was a real gift.”

### 2019 American History Seminar Participants

<table>
<thead>
<tr>
<th>College</th>
<th>State</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegheny College (PA)</td>
<td></td>
<td>Alyssa Ribeiro, Assistant Professor of History and Black Studies</td>
</tr>
<tr>
<td>Austin College (TX)</td>
<td></td>
<td>Felix Harcourt, Assistant Professor of History</td>
</tr>
<tr>
<td>Bethel College (KS)</td>
<td></td>
<td>Brad Born, Professor of English</td>
</tr>
<tr>
<td>Butler University (IN)</td>
<td></td>
<td>Antwain Hunter, Assistant Professor of History and Anthropology</td>
</tr>
<tr>
<td>Caldwell University (NJ)</td>
<td></td>
<td>Katie Kornacki, Assistant Professor of English</td>
</tr>
<tr>
<td>Cedar Crest College (PA)</td>
<td></td>
<td>Megan Monahan, Assistant Professor of History</td>
</tr>
<tr>
<td>Colby-Sawyer College (NH)</td>
<td></td>
<td>Randall Hanson, Professor of History and Political Studies</td>
</tr>
<tr>
<td>College of St. Benedict/St. John’s University (MN)</td>
<td></td>
<td>Shannon Smith, Assistant Professor of History</td>
</tr>
<tr>
<td>Ferrum College (VA)</td>
<td></td>
<td>Nicole Greer Golda, Assistant Professor of History</td>
</tr>
<tr>
<td>Hawai’i Pacific University</td>
<td></td>
<td>Jon Davidann, Professor of History and International Studies</td>
</tr>
<tr>
<td>Lee University (TN)</td>
<td></td>
<td>Andrew Bledsoe, Assistant Professor of History, Political Science, and Humanities</td>
</tr>
<tr>
<td>Mars Hill University (NC)</td>
<td></td>
<td>David Gilbert, Assistant Professor of History</td>
</tr>
<tr>
<td>McKendree University (IL)</td>
<td></td>
<td>Lauren Thompson, Assistant Professor of History</td>
</tr>
<tr>
<td>Millikin University (IL)</td>
<td></td>
<td>Ngozi Onuora, Associate Professor of Education</td>
</tr>
<tr>
<td>Monmouth University (NJ)</td>
<td></td>
<td>Christopher DeRosa, Associate Professor of History and Anthropology</td>
</tr>
<tr>
<td>Notre Dame of Maryland University</td>
<td></td>
<td>Jennifer Erdman, Assistant Professor of History</td>
</tr>
<tr>
<td>Quincy University (IL)</td>
<td></td>
<td>Megan Boccardi, Associate Professor of History</td>
</tr>
<tr>
<td>Regis College (MA)</td>
<td></td>
<td>Deborah Breen, Assistant Professor of Digital Humanities</td>
</tr>
<tr>
<td>Saint Francis University (PA)</td>
<td></td>
<td>Denise Damico, Associate Professor of History and Political Science</td>
</tr>
<tr>
<td>Southern New Hampshire University</td>
<td></td>
<td>Ken Nivison, Professor of History</td>
</tr>
</tbody>
</table>
The 14th and final seminar in CIC’s Ancient Greece in the Modern College Classroom series was held at the Center for Hellenic Studies in Washington, DC, July 25–29, 2019. These seminars began in 2006 in partnership with Harvard University’s Center for Hellenic Studies (CHS). Initially supported by the Gladys Krieble Delmas Foundation and the Center for Hellenic Studies itself, they have continued since 2012 with generous support from the Andrew W. Mellon Foundation. Intended for non-specialists, the seminars have been designed to encourage the teaching of classical texts “across the curriculum,” especially on campuses with small classics programs. Over the years, their programs have addressed the *Iliad* and *Odyssey*; lyric poetry and the poetry of Hesiod; the *Histories* of Herodotus; Athenian drama; and other topics. Led by Greg Nagy, Francis Jones Professor of Classical Greek Literature, professor of comparative literature, and director of CHS; and Kenneth Scott Morrell, professor of Greek and Roman studies at Rhodes College (TN), Ancient Greece in the Modern College Classroom seminars recognize the centrality of classical texts to the humanities and the liberal arts.

This summer, 20 faculty members from as many institutions focused on “The Ancient Greek Hero” (see participant list, page 24). The seminar was based on Nagy’s legendary Harvard course, taught since the late 1970s and now a popular HarvardX MOOC. Participants examined the *Odyssey*, selected passages from the *Iliad*, Aeschylus’ *Oresteia*, and two dialogues of Plato (the *Apology* and *Phaedo*) to study classical concepts of the hero and how those concepts inform modern understanding of the human condition. One of the highlights of the experience was discussion of a set of exercises designed by Keith Stone, a research associate at CHS for instructional design and the comparative study of ancient texts. The exercises focused on laments, tragic plot structure, the two-dimensional representation of ordeals in vase paintings, and dialogues with other-worldly interlocutors, all features of narratives related to ancient Greek heroes. The seminar also explored ways of incorporating ancient Greek verbal and visual art associated with heroes into the classroom.

Kerri Tom, professor of English at Concordia University Irvine (CA), noted: “This was the kind of educational experience that all college professors should have the opportunity to participate in. Professors Nagy and Morrell were exemplary instructors, both in terms of their wealth of knowledge and their modeling of sound teaching practices. I learned so much about the culture of ancient Greece and the performance and poetic aspects of epic, as well as new ways to engage my own students in the material.”

Emphasizing the value of professional development for intellectual renewal, Kristen Waha, assistant professor of English at Grove City College (PA), reflected, “This was such a unique academic experience—providing time to think deeply about a subject and a set of texts that I love dearly and teach regularly, but in which I do not have graduate-level training. It is rare that academics get an opportunity to learn in this way, and I am grateful for the privilege. . . . It is invigorating to go into the fall term with new ideas and a renewed commitment to engage students in critical and compassionate conversation about those questions that are core to our humanity.”
2019 ANCIENT GREECE IN THE MODERN COLLEGE CLASSROOM PARTICIPANTS

Alderson Broaddus University (WV)
Irina Rodimtseva, Assistant Professor of English and Literature Humanities

Brescia University (KY)
Ellen Dugan-Barrette, Professor of English

Caldwell University (NJ)
Rosa Mirna Sanchez, Associate Professor of Spanish Language, Literature, and Culture

Carlow University (PA)
Sigrid King, Professor of English and Theatre

Concordia University Irvine (CA)
Kerri Tom, Professor of English

Concordia University Wisconsin
Brian Harries, Associate Professor of English

Doane University (NE)
Dan Clanton, Associate Professor of Philosophy and Religious Studies

D’Youville College (NY)
Jeffrey Glodzik, Associate Professor of History

Fresno Pacific University (CA)
Pamela Johnston, Associate Professor of History

George Fox University (OR)
Guadalupe Garcia McCall, Assistant Professor of English

Grove City College (PA)
Kristen Waha, Assistant Professor of English

Jacksonville University (FL)
Erich Freiberger, Professor of Philosophy

Loras College (IA)
James Pollock, Professor of English

McDaniel College (MD)
Gretchen McKay, Professor of Art History

Mercyhurst University (PA)
James Snyder, Associate Professor of Philosophy

Methodist University (NC)
Morgan Dancy, Instructor of English

Mount St. Mary’s University (MD)
Sean Lewis, Associate Professor of English

St. Edward’s University (TX)
Chris Flynn, Associate Professor of English

Thomas More University (KY)
Sarah Blackwell, Instructor of English

Wheeling University (WV)
Paula Makris, Associate Professor of English

Teaching European Art in Context

From the mid-18th century to the mid-19th century, British art reflected the dynamic energy of a period of historical and social change.

Twenty-two CIC faculty members participated in a seminar on “Art and Society in Britain, Hogarth to Turner (1730–1851)” held at the Yale Center for British Art (YCBA) in New Haven, Connecticut, July 21–26, 2019. The seminar offered participants the chance to immerse themselves in British art from the age of William Hogarth, who came to prominence in the 1730s, to the death of William Turner in 1851, the year of the Great Exhibition. Generously supported by the Samuel H. Kress Foundation, the seminar was led by Tim Barringer, Paul Mellon Professor of the History of Art and chair of the department at Yale University.

Throughout the week, participants looked at British art in its cultural context, considering such themes as portraiture and social status; London as a world city; taste and the Grand Tour; art and empire; the industrial revolution; and Romanticism and nature. Among the highlights of the seminar was a private tour of the galleries and special collections of YCBA, where they met with Chitra Ramalingam, associate curator of photography and acting head of prints and drawings. In addition, Milette Gaifman, associate professor of classics and history art at Yale, led participants through the Yale Art Gallery’s ancient art collection and connected several Greek vases and statues to the 18th-century British context of the seminar.

Participants also took to the road for one day to visit Yale University’s Lewis Walpole Library in Farmington, Connecticut, one of the world’s great collections of the works of Hogarth and of satirical prints by many artists; and to historic Wethersfield, Connecticut, to visit the Webb-Deane-Stevens Museum—a group of three 18th century homes owned and operated by the
National Society of Colonial Dames. These visits provided a rich sense of the geographical and cultural context of the art and artists they were studying.

Amy Weldon, professor of English at Luther College (IA), remarked, “The collegial connections were priceless. I connected meaningfully with colleagues at Yale and from other independent institutions, sharing our professional experiences and learning more about the challenges we face and about the excitement and dedication we share for our students and our fields. The models of good teaching and scholarship on display for us were inspiring; watching Tim Barringer ‘walk us through’ a painting or rare print in YCBA’s gallery and study rooms was like a master class in teaching engagingly and well.”

Thanks to a new grant from the Samuel H. Kress Foundation, CIC will be able to offer another seminar in art history in summer 2021 that will be held at Oberlin College’s (OH) Allen Memorial Art Museum. CIC will announce details about the seminar and the application process in fall 2020.

2019 ART HISTORY SEMINAR PARTICIPANTS

Benedict College (SC)
Jasmin Cyril, Professor of Art History

Berea College (KY)
Ashley Elston, Assistant Professor of Art History

Bluffton University (OH)
Cynthia Bandish, Professor of English

Carthage College (WI)
Anne Cassidy, Professor of Art

Concordia University Chicago (IL)
Sandra Krohnert, Assistant Professor of Art

Converse College (SC)
Nicole De Armendi, Assistant Professor of Art History

DePauw University (IN)
Robert Dewey, Professor of History

Eureka College (IL)
Christopher Wille, Assistant Professor of Art

Fresno Pacific University (CA)
Rebecca McMillen, Assistant Professor of Art

Luther College (IA)
Amy Weldon, Professor of English

Lyon College (AR)
Dustyn Bork, Associate Professor of Art

Methodist University (NC)
Cameron Dodworth, Associate Professor of English

Nebraska Wesleyan University
Lucienne Auz, Assistant Professor of Art History

Pacific Lutheran University (WA)
Adela Ramos, Associate Professor of English

Saint Xavier University (IL)
Mary Beth Tegan, Associate Professor of English

Siena College (NY)
Karen Sonnelitter, Assistant Professor of History

Texas Christian University
Jessica L. Fripp, Assistant Professor of Art History

The College of Idaho
Susan Schaper, Professor of English

Thomas University (GA)
Richard Curtis, Assistant Professor of Art

Viterbo University (WI)
Sherri Lisota, Professor of Art

Westminster College (PA)
Patricia Clark, Associate Professor of History

Young Harris College (GA)
Mary Slavkin, Assistant Professor of Art History
Study Examines Underrepresented Students in STEM Pipeline at Small and Mid-Sized Private Colleges

The importance of STEM degrees both to individual graduates’ earning power and to advancing technological and scientific progress for America has been emphasized for years in the public mind by stakeholders ranging from politicians to pundits to parents. Given CIC member institutions’ focus on the liberal arts and their smaller size compared with public and private research universities, they tend to be overlooked in favor of larger and wealthier institutions in discussions of STEM degree production. Therefore, CIC commissioned NORC at the University of Chicago to conduct a follow-up study to CIC’s 2014 report *Strengthening the STEM Pipeline: The Contributions of Small and Mid-Sized Independent Colleges*, paying particular attention to outcomes for underrepresented students.

This follow-up study, *Strengthening the STEM Pipeline Part II: The Contributions of Small and Mid-Sized Independent Colleges in Preparing Underrepresented Students in STEM*, extended the research to explore the role of small and mid-sized private institutions in preparing graduates who have been historically underrepresented in STEM fields—specifically women, blacks or African Americans, and Latinos/Latinas—for future study and research in STEM. The study compares bachelor’s degree recipients from public nondoctoral, public doctoral, private nonprofit nondoctoral, and private nonprofit doctoral institutions, using national datasets from the National Center for Education Statistics and the National Science Foundation on several outcome indicators. These were persistence in undergraduate STEM programs, time-to-degree, post-baccalaureate employment and education outcomes, and earning a doctorate in a STEM field.

The most notable finding of the new report is the success of women students in STEM at independent colleges and universities. Significantly, 78 percent of women earning STEM baccalaureates from private nonprofit nondoctoral institutions graduated within four years compared with 23 percent of women at public nondoctoral institutions, 50 percent of women at public doctoral institutions, and 67 percent of women at private nonprofit doctoral institutions.

Other selected results are as follows:

- Overall, almost 70 percent of students at private nonprofit nondoctoral colleges (the category most representative of CIC member institutions) who majored in a STEM field in 2011–2012 had persisted in that major three years later, compared with 65 percent at public nondoctoral institutions, 71 percent at public doctoral institutions, and 70 percent at private nonprofit doctoral institutions.
- When compared by sector, private nonprofit nondoctoral institutions showed the highest persistence rates in STEM fields within five years of first enrollment in a baccalaureate program among women, blacks or African Americans, and Latinos/Latinas.
- Almost 100 percent of black or African American students graduating from private nonprofit nondoctoral institutions with degrees in STEM fields reported satisfaction with the quality of their undergraduate education, compared with 84 percent of those graduating from public nondoctoral institutions, 88 percent of those graduating from public doctoral institutions, and 94 percent of those graduating from private doctoral institutions (see Figure, page 27).
- Forty-one percent of students who earned STEM baccalaureate degrees from private nonprofit nondoctoral institutions held a graduate degree in 2015, compared with 33 percent of students who earned STEM baccalaureate degrees from public nondoctoral institutions, 38 percent of students who earned STEM baccalaureate degrees from public doctoral institutions, and 51 percent of students who earned STEM baccalaureate degrees from private nonprofit doctoral institutions.
- When analyzed by bachelor’s degree institution and sector, almost 70 percent of those who earned STEM baccalaureates from private nonprofit nondoctoral institutions were working full-time in a STEM or STEM-related field in 2015, compared with 67 percent who earned STEM baccalaureates from a public nondoctoral institution, 68 percent who earned STEM baccalaureates from a public doctoral institution, and 68 percent who earned STEM baccalaureates from a private doctoral institution.
- When sectors are compared by institutional-yield ratio (the number of STEM doctorates per 100 bachelor’s degrees
awarded in STEM fields nine years earlier), 80 of the top 100 baccalaureate-granting institutions whose women graduates went on to earn doctorates in life sciences were private nondoctoral institutions.

- Data show the importance of the nation’s historically black colleges and universities (HCBUs) in preparing African American undergraduates to earn STEM doctorates. Tougaloo College (MS), an HBCU and private nondoctoral institution, produced a higher number of African American STEM graduates who later earned doctorates in life sciences (18) than either Johns Hopkins University and Yale University (13 each) or Brown University and Princeton University (12 each).

The report also highlights areas where private nonprofit nondoctoral institutions can improve STEM education. For example, private nonprofit nondoctoral institutions have had more limited success in preparing Latinos/Latinas for STEM doctorates, and the findings on student transfer require additional examination. But overall, the findings show that private nonprofit nondoctoral institutions play a much more significant role in preparing the nation’s STEM workforce than may be readily apparent to parents, pundits, and politicians.

As Richard Ekman, CIC president, notes, “This report independently documents the often-overlooked contributions of smaller nonprofit institutions both to STEM degree production overall and to the success of underrepresented student populations in STEM fields.”

The report is available at www.cic.edu/STEM2report.
CIC Report Says: Online Learning = Effective Learning at Small Colleges

CIC’s new report, *Teaching the Humanities Online: Lessons from a Consortium of Liberal Arts Colleges*, draws upon the experience of 42 independent colleges and universities whose faculty members, administrators, and registrars collaborated to offer shared online courses in upper-level humanities disciplines between 2014 and 2018. Highlighting the difficulties they encountered (and mostly overcame) and the lessons they learned through the process, the report is designed for institutional leaders, academic administrators, and faculty members at independent colleges that offer, or plan to offer, online courses for undergraduates in the humanities and other liberal arts disciplines.

“This publication shows that dedicated instructors can make online instruction support the student-focused learning that small colleges have always valued,” said CIC President Richard Ekman. “But it also shows how thoughtful collaboration among independent colleges can support the strategic goals of individual institutions through flexibility and the efficient use of teaching resources.” The July 2019 report was co-authored by Barbara Hetrick, CIC senior advisor, and Deanna Marcum, former managing director of Ithaka S+R and former Associate Librarian of Congress, who served as primary evaluator of CIC’s Consortium for Online Humanities Instruction initiative.

*Teaching the Humanities Online* combines detailed evaluation data with practical recommendations derived from the four-year project, which was supported by two generous grants from the Andrew W. Mellon Foundation, totaling over $2.2 million. Some of the results were unexpected—such as the observation by one faculty member that “I thought my tech skills would become amazing and my teaching wouldn’t change much [when I began to teach online]. In fact, it was the opposite.” The topics include student learning outcomes, with a comparison of traditional and online humanities courses; student and faculty perceptions of online instruction; ways to help students and faculty members succeed in the online environment; the administrative costs and capacities needed to support effective online instruction; and the sustainability of collaborative consortia.

The most significant findings, many of which are highlighted in this article, may be those related to student learning and satisfaction.

**STUDENT PERFORMANCE**

Faculty members involved in the project found that their students consistently achieved the learning objectives set for online courses. This was confirmed when faculty members from other institutions independently reviewed student work produced during the courses. The grades awarded to students in online courses also were consistently high through the four years of the project. Faculty instructors did not see a significant difference between the student outcomes achieved in traditional humanities classrooms and those achieved through online courses. Online instruction, however, is not for every student: Instructors observed that students who do not work well independently (or lack sufficient discipline) can fall behind in online coursework, so they have to be encouraged to log into courses regularly.

In the end, many students appreciated the benefits of online courses but saw no reason to make comparisons with traditional face-to-face courses. Instructors and students both indicated that determining whether online or hybrid formats were objectively or measurably more effective than traditional face-to-face courses is a futile endeavor. There are simply too many variables—such as instructor, subject matter, level, and course materials—to claim that traditional and online courses are equally effective or that one approach is more effective than the other. Like lecture courses and seminars, both traditional and online courses have an important role to play in the curricula of independent small colleges and each has value.

**STUDENT SATISFACTION**

The students who took upper-division online humanities courses were quite satisfied with the experience. In spring 2016, 60 percent of students reported that online courses were valuable in helping them appreciate different perspectives, and 80 percent reported that online courses motivated them to explore questions raised by the course. In spring 2018, 88 percent of students who enrolled in online humanities courses as part of the Consortium rated the online courses the same as or better than traditional classroom courses.

Students reported that having the option of enrolling in more humanities classes online provided more flexibility and might help them complete their degrees in a more timely fashion. Students who ranked online courses as better than face-to-face courses typically gave as their reason the flexibility of scheduling...
that the online format affords. "Flexibility" may have been the biggest driver of student satisfaction, with half the students reporting that they enrolled in an online course primarily because "it fits my schedule" (see Figure). Unfortunately, some students also thought that online courses would (or should) be easier than traditional courses.

**STUDENT ENGAGEMENT**

One of the biggest concerns expressed by faculty members who are unfamiliar with online instruction is that students won’t have the same amount or quality of engagement with faculty members as they usually have in face-to-face classrooms. Indeed, this turned out to be a challenge for faculty members involved in the Consortium, with just a quarter of them reporting that they were able to "form personal relationships with students in [an online] course similar to the kind of relationships that I have with students in traditionally taught courses." But the report explains how, "over time, faculty members found that their increasing capacity to use online tools and to teach online helped them enhance student learning and engagement."

Students, on the other hand, reported quite a high level of engagement in online courses; nearly 80 percent reported that instructors "helped to keep students engaged and participating in productive dialogue." Some students commented on evaluation surveys that they were able to engage more with course content and to perform better in an online course because they felt more comfortable participating online than they did in a classroom setting; faculty members also noticed that some usually quiet students spoke up and "became stars online." Students and faculty members alike indicated that student learning improved when instructors provided a substantive introduction to an online course, explaining how it might differ from traditional courses and how students could learn well and efficiently in this setting.

**ENROLLING STUDENTS FROM OTHER INSTITUTIONS**

Perhaps the greatest challenge faced by the Consortium was managing the logistics of course enrollment across institutions. More study is needed to determine whether different academic calendars, cultural norms, or academic expectations account for difficulties experienced by external students when they enrolled in the online courses. Faculty perceptions of the performance of external students was mixed, with over half reporting essentially no difference between home and visiting students’ performance, 13 percent reporting better performance by visiting students, and 31 percent reporting poorer performance by the visitors. Nonetheless, students and instructors both viewed the cultural experience of having students from other institutions taking courses with them as a clear benefit.

For the full report, visit [www.cic.edu/OnlineHumReport](http://www.cic.edu/OnlineHumReport). For information about exploring online learning opportunities through CIC’s new Online Course Sharing Consortium, see page 30.
CIC Online Course Sharing Consortium Surpasses 100 Member Institutions

Announced less than one year ago, CIC’s Online Course Sharing Consortium (CIC-OCSC) has already attracted more than 100 participating colleges. Through the Consortium platform, colleges and universities offer one another a wide range of online courses to meet curricular needs and to help students stay on track or get ahead for timely program and degree completion. Course sharing helps colleges address pressing course availability issues; improve revenue; strengthen retention and completion; and streamline payments and reporting procedures.

“CIC recognizes that private colleges need a way to provide for the judicious use of engaging, high-quality online courses to students to help them progress and complete their college degrees—whether to support those who want to ‘walk’ early at graduation or those who encounter disruptions in their personal lives that can derail paths to a degree,” CIC President Richard Ekman remarked.

By participating in CIC-OCSC, which is offered through a partnership with Acadeum | College Consortium, members can advance several key institutional strategies, including the creation of summer and short semester options for students who need specific courses to graduate, helping at-risk students as well as those who seek to accelerate their academic progress. Members also can use online course sharing to supplement majors in under-enrolled programs that otherwise could not be sustained.

During the past several months, CIC hosted three webinars on online course sharing strategies that are already working well for participating institutions. During the March 2019 webinar, dubbed “The Eureka Strategy” in recognition of the institution that was showcased, Eureka College (IL) President Jamel Wright discussed the college’s success in using online summer courses to improve retention from the spring to fall semesters. She attributed Eureka’s success to its commitment to identify early those students who may need an online summer course to stay on track. A June webinar provided insights on best practices and opportunities for registrar offices as well as tips for successfully launching online course sharing on campus. Webinar panelists included Catawba College’s (NC) Jeff Bowe, dean of distance and online education, and Kim Smith, registrar. A September webinar on academic advising highlighted how Springfield College (MA) has leveraged the Consortium as a new resource to help students catch up and even get ahead for graduation. Webinar presenters included Springfield College’s Leigh-Ann Gomes, director of academic advising, and Mary Ann Coughlin, senior associate vice president for academic affairs.

Participants commented that the webinars provided key insights to help them navigate the next steps for their institutions. Carol Schuler, CIC vice president and director of the Consortium, reflected: “Institutions adopt this new service according to the culture and governance of their organizations. We find that the more faculty members and administrators learn about others’ experiences, the more readily they can discuss the Consortium within their own institutions and explore ways that it can support their students.”

The CIC Online Course Sharing Consortium provides access to technology that facilitates online course sharing among CIC members with similar curricular goals, standards of academic quality, and a commitment to the liberal arts to share courses with trusted and like-minded partners. Academic leaders can quickly implement strategies to improve student retention and graduation rates while maintaining complete control of their institution’s curriculum, and administrators can easily transfer credits and financial aid digitally.

As CIC-OCSC participation expands and the number of available course options increases, institutions will undoubtedly continue to explore strategies to incorporate online course sharing into their student success initiatives. CIC’s 2019 Institute for Chief Academic Officers, with Chief Advancement Officers and Public Relations Officers, will feature two opportunities to learn more about the Consortium: a general session on integrating course sharing into retention and completion strategies; and a luncheon for Consortium members to share institutional strategies that support student progress. Both Institute events will take place in Baltimore, Maryland, on November 4.

To learn more about the Consortium, visit www.cic.edu/OnlineCourseSharing or contact Carol Schuler at cschuler@ cic.nche.edu or Norval Kneten, CIC senior advisor, at nkneten@cic.nche.edu.
Financial Data Show Increases in Operating Margins of Independent Colleges

The latest CIC Financial Indicators Tool (FIT) reports, released in July 2019, provided CIC member institutions with customized financial trend data calculated from the most recent Integrated Postsecondary Education Data System (IPEDS) and GuideStar updates. The FIT reports allow member institutions to assess their individual institutional performance on a set of indicators and to make benchmarking comparisons with similar institutions.

One indicator, the Operating Margin Ratio, measures whether an institution is operating within its available resources to educate students by showing whether an institution ends fiscal years with a surplus or a deficit. A 4 percent annual surplus is the target for financial health; prolonged decreases may indicate financial distress. The 2019 FIT data for this ratio—covering the 2011–2012 to 2016–2017 fiscal years—show that in both national and regional contexts operating margins have rebounded from a decline that began in 2013–2014 and bottomed out in 2015–2016.

In 2016–2017, the national median Operating Margin Ratio was 3.9 percent, compared with the previous year’s -1.5 percent, approaching the 4.0 percent recommended level for financial health. To provide historical context, in 2012–2013 the comparable figure was 6.1 percent, which dropped to 5.4 percent in 2013–2014 and plunged to 1.4 percent in 2014–2015.

By region, institutions in New England and the Midwest posted the highest median Operating Margin Ratios in 2016–2017 (6.9 percent and 4.6 percent respectively, increasing considerably from -1.5 and -2.7 percent respectively in 2015–2016). The Far West region followed with a healthy 3.9 percent, up from -2.7 percent in 2015–2016. Institutions in the West posted the lowest regional ratio median (1.4 percent, up from 0.3 percent in 2015–2016). (See Figure below.)

CIC’s Financial Indicators Tool benchmarking report is produced by the Austen Group and is provided at no cost to CIC Institutional Members thanks to the generous support of Ruffalo Noel Levitz. For more information, visit www.cic.edu/BenchmarkingServices or contact Lesley McBain, director of research projects, at lmcbain@tic.nche.edu.

FIT Operating Margin Ratio by Region

CIC Programs Connect Campus and Community

How can private colleges and universities contribute to the public good? Two CIC initiatives address this question by forging partnerships with community-based organizations and creating opportunities for students to work with members of local communities. The Humanities Research for the Public Good program, which held an inaugural workshop for participants in June 2019, brings humanistic scholarship into communities through student-designed public programs that draw upon institutional library or archival collections. Intergenerational Connections: Students Serving Older Adults, which concluded in small groups based on their team roles to discuss the different responsibilities of faculty members, collections experts, and administrators in these projects. Kimberly Sanchez, director of community partnerships at Connecticut College, reported that “we really enjoyed connecting with colleagues and the opportunity to work and think critically about our project.”

As they prepared to launch their own projects, workshop participants drew inspiration from past work in the public humanities. A panel discussion on the opening day featured representatives of three CIC member institutions who described successful public humanities initiatives at their colleges, including outcomes and challenges. David Pettegrew, professor of history and archaeology at Messiah College (PA), described the Digital Harrisburg Initiative, an interactive map that tracks Harrisburg’s population over time using census data, and Poetry in Place, a collaboration with local middle schools where the young students work with Messiah undergraduates to write poems based on historical residents. Meredith Clark-Wiltz, associate professor of history at Franklin College (IN), extolled the benefits of public humanities work for students and their institutions, explaining that several of her students who designed an exhibition drawn from the papers of Indiana governor Roger Branigin went on to receive prestigious internships at local cultural organizations. Susan Falciani Maldonado, special collections and archives librarian at Muhlenberg College (PA), demonstrated how a mutually beneficial project could flow from an unmet community need. In this case, the unorganized historic records of the Allentown Band, the oldest civilian concert band in the United States, became the basis of a multi-year project to digitize the collection,
collect oral histories, and design an interactive timeline of the band’s history that brought together band members and the college’s librarians, faculty members, and students. During a lunchtime presentation, Stephen Kidd, executive director of the National Humanities Alliance (DC), expanded the scope of examples by introducing the Humanities for All initiative, an interactive database of publicly engaged humanities projects from across the United States.

Other sessions focused on forging effective relationships between colleges and universities and community partners. Valk emphasized that the public humanities depend on “shared authority,” the recognition that all stakeholders contribute different types of knowledge, expertise, and resources. A roundtable discussion on “What Community Partners Bring to the Table” highlighted the need for reciprocity. The panelists advised other workshop participants to consider the needs of community partners alongside those of their own institutions. According to Donald Braid, director of the Center for Citizenship and Community at Butler University (IN), anyone who undertakes a community-based humanities project should ensure it meets the needs of community partners and should prepare students to engage with the public by training them in humility, empathy, and critical listening. Glenn Johnson, chair of public humanities at Stevenson University (MD), added that an important requirement for students is “to be kind and open to learning from community members.” Connecticut College’s Sanchez, the third panelist, encouraged fellow participants to include representatives of the community partner at every stage of project planning, effectively co-designing the project with them; she also recommended creating a memorandum of understanding to capture the shared vision.

Finally, the June workshop showed the enduring value of the humanities, in the expectation that participants will share the excitement and relevance of humanities scholarship with their communities. In his remarks, Ekman predicted that the projects supported through this initiative will “revivify the study of the humanities” by linking the humanities and the public interest, while also fostering stronger connections between institutions and community organizations. Keynote speaker and noted public historian Edward L. Ayers, Tucker-Boatwright Professor of the Humanities and president emeritus of the University of Richmond (VA), emphasized the relevance

2019–2020 HUMANITIES RESEARCH FOR THE PUBLIC GOOD PARTICIPATING INSTITUTIONS

Alaska Pacific University
Augustana University (SD)
Berry College (GA)
Bethany College (KS)
Butler University (IN)
Champlain College (VT)
Connecticut College
Daemen College (NY)
Fisk University (TN)
Franklin College (IN)
Gustavus Adolphus College (MN)
Hollins University (VA)
Lewis & Clark College (OR)
Mars Hill University (NC)
Messiah College (PA)
Oberlin College (OH)
Reinhardt University (GA)
Rust College (MS)
Saint Mary’s College (IN)
Simmons University (MA)
St. Mary’s University (TX)
Stevenson University (MD)
The University of Findlay (OH)
University of Denver (CO)
Wofford College (SC)
of humanities scholarship to address current social problems. Drawing on his involvement in charged public conversations about slavery, Confederate monuments, and segregation in the city of Richmond, Ayers noted the power of the humanities to grapple with this complex history. He emphasized that “the humanities have never mattered more than they do now”—and that the humanities cannot be confined to the classroom or the library.

The first cohort of Humanities Research for the Public Good will reconvene in April 2020 for a closing workshop, when the institutional teams and their student researchers will present the results of their projects. Applications to participate in the second cohort for Humanities Research for the Public Good opened in September, with a deadline of December 13, 2019. This initiative is generously funded through a grant from the Andrew W. Mellon Foundation.

INTERGENERATIONAL CONNECTIONS: STUDENTS SERVING OLDER ADULTS

Launched in 2016 with the support of the AARP Foundation, CIC’s Intergenerational Connections: Students Serving Older Adults project has created a national network of programs on independent college campuses through which students help low-income older adults (ages 50 and older) tackle key life challenges while the students acquire valuable service learning experience. The project concluded with a national conference that took place in Washington, DC, July 29–31, 2019. Themed “Fostering Resilience through Intergenerational Connections,” the conference drew teams from institutions participating in both the 2017–2018 and 2018–2019 cohorts. Importantly, the teams brought together faculty and staff members with students and representatives from partnering community organizations. The conference was designed to help teams fulfill four goals: to share the results of their projects; to seek solutions to common problems faced by students, faculty, staff, and older adults in project development; to identify best practices in creating and sustaining programs that help meet the needs of older adults through interactions with college students; and to discuss best practices in student learning and engagement through interaction with older adults.

A highlight of the conference was the admiration shown by several keynote speakers for the projects conducted by CIC member institutions. During a dinner presentation, Lisa Marsh Ryerson, president of the AARP Foundation, former president of Wells College (NY), and former member of CIC’s Board of Directors, was effusive in praise of the work that had been accomplished by the participants, saying, “I was inspired by your stories of our colleges as anchors of the importance of intergenerational connections.” She emphasized that in a time of great divisions in society that pit one group against another, intergenerational projects are helping to break down tired assumptions about both older adults and college students.

Generations United Executive Director Donna M. Butts also applauded CIC colleges and universities for playing a key role in defining and elevating promising intergenerational practices, countering a decline in higher education’s involvement with intergenerational work. She invited all participants to become involved with Generations United efforts to connect with leaders of all generations to help build a more caring society. Asserting that both younger and older populations are untapped resources, she offered hope that “people are starting to wake up and smell the demographics.”

Marc Freedman, CEO and president of Encore, also emphasized the need to create connections across age groups, offering an entertaining and fact-filled account of the history of the generations. At the beginning of the 20th century, he said, our society was “age-oblivious and age-integrated.” Over time and for some uplifting reasons (such as child labor laws), age segregation took over, which had the unfortunate result of making older people feel rejected, marginalized, and alienated. He urged the group to reimagine a world in which age is irrelevant, one in which society shifts its concern from extending life expectancy and remaining youthful to improving relations among the generations in ways that benefit all. CIC gave copies of his newest book, How to Live Forever: The Enduring Power of Connecting the Generations, to all participants, and Freedman graciously signed them following his remarks.

Two other sessions focused on the many benefits to college students of interacting with older generations. Jillian Kinzie, associate director of the Indiana University Center for Postsecondary Research and the National Survey of Student
Engagement Institute, emphasized that equitable, high-quality educational experiences can enhance student learning, success, and career readiness. She offered advice on how an institution’s intergenerational projects could become even more effective vehicles for desired student outcomes: The projects should include transparent expectations that are aligned with specific outcomes, clearly defined learning pathways, opportunities for integration and reflection, and educational practices that engage students at high levels.

Another session demonstrated the efficacy of Kinzie’s advice for curriculum planning and the potential impact that these projects could have on students as well as the older residents they served. Five students, each from a different participating institution (Calvin University [MI], Converse College [SC], Jarvis Christian College [TX], Shenandoah University [VA], and Wofford College [SC]), offered an engaging and lively session that was well received by conference participants. While their approaches to addressing the vulnerabilities of older adults varied considerably—from storytelling, to food preparation, occupational and physical therapy, and sharing uses of digital technology—the students were all enthusiastic about how valuable their experiences had been to their growth and development as students and citizens. Participating in the initiative has led some of the students to plan careers working with older adults and even to change their majors.

In bringing together both cohorts of Intergenerational Connections and showcasing the achievements of individual projects, the conference provided great inspiration to participants as well as offering next steps for sustaining these programs. Gloria Wade Gayles, founding director of Spelman College’s (GA) Independent Scholars’ Oral History Project, said: “The conference changed my life in more ways than I can articulate. In fact, I was so moved by every presentation and experience that I may have talked too much. My cup of joy for information ‘ran’ over…”

---

**2018–2019 INTERGENERATIONAL CONNECTIONS: STUDENTS SERVING OLDER ADULTS PARTICIPATING INSTITUTIONS**

- Barton College (NC)
- Bennington College (VT)
- California Baptist University
- Caldwell University (NJ)
- Calvin University (MI)
- Centenary University (NJ)
- Chatham University (PA)
- Christian Brothers University (TN)
- Coe College (IA)
- Colby-Sawyer College (NH)
- College of Saint Mary (NE)
- Concordia University Wisconsin
- Converse College (SC)
- Dominican University (IL)
- Dominican University of California
- Elizabethtown College (PA)
- Franciscan Missionaries of Our Lady University (LA)
- Gwynedd Mercy University (PA)
- Hilbert College (NY)
- Jarvis Christian College (TX)
- Mercy College (NY)
- Meredith College (NC)
- Moravian College (PA)
- Pfeiffer University (NC)
- Regis College (MA)
- Rust College (MS)
- Saint Xavier University (IL)
- Shenandoah University (VA)
- Spelman College (GA)
- St. John Fisher College (NY)
- The College of Saint Rose (NY)
- Universidad del Sagrado Corazón (PR)
- University of Saint Francis (IN)
- Virginia Wesleyan University
- Wheeling University (WV)
- Whitman College (WA)
- Wofford College (SC)
CIC’s Network for Vocation in Undergraduate Education (NetVUE) recently hosted a third Teaching Vocational Exploration seminar. Twenty early-career faculty members, specializing in a wide range of academic disciplines and hailing from across the country, gathered in suburban Chicago for the June 17–21 event. The participants (see below) were nominated by the chief academic officer at their institutions and selected from a crowded field of nominees.

The NetVUE faculty seminar aims to strengthen the teaching of vocational exploration by examining different meanings of “vocation” and their importance for undergraduate education, by considering content and teaching methods for courses that focus on vocational exploration, and by reflecting on the shape and experience of the academic vocation. In preparation for the seminar, participants read selected materials on vocation and submitted a brief written reflection. During the upcoming academic year, they will develop a new course or course materials or redesign an existing class with greater focus on vocational exploration.

The seminar was led by Paul J. Wadell, professor emeritus of theology and religious studies at St. Norbert College (WI), and Darby Kathleen Ray, Donald W. and Ann M. Harward Professor of Civic Engagement and professor of religious studies at Bates College. Both facilitators contributed to the first volume in the NetVUE Scholarly Resources Project, *At This Time and In This Place: Vocation and Higher Education* (Oxford University Press 2016), and both have written extensively in the areas of theology, religion, ethics, and vocation.

Participants remarked that, along with the obvious benefits for their own intellectual development and their classroom teaching skills, the seminar has provided a valuable group of colleagues at similar institutions across the country. As Wadell noted in his seminar remarks, this is an event at which a group of people “meet as strangers, but depart as friends.”

The next seminar will take place in Chicago, Illinois, June 22–26, 2020. Nominations are due September 20, 2019. For more information, visit www.cic.edu/TeachingVocation.

---

**2019 TEACHING VOCATIONAL EXPLORATION SEMINAR PARTICIPANTS**

**Augsburg University** (MN)
Michael T. Wentzel, Associate Professor of Chemistry

**Capital University** (OH)
Lisette Gibson, Assistant Professor of English

**Muskingum University** (OH)
Amy J. Santas, Associate Professor and Chair, Biology Department

**Augustana College** (IL)
Kristina “Kiki” Kosnick, Assistant Professor of World Languages, Literatures, and Cultures

**Edgewood College** (WI)
Rachael Lancor, Associate Professor of Physics and Chair, Chemistry, Geosciences, and Physics Department

**Newberry College** (SC)
Sara Peters, Associate Professor of Psychology

**Aurora University** (IL)
Jaqueline Babb, Assistant Professor of Digital Marketing

**John Brown University** (AR)
D. Michelle Satterlee, Assistant Professor of Psychology

**Ouachita Baptist University** (AR)
Benjamin D. Utter, Visiting Assistant Professor of Language and Literature

**Austin College** (TX)
Mari Elise Ewing, Assistant Professor of Environmental Studies

**King University** (TN)
Martin H. Dotterweich, Associate Professor of History and Director of the King Institute for Faith and Culture

**Presbyterian College** (SC)
Austin Y. Shull, Assistant Professor of Biology

**Belmont University** (TN)
Cynthia A. Curtis, Assistant Professor of Practical Theology and Spiritual Formation

**Mount Mary University** (WI)
Nan Metzger, Instructor and Director of International Studies

**Saint Mary’s University of Minnesota**
Christine Beech, Director of the Kabara Institute for Entrepreneurial Studies
Also in June, NetVUE announced this year’s award recipients for two of its grant programs (see Box). Professional Development Awards provide up to $10,000 to allow member institutions to develop faculty and staff leadership for vocational discernment programs. Over the past six years, CIC has awarded nearly $1 million to more than 100 NetVUE member institutions for this program. Vocation across the Academy Grants are designed to help colleges and universities strengthen the link between career preparation and their students’ exploration of meaning, purpose, and identity. These three-year awards offer up to $60,000 from CIC and third-party sources. This program is in its second year, with nearly $1 million awarded to 33 institutions thus far.

CIC will review applications for a third category of NetVUE awards, the Program Development Grants, this coming fall. Awards of $25,000 to $50,000 will be made available to NetVUE member institutions for use over a two-year period. They are intended to deepen, expand, or otherwise strengthen vocational exploration programs that are already underway and are currently supported by NetVUE member colleges and universities. To date,

**GRANTS RECEIVED**

<table>
<thead>
<tr>
<th>2019 PROFESSIONAL DEVELOPMENT AWARD RECIPIENTS</th>
<th>2019 VOCATION ACROSS THE ACADEMY GRANT RECIPIENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrews University (MI)</td>
<td>AdventHealth University (FL)</td>
</tr>
<tr>
<td>Blackburn College (IL)</td>
<td>Albion College (MI)</td>
</tr>
<tr>
<td>Bryn Athyn College (PA)</td>
<td>Azusa Pacific University (CA)</td>
</tr>
<tr>
<td>Central Methodist University (MO)</td>
<td>Bellarmine University (KY)</td>
</tr>
<tr>
<td>Coe College (IA)</td>
<td>Finlandia University (MI)</td>
</tr>
<tr>
<td>College of the Ozarks (MO)</td>
<td>Georgian Court University (NJ)</td>
</tr>
<tr>
<td>D’Youville College (NY)</td>
<td>Gustavus Adolphus College (MN)</td>
</tr>
<tr>
<td>Eastern Mennonite University (VA)</td>
<td>Hope College (MI)</td>
</tr>
<tr>
<td>Friends University (KS)</td>
<td>Mount St. Mary’s University (MD)</td>
</tr>
<tr>
<td>Harding University (AR)</td>
<td>Point Loma Nazarene University (CA)</td>
</tr>
<tr>
<td>Kentucky Wesleyan College</td>
<td>Presbyterian College (SC)</td>
</tr>
<tr>
<td>Illinois Wesleyan University</td>
<td>Wisconsin Lutheran College</td>
</tr>
<tr>
<td>Loras College (IA)</td>
<td>Paul R. Burmeister, Assistant Dean of Advising and Associate Professor of Art</td>
</tr>
<tr>
<td>Loyola Marymount University (CA)</td>
<td>University of Dubuque (IA)</td>
</tr>
<tr>
<td>Messiah College (PA)</td>
<td>University of San Diego (CA)</td>
</tr>
<tr>
<td>Morningside College (IA)</td>
<td></td>
</tr>
<tr>
<td>Mount Vernon Nazarene University (OH)</td>
<td></td>
</tr>
<tr>
<td>North Park University (IL)</td>
<td></td>
</tr>
<tr>
<td>Ohio Dominican University</td>
<td></td>
</tr>
<tr>
<td>Pepperdine University (CA)</td>
<td></td>
</tr>
<tr>
<td>Roanoke College (VA)</td>
<td></td>
</tr>
<tr>
<td>Rochester University (MI)</td>
<td></td>
</tr>
<tr>
<td>Saint Vincent College (PA)</td>
<td></td>
</tr>
<tr>
<td>Salve Regina University (RI)</td>
<td></td>
</tr>
<tr>
<td>Spring Hill College (AL)</td>
<td></td>
</tr>
<tr>
<td>Tabor College (KS)</td>
<td></td>
</tr>
<tr>
<td>University of Dubuque (IA)</td>
<td></td>
</tr>
<tr>
<td>University of San Diego (CA)</td>
<td></td>
</tr>
</tbody>
</table>
six rounds of these grants have awarded a total of $7 million to more than 150 NetVUE member institutions. Grant proposals were due September 13, 2019.

More information about NetVUE grant opportunities is available at www.cic.edu/NetVUEGrantPrograms. These grant programs, as well as the faculty seminar on Teaching Vocational Exploration, are generously supported by Lilly Endowment Inc.

REGIONAL GATHERINGS

During the 2019–2020 academic year, NetVUE will offer eight regional and topic gatherings, most of which are hosted by member institutions, for faculty and staff members at NetVUE institutions. Registration is now open for fall 2019 events:

- “Hearing Vocation Differently” will be hosted by Pepperdine University (CA) September 20–21;
- “Educating for Citizenship” will be hosted by Geneva College (PA) October 4–5;
- “Colleges Can Have Vocations Too” will be hosted by Lipscomb University (TN) November 15–16; and

Information about and registration for all four events is available on the NetVUE website at www.cic.edu/RegionalGatherings.

In 2020, the following four gatherings will take place:

- “Vocation from the Margins” will be held at Occidental College (CA) January 18–20;
- “Vocation and Post-College Transition” will be held at Huntingdon College (AL) February 21–22;
- “Engaging Faculty Members in the Work of Vocation” will take place at St. Norbert College (WI) March 27–28; and
- “Campus Centers for Vocation” will be held at Bluffton University (OH) June 10–12.

Preliminary information for the 2020 gatherings is available on the NetVUE website. For more information, contact Lynne Spoelhof, NetVUE program coordinator, at (616) 395-6750 or lspoelhof@cic.nche.edu.

Woodrow Wilson Visiting Fellows

For more than 45 years, the Woodrow Wilson Visiting Fellows program has brought prominent artists, diplomats, journalists, business leaders, and other nonacademic professionals to campuses across the United States for substantive dialogue with students and faculty members. Through a cost-effective, week-long residential program of classes, workshops, lectures, and informal discussions, Fellows create better understanding and new connections between the academic and nonacademic worlds.

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

Pictured Fellows are (top to bottom) Rhonesha Byng, founder and CEO of HerAgendas; Oren Cass, expert on energy and the environment, and senior fellow, Manhattan Institute; and Linda Greenlaw, swordfishing captain and best-selling author of both nonfiction and a mystery series.
State Councils Update: CIC/UPS Scholarship Level Maintained; Challenge Grants Will Raise Scholarship Funds

CIC/UPS Scholarships

CIC’s State Council Programs—including four selective grant opportunities—are supported by an endowment generously created by UPS. The annual drawdown funds the CIC/UPS Scholarships Program, the Scholarship Challenge Grant Program, the National Venture Fund Grant Program, and the Capacity-Building Grant Program. The First Opportunity Partners Grant Program is funded annually through a diversity and inclusion grant from the UPS Foundation.

This year, CIC is pleased that, despite market volatility and a conservative approach to endowment spending, it has been able to supplement endowment support to maintain the level of the CIC/UPS Scholarship at $3,000 per qualifying institution. Moreover, CIC also was able to fully fund all four selective grant programs.

Scholarship Challenge Grants

This summer, CIC awarded Scholarship Challenge Grants to five State Councils as conditional matching support for fundraising campaigns during the 2019–2020 fiscal year. The campaigns must be designed to attract new donors and increase gifts to State Councils to create scholarship funds for returning students. Together, the campaigns are projected to raise at least $153,000 for students at 122 private colleges and universities during the 2020–2021 academic year.

- **Independent Colleges and Universities of Texas Foundation (ICUTF)** will integrate its fundraising efforts with its legislative affairs program by raising scholarship funds for students in the ICUT Scholars Internship Program, which places students in legislative internships in the state capital. Through this fundraising initiative, ICUTF will help more first-generation, minority, and new American students participate in valuable internships.

- **Iowa Colleges Foundation (ICF)** will focus on raising gifts for its ICF Student Retention Scholarship Program, which is designed to respond to financial hardships that lead too many students to withdraw from college. With a commitment to raise $1.30 for every $1 of the ICF grant, the new funds will provide a $1,000 scholarship to one low-to-moderate income returning student at each of ICF’s 23 member colleges and universities. It will complement ICF’s existing scholarship program that provides $1 million each year in student aid and helps reduce the financial demands on ICF colleges and universities.

- **Ohio Foundation of Independent Colleges (OFIC)** will leverage its grant to raise scholarships from corporate donors who wish to support strategic goals, such as the creation of internships, co-ops, or a talent pipeline. The program aims to connect corporate Ohio with high-achieving students who can fill future positions and strengthen the state’s economy. To reach corporate donors, OFIC will host a talent pipeline event in the state capital, organize events that allow donors and human resources staff to meet student scholarship recipients, and conduct research via LinkedIn to identify C-suite executives who are graduates of OFIC member institutions, among other initiatives.

- **South Carolina Independent Colleges and Universities (SCICU)** will use its grant to strengthen its recently initiated Discretionary Scholarship Program to help returning students who encounter extenuating financial hardships that may lead them to drop out. Recent research shows that many low-income students can remain in college with as little as $500 in extra help to address unexpected financial issues. In 2018–2019, 170 students at SCICU institutions received discretionary scholarships that averaged about $500 and made all the difference between giving up and persisting to a degree.

- **West Virginia Independent Colleges and Universities (WVICU)** will use its grant to focus on recruitment of new donors—both major corporate and individual donors. As part of the initiative, WVICU will build on a new video marketing campaign themed “Send a Student to Class.” The marketing effort is designed to raise both scholarship funds and awareness of the value and superior performance of private colleges in West Virginia.

For more information about CIC’s State Councils grant programs, visit [www.cic.edu/StateCouncils](http://www.cic.edu/StateCouncils) or contact Carol Schuler, vice president for state council programs, at cschuler@fic.nche.edu.
A Compendium of Recent Research and Books of Interest to Higher Education Professionals

BOOKS

American Higher Education since World War II: A History
Roger L. Geiger (Princeton University Press, 2019)

Continuing his 2015 book The History of American Higher Education: Learning and Culture from the Founding to World War II, Roger L. Geiger’s new volume details the postwar transformation of American higher education. By exploring the impact of developments such as the GI Bill, the social upheaval of the 1960s and 1970s, desegregation and coeducation, and social and political developments throughout the 1970s and 2000s, this book also will help readers better understand the many complex issues facing colleges and universities today. It draws on empirical data and social science studies and concludes with a discussion of current trends focused on college participation and affordability, differential economic returns to higher education, the uncertain state of undergraduate learning, the persistence of culture wars, and the scientific prominence of American universities. Geiger is Distinguished Professor of Higher Education Emeritus at Pennsylvania State University.

The Resilience of Religion in American Higher Education
John Schmalzbauer and Kathleen A. Mahoney (Baylor University Press, 2018)

This book challenges the dominant narrative that religion has been deemed irrelevant on college campuses and that American higher education has been secularized. Exploring three areas—academic scholarship, church-related higher education, and student life—John Schmalzbauer and Kathleen A. Mahoney document an openness to religion in collegiate communities. The book highlights several campus trends: expanding interest in the study of religion across the disciplines; increasing acknowledgement of the intellectual relevance of religious commitments; and deepening commitment among church-related colleges to their founding traditions, even as they embrace religious pluralism. The volume also chronicles the diversification of student religious life, revealing the breadth and inclusiveness of campus spirituality. Schmalzbauer is Blanche Gorman Strong Chair in Protestant Studies in the Department of Religious Studies at Missouri State University; Mahoney is a senior staff member at the GHR Foundation.

Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities
Gina Ann Garcia (Johns Hopkins University Press, 2019)

This book explores how higher education institutions are serving Latinx students, through both traditional and innovative approaches. Gina Ann Garcia, assistant professor of higher education at the University of Pittsburgh, draws on empirical data collected over two years at three pseudonymous four-year Hispanic-serving institutions (HSIs) in Chicago, Illinois, that embrace their HSI status (which requires enrollment of at least 25 percent Latinx students) differently. She then adopts a counternarrative approach to highlight the ways HSIs are reframing what it means to serve Latinx college students and explores how those institutions handle the tensions that emerge from confronting traditional standards and measures of success for postsecondary institutions. The book emphasizes that HSIs are undervalued and serve an important role in the higher education landscape.

Course-Based Undergraduate Research: Educational Equity and High Impact Practice
Nancy H. Hensel, Ed. (Stylus Publishing LLC, 2018)

Instead of promoting undergraduate research as a high-impact practice reserved for students in the later stages of their college careers, this book shows how to engage students in authentic research experiences in their first two years, thus making the experience available to a much greater number of students (see also Intergenerational Connections, page 34). The book considers the appropriate expectations for research in the first two years; how to design
course-based research for these students; how to mentor a class rather than individual students; how students can disseminate the results of their research, and more. Designed for faculty members at two- and four-year colleges, the strategies and methods described can be adapted in a wide-range of disciplines. Editor Nancy H. Hensel is former president of the New American Colleges & Universities and former executive officer of the Council on Undergraduate Research. Contributors hail from a wide range of institutions, including from CIC members California Lutheran University; St. Edward’s University (TX); University of New Haven (CT); and Valparaiso University (IN).

Contested Issues in Troubled Times: Student Affairs Dialogues on Equity, Civility, and Safety
Edited by Peter M. Magolda, Marcia B. Baxter Magolda, and Rozana Carducci (Stylus Publishing LLC, 2019)

A companion volume to Contested Issues in Student Affairs: Diverse Perspectives and Respectful Dialogue (2011), this new book explores how campuses can create an equitable climate conducive to learning in a complex and dynamic environment characterized by escalating intolerance, incivility, and discrimination. The 54 contributors explore multiple approaches to address contentious issues, articulate persuasive arguments grounded in professional judgment, listen attentively to others for points of connection as well as divergence, and draw upon new ways of thinking to foster safe and inclusive campuses. The book concludes by encouraging student affairs educators to critically examine routine practices that can perpetuate inequity. The late Peter M. Magolda was professor emeritus in the Department of Educational Leadership at Miami University; Marcia B. Baxter Magolda is Distinguished Professor Emerita, Miami University; and Rozana Carducci is the graduate director of the Master of Arts in Higher Education Program at Elon University.

The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students
Anthony Abraham Jack (Harvard University Press, 2019)

Emphasizing that access is not the same as inclusion, The Privileged Poor explains how and why disadvantaged students struggle at elite colleges and what institutions can do differently so these students can thrive. Drawing on interviews with dozens of undergraduates at one of America’s most famous colleges (“Renowned University”) and on his own experiences as one of the privileged poor, Anthony Abraham Jack describes the lives poor students bring with them and shows how powerfully background affects their chances of success. The book documents how university policies and cultures can exacerbate preexisting inequalities and challenges college officials and policymakers to serve the next generation of students better. Anthony Abraham Jack is a junior fellow at the Harvard Society of Fellows, an assistant professor at the Harvard Graduate School of Education, and the Shutzer Assistant Professor at Harvard’s Radcliffe Institute for Advanced Study.

The College Dropout Scandal
David Kirp (Oxford University Press, 2019)

This book looks at solutions to a critical problem in higher education—the high number of incoming first-year students at U.S. colleges and universities who drop out before graduating (40 percent), often leaving them with debt and reduced job prospects. Weaving together on-the-ground reporting, conversations with faculty members and students, and recent research findings, David L. Kirp highlights what colleges are doing well and poorly. The book suggests simple actions to raise the graduation rate, such as texting incoming students about important dates, scheduling early-intervention meetings with struggling students, and revamping the curriculum. One key finding is that the more students believe that they belong at the college, the better they do academically. David L. Kirp is an emeritus professor at the Goldman School
of Public Policy, University of California, Berkeley; a New York Times contributor; a fellow of the American Academy of Arts and Sciences; and a member of the National Academy of Education.

REPORTS

2019 Survey of College and University Presidents
Scott Jaschik and Doug Lederman, editors (Inside Higher Ed and Gallup, March 2019)

Inside Higher Ed’s ninth annual survey of college and university presidents, conducted by Gallup, was designed to understand how campus leaders perceive a wide range of higher education issues, such as institutional financial stability, affirmative action, cross-racial engagement on campus, U.S. Department of Education policies, and public views of the purposes of higher education. A total of 784 presidents of two- and four-year institutions responded to the survey, 320 of whom were from private nonprofit colleges and universities. This year, presidents expressed more confidence in the five- and ten-year financial stability of their campuses than they expressed in the previous six years (see Figure, page 43). Fifty-seven percent of presidents are confident in their institution’s financial sustainability over a decade, up from 53 percent last year. Leaders of private baccalaureate colleges are the most confident (64 percent), and public master’s and baccalaureate college presidents the least (49 percent). That said, 14 percent of presidents say they could see their own college closing or merging in the next five years, similar to the 13 percent who said so in last year’s survey. For the full report, visit www.insidehighered.com.

Forging Pathways to Purposeful Work: The Role of Higher Education
Gallup and Bates College (April 2019)

More than 80 percent of college graduates believe it is important to derive a sense of purpose from their work, but less than 50 percent actually find such purpose in their jobs, according to this new study by Bates College and Gallup on the “purpose gap.” The study represents the views of more than 2,000 college graduates, 600 hiring managers, and 1,000 parents of students who are college bound, in college, or who recently graduated, and identifies how colleges and universities can better prepare the next generation to achieve the professional and personal fulfillment they desire. Four key undergraduate experiences that align with graduates finding purpose in work are identified: having an applied internship or job; having someone who encourages students’ goals and dreams; being given realistic expectations for post-graduation employment prospects; and participating in a class or program designed to help students think about pursuing meaning in work. The findings also show that employers endorse skills traditionally associated with a liberal arts education, such as critical thinking, communication, and collaboration skills. For the report, visit www.gallup.com.

Degrees at Work: Examining the Serendipitous Outcomes of Diverse Degrees
Clare Coffey, Rob Sentz, Yustina Saleh (Emsi, August 2019)

This new study attempts to answer a seemingly age-old question: How is a graduate’s education connected to his or her place in the labor market? While the answer may be more obvious to those who graduate with an engineering degree, it is often less clear for a graduate in the liberal arts. To uncover the real relationship between education and work, this study used an extensive database of over 100 million professional profiles to analyze the career outcomes of graduates of six types of programs: language and philosophy, social science, business, communications, engineering, and IT. After identifying the skills the graduates are most likely to use in their daily work, the study found that major is not as deterministic as many believe, that pathways to careers are less linear than thought, and that many humanities graduates end up in the same fields as business and STEM graduates. The report aims to help institutions, policy makers, businesses, community-based organizations, and students and their parents develop a more realistic vision of the relationship between education and work. For the full report, visit www.economicmodeling.com.
The American Association of University Professors (AAUP) 2019 report highlights the results of the 2018–2019 AAUP Faculty Compensation Survey, which compiled data on more than 380,000 full-time faculty members at 952 colleges and universities (including 203 private nonprofit institutions), as well as pay and benefits data for over 64,000 part-time faculty members at more than 360 institutions. The report also examines changes in full-time faculty salaries and appointment types, with a focus on progress toward gender equity, in the ten years since the Great Recession. Although the study found that on average, salaries for full-time faculty members were 2 percent higher in 2018–2019 than in the preceding academic year, faculty salaries barely budged when adjusted for inflation. Salaries for women in full-time faculty positions continue to lag behind those paid to men. On average, women were paid 81.6 percent of the salaries of men during the 2018–2019 academic year, likely due to an unequal distribution of employment between men and women in terms of institutional type and faculty rank. For the full report, visit www.aaup.org.

WEB TOOL

Arts + Social Impact Explorer
Americans for the Arts (2019)

To increase understanding of the long-term, wide-reaching social impact of the arts, Americans for the Arts has produced the Arts + Social Impact Explorer. Founded in 1960, Americans for the Arts is the nation’s leading nonprofit organization for advancing the arts and arts education. The online, mobile-friendly primer draws together research, example projects, core research papers, and service/partner organizations in 26 sectors, highlighting concrete ways in which the arts intersect with and affect other sectors of society. Created with support from the Andrew W. Mellon Foundation, the interactive, visual tool is meant to guide conversation and is accompanied by customized Fact Sheets that are downloadable and printable for sharing with board members, public and private sector policy makers, and others. The tool includes more than 1,000 independent data points, examples, and links compiled to inform decision makers about the arts and their value to communities. For the tool, visit www.americansforthearts.org/socialimpact.

Note: Percent of presidents who strongly agree or agree they are confident in their institutions’ financial stability over the next five and ten years
Figure recreated by the Council of Independent Colleges.
A Compendium of Recent News from CIC Member Institutions

CELEBRATING ACHIEVEMENTS

The Center for First-Generation Student Success, an initiative of NASPA–Student Affairs Administrators in Higher Education and the Suder Foundation, recently announced the inaugural cohort of First Forward Institutions. The First Forward designation recognizes colleges and universities that have demonstrated a commitment to improving experiences and advancing outcomes of first-generation college students. Selected institutions receive professional development, community-building experiences, and access to center resources. Of the 80 members of the 2019–2020 cohort, 13 are CIC member institutions: Azusa Pacific University (CA), Baylor University (TX), College of St. Scholastica (MN), Doane University (NE), Furman University (SC), Hofstra University (NY), Ithaca College (NY), North Central College (IL), Pine Manor College (MA), Saint Mary’s College of California, Texas Christian University, University of Richmond (VA), and Westminster College (UT).

Franklin College’s (IN) Department of Mathematics and Computing recently received the American Mathematical Society’s 2019 Award for an Exemplary Program or Achievement in a Mathematics Department. The prestigious national award recognizes a department that has distinguished itself by undertaking an unusual or particularly effective program of value to the mathematics community. Franklin’s undergraduate program was praised for its distinctive curricular and co-curricular aspects.

This spring, NAFSA: Association of International Educators announced the recipients of the 2019 Senator Paul Simon Awards for Campus Internationalization. CIC member University of Evansville (IN) 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. The university won for its UE Builds: Local and Global program that partners with Habitat for Humanity.

This spring, the Harry S. Truman Scholarship Foundation named 62 students—from more than 840 candidates nominated by 346 U.S. colleges and universities—as 2019 Truman Scholars. Six of the scholars are from CIC member institutions: Larissa Alire of Coe College (IA), Kenzie Campbell of Westminster College (UT), Monica Dix of Oberlin College (OH), Raie Gesesse of Hamline University (MN), Isaac James of Rollins College (FL), and Valerie Weisler of Muhlenberg College (PA). The Truman Scholarship is the premier graduate scholarship for aspiring public service leaders in the United States.

Oral Roberts University (OK) received the United States Distance Learning Association’s (USDLA) Impact Award at the
organization’s 2019 National Conference in May. Recognizing the success of the university’s Global Learning Center, the award honors outstanding projects that lead to significant global impact, reach, and understanding of diverse cultures.

In April, the Barry Goldwater Scholarship and Excellence in Education Foundation announced 496 award recipients for the 2019–2020 academic year. The Goldwater Scholars were selected based on academic merit from a field of 1,223 natural sciences, mathematics, and engineering students nominated by colleges and universities nationwide. Seventy-seven students from 54 CIC member institutions received the prestigious awards.

This spring, Campus Compact announced the 262 students selected for the organization’s 2019 cohort of Newman Civic Fellows, 84 of whom are enrolled at CIC member institutions. Campus Compact is a Boston-based nonprofit working to advance the public purposes of higher education. The Newman Civic Fellowship is a one-year fellowship for community-engaged college students from Campus Compact member institutions.

Two CIC member institutions won Interfaith Youth Core’s 2019 Better Together Awards in June. Better Together is a national network for student interfaith groups, councils, and committees that work to increase interfaith cooperation on campus. The Mike Hammer Interfaith Leadership Award went to University of La Verne (CA) graduate Damairis Lao for her efforts to build bridges through interfaith and intersectional work. The 2019 Rising Star Interfaith Leadership Award recipient was Hamline University (MN) student Stephan Holland for his work bringing interfaith action to the forefront of campus activities.

The Carnegie Project on the Education Doctorate (CPED) accepted 11 higher education institutions in 2019 as new members of the consortium—including CIC member Sacred Heart University (CT). CPED has a membership of more than 100 schools of education in the U.S., Canada, and New Zealand that have committed resources to undertake a critical examination of their education doctoral programs through dialogue, experimentation, feedback, and evaluation.

A partnership with Washington University in St. Louis gives McDaniel College (MD) students the option to enroll at WashU’s James McKelvey School of Engineering for a second degree, either a bachelor’s or master’s, in biomedical, chemical, computer, electrical, or mechanical engineering, computer science, or systems science and engineering. Students can choose to spend three or four years at McDaniel for their initial undergraduate degree before transferring for the dual-degree program to WashU.

AdventHealth University (FL) and Stetson University (FL) are partnering to offer an online program that leads students to master’s degrees in health care administration in strategy and innovation (MHA-SI) and in business administration. The dual-degree program is designed to be completed in as little as two years, with AdventHealth conferring the MHA-SI and Stetson conferring the MBA.

Alverno College (WI) and the health care organization Ascension Wisconsin created a strategic alliance in May to improve the health of the state’s residents. Alverno will expand its existing academic degree, certificate, and credential programs in health care and develop new programs—including degrees and continuing education opportunities for employees at Ascension Wisconsin’s 24 hospital campuses and more than 100 clinics statewide. Ascension Wisconsin will provide expanded access for Alverno students to the clinical education experiences necessary in their preparation as health care professionals.

In June, Averett University (VA) and LifeSpire of Virginia launched the first educational partnership for LifeSpire, a continuing care retirement community in Richmond. The agreement includes a three-pronged partnership between the university and LifeSpire’s four continuing care retirement communities. The partnership allows employees of LifeSpire to earn degrees at Averett with scholarships awarded by Averett; LifeSpire residents to attend college-level lectures right where they live; and Averett students to serve as interns at LifeSpire.

In April, the presidents of Beacon College (FL) and Drake University (IA) were party to a historic global accord signed in France by more than 100 disability advocates and university educators to charter an organization—the Global University Disability & Inclusion Network (GUDUN). GUDUN aims to make higher education more inclusive of students with disabilities and raise awareness among employers of talented graduates with disabilities. Over the next several years, GUDUN organizers plan to expand, through international meetings and online methods, a global partnership that aims to serve thousands of higher education institutions around the world.
The path for future pharmacists through Millsaps College (MS) is clearer, thanks to a new agreement between Millsaps and the University of Mississippi. The agreement offers Millsaps pre-pharmacy students with high academic performance preferred admission into the University of Mississippi School of Pharmacy. In addition, a new dual-degree agreement between Millsaps College and the University of Alabama at Birmingham will allow undergraduate Millsaps students to earn both bachelor’s and master’s degrees in nursing in just five years.

Bridgewater College (VA) and Blue Ridge Community College signed a new guaranteed admission agreement in April. Qualified students who graduate from Blue Ridge’s associate in arts and sciences degree program are now guaranteed junior status when they transfer to Bridgewater College.

In May, Saint Augustine’s University (NC) and neighboring Shaw University (NC) announced an agreement that will allow the Shaw Bears to play their home football games at Saint Augustine’s George Williams Athletic Complex beginning this fall. The Saint Augustine Falcons will continue to play their home games there as well. The agreement aims to boost efficiencies as well as home football game attendance. For the last 12 years, the Bears have played their “home” games at Durham County Stadium, 28 miles from campus.

MAJOR GIFTS, GRANTS, AND CAMPAIGN SUCCESSES

In May, Baylor University (TX) announced a $100 million gift from an anonymous donor for the university’s Give Light comprehensive philanthropic campaign. The largest gift in Baylor’s history will support the Baylor Academic Challenge, which incentivizes donors to establish endowed funds for strategic academic initiatives.

During the Morehouse College (GA) class of 2019 commencement address this spring, Robert F. Smith pledged to pay off the student debt of the entire graduating class—a gift worth roughly $40 million. Smith, the billionaire chair and chief executive of Vista Equity Partners, asked that the graduates pay the gift forward for future graduates.

Ohio Wesleyan University in May announced the receipt of $23.6 million in gifts and pledges to support its Connect Today, Create Tomorrow campaign. The contributions included $10 million from an anonymous alumni couple—the largest single gift in the university’s 177-year history. The gift will support the residential campus, including the construction of senior student apartments and the renovation of historic Slocum Hall. Other gifts included $5 million from Ohio Wesleyan board of trustees chair John F. Milligan and Kathryn Bradford Milligan, both members of the OWU Class of 1983, to renew the residential campus; $4.2 million from trustee Katherine Boles Smith (’71) and Alton Smith, to support residential renewal, faculty development, and other university priorities; and $2.2 million from trustee Kara J. Trott (’83) to support residential renewal.

In the spring, Rollins College (FL) trustee Kathleen W. Rollins (’75) committed $10 million to the renovation of the college’s Mills Memorial Hall. The renovated building, which will house ten curricular and co-curricular programs when it opens this fall, will now be known as Kathleen W. Rollins Hall.

In March, Arcadia University (PA) announced receipt of an $8.6 million gift, the result of a 1980 agreement between the university and Ellington Beavers. Beavers was a retired chemist who died in 2015 after decades of working with Arcadia students and chemistry professors, founding the medical device coating company Biocoat, and promising a percentage of proceeds from the eventual sale of Biocoat to Arcadia. Arcadia received the largest single gift in the university’s history after 1315 Capital acquired Biocoat in December 2018.

Walsh University (OH) announced an $8.3 million legacy gift in June, marking the largest gift in the university’s history. Donated by longtime Walsh University supporters Bill (’64) and Trina Rambo (RN), the gift will support the advancement of Walsh’s Byers School of Nursing through program development, scholarships, and lab updates.

This spring, McKendree University (IL) received the largest gift in its history—a $6 million donation from 1976 alumnus John Bailey. A longtime member of the board of trustees, he pledged the gift to be paid over time to FORWARD: The Campaign for McKendree University. Launched in 2016, the $40 million campaign is raising funds for renovations of...
Holman Library and Voigt Science Hall, as well as for endowed scholarships and faculty positions.  

In April, William Jewell College (MO) received a $5 million lead gift from the Sunderland Foundation for construction of a new Center for Sports and Fitness. The $20 million facility will serve as a multi-use space for NCAA Division II athletics and student recreation and will include competition and practice courts for basketball and volleyball, a performance gymnasium, fitness center, event terrace, and more.  

Virginia Union University announced a $2.5 million gift in May, the largest in the university’s history from an individual. The gift was presented during the 2019 commencement by Virginia B. Howerton (‘65), owner of ViGar Enterprises, Inc. and the Crimson Development Company. The funds will be used toward strategic growth projects, historic preservation on campus, and student scholarships.  

Hiram College (OH) received an unrestricted gift of $2 million from an anonymous donor in June. Hiram will use the gift to advance projects and priorities included in Hiram’s New Liberal Arts curriculum.  

Allegheny Technologies Incorporated (ATI) gave $1 million to Robert Morris University (PA) in May to create the university’s first endowed professorship, the Richard J. Harshman Professorship in Accounting. ATI made the donation in honor of Rich Harshman, a 1978 RMU graduate who recently retired as ATI president, chair, and CEO, and who currently chairs the RMU board of trustees.  

In June, Newberry College (SC) received a $1 million gift from the Kadilhen Foundation to support the college’s Center for Student Success. The gift will support academic success coaches, peer mentors, the college transition course, and supplemental instruction. Newberry also will use the funds to enhance programs including career counseling, financial literacy, academic advising, and the early-alert system.  

This spring, PepsiCo Recycling announced 27 academic institutions that will earn funding through its Zero Impact Fund for sustainability initiatives proposed during the 2018-2019 academic year. The fund allows representatives of eligible colleges or universities to submit proposals to create or strengthen green initiatives on campus, with winners receiving up to $10,000 toward making those ideas a reality. Ten of the 2019 winners are CIC member institutions: Capital University (OH), Centre College (KY), Earlham College (IN), Furman University (SC), Hamline University (MN), Hope College (MI), Otterbein University (OH), Waynesburg University (PA), West Virginia Wesleyan College (WV), and Westminster College (UT).  

NEW INSTITUTES, PROGRAMS, AND MAJORS  

This fall, Tiffin University (OH) launched its first PhD program—in global leadership and change. Designed for active professionals in many fields, the program is offered online with limited residency requirements.  

Students interested in biology and psychology will have a new major option at DeSales University (PA) beginning in fall 2020: neuroscience. The BS degree is expected to become one of the largest majors within the university’s division of sciences and mathematics.  

Regis College (MA) has announced a new fast-track degree program that will allow undergraduate students to earn their bachelor’s degree in just three years, beginning in fall 2020. Designed for highly motivated students, the three-year bachelor’s option will be offered in biology, humanities, psychology, social work, and global business management majors.  

McDaniel College (MD) began a new engineering track in the fall that allows students to earn a bachelor’s degree in physics with a specialization in engineering.  

Mount Mercy University (IA) now offers teachers an English as a second language endorsement area as part of the university’s masters of arts in education program. In addition, Mount Mercy now offers an accelerated degree pathway for individuals who want to teach and already hold a bachelor’s degree but do not hold a teaching license. Two licensure options are available: elementary education and secondary education with endorsement areas in English, history, biology, mathematics, business, art, and music.  

Saint Leo University (FL) added five new online degree programs this fall. They include BAs in elementary education, educational studies with a specialization in early childhood development, and human services, and BS and MS degrees in software engineering.  

Indiana Wesleyan University added a theatre education major to its academic offerings this fall. The major is designed to prepare teachers for elementary, middle school, and high school theatre and dramatic arts programs.  

This fall, Furman University (SC) began offering a major in women’s, gender, and sexuality studies. In addition to the relevant coursework, undergraduates have opportunities to complete student-designed, faculty-mentored research as well as internships that help students connect their academic interest in women’s, gender, and LGBT issues with their career aspirations.  

Methodist College (IL) recently added a master of science in nursing-prelicensure to its graduate programs of study. The
program allows individuals with a bachelor’s degree in a non-nursing subject to earn a graduate degree in nursing and to be eligible to sit for the nursing licensing exam. Methodist also recently added an accelerated prelicensure option to its bachelor of science in nursing degree for transfer students who have completed all prerequisite general education courses.

Emmanuel College (MA) recently began offering a four-year undergraduate nursing program. The program combines classroom and laboratory experiences, clinical practice placements, and a liberal arts and sciences curriculum to prepare students to pass the NCLEX-RN exam.

The College of Saint Elizabeth (NJ) launched a new physician assistant program this fall. The 27-month MS degree program aims to equip graduates with strong medical knowledge as well as the critical thinking, interpersonal, and communication skills that define effective practitioners.

Caldwell University (NJ) has announced a new BS degree in esports management. Offered within Caldwell’s School of Business and Computer Science, the degree is designed to prepare students for careers in the electronic sports gaming industry with opportunities for employment in finance, marketing, event planning, operations, and entertainment.

Southern Wesleyan University (SC) now offers a program designed to equip future co-vocational church leaders looking to become effective ministers in both the church and in the workplace. The co-vocational program aims to equip students with the academic competencies for Wesleyan ordination with a major in Christian ministry, youth and children ministry, or Christian worship, as well as workplace skills offered through majors such as biology, environmental studies, English, history, and human services.

NEW AND RECENTLY RENOVATED FACILITIES

In May, Caldwell University (NJ) celebrated the opening and dedication of its new multicultural center, which will serve as a resource for the promotion of multicultural consciousness, understanding, and appreciation. The Eileen Jones Multicultural Center is named after Eileen Jones, Esq. (’57), the first African American student to attend and graduate from Caldwell University and a lifetime supporter of the college. Before her passing in January 2019, she donated a gift of property to the university with the intention that the proceeds of its sale be used to establish a multicultural center on campus.

John Brown University (AR) announced in May the establishment of the Center for Faith and Flourishing. The center will provide programming, curriculum, partnerships, and activities dedicated to exploring the relationship between Christianity and human flourishing.

Charleston Southern University’s (SC) first new student residence hall in more than 30 years opened in March. Known informally as “The Suites,” the 209-bed hall with 53 suites offers amenities such as a community kitchen, a 40-person conference room, and personal study areas throughout the rooms and building.

Sacred Heart University (CT) announced in May that it will reopen the long-shuttered Community Theater in downtown Fairfield as the new Sacred Heart University Community Theater. The university signed a ten-year lease to create a premier arts and education site that will serve university students and the entire Fairfield community. A full-scale renovation should be completed in 2020, just in time for the theater’s 100th anniversary.

Newman University (KS) recently designated Merlini Hall as a pet-friendly residence hall option for students. The hall has been converted from double rooms to singles, creating more space for the student and pet. Students will be allowed to bring a cat or dog to live with them, under certain restrictions.

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 Releases Research Digest, Welcomes New Staff Members

BOARD NEWS

Barbara Mistick, former president of Wilson College (PA), was appointed the fourth president of the National Association of Independent Colleges and Universities (NAICU) in April and began her tenure on September 1, 2019. CIC thanks Mistick for her outstanding service to Wilson College and to the CIC Board of Directors and congratulates her on her new position as an advocate to the federal government for private colleges and universities across the country.

DIGEST OF RECENT RESEARCH

CIC released the fifth edition of the Digest of Recent Research this summer. The Digest highlights timely and pertinent research from scholarly journals and other publications that independent college and university presidents, chief academic officers, and other senior campus leaders are likely to find useful. Edited by Matthew J. Mayhew, William Ray and Marie Adamson Flesher Professor of Educational Administration at Ohio State University, this issue reviews articles on small private colleges with limited resources; faculty participation in transformational communities; the importance of “high-impact” practices for college students’ early careers; student loans and college graduation; and gender bias recognition and reporting by faculty members, among other topics. The Digest is available at www.cic.edu/ResearchDigest and also may be downloaded as a single document (PDF). CIC is grateful to the Spencer Foundation for its support of this member service.

CIC IN THE NEWS

Two new CIC reports received press coverage this summer. The Inside Higher Ed article “Learning about Online Learning at Small Private Colleges” (August 14) explored CIC’s July 2019 report Teaching the Humanities Online: Lessons from a Consortium of Liberal Arts Colleges. And the August 29 article “Where Women, Black, and Latino Undergraduate STEM Majors Progress the Fastest” in Hechinger Report’s Higher Education newsletter examined the June report, Strengthening the STEM Pipeline Part II. The article quoted CIC President Richard Ekman about how the environment at small colleges offers students strong support, often helping to propel students out of college faster than the environment at public institutions.

Several news articles included CIC commentary about college business models, enrollment trends, and financial issues in recent months. Most recently, the Bloomberg Businessweek article “The $70,000-a-Year Liberal Arts College Just Won’t Die” (July 29) included a reference to the resiliency of CIC member institutions. The U.S. News & World Report story “The Cost of Private vs. Public Colleges” (June 25) quoted Ekman about the accessibility and affordability of small private colleges, including for low-income, first-generation, and other underrepresented student groups. The Chronicle of Higher Education article “The Enrollment Picture for Private Colleges Isn’t Pretty, But Some Say There’s Hope” (May 21) quoted Ekman about the financial
strength and entrepreneurial spirit of many small private colleges. And the Education Dive story “What Happened When a Small Liberal Arts College Stopped Raising Tuition” (May 30)—about St. John’s College (MD) reducing its sticker price by 33 percent and launching a $300 million campaign—quoted Ekman on private colleges shifting their fundraising focus toward institutional grants and scholarships.

In July, Change: The Magazine of Higher Learning (51:4) featured an article on CIC’s Consortium for Instructional Excellence and Career Guidance, a partnership with the Association of College and University Educators. The article, “Creating Value,” was co-authored by David Brailow, CIC’s vice president for development (as well as Penny MacCormack and Kevin P. Reilly), and discussed how faculty and excellent instruction can increase the value of a college degree. The issue’s opening editorial by Change editor David C. Paris also highlighted the Consortium.

A story in the July issue of University Business, “Seven Ways the Provost’s Job Is Bigger and Broader Than Ever Before,” quoted Richard Ekman and CIC Vice President for Academic Programs Kerry E. Pannell on the expanding roles of chief academic officers. The article also referenced CIC’s Institute for Chief Academic Officers and cited CIC research data.

CIC’s Network for Vocation in Undergraduate Education (NetVUE) received press coverage this summer. The Laurinburg Exchange (NC) story, “Bringle Returning to Deliver NetVue Lecture at St. Andrews University” (July 30), and the Golaurens.com (SC) story, “PC Awarded Grant to Help Students Prepare for Careers” (June 7), discussed NetVUE Vocation across the Academy Grants awarded to St. Andrews University (NC) and Presbyterian College (SC). A Business North story, “St. Scholastica Strengthens Focus on Vocation” (July 29), discussed a NetVUE Program Development Grant recently awarded to College of St. Scholastica (MN).

The Next Avenue article “The College Programs Where Young and Older People Connect” (August 15) explored the CIC/AARP Foundation’s Intergenerational Connections: Students Serving Older Adults program and its July national conference. The WKTV Journal (MI) story “A Classroom for the Ages” (June 28) discussed how the Intergenerational Connections program helps Calvin University (MI) foster inclusive intergenerational classrooms.

The BusinessWest.com story “Springfield College [MA] Participates in Diversity, Civility, and the Liberal Arts Institute” (June 19) discussed the college’s involvement in the CIC program that took place in Atlanta, Georgia, June 2–5 (see page 16).

CIC’s new Humanities Research for the Public Good initiative was highlighted in the press this spring. The Chronicle-Telegram story “Oberlin College [OH] Gets Grant to Detail History” (June 5) discussed how the grant will help Oberlin tell the history of the college, the city, and its role as a sanctuary city through a traveling exhibition. The Rome News-Tribune story “Berry College [GA] Selected for Public Humanities Initiative” (June 14) reported on Berry’s project, which will highlight significant events and residents of Rome, Georgia, in the local struggle to achieve racial justice and interracial harmony in the 1950s and 1960s.

CIC’s new Online Course Sharing Consortium was cited in a June 12 Inside Higher Ed story about online college collaborations as well as in the EdSurge piece “To Scale Online and Save Small Schools, Higher Ed Takes a Page from K–12” (May 7).

STAFF NEWS AND NOTES

S. Georgia Nugent, CIC senior fellow and president emerita of Kenyon College (OH), began her service as interim president of Illinois Wesleyan University on August 15, 2019. She will lead the university through the 2019–2020 academic year.

Harold V. Hartley III, CIC senior vice president, and Carol Schuler, vice president for state council programs, presented a workshop about independent higher education at the annual meeting of the Virginia Foundation for Independent Colleges (VFIC) in Hot Springs, Virginia, on June 7. They shared data and talking points about the value of private colleges and engaged board members in role playing exercises. Schuler also

CIC WELCOMES NEW MEMBERS

The Board of Directors and staff of CIC welcome the following new members since June 2019:

New Institutional Members
Manhattan School of Music (NY)
Maria College (NY)
University of New Haven (CT)

New International Member
Universidad Politecnica Internacional (Costa Rica)

New Affiliate Members
Associated Colleges of the South (GA)
Millennium Campus Network (MA)
participated in the board’s annual meeting on June 8, where first-year state executive Matthew Shank, VFIC president, introduced a new video campaign that was produced with support from a CIC State Councils Capacity-Building Grant.

Kelsey A. Sherman Creech was promoted to executive assistant to the president and elected as assistant secretary of the CIC Board of Directors in June. Sherman Creech has been a member of the CIC staff since August 2014. She previously served as staff assistant to the president and senior vice president and as assistant to the president and liaison to the board of directors.

After 12 years of success at CIC, Lilia M. LaGesse left her position as director of print and digital publications in June. She is now senior creative strategist at GRAPHEK Design Studio.

Heather M. Cox joined CIC as publications manager/designer in August 2019. Previously, she worked at the International Monetary Fund where, as senior graphic designer, she produced reports, brochures, infographics, and presentations. As long-time art director and co-owner of MillerCox Design, she has worked with clients including the Federal Reserve Bank of Richmond, the Brookings Institution, Georgetown University—and CIC. Cox graduated from Edinboro University of Pennsylvania with a major in business administration and economics, a minor in computer science, and a concentration in art.

Kathleen Smith joined CIC as projects manager on August 19, 2019. In this new position, she will handle responsibilities for the president’s office as well as for CIC’s Network for Vocation in Undergraduate Education. Previously, Smith worked in the University Career Center as well as the Office of Student Conduct at Auburn University while completing graduate work. Earlier, she was an undergraduate intern at Lobbyit, a public policy advocacy group based in Washington, DC. Smith earned BA degrees in philosophy and political science from Furman University (SC) and an MEd in the administration of higher education from Auburn University.
2019–2020 Calendar of Events

September 25, 2019
Talking about Private Colleges Workshop Hosted by Bay Path University Longmeadow, MA

October 4–5, 2019
NetVUE Gathering Hosted by Geneva College Beaver Falls, PA

October 7, 2019
CIC Board of Directors Executive Committee Meeting Washington, DC

October 15, 2019
CIC/New York Times Partnership Presidents Council Meeting New York, NY

November 1–3, 2019
2019–2010 Senior Leadership Academy Opening Seminar Baltimore, MD

November 2–5, 2019
Institute for Chief Academic Officers, with Chief Advancement and Public Relations Officers Baltimore, MD

November 15–16, 2019
NetVUE Gathering Hosted by Lipscomb University Nashville, TN

November 19, 2019
Talking about Private Colleges Workshop Hosted by Wofford College Spartanburg, SC

November 21–22, 2019
NetVUE Gathering at AAR/SBL San Diego, CA

January 3–4, 2020
Presidents Governance Academy Marco Island, FL

January 3–4, 2020
New Presidents Program (Including Spouses and Partners of New Presidents) Marco Island, FL

January 4, 2020
CIC Board of Directors Meeting Marco Island, FL

January 4–7, 2020
Presidents Institute Marco Island, FL

January 18–20, 2020
NetVUE Gathering Hosted by Occidental College Los Angeles, CA

February 21–22, 2020
NetVUE Gathering Hosted by Huntington College Montgomery, AL

February 24–26, 2020
Presidential Vocation and Institutional Mission Seminar Atlanta, GA

February 26, 2020
Talking about Private Colleges Workshop Hosted by University of Puget Sound Tacoma, WA

March 3, 2020
Talking about Private Colleges Workshop Hosted by Ohio Wesleyan University Delaware, OH

March 27–28
NetVUE Gathering Hosted by St. Norbert College De Pere, WI

April 2–4, 2020
Workshop for Department and Division Chairs Des Moines, IA

April 24–26, 2020
Humanities Research for the Public Good Closing Workshop Baltimore, MD

May 1, 2020
Talking about Private Colleges Workshop Hosted by Augsburg University Minneapolis, MN

May 7–9, 2020
Workshop for Department and Division Chairs Mobile, AL

May 19–21, 2020
Workshop for Department and Division Chairs Portland, ME

June 3–5, 2020
Workshop for Department and Division Chairs Long Beach, CA

June 10–12, 2020
NetVUE Gathering Hosted by Bluffton University Bluffton, OH