CIC Releases New Liberal Arts Campaign Resources

This spring, CIC released new resources to help member institutions promote the liberal arts and the effectiveness of independent higher education. The new materials—a website and proceedings of CIC’s liberal arts symposium—help answer the question, “What can you do with a liberal arts degree?” The materials demonstrate the purpose and value of studying the liberal arts and are designed for prospective students, their parents, and high school guidance counselors as well as undergraduate students who would like more information on the benefits of a liberal arts curriculum.

The new materials build on CIC’s September 2015 symposium, “The Liberal Arts in Action,” held in Washington, DC. The symposium served as the capstone event of CIC’s Securing America’s Future: The Power of Liberal Arts Education campaign and featured a wide array of speakers who are leaders in business, the arts and media, science, social entrepreneurship, technology, and politics—all of whom are bachelor’s degree graduates of private liberal arts colleges and universities.

The proceedings report was mailed to CIC member presidents, chief academic officers, and symposium participants and is available at www.cic.edu/Symposium. It includes a transcript of the symposium, speaker photos and biographies, and campaign information. The report offers inspiring, often humorous, stories from symposium speakers who explored how the liberal arts help develop engaged citizens and effective leaders, forge new frontiers in science, invent new technologies, build global businesses, and enhance society through social entrepreneurship.

The cutting-edge “Liberal Arts Life” website (www.LiberalArtsLife.org) draws on symposium and other campaign materials to tell a story about the value of a liberal arts education through video clips, photographs, speaker quotations, and animated data visualizations. The site is designed to appeal to prospective students and to help parents and high school counselors as they guide students through the college selection and application process. (continued on page 25)

INDEPENDENT

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New Report on Innovation Profiles Nine Colleges
The report provides additional evidence of bold changes driven by an institution’s mission.

22
Davies-Jackson Scholarship Awarded, Alumni Gather
Past Davies-Jackson Scholars gathered in Washington, DC, for an inspiring reunion weekend.

16
College Media Conference to Celebrate 30th Anniversary
The June 27–29 conference for campus communications professionals will feature over 30 journalists.
Special Projects to Continue through Election Season
By Richard Ekman

Two CIC initiatives—the Securing America’s Future: The Power of Liberal Arts Education public information campaign and the Project on the Future of Independent Higher Education—were designed to meet specific goals and conclude after a few years. But the CIC Board of Directors, viewing the success of both initiatives and surveying an election environment that has been unfavorable to higher education, has decided to extend both projects.

“The campaign has shown its ability to defuse myths and change the conversation about the value of a liberal arts education.”

CIC launched the major national public information campaign, Securing America’s Future: The Power of Liberal Arts Education, in 2013 to promote the effectiveness and contributions of private colleges and universities and the importance of the liberal arts as fields of study. The campaign has included editorials, speeches, alumni testimonials, websites, social media activity, data collection and analysis, meetings with journalists and policy officials, publications, and a national symposium.

CIC originally planned the campaign as a finite event to span two years. With generous funding from several foundations and allocation of CIC reserves by the Board of Directors, however, the campaign has been running strong for three years and has succeeded in many respects (see “Lessons Learned from CIC’s Liberal Arts Campaign” in the Spring 2015 Independent). When the Board of Directors was asked at its January 2016 meeting whether the campaign should continue beyond summer 2016, the Board replied with a resounding “Yes.” The campaign has shown its ability to defuse myths and change the conversation about the value of a liberal arts education; moreover, in the heightened anti-liberal arts, anti-higher education rhetoric that is prevalent in the current election season, the Board feared a genuine risk to the progress that has been made during the campaign.

With the Board of Directors giving the green light for the campaign to continue, new funding is being secured. Over the past three years, CIC generated more than $1 million to support campaign activities. We will be forever grateful to the several foundations that were willing to make exceptions to their usual grant guidelines to support this special initiative, and we recognize that the same funders are unlikely to be able to make an exception a second time. Yet to our delight, CIC already has received encouraging signals from two foundations, and a third, the Arthur Vining Davis Foundations, awarded CIC $100,000 in February 2016.

PROJECT ON THE FUTURE OF INDEPENDENT HIGHER EDUCATION

While CIC’s Board of Directors and staff considered which campaign activities to continue, discontinue, or add, they also discussed CIC’s parallel Project on the Future of Independent Higher Education. Led by a Steering Committee of innovative college and university presidents, the project aims to examine the forces that are most likely to affect the future business model of independent colleges and universities and to help member institutions prepare for new challenges and opportunities. The project also examines the distinctive characteristics and missions of independent colleges that have enabled them to offer a high-quality education for so many years.

The project’s first phase—which involved essential research leading to the identification of innovations and alternative business models that are likely to support broader student attainment while preserving the distinctive traits of independent colleges and universities—is winding down. Six of a projected eight empirical research studies on key questions that arise frequently and five research briefs that explain recent pedagogical phenomena have been circulated widely to CIC members, as have distillations of the deliberations by the project’s Steering Committee (for more on the latest research report, see page 18). Together these documents make a case for the effectiveness of independent colleges and universities. They have already been used by many CIC presidents to help boards of trustees and faculty senates understand better the context within which private higher education is now operating.

The Project on the Future of Independent Higher Education is entering its second phase in which CIC hopes to expand the discussion among independent college and university leaders about alternative approaches to issues that many colleges face.
“CIC plans to conduct eight to ten workshops at locations throughout the country that will be open to leadership teams from all CIC institutions.”

and to build momentum for change on individual campuses. CIC plans to conduct eight to ten workshops at locations throughout the country that will be open to leadership teams from all CIC institutions. An ideal campus team might include the president, chief academic officer, vice president for enrollment, and chair of the faculty senate. Each workshop will be led by a member of the project’s Steering Committee or another CIC president who has been responsible for major innovations on his or her campus. One or more of the authors of the research reports may participate. The inclusion of faculty leaders is especially important: No college can expect to make successful, long-term change if the most influential members of the faculty are not enthusiastic supporters. We hope that many colleges will participate in these workshops and return home ready to engage their campus colleagues and trustees in discussion.

The workshops will use materials developed for these two CIC initiatives to explore how to use these resources together with a college’s own materials to make an effective case for private higher education. This large quantity of opinion essays, videos, testimonials, posters, reports, and other materials has proven helpful in presidents’ and other campus officials’ conversations with journalists, high school students and their parents, and guidance counselors. For example, a wide range of audiences may find the recently released “Liberal Arts in Action” symposium’s written proceedings, videos, and website especially persuasive (see cover).

LOOKING AHEAD

CIC looks forward to entering the next stage of these special projects. Campaign elements that CIC hopes to continue for at least another year include speaking engagements, conversations with journalists, social media activity (the campaign’s Twitter avatars, “Libby and Art,” will live on), research and periodic reports that “make the case” for a liberal arts education, and work with high school guidance counselors. CIC also will continue to convene occasional meetings of the leaders of organizations that have similar initiatives underway. 

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Cynthia Zane, Hilbert College
CIC Welcomes New Board Members

The CIC Board of Directors elected the following new members during its January 4, 2016, meeting in Miami Beach, Florida.

**MaryAnn Baenninger** began her tenure as the 13th president of Drew University (NJ) in July 2014. She previously served for ten years as president of the College of Saint Benedict (MN). Earlier, she was executive associate director of the Middle States Commission on Higher Education in Philadelphia and held faculty appointments at the College of New Jersey, Philadelphia University, and Washington College. Baenninger currently serves on the board of the National Association of Independent Colleges and Universities (NAICU). She previously served on the boards of the Women’s College Coalition, Minnesota Public Radio, Council of Independent Colleges, and the American University of Sharjah (United Arab Emirates). Baenninger received her bachelor’s degree, *summa cum laude* and Phi Beta Kappa, and PhD both in psychology from Temple University.

**James E. Brenneman** became the 16th president of Goshen College (IN) in 2006. An ordained minister of the Mennonite Church USA, previously he was the founding lead pastor of Pasadena Mennonite Church, a senior associate in leadership development for U.S. Ministries of World Vision, and a faculty member for Episcopal Theological School at Claremont. Brenneman serves on the boards of the Economic Development Corporation of Elkhart County, the Horizon Educational Alliance, and the Independent Colleges of Indiana and is chair of the Council of Presidents for the NAIA Crossroads League. He received an interdisciplinary degree in Bible studies, biology, and natural science from Goshen College, attended Associated Mennonite Biblical Seminary (now the Anabaptist Mennonite Biblical Seminary), and received an MDiv degree from Fuller Theological Seminary. He also holds an MA degree in religious studies and a doctorate, with a focus in Hebrew Bible/Old Testament studies, from Claremont Graduate University.

**Mary B. Marcy** became Dominican University of California’s ninth president in 2011. Previously, she was provost of Bard College at Simon’s Rock (MA) and vice president at Bard College. Earlier, Marcy was the first dean of university relations and planning at Antioch University Seattle, the lead researcher and policy advisor to the president of Western Washington University, and was appointed by then Massachusetts Governor Deval Patrick to serve as a commissioner on the Commonwealth’s Public Education Nominating Council. She currently serves on the editorial board of the *Journal of Liberal Education*, the Academic Advisory Council of the Panetta Institute, and the Steering Committee for CIC’s *Project on the Future of Independent Higher Education*. She is a member of the board of governors of the Commonwealth Club of California and serves on the board of directors of the North Bay Leadership Council. Marcy received her BA degree in political science with honors from the University of Nebraska and her PhD and MPhil degrees in political science from the University of Oxford.

**Suzanne K. Mellon** was appointed the tenth president of Carlow University (PA) in 2013. Previously, she was executive vice president of Saint Anselm College (NH) and dean of the College of Health Professions and the McAuley School of Nursing at University of Detroit Mercy. Mellon serves on the boards of the Pittsburgh Symphony Orchestra and the Pennsylvania Economy League and is a member of the Conference for Mercy Higher Education Council of Presidents, the Pittsburgh Council on Higher Education President’s Council, the Workforce Development Steering Committee of the Allegheny Conference on Community Development, and the International Women’s Forum. Mellon earned a BSN in nursing, *summa cum laude*, from the University of Michigan, a master’s degree in nursing from Ohio State University, and a PhD in philosophy from Wayne State University. She is a graduate of the Institute for
Management and Leadership in Education at the Harvard Graduate School of Education.

Barbara K. Mistick became Wilson College’s (PA) 19th president in 2011. Previously, she was president of the Carnegie Library of Pittsburgh. Mistick has been an entrepreneur and an educator at several institutions, including the H.J. Heinz School of Public Policy and Management at Carnegie Mellon University, where she was a Distinguished Service Professor of Entrepreneurship and Public Policy; and the National Education Center for Women in Business at Seton Hill University (PA). Her new book, Stretch: How to Future Proof Yourself for Tomorrow’s Workplace, has just been released (see page 29). Mistick holds a bachelor of science degree from Carlow College (PA), an MBA from the University of Pittsburgh, and a doctor of management degree from Case Western Reserve University.

Nayef H. Samhat is the 11th president of Wofford College (SC). He came to Wofford in July 2013, after having served as provost and professor of political science and international studies at Kenyon College (OH). Earlier, Samhat was the Frank B. and Virginia B. Hower Associate Professor of Government and International Studies and an associate dean of the college at Centre College (KY). He has held leadership roles in several organizations, including membership in the working group on organization for the National Collegiate Athletic Association’s Presidential Forum, NAICU’s Committee on Policy Analysis and Public Relations, Wye/Aspen Faculty Seminar advisory board, and the Spartanburg Area Chamber of Commerce’s Economic Futures Group board of directors. Samhat also has served as chair of the Southern Conference’s Council of Presidents. He earned a BA in international affairs from George Washington University’s School of International and Public Affairs, a master’s degree in international affairs from Columbia University, and a PhD in political science from Northwestern University.

CIC Executive Committee (2016–2018)
The Board elected the following officers to CIC’s Executive Committee, with terms ending in January 2018.

CHAIR
Thomas L. Hellie
President, Linfield College (OR)

VICE CHAIR FOR PROGRAMS
Lynn Pasquerella*
President, Mount Holyoke College (MA)

TREASURER
Joseph J. McGowan**
President, Bellarmine University (KY)

SECRETARY AND VICE CHAIR FOR MEMBERSHIP
Billy C. Hawkins
President, Talladega College (AL)

VICE CHAIR FOR RESOURCE DEVELOPMENT
Pamela Gunter-Smith
President, York College of Pennsylvania

VICE CHAIR FOR PUBLIC INFORMATION
Robert Gervasi
President, Quincy University (IL)

VICE CHAIR FOR INVESTMENT
John B. Wilson
President, Independent College Fund of New Jersey

PAST CHAIR
Chris Kimball
President, California Lutheran University

EX OFFICIO
Richard Ekman
President, Council of Independent Colleges

CIC Congratulates Pasquerella*
CIC and its Board of Directors congratulate Executive Committee member Lynn Pasquerella, president of Mount Holyoke College, on her selection as president of the Association of American Colleges and Universities. She will assume her new duties on July 1, 2016.
Lester C. Newman was appointed the 12th president of Jarvis Christian College (TX) in 2012. In previous positions, he has served as a professor, dean, vice president for academic affairs, and college president. Newman currently serves on the board of directors of Independent Colleges and Universities of Texas, the council of presidents of the National Association of Intercollegiate Athletics, the institutional membership board of the United Negro College Fund, and as secretary and treasurer for the Texas Association of Developing Colleges. He also has served on the boards of American Council on Education, National Association of Equal Opportunity in Higher Education, and the Historically Black College and University Capital Financing Advisory Board. Newman received his bachelor’s degree in political science from Southern University (LA) and his master’s and doctorate degrees in political science from Atlanta University, now Clark Atlanta University (GA).

Kevin M. Ross was named the fifth president of Lynn University (FL) in 2006. He previously served at Lynn as associate dean, College of International Communication, director of special projects, director of development, vice president of institutional advancement, and chief operating officer. Ross serves on the Greater Boca Raton Chamber of Commerce board of directors, the Literacy Coalition of Palm Beach County advisory panel, and the Millennium Campus Network board of directors. He earned his AB in English from Colgate University, his MA in liberal arts from St. John’s College (MD), and his doctorate in higher education leadership and policy from Peabody College of Vanderbilt University.

Judith Maxwell Greig has led Notre Dame de Namur University (CA) since January 2008, first as acting president and then as president. Over the past 25 years, she has served the institution as an assistant professor, associate professor, professor, dean of the School of Education and Leadership, and executive vice president and provost. Earlier, Greig was a lecturer at San Jose State University and an elementary and middle school teacher. She has served on accreditation teams for the Senior Commission of the Western Association of Schools and Colleges and the California Commission on Teacher Credentialing. Greig currently serves on the board of directors of Joint Venture Silicon Valley, the executive board of California Campus Compact, and the executive committee of the Association of Independent California Colleges and Universities. She holds a BA in education from Wheaton College (IL), an MA in reading education from Santa Clara University, and an MA in philosophy and a PhD in the philosophy of education from Stanford University.

IN MEMORIAM: JOSEPH J. MCGOWAN**

Joseph J. McGowan, who was elected as treasurer of the CIC Board of Directors on January 4, 2016, passed away unexpectedly on March 1. CIC President Richard Ekman issued the statement below.

My colleagues and I at CIC are deeply saddened by the sudden death of Bellarmine University (KY) President Joseph (Jay) McGowan, who passed away on March 1. We extend our deepest sympathies to the McGowan family and Bellarmine University community.

Jay was a very successful president over a long tenure. He twice served on the CIC Board of Directors, from January 2009 to January 2012, and in January 2016 he was elected as treasurer of the CIC Board. As one of the more seasoned and experienced presidents, he provided CIC staff and Board members with invaluable advice and counsel on the myriad challenges facing independent higher education. Jay also was a regular participant in CIC’s annual Presidents Institute and frequently addressed his colleague presidents on important issues.

Jay was an extraordinary leader, passionate educator, and dedicated servant of independent higher education. He cared deeply about strengthening programs and services for first-generation and low-income students and was actively engaged in CIC programs to enhance the retention and graduation rates of these students. In addition, because of Jay’s commitment to CIC, the Bellarmine faculty and staff have over the years actively participated in several CIC leadership and professional development programs.

We will miss Jay as a steady voice of reason in higher education and as a good friend and colleague.
2016 Presidents Institute Explored Vitality of Independent Colleges

With the largest participation in the Institute’s history and a stimulating and substantive program, CIC’s 2016 Presidents Institute took place in Miami Beach, Florida, January 4–7. Focusing on the theme, “Securing America’s Future: The Vitality of Independent Colleges,” sessions highlighted the strengths and contributions of independent colleges and reinforced the key messages of CIC’s campaign for the liberal arts.

The Institute drew a record number of presidents (382) and a total registration of 856 people, and it also was one of the largest gatherings of spouses and partners (190) ever. The Institute welcomed leaders from several international member institutions, including participants from France, Iraq, Lithuania, Morocco, Switzerland, and the United Arab Emirates. And for the second year, the Institute hosted a delegation of private university rectors and higher education leaders from Mexico.

Roger W. Ferguson, Jr., president and CEO of TIAA, delivered the keynote address on the president’s role in leading transformational change in independent colleges and universities. In a plenary session moderated by Holiday Hart McKiernan, chief of staff and general counsel of the Lumina Foundation, a panel of innovative CIC presidents—Esther L. Barazzone of Chatham University (PA), Paul J. LeBlanc of Southern New Hampshire University, Elizabeth J. Stroble of Webster University (MO), and John S. Wilson, Jr. of Morehouse College (GA)—considered how independent higher education is responding to disruptive changes in society and the academy without compromising the core characteristics of independent colleges that have assured the delivery of a high-quality education for decades.

In a well-received session, “What Matters in College: The Vital Role of Independent Colleges,” Frank Bruni, New York Times op-ed columnist and author of Where You Go Is Not Who You’ll Be: An Antidote to the College Admissions Mania (2015), discussed why independent colleges and universities deserve serious consideration by prospective students and their families. In the closing plenary session, “Campus Civility and First Amendment Freedoms: Presidential Leadership in a Pluralistic Society,” panelists addressed the role of presidents in shaping their campus cultures, balancing the competing claims of political correctness and freedom of speech, and helping society learn from and respect the increasing diversity on campus and in the world. Panelists included Eboo Patel, founder and president of Interfaith Youth Core and author of Sacred Ground: Pluralism, Prejudice, and the Promise of America (2013); Ken Starr, president and chancellor of Baylor University (TX) and former solicitor general of the United States; Eileen B. Wilson-Oyelaran, president of Kalamazoo College (MI); and as moderator, Sanford J. Ungar, distinguished scholar in residence at Georgetown University, who has been president of Goucher College (MD), director of Voice of America, and host of NPR’s All Things Considered.

In conjunction with the Presidents Institute, CIC also hosted the New Presidents Program that included spouses and partners; the Presidents Governance Academy; and the Presidential Spouses and Partners Program.

During the annual awards banquet, CIC presented the 2016 Award for Philanthropy (Individuals) to O. Jay and Patricia Tomson, a couple who has given generously to three colleges—Wartburg College (IA), Luther College (IA), and St. Olaf College (MN). CIC presented the 2016 Award for Philanthropy (Organization) to the Corella and Bertram F. Bonner Foundation, which has created the largest privately funded, service-based college scholarship program in the nation. Accepting the award on behalf of the foundation was Robert Hackett, president of the Bonner Foundation, accompanied by Kenneth Kunzman, chair of the Bonner Foundation’s board of trustees. CIC presented the 2016 Allen P. Splete Award for Outstanding Service, supported by Jenzabar, to W. Robert Connor. Connor is a classics scholar and former president of the Teagle Foundation and the National Humanities Center; he has developed and championed numerous initiatives to take student learning to a higher level.
FULL INSTITUTE COVERAGE

For full coverage of the 2016 Presidents Institute, including the articles below, visit www.cic.edu/2016PI-Independent. Videos of the plenary sessions as well as resources from many Institute sessions and the awards banquet are available at www.cic.edu/2016PresidentsInstituteResources.

- **Leading Organizational Transformation in a Changing Economy**
  Roger W. Ferguson, Jr., urged presidents of smaller independent colleges and universities to communicate continually about change, leverage the unique strengths of their institutions, and favor incremental over discontinuous change.

- **Forging the Future: Emerging Approaches for Independent Higher Education**
  CIC presidents Esther L. Barazzone, Paul J. LeBlanc, Elizabeth J. Stroble, and John S. Wilson, Jr., discussed how they have led transformation at their institutions.

- **Making a Robust Case for “The Vital Role of Independent Colleges”**
  Frank Bruni shared his research on how many kinds of colleges—including smaller liberal arts colleges—can serve as ideal springboards to a lifetime of success and fulfillment.

- **Campus Civility and First Amendment Freedoms—Leading in a Pluralistic Society**
  Sanford J. Ungar, Eileen B. Wilson-Oyelaran, Ken Starr, and Eboo Patel explored the role independent colleges play in developing citizens who embrace the exchange of ideas in an atmosphere of civility and keep democracy robust.

- **Examining Institutional Transformation, New Models, and Research on Pressing Questions**
  Several Institute sessions addressed the work of CIC’s Project on the Future of Independent Higher Education and featured presentations by members of the project’s Steering Committee on institutional transformation, new business models, and research.

- **Making College Affordable for Students**
  Two Institute sessions—a panel discussion and a workshop—explored the pressures presidents face and strategies they pursue to ensure that a private college education becomes more affordable.

- **Maintaining Financial Vitality in Challenging Times**
  Lenders and financial advisors, an executive from Moody’s, and four college presidents offered strategies to improve an institution’s credit rating, plan future investments, and include faculty and staff members more effectively in the financial decision-making process.

- **Presidential Spouses and Partners Explore How to Fundraise, Balance Professional and Family Needs**
  The 2016 Presidential Spouses and Partners Program—the oldest and largest program of its kind in the country—examined diverse topics and shared information and advice.
2015 Institute for Chief Academic and Chief Advancement Officers Focused on Strengthening Collaboration

CIC’s 2015 Institute for Chief Academic and Chief Advancement Officers focused on strengthening collaboration between these two senior officers to address shared campus challenges. The Institute theme, “Mission, Message, Market—and Money: The Academic Affairs/Advancement Partnership,” captured the importance of an integrated leadership approach to offering effective and affordable learning opportunities for increasingly diverse student populations. Cosponsored by CIC and the Council for Advancement and Support of Education, the 43rd annual Institute took place November 7–10, 2015, in Baltimore, Maryland.

The Institute is the largest annual conference of chief academic officers of any of the higher education associations in the United States. The 2015 event attracted a total of 590 participants, including 258 chief academic, 105 chief advancement, and 58 other senior officers. Participants traveled from as far away as Canada, Greece, Mexico, and Pakistan and every corner of the United States including Hawaii.

A large number of recently appointed campus leaders participated in the Institute. “The Institute workshops and sessions were invaluable to a new CAO. The topics were on target and identified strategies to be successful the first year in this role. From each presentation, I was able to take back to campus at least one practical strategy to put in place,” remarked Beth M. Schwartz, vice president for academic affairs and provost at Heidelberg University (OH). “After the conference concluded, I left with even greater confidence to address the daily issues that arise as well as the ability to develop with my colleagues long-term plans to strengthen the academic program.”

The agenda featured leading authorities on key aspects of the work of chief academic and chief advancement officers. In his keynote address, John Churchill, secretary of the Phi Beta Kappa Society (DC), addressed the enduring value of the liberal arts to the country. Plenary speaker Earl Lewis, president of the Andrew W. Mellon Foundation—the major funder of liberal arts education in the United States—discussed the relationship between philanthropy and the liberal arts and his foundation’s emerging support priorities. Sandy Baum, professor emerita of economics at Skidmore College and senior fellow at George Washington University, highlighted recent developments in how students pay for college, including tuition discounting, merit and need-based aid allocation, and student debt trends. Tim Gunn, former faculty member, chair, and dean of Parsons School of Design; and author, fashion consultant, and television celebrity, discussed approaches to mentoring and the importance of providing honest feedback with empathy.

Sessions throughout the conference examined topics from both curricular and advancement perspectives, such as fundraising for academic programs, telling institutional stories, engaging alumni, setting fundraising priorities, and procuring and managing grants. Officers also had the opportunity to participate in several workshops: Advancement 101; Seminar for Very Experienced CAOs; What I Have Learned from 40 Years of Fundraising; Academic and Strategic Planning; and Dispute Resolution. In addition, the Institute offered an all-day Workshop for New Chief Academic Officers and a Workshop for CAOs in Their Third or Fourth Year of Service. Special programming for spouses and partners of CAOs and CAdOs rounded out the Institute program.

Announced during an awards presentation on the opening evening, Elizabeth H. Tobin, provost and dean of the college at Illinois College, received the 2015 CIC Chief Academic Officer Award in recognition of her support of colleagues at independent colleges and universities. John Churchill received the 2015 Academic Leadership Award for his work at the Phi Beta Kappa Society and as an advocate for liberal arts education.
MEETINGS 
AND EVENTS

FULL INSTITUTE COVERAGE

For full coverage of the 2015 Institute for Chief Academic and Chief Financial Officers, including the articles below, visit www.cic.edu/2015CAOI-Independent. Podcasts of the plenary sessions and resources from many Institute sessions are available at www.cic.edu/2015CAOIresources.

- The Liberal Arts and Transformative Experience
  In his thought-provoking keynote address, John Churchill highlighted the importance and contributions of the liberal arts to the nation.

- Investing in the Liberal Arts
  Earl Lewis discussed his insights into higher education and philanthropic investment, the need to focus on learning assessment and student completion, the need to create and harness tools for research and learning, and the importance of partnerships.

- Trends in Tuition Pricing, Grant Aid, and Student Debt
  In addition to sharing data that refute widely held but inaccurate notions about tuition pricing, grant aid, and student debt, Sandy Baum encouraged institutions to review their practices in tuition discounting and financial aid.

- Mentoring, Motivating, and “Making It Work”
  Tim Gunn discussed his mentoring methods, the importance of advocating for students, the value of a liberal arts education, and the need to stand up for one’s beliefs.

- Building Successful Chief Academic Officer-Chief Advancement Officer Teams
  Three Institute sessions explored how chief academic and chief advancement officers can work together as a team to support one another’s work and strengthen the institution.

- Collaborating across Divisions to Reach Fundraising Goals
  Five Institute sessions examined various aspects of fundraising—emphasizing that chief academic and chief advancement officers must work together to succeed, whether the college is creating a strategic plan, working on a million-dollar gift, or attracting smaller alumni donations.

- Bridging Student and Community Needs through Community Development Partnerships
  Officers from two campuses—J. Andrew Prall and Matthew Smith of the University of Saint Francis (IN) and Laura Niesen de Abruña of Sacred Heart University (CT)—discussed how to make community development partnerships work.

MARK YOUR CALENDARS!

44th Annual Institute for Chief Academic Officers
“New Realities, New Solutions”

November 5–8, 2016
New Orleans, Louisiana

(left photo) In the session, The Provost’s Handbook, James Martin, professor of English and humanities at Mount Ida College (MA), explored the challenges and successes faced by chief academic officers; (right photo) Noah Silverman, senior director of academic initiatives at Interfaith Youth Core (IFYC), Elizabeth H. Tobin, provost and dean of the college at Illinois College, and Nicholas R. Santilli, associate provost for accreditation and institutional effectiveness at John Carroll University (OH), discussed the progress of the CIC-IFYC Teaching Interfaith Understanding seminar series.
CIC is pleased to announce the 23 nominees who have been selected for the 2016–2017 Executive Leadership Academy (ELA). The year-long program prepares provosts and vice presidents, drawn from all divisions of the institution, for presidencies. The program includes two national seminars, readings, webinars, structured mentorship guidance, and considerable emphasis on individualized experiential activities designed to “fill the gaps” in participants’ professional experiences so that they are ready to assume all responsibilities in a president’s portfolio.

The opening seminar will take place July 11–13, 2016, in Washington, DC, and the closing seminar will take place June 19–21, 2017, also in Washington.

A participant in the 2014–2015 ELA reflected, “The entire program, including networking with colleagues, has had a significant impact on my professional development and growth.” Barbara Hetrick, CIC senior vice president, remarked, “It is gratifying to watch cohort after cohort of ELA participants as their careers take off and they assume presidencies; it is even more exciting when former participants nominate their own vice presidents to participate in the program. That is a stamp of approval from those who have actually experienced the program.” The ELA has a strong record of developing leaders.

The ELA is cosponsored by CIC, the American Academic Leadership Institute (AALI), and the American Association of State Colleges and Universities. Tom Kepple, president of AALI and president emeritus of Juniata College (PA), directs the program. For more information, visit www.cic.edu/ExecutiveLeadershipAcademy. (See participants list on page 12.)

2016 WORKSHOPS FOR DEPARTMENT AND DIVISION CHAIRS

Valuable for experienced as well as new chairs of departments and deans and associate deans of divisions at independent colleges and universities, the workshops will focus on strategies and practical approaches for developing leadership skills and institution-wide vision—for themselves and faculty peers with whom they will work upon returning to campus.

Registration remains open for workshops in the following two cities:

- **May 10–12** PORTLAND, MAINE
- **June 13–15** PORTLAND, OREGON

Learn more at www.cic.edu/2016DepartmentChairWorkshops.
EXECUTIVE LEADERSHIP ACADEMY CIC MEMBER PARTICIPANTS (2016–2017) (continued from story on page 11)

Alaska Pacific University
Tracy Marie Stewart
Academic Dean

Bay Path University (MA)
Melissa Morriss-Olson
Provost and Vice President for Academic Affairs

California Lutheran University
Leanne M. Neilson
Provost and Vice President for Academic Affairs

College of the Ozarks (MO)
Sue R. Head
Vice President for Cultural Affairs and Dean of Character Education

Dakota Wesleyan University (SD)
Theresa I. Kriese
Executive Vice President and Chief Financial Officer

Fisher College (MA)
Melinda Cook
Chief of Staff/Vice President for Strategy, Planning

Gustavus Adolphus College (MN)
Mark J. Braun
Provost and Dean of the College

Lincoln College (IL)
A. Gigi Fansler
Vice President for Academic Affairs

Lynn University (FL)
Gareth P. Fowles
Vice President for Enrollment Management

Meredith College (NC)
Matthew Poslusny
Senior Vice President and Provost

Millsaps College (MS)
S. Keith Dunn
Senior Vice President for Academic Affairs and Dean of the College

New England Board of Higher Education (MA)
Michael K. Thomas
President and CEO

Our Lady of the Lake University (TX)
Marcheta P. Evans
Vice President for Academic Affairs and Dean of the School of Professional Studies and Worden School of Social Services

Principia College (IL)
Joseph Michael Ritter
Dean of Academics

Queens University of Charlotte (NC)
Lynn Moorhead Morton
Provost and Vice President for Academic Affairs

Randolph College (VA)
Wesley R. Fugate
Vice President and Chief of Staff, Secretary of the Board of Trustees

Randolph-Macon College (VA)
Grant Levi Azdell
Vice President for Student Affairs and Dean of Students

Regis College (MA)
Kara Kolomitz
Vice President, Student Affairs

St. Edward’s University (TX)
Mary K. Boyd
Vice President for Academic Affairs

Transylvania University (KY)
Holly K. Sheilley
Vice President for Athletics

University of Jamestown (ND)
Polly Peterson
Executive Vice President

University of Sioux Falls (SD)
Brett Bradfield
Provost and Vice President for Academic Affairs

West Virginia Wesleyan College
Boyd Creasman
Vice President for Academic Affairs

EXECUTIVE LEADERSHIP ACADEMY SUCCESS

59% of participants in the first ELA cohort (2009–2010) have since moved to higher-level positions

34% of participants in a recent ELA (2014–2015) have already “moved up” in the ranks.
CIC Announces 2016–2017 Senior Leadership Academy Participants

CIC in March announced 30 participants selected as members of the 2016–2017 Senior Leadership Academy (SLA). The year-long program prepares mid-level administrators from all divisions for vice presidencies at colleges and universities.

The program includes several components. The opening seminar on November 4–6, 2016, will coincide with CIC’s upcoming Institute for Chief Academic Officers in New Orleans, Louisiana, and the closing seminar will take place in Washington, DC, June 22–24, 2017. Between the seminars, participants will engage in readings and webinars, receive structured mentorship guidance, and gather in smaller groups by region or topics of mutual interest. Importantly, they will create and execute a Professional Experiential Plan designed to enhance their professional development so that they are ready to assume all responsibilities in a vice president’s portfolio.

“The Senior Leadership Academy was an excellent investment of time and resources. It’s rare to get this type of focused, intentional professional development that addresses broad overarching topics in higher education plus targeted individual areas for growth and learning,” remarked Mimi Steadman, associate vice president of institutional effectiveness at Daemen College (NY) and participant in the 2015–2016 SLA.

SLA is jointly sponsored by CIC and the American Academic Leadership Institute (AALI). Tom Kepple, president of AALI and president emeritus of Juniata College (PA), is the program director. For more information, visit www.cic.edu/SeniorLeadershipAcademy. (See participants list on page 14.)

SENIOR LEADERSHIP ACADEMY SUCCESS

61% of participants in the first SLA cohort (2010–2011) have advanced in their careers, either at their home institutions or at other colleges and universities.

19% of participants in the most recently completed SLA cohort (2014–2015) already have earned more advanced positions.

(top photo) During the 2015–2016 Senior Leadership Academy, held in Baltimore, Maryland, November 6–8, 2015, Daniel Helwig of Lebanon Valley College (PA), Stefanie Niles of Dickinson College, and Beth Schwartz of Heidelberg University (OH) discussed “The Search Experience.” (bottom photo) Participants explored a diverse range of topics during the Academy’s opening session.
SENIOR LEADERSHIP ACADEMY CIC MEMBER PARTICIPANTS (2016–2017) (continued from story on page 13)

Anderson University (IN)
Joel D. Shrock
Dean, School of Humanities

Baldwin Wallace University (OH)
Lisa A. Henderson
Assistant Provost

Cabrini College (PA)
Mary H. Harris
Dean, Academic Affairs

California Lutheran University
Kristine D. Calara
Associate Vice President for University Advancement

Cedar Crest College (PA)
Robert Andrew Wilson
Associate Provost

Centenary College of Louisiana
Karen Soul
Vice Provost for Academic Affairs

Chowan University (NC)
Cynthia Salley Nicholson
Dean, School of Arts and Sciences

Converse College (SC)
Boone J. Hopkins
Dean, School of the Arts

Culver-Stockton College (MO)
Lauren B. Schellenberger
Chair, Division of Applied Liberal Arts and Sciences

Fresno Pacific University (CA)
Ronald Herm
Dean, School of Humanities, Religion, and Social Sciences

Georgian Court University (NJ)
Janice L. Warner
Dean, School of Business and Digital Media

Gettysburg College (PA)
Kristin J. Stuemphi
Associate Provost for Academic Assessment and Dean, Natural Sciences, Mathematics, and Computer Science

Grinnell College (IA)
Karla A. Erickson
Associate Dean and Professor of Sociology

Hamline University (MN)
Carrie A. Albers
Associate Vice President for Development

Hampshire College (MA)
Daniel Clay Ballantine
Chief Advancement Officer

Kalamazoo College (MI)
Michael Joseph Sosulski
Associate Provost and Associate Professor of German

Linfield College (OR)
Gerardo Ochoa
Associate Director of Financial Aid

Marymount Manhattan College (NY)
Kathleen LeBesco
Associate Dean, Academic Affairs

Morehouse College (GA)
Jann H. Adams
Associate Provost for Faculty and Professor of Psychology

Misericordia University (PA)
Joseph J. Grilli
Director, Corporate and Institutional Recruitment

Mount Mary University (WI)
Kathleen Dougherty
Dean, School of Humanities, Social Sciences, and Education

Neumann University (PA)
Alfred G. Mueller II
Dean, Division of Arts and Sciences

Queens University of Charlotte (NC)
John P. Downey
Dean of Students

Spelman College (GA)
Leyte L. Winfield
Associate Professor and Chair, Department of Chemistry and Biochemistry

St. Ambrose University (IA)
Regina M. Matheson
Dean, Graduate and Adult Education

Susquehanna University (PA)
Dave Ramsaran
Director, Honors Program, and Professor of Sociology

The College of New Rochelle (NY)
Kathryn M. LaFontana
Assistant Vice President for Academic Affairs

University of Great Falls (MT)
Gregory D. Madson
Academic Dean and Professor of Sociology

Wabash College (IN)
Todd F. McDorman
Senior Associate Dean of the College and Professor of Rhetoric

Wartburg College (IA)
Daniel Joseph Walther
Director, German Institute, and Chair, Department of History
Teams from 22 CIC member institutions from Iowa to Iraq recently convened at the historic Brown Hotel in Louisville, Kentucky, to explore how to move beyond teaching basic information literacy in the general education curriculum to infusing information fluency into those studying English and American language and literature.

The March 10–12, 2016, Information Fluency in the Disciplines Workshop was the third in a series of workshops that build on CIC’s successful Transformation of the College Library and Learning Spaces and Technology programs. Susanne Woods, provost and professor of English emerita at Wheaton College (MA), is the CIC senior advisor for the workshop series, which is made possible through the generous support of the Andrew W. Mellon Foundation.

The workshop’s opening session highlighted successful steps—both large and small—that librarians and faculty members from Manhattanville College (NY) have taken to deepen information literacy on their campuses. Two presenters from Manhattanville—Patrick Redding, assistant professor of English, and Elaine Provenzano, assessment and marketing librarian—described how they work together and with students who are developing research papers. Redding noted, “As a scholar, I have some expertise in terms of the content and contours of the existing scholarly landscape—landmark books, significant editions, and prominent theoretical approaches—but my main priority lies in showing students how to engage with and assemble research materials, not in how to find them.… So, here is where I ‘tag out’ to Lanie and the other librarians on our staff. They know the databases, library collections, and interlibrary loan possibilities far better than I do and can help expand informational access and ensure the validity of the evidence.” Redding has students contact librarians to advance their research, and he withholds additional comments to the students’ work until a librarian has confirmed that they have met with the student. As one workshop participant said, this session proved particularly informative in showing “how the librarians were part of the teaching focus for the course and how librarians met with students to review and discuss resources one-on-one.”

Many workshop sessions provided time for participants to begin planning with their teams for work on their own campuses. During the first planning session, campus teams met in small groups to consider the skills that constitute information fluency in the field, the roles that faculty members and librarians play in developing those skills, and the role that deans and provosts play in providing institutional support for these efforts and creating a campus culture receptive to information fluency programs. The flow of much of the workshop, alternating between informational sessions and team planning time, was well received by participants. One faculty member said, “This is a good way for faculty members, librarians, and administrators to spend time together and exchange ideas. It’s helpful to hear what is being done at other schools to get new ideas.”

Data collected from participating teams ahead of the workshop showed that all 22 colleges and universities, while varying in size and resources, shared many common issues and goals. More than two-thirds of the participating institutions already involved librarians in teaching information literacy in lower-level courses, but to varying degrees. And while all reported at least some training in information fluency in major courses in English and American language and literature, six

(continued on page 17)
30+ Journalists to Speak at 30th Anniversary College Media Conference

During the milestone 30th annual College Media Conference, nationally-recognized journalists and experienced campus communications professionals will explore the impact and opportunities created by the upheaval in traditional media, fast-paced changes in new media, and turbulent climate on college campuses. Held June 27–29 at the Capital Hilton in Washington, DC, the conference will explore the theme, “Mastering the Media Revolution.”


Throughout the three-day conference, participants will have multiple opportunities to meet with reporters, editors, and producers who will participate in panel discussions about their coverage interests and priorities and about how colleges and universities can interact most effectively with them.

Every year, participants succeed in placing stories about their institutions with major media outlets. Past participant Jeff Wakefield of the University of Vermont said, “This was another great conference; I made a lot of good contacts.”

Participants to Meet Array of National Journalists

Here are four of the more than 30 speakers scheduled to speak at the 2016 College Media Conference:

**Kelli Grant** covers personal finance and consumer spending for CNBC.com. Previously, she was the senior consumer reporter for MarketWatch.com and SmartMoney.com. Grant’s work has appeared in the *Wall Street Journal*, *New York Times*, *SmartMoney*, *Kiplinger’s Personal Finance*, *Good Housekeeping*, *Real Simple*, and *Family Circle*, among other publications.

**Christopher Joyce** is a correspondent on the science desk at National Public Radio. His stories can be heard on all of NPR’s news programs, including *Morning Edition*, *All Things Considered*, and *Weekend Edition*. Before joining NPR in 1993, Joyce worked for ten years as the U.S. correspondent and editor for the *New Scientist*.


**Chad Lorenz** is news editor at *Slate*. A Washington, DC, resident, he previously worked at *Washingtonian* magazine and the *Washington Post*. He is a graduate of University of Nebraska’s College of Journalism and Mass Communication.
and even sold a few stories. It was especially good to connect with Tim Appenzeller, the news editor at Science. I pitched him a story, and it appeared in Science last week.” (Appenzeller will speak again during this summer’s conference.) Philip Poole of Samford University (AL) said, “I’ve attended lots of professional development events over my career, and this ranks at the top of the list.”

Minerva Baumann of New Mexico State University, remarked, “The caliber and candor of journalists who took the time to take our pitches and give us their advice during roundtable discussions were stellar. It’s the kind of one-on-one access most of us might never get without a conference like this one.” Most past conference participants have ranked networking with colleagues as a major benefit of the meeting.

“(Information Fluency, continued from page 15)

institutions reported regular training, six reported minimal training, and the remainder reported occasional training. Almost every team saw leadership—especially from faculty members and librarians—as most important to developing an upper-level information fluency program. Time constraints, limited financial resources, and often lack of faculty interest were viewed as the major obstacles. Participants indicated that this year, changes in the complexity of reporting lines for librarians and technologists may require more explicit cooperation among senior officers, as well as among faculty and librarians, if an information fluency plan is to be successful.

An evening reception and dinner included an address by Roland Greene, Mark Pigott KBE Professor in the School of Humanities and Sciences and Professor of English and Comparative Literature at Stanford University and immediate past president of the Modern Language Association (NY). During his presentation, “How We Share Ideas Now: Colloquies, A New Platform,” Greene discussed how he developed the online journal, Colloquies, and how workshop participants might be able to contribute to or even develop their own online journals.

The workshop was designed for campus teams consisting of a senior academic officer, a library director, and two faculty members. Facilitators, who assisted teams during planning sessions and also made presentations, included Lisabeth Chabot, college librarian of Ithaca College (NY) and Association of College and Research Libraries representative to CIC; Susan Perry, library and information technology consultant and director emerita of library, information, and technology services at Mount Holyoke College (MA); Richard O’Connor, professor of anthropology and former director of the Center for Teaching and Learning at Sewanee: The University of the South (TN); Tom Kirk, library director and coordinator of information services emeritus at Earlham College (IN); and Susan Barnes Whyte, library director at Linfield College (OR) and senior advisor for CIC’s Consortium on Digital Resources for Teaching and Research, among others.

In the fall, CIC will announce the next workshop in the series, which will take place April 2017 in New Orleans, Louisiana. Campus plans from the teams participating in the 2016 workshop and other resources from the workshop can be found online at www.cic.edu/InformationFluency.”

“They [the librarians] know the databases, library collections, and interlibrary loan possibilities far better than I do and can help expand informational access and ensure the validity of the evidence.”

—Patrick Redding, assistant professor of English, Manhattanville College (NY)

Campus PR professionals are encouraged to register now for cost savings and to secure a hotel room at the special conference rate. The conference registration fee is a bargain compared to most other conferences for college and communications professionals. The early-bird registration deadline is May 27. For more information and to register, visit www.CollegeMediaConference.org.

CIC co-hosts the conference with the American Association of State Colleges and Universities. Sponsors include the Chronicle of Higher Education, Dick Jones Communications, Diverse: Issues In Higher Education, ExpertFile, Gehring Associates, Inside Higher Ed, Meltwater, and mStoner, Inc.
CIC Issues Companion Report on Innovation in Independent Colleges

A new report released by CIC challenges the dominant narrative that independent colleges and universities are stuck with outdated business models and unable to adapt to present market and fiscal challenges. *Strategic Change and Innovation in Independent Colleges: Nine Mission-Driven Campuses*, written by University of Georgia professor James C. Hearn along with Jarrett B. Warshaw and Erin B. Ciarimboli, provides further evidence of energetic and bold change driven by campus mission at nine CIC colleges and universities. The report is a companion to *Mission-Driven Innovation: An Empirical Study of Adaptation and Change among Independent Colleges* published by CIC last year.

The authors of the new report provide compelling evidence that the leaders of America’s private liberal arts colleges and universities have faced the future with a sense of optimism and a willingness to try innovative approaches and implement promising new strategies for change while preserving the essential missions of their institutions. They have not, as some critics assume, spent the recent past “waiting passively for an inevitable tide of change to wash over” their institutions.

The report explores the adaptive approaches taken at nine distinctive institutions that exemplify the change efforts underway at many independent colleges and universities. Profiled in the report are Benedictine University (IL), Bethany College (KS), Dillard University (LA), Houghton College (NY), New England College (NH), Stetson University (FL), Valparaiso University (IN), Washington Adventist University (MD), and William Jessup University (CA).

Based on interviews with presidents and other senior campus leaders, the authors uncovered six overarching themes: a bias for action; a drive to connect locally, regionally, and beyond; realistic self-assessment and adaptation; structure for innovation; assertive leadership within shared governance traditions; and alignment of mission and innovation. The case studies include actionable examples of critical self-assessment and of institutions engaging with stakeholders, identifying new programs and revenue streams, introducing new organizational structures, clarifying institutional missions, and fostering a culture of innovation.

CIC President Richard Ekman remarked, “The 2015 report took a broad view of mission-driven innovation by presenting the results of a national survey of CIC member presidents. The results demonstrated an impressive degree of adaptability to the shifting landscape of American higher education. The 2016 report focuses on specific actions implemented at nine CIC member institutions especially active in adaptation and change. The nine case analyses provide a rich resource with applicability for leaders of other colleges and universities seeking to align innovation and mission.”

Both reports are part of CIC’s *Project on the Future of Independent Higher Education* launched in 2014 to explore the challenges facing higher education, to examine alternative college business models, and to highlight the characteristics of smaller private colleges and universities that have prepared so many generations of their students for lifelong success. Guided by a Steering Committee of CIC member presidents, the goal of the project is to help CIC member colleges and universities prepare for the future by providing information needed to reconsider institutional missions, pursue new financial models, and develop new strategic initiatives while retaining the student-centered nature of independent colleges that has been a key to their demonstrable success.

Support for CIC’s *Project on the Future of Independent Higher Education* and the research for and preparation of this report was provided by the Lumina Foundation for Education and the TIAA Institute. The report, together with earlier research reports and briefs developed as part of the project, is available at www.cic.edu/ResearchFuture.
Latest Research Brief Explores Online Education

CIC in February released the fifth and final research brief in a series on innovations in teaching and learning that was prepared as part of the Project on the Future of Independent Higher Education. The new brief, High-Tech or High Touch? Online Learning and Independent Higher Education, explores the compatibility of online education with student-focused pedagogy and the potential for lower instructional costs and better student learning outcomes.

The brief summarizes recent research on three questions: Is online education high-quality education? Can online education help traditional institutions reduce instructional costs without sacrificing quality? What are the barriers to incorporating online education into the undergraduate curriculum at independent colleges and universities? Among the key findings:

- Online education can be at least as effective as traditional classroom instruction—but faculty members remain skeptical about the quality of online courses.
- Although online education may have the potential to reduce instructional costs at the undergraduate level, the evidence that it actually does so is still inconclusive. Institutional collaboration may be the best path to cost savings.
- Barriers to the adoption of online learning at independent colleges and universities include uncertain cost models, maintenance of technology infrastructure and support, the potential impact of online learning on faculty roles and incentives, and the pedagogical challenge of adapting new technologies to the tradition of intense student-faculty engagement.

(continued on page 20)
NetVUE Reaches a Membership Milestone

When CIC founded the Network for Vocation in Undergraduate Education (NetVUE) in 2009 with substantial support from Lilly Endowment Inc., the goal was to develop a sustainable network of colleges and universities to support the intellectual and theological exploration of vocation among undergraduate students. CIC estimated that 200 college and university members would be needed to establish a healthy, self-supporting system. The hope was that NetVUE membership would increase from year to year as institutions experienced the network’s benefits and services and that the target level could be reached by 2020.

CIC is proud to announce that in February 2016, NetVUE reached—and surpassed—the 200-member milestone four years ahead of schedule. NetVUE member colleges and universities, located across 39 states, are diverse. While many NetVUE members enroll between 1,000 and 3,000 undergraduates, they range in size from colleges of fewer than 500 students to universities of more than 10,000. They also span a wide theological spectrum.

Regardless of religious affiliation, or independent of any religious affiliation, NetVUE members are united by a common desire to support the intellectual and theological exploration of vocation in both academic and out-of-classroom settings. Institutions use a variety of strategies to engage students in questions about meaning, purpose, and “calling”: first-year seminars, capstone courses, service-learning opportunities, career advising, and chaplaincy programs.

CIC supports several initiatives to serve NetVUE members. Activities include a national conference held every other year, regional gatherings and multi-campus collaborations held in off-years, consulting and campus exchange services, and online networking resources. In addition, a number of grant opportunities are available to NetVUE member institutions to support the development of vocational exploration programming on their campuses.

The enthusiasm for NetVUE participation among campus leaders is palpable. For example, the six regional and topical gatherings in 2015–2016 attracted a range of faculty members, chaplains, and staff leaders who praised the programs. Participants offered such remarks as, “I appreciated being able to explore vocation and calling from a variety of perspectives—the diverse make up of attendees made this more meaningful,” and “I loved having my eyes opened to what NetVUE is all about and realizing I have lots of colleagues I can call on to find resources.”

The next national NetVUE Conference—which will take place March 23–25, 2017, in Charlotte, North Carolina—will bring together NetVUE’s expanding membership network to support an undergraduate education for vocation. For more information about NetVUE, visit www.cic.edu/NetVUE or contact Shirley Roels, CIC senior advisor and NetVUE director, at (616) 526-7819 or sroels@ncche.edu.

SAVE THE DATE!

2017 NetVUE National Conference
March 23–25, 2017
Charlotte, North Carolina
CIC released the 2015 Key Indicators Tool (KIT) benchmarking report to presidents of member institutions in March 2016. The report shows a dramatic increase in the financial aid provided by CIC member colleges and universities to their students. Total institutional aid increased by 34.9 percent over the most recent five years covered by the report (2009–2010 to 2013–2014). This increase is double the rise in the published price for tuition and fees (16.3 percent) over the same period.

“Data from the 2015 KIT report show that CIC institutions are working hard to keep a private college education affordable,” said Harold V. Hartley III, CIC senior vice president. “Colleges are rapidly increasing the amount of their own resources awarded to students in the form of financial aid, and noticeably are doing so at twice the rate of tuition increases.”

Total institutional aid comes from both funded (for example, endowed scholarships) and unfunded sources. The increase in unfunded aid—the amount directly out of institutional operating budgets—rose even more rapidly at 38.5 percent. Even so, net tuition revenue per student remained steady across the CIC sector over the most recent three years, from $14,075 in 2011–2012 to $14,115 in 2013–2014.

The KIT aims to improve the capacity of member institutions to gain access to and use data in order to enhance institutional decision making and improve institutional effectiveness. Twenty indicators measure institutional performance in four key areas: student enrollment and progression, faculty composition and compensation, tuition revenue and financial aid, and financial resources and expenditures. The KIT is based on the latest data available from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS).

The confidential reports were prepared exclusively for each institutional member president by the Austen Group and, thanks to generous support by TIAA, were made available this year at no cost to the institution. For more information about KIT and other CIC benchmarking services, visit www.cic.edu/KIT.

### TOTAL INSTITUTIONAL AID RISES 35 PERCENT IN FIVE YEARS

Council of Independent Colleges institutions are working hard to keep private higher education affordable.

**Median Increase in Total Institutional Aid per Student at Baccalaureate and Master’s-Level Independent Colleges and Universities by Region of the Country**

Source: Council of Independent Colleges’ 2015 Key Indicators Tool; data are from IPEDS.
New Davies-Jackson Scholarship Awarded; Past Scholars Convene in Washington for Reunion

### 2016 SCHOLARSHIP AWARDED

The Davies-Jackson Scholarship U.S. Selection Committee convened in December 2015 and forwarded top applications to St. John’s College at the University of Cambridge for review. The finalist for the 2016 Davies-Jackson Scholarship was selected in January: Melissa Hopkins, a senior at Bucknell University (PA) who will graduate with a degree in psychology this spring, will be the 25th award recipient since the Scholarship’s inception and the first selected to read at the world-renowned college in the area of psychology and behavioral sciences.

Intended for applicants with exceptional academic records and who are among the first generation in their families to graduate from college, the Scholarship provides full support for two years of study at St. John’s College, including travel to and from England. Applicants are typically graduating seniors from the eligible colleges and universities, and those selected for the award work toward a second BA in their area of study as affiliated students. Named after two Cambridge fellows who tutored the anonymous donor during his years at Cambridge—Hugh Sykes Davies and R. Meredith Jackson—the award program began in 1990 and was initially administered by the Consortium for the Advancement of Private Higher Education that later became an operating part of the Council of Independent Colleges. Since 2003, the Scholarship has been administered by CIC with a successively expanded list of eligible institutions that now includes 500 CIC member institutions.

Application information about the 2017 Scholarship competition will become available this September. Further information about the award is available at [www.cic.edu/DaviesJackson](http://www.cic.edu/DaviesJackson).

### SCHOLARSHIP RECIPIENTS GATHERED FOR INSPIRING REUNION

Ten past recipients of the Davies-Jackson Scholarship gathered in Washington, DC, for a reunion weekend along with nine members of the program’s U.S. Selection Committee and CIC staff. The alumni reunion, which took place December 3–4, 2015, at the Cosmos Club, also brought St. John’s College’s senior tutor, Matthias Dörrzapf, and development director, Stephen Teal, from Cambridge to participate in events that included an opening reception, a day of discussion about the impact and future of the program, and a celebratory dinner.

George Farr, chair of the U.S. Selection Committee, welcomed participants and opened the discussion. Participants delivered remarks in remembrance of Graham Down, the beloved longtime chair of the committee who passed away unexpectedly in August 2014. Down was warmly remembered for enthusiastically encouraging the Scholarship holders to take full advantage of the time at Cambridge and to immerse themselves in the life of the college and not just in their studies—and the Scholars took his advice to heart. For example, Delicia Reynolds, who received the Scholarship in 1999 after graduating from Saint Peter’s University (NJ), famously organized the first gospel choir at St. John’s College, while other recipients resurrected the Cambridge Pythons American football team and worked at a bird sanctuary in Ireland, among many other endeavors fondly remembered during the reunion. All awardees also are encouraged to travel using funds from the Scholarship and other sources available from Cambridge. Over the years, Scholars have explored various parts of the world including Morocco, Hong Kong, Qatar, and nearly every corner of Europe—from Scotland to Sicily.

Alumni shared what they have been involved in since their time at Cambridge, as well as anecdotes about their time as Scholars. One of the Scholarship’s first recipients, Colleen Willenbring, who was selected for the award in 1997 and graduated from the College of Saint Benedict (MN) with a
degree in English, is now assistant professor and co-chair of the English department at Eastern University (PA). She recalled her transition to the British tutorial system and spoke of finding an “intellectual home” at Cambridge.

Lindsay Brainard, an alumna of the College of Wooster (OH) who received the Scholarship award in 2010 and went on to earn a master’s degree in philosophy from Cambridge, is now a fifth-year PhD student in the philosophy program at the University of North Carolina at Chapel Hill. Brainard stated, “The reunion created a wonderful opportunity to reconnect with dear friends I met through the Davies-Jackson Scholarship program and to meet several Scholars and committee members for the first time. It was remarkable to hear how much the Scholarship has positively influenced everyone’s lives. For my part, I have no doubt that my current career goals would not have been realistic without the springboard of the Davies-Jackson Scholarship. My time in Cambridge broadened my sense of what I could achieve with my life, and having that achievement on my résumé heightened the world’s estimation of my potential. The combination of these effects has led me to a richer, more intellectually exciting path than the one I was on before I was chosen as a Davies-Jackson Scholar.”

Reunion participants also discussed the state of St. John’s College in 2015. Scholars heard from Teal about the college’s fundraising efforts and from Dörrzapf about the Scholarship’s relationship with the college since he became senior tutor in 2003. According to Dörrzapf, St. John’s College receives about 900 applications each year for just 171 places. The Davis-Jackson Scholarship was the first international scholarship offered by the college and is now a model for others. In fact, a parallel scholarship for British first-generation, low-income students, the John Crook, was developed in 2011. Since 1990, 24 American students have been given the opportunity to study at St. John’s College in the areas of English, philosophy, history, social and political sciences, and music. The Davies-Jackson Scholarship program continues to expand and has recently added education and biological anthropology as applicable areas of study. In 2015, for the first time ever, three students received the award in the same year. And in 2014, Courtney Dymowski, after graduating from St. Edward’s University (TX), became the first Scholarship awardee to concentrate her studies at Cambridge in the area of art history.

Reunion participants also reviewed and commented on a recently developed handbook for new Davies-Jackson Scholars. Created by current and past awardees, the handbook compiles useful information for those newly entering Great Britain and the college.

The reunion dinner concluded with a toast to Graham Down, with a case of champagne that he had received as a gift for his 85th birthday, just before he passed away.
National Venture Fund Grants Support Projects to Enhance Enrollment at CIC Institutions

CIC awarded National Venture Fund (NVF) grants to three State Fund Members in February to support creative projects designed to increase enrollment at member colleges. CIC’s private college consortia in Florida, Minnesota, and Ohio received the challenge grants, which require them to raise additional private financial support.

“Supporting consortial projects that help market the independent college sector or increase the applicant pool are high-priority goals of the National Venture Fund,” said CIC President Richard Ekman. “Our State Fund Members in Florida, Minnesota, and Ohio have developed innovative pilot projects that will help build enrollment at member institutions. But there is an additional reason their proposals received grant support: These projects are replicable, so with positive results, other State Fund Members can adopt the programs as well.”

- The Florida Independent College Fund will use a $30,000 grant to help launch the innovative Routes2Success project, an online program that will facilitate the pathway to Florida’s private colleges for high school and community college students. Central to the collaborative project—which will involve 30 colleges as well as high schools and community colleges statewide—will be the creation of a website to inform students and guidance counselors about the state’s independent colleges and universities and clarify the application steps.

- The Minnesota Private College Fund (MPCF) will use a $25,000 grant to support an enrollment enhancement project, Making a Better Case to Students and Their Families. The project will include a first-of-its-kind professional analysis of ACT and Student Clearinghouse data that will then be used to develop marketing action plans. The project aims to identify ways to improve how MPCF makes the case for its 17 member colleges and to strengthen the admissions market position of these institutions.

- The Ohio Foundation of Independent Colleges (OFIC) will use its $36,000 grant to support the Nontraditional Women’s Student Scholarship Initiative, which is designed to remove or circumvent barriers that can make it more difficult for nontraditional female students to complete their four-year degree at private colleges in Ohio. Through targeted admissions efforts—and by providing easier access, better guidance and support systems, and dedicated financial aid—OFIC and its member colleges are seeking to increase dramatically the number of nontraditional women who enroll and graduate from member colleges.

The National Venture Fund grant program supports initiatives coordinated by a State Fund office that facilitates the collaboration of multiple colleges and universities on an important issue facing independent colleges. The grants are funded in part by the $38 million CIC-UPS Educational Endowment Fund, administered by CIC for the benefit of its State Fund Members.

Students and faculty from member institutions of the South Carolina Independent Colleges and Universities (SCICU) gathered in Spartanburg, South Carolina, for the 2016 Undergraduate Research Symposium held on February 18. During the event, students presented the results from 30 research projects conducted under faculty guidance during 2015. Grants from CIC’s National Venture Fund have supported the expansion of undergraduate research opportunities for students at SCICU and other State Fund Members.

“Supporting consortial projects that help market the independent college sector or increase the applicant pool are high-priority goals of the National Venture Fund.... These projects are replicable, so with positive results, other State Fund Members can adopt the programs as well.”

—Richard Ekman, President, CIC
CIC Releases Symposium Website and Proceedings, Announces Libby and Art Photo Contest Winners (continued from page 1)

“The Liberal Arts in Action” symposium produced a rich reservoir of information and stories about the importance and utility of the liberal arts. In addition to the new symposium proceedings report and “Liberal Arts Life” website, CIC released a related essay, *The Liberal Arts in Action: Past, Present, and Future*, to symposium participants last fall. Written by S. Georgia Nugent, CIC senior fellow and interim president of the College of Wooster (OH), the essay explores the historical and philosophical contexts of liberal arts education and its role as an incubator of creativity. The essay—in conjunction with the proceedings report and new website—would be especially useful for orientation programs and first-year seminars to stimulate discussions about the purpose and value of studying the liberal arts. Videos of the symposium presentations and short interviews with speakers are posted on the campaign’s websites and social media platforms.

CIC encourages campuses to continue to promote the importance of the liberal arts and independent colleges by sharing and using campaign materials. In addition to the items above, here are some of the many materials and platforms, produced over the last few years, that are available to CIC members:

- A campaign media kit that includes statistics and infographics, as well as samples of alumni “testimonials,” opinion pieces, news stories, and data that can help institutions craft and disseminate their own messages in relation to the campaign;
- The campaign’s Twitter feed (@SmartColleges), Facebook page (www.facebook.com/SmartColleges), and YouTube channel (YouTube.com/LiberalArtsPower), which share data, articles, photos, and videos to publicize the facts about liberal arts education, amplify positive messages, share testimonials, and respond to misinformation;
- A robust website for high school counselors and students and their families (www.LiberalArtsPower.org) that features alumni testimonials; eye-catching infographics; myth-busting facts about the liberal arts, student debt, and college costs; and selected news articles and opinion pieces.
- A campaign website for CIC members and higher education professionals (www.cic.edu/LiberalArts) that features more than 1,000 op-eds by college presidents and articles about the value of the liberal arts and smaller private colleges, a wealth of data and infographics, and the media kit; and
- A 2016 directory of CIC member institutions, which was mailed to more than 4,000 counselors at the National Association for College Admission Counseling this spring.

Print copies of the media kit and *The Liberal Arts in Action* essay are still available, and CIC will ship up to ten copies of each free of charge to member institutions. Please email cia@cic.nche.edu or call (202) 466-7230 to request print materials.
CONTEST WINNERS OF LIBBY & ART’S EXCELLENT ADVENTURES!

FOUR CIC MEMBERS WIN CAMPUS TOUR PHOTO CONTEST

CIC’s liberal arts campaign hit the road this winter as @SmartColleges Twitter avatars Libby and Art “visited” more than 60 sites on their tour of 20 member campuses over the past few months. As part of CIC’s photo contest, college and university staff members spirited student Libby and counselor Art around campus, snapping creative photos of their tour and posting them on Twitter. The duo visited iconic buildings and picturesque grounds, participated in holiday festivities, cheered at sporting events, took part in a research symposium, lifted weights at a fitness center, visited a library of great books, met the winners of a speech competition, laughed with a president careening down a slip ‘n slide, rocked out with a pep band at a football game, attended a chapel service, viewed masterpieces in campus art galleries, and much more! The contest was designed to show prospective students, parents, and high school counselors who follow the @SmartColleges Twitter feed the beauty of CIC campuses and the engaging life students experience on smaller private college campuses. It also aimed to engage member institutions in the liberal arts campaign.

Congratulations to Baldwin Wallace University (OH), Juniata College (PA), Davis & Elkins College (WV), and McKendree University (IL) for snapping the four winning photos (above)—those deemed most creative, inspiring, and/or fun. It was a nearly impossible selection decision, given the large number of inspired entries, and an honorable mention goes to Ursinus College (PA) for producing two innovative time-lapse video loops with Libby and Art. The winning photos also are featured on the campaign website, and a complete album of Libby and Art’s campus tours can be found on the campaign Facebook page (www.facebook.com/SmartColleges).

Baldwin Wallace University (OH) student Hope Fierro, class of 2018, introduced life-sized Libby and Art to two students who struck up a conversation on the quad.

Juniata College (PA) showed Libby and Art many aspects of campus life, including its new outdoor classroom, a gift of the class of 2014.

Davis & Elkins College (WV) kept Libby and Art warm during their winter tour of the campus with a hat and scarf.

McKendree University (IL) students (the Bearcats) welcomed Libby and Art to their Thanksgiving feast.
A hearty thanks to all campuses that participated in the photo project: Baldwin Wallace University, Bridgewater College (VA), Central College (IA), Culver-Stockton College (MO), Davis & Elkins College, Denison University (OH), DePaul University (IL), Juniata College, Lindenwood University (MO), Maryville College (TN), McDaniel College (MD), McKendree University, Ohio Wesleyan University, Shimer College (IL), Silver Lake College of the Holy Family (WI), St. Catherine University (MN), The College of St. Scholastica (MN), Ursinus College, Whittier College (CA), and Wilmington College (OH).

Although the photo contest is over, CIC will continue to share photos of Libby and Art’s campus adventures on social media channels throughout the year. A paper cut-out with instructions can be found at www.LiberalArtsPower.org/LibbyArt.

LIBERAL ARTS INITIATIVE GAINS NATIONAL RECOGNITION

Three national organizations have honored CIC’s public information campaign:

- The Public Relations Society of America named the campaign a Silver Anvil Award Finalist in March 2016. The award honors “the very best public relations programs planned and executed each year.” The Awards Ceremony will be held on June 9 in New York City;
- In January 2016, CQ Roll Call highlighted CIC’s campaign on its list of “50 most effective grassroots marketing campaigns”; and
- Association Media and Publishing honored the campaign in June 2015 with two gold EXCEL Awards for “Innovation and Strategy in Social Media” and “Integrated Mixed-Media Campaign.”
A Compendium of Recent Research and Books of Interest to Higher Education Professionals

BOOKS

Lesson Plan: An Agenda for Change in American Higher Education

The most pressing problems facing higher education today are not the ones most frequently cited by the general public, argue William G. Bowen, president emeritus of the Andrew W. Mellon Foundation, and Michael S. McPherson, president of the Spencer Foundation. Rather than student debt and administrative bloat, the real crises concern graduation rates, accessibility, and outcomes for minorities. The authors demonstrate the seriousness of the challenges facing colleges and universities as well as the nation and then discuss “an agenda for change” to ameliorate key concerns. Their recommendations include retargeting federal and state funding, restructuring merit and financial aid, moving away from tenure, and improving the quality of introductory courses.

Engaging Risk: A Guide for College Leaders
Paula Vene Smith (Rowman & Littlefield, 2015)

Paula Vene Smith, director of the Purposeful Risk Engagement Project, English professor, and former vice president for academic affairs at Grinnell College (IA), has written a primer on risk management for faculty members, executive administrators, and trustees at small to mid-sized liberal arts colleges. Smith draws on the principles of enterprise risk management, originally developed for corporations, and adapts them for use on campuses. The guide provides a road map to identify, evaluate, and manage risks by creating an action plan, engaging faculty members, strengthening communication, and embedding risk-management practices into shared governance.

Feedback Is Teaching
Alverno College Faculty (Alverno College Institute, 2015)

This monograph aims to help faculty members, faculty mentors, and administrators understand how to communicate better with students about their progress toward learning outcomes. The book describes the feedback process approach, provides examples of successful responses to student work, examines the relationship between criteria and feedback, and considers the role of feedback in an outcomes-based curriculum as well as peer review. Five professors at Alverno College (WI) contributed essays, drawing on research, teaching theory, personal experience, and four student focus groups.

MOOCs, High Technology, and Higher Learning
Robert A. Rhoads (Johns Hopkins University Press, 2015)

Although MOOCs in their present and past forms have limitations, they have propelled advancements in knowledge and practices of digital learning and have a place in the future of higher education, argues Robert A. Rhoads, professor of higher education and organizational change at UCLA. Rhoads explains how MOOCs have developed within the larger OpenCourseWare movement, which seeks to make college course materials widely available online, in tandem with recent political, economic, and cultural forces. He distinguishes between MOOCs that draw on connectivist learning theory and are more self-guided and MOOCs that are structured around well-defined course objectives. Rhoads examines problems that MOOCs raise regarding epistemology, pedagogy, hegemony, diversity, and faculty labor and discusses implications of the rise of MOOCs for faculty members and policy makers.
The 160-Character Solution: How Text Messaging and Other Behavioral Strategies Can Improve Education
Benjamin L. Castleman (Johns Hopkins University Press, 2015)

Benjamin L. Castleman, assistant professor of education and public policy at the University of Virginia, draws on research in behavioral economics to explain why disadvantaged students sometimes struggle when applying to and attending college and to propose strategies that will close the achievement gap. He suggests how educators and administrators can simplify the information about postsecondary education that prospective students receive and provide more structured and personalized prompting, such as through text messaging. The number of choices students are offered, the vehicle through which information is presented, and students’ awareness of behavioral norms can profoundly influence student behavior, Castleman argues.

Breakpoint: The Changing Marketplace for Higher Education
Jon McGee (Johns Hopkins University Press, 2015)

Vice president for planning and public affairs at the College of Saint Benedict and St. John’s University (MN), Jon McGee asserts that “colleges and universities today must be understood for what they are: large-scale business enterprises.” He addresses recent demographic, economic, and cultural disruptions and offers a number of strategies for communicating with prospective students; developing pedagogy, curriculum, and instruction methods; and improving management structures on college campuses. McGee argues that colleges must differentiate themselves to remain competitive but there will not be a significant increase in college closures in the near future.

The Fundraiser’s Measuring Stick: Sizing Up the Attributes Board Members, Volunteers, and Staff Must Cultivate to Secure Major Gifts
Jerold Panas (Emerson & Church Publishers, 2016)

Legendary fundraiser Jerold Panas, executive partner and CEO of Jerold Panas, Linzy & Partners and a member of the CIC Board of Directors, describes and illustrates 29 attributes, talents, and skills, such as ambition, courage, optimism, and tenacity that help fundraisers achieve their goals and develop their potential. He discusses different fundraising styles and offers many real-life examples, both from his own experience and those of other leading fundraisers. The book is one of the publisher’s “1-Hour” books for nonprofit boards.

Stretch: How to Future-Proof Yourself for Tomorrow’s Workplace
Karie Willyerd and Barbara Mistick (Wiley, 2016)

According to Wilson College (PA) President Barbara Mistick and SuccessFactors Workplace Futurist Karie Willyerd, “The number one concern of employees around the world is their position changing or their skills becoming obsolete.” Mistick and Willyerd provide practical advice for employees to remain relevant and advance their careers in today’s economy. They identify and describe five practices that will help individuals at any stage of their career stretch and reach their potential: learn on the fly, be open, build a diverse network, be greedy about gaining experiences, and bounce forward. In writing the book, the authors conducted research with Oxford Economics, a global financial advisory firm, and SAP, an enterprise customer and business relationship management software company. Mistick is a member of the CIC Board of Directors.
Conversations: Leading United Methodist-Related Schools, Colleges, and Universities
M. Kathryn Armistead and Melanie B. Overton, editors
(National Association of Schools and Colleges of the United Methodist Church [NASCUMC], 2015)

The seven essays in this volume written by six college, university, and seminary presidents as well as an administrator of education policy within the United Methodist Church examine how different institutions of higher education integrate Methodist principles into their curriculum and co-curriculum. Contributors explore how leadership differs in the context of their social location and discuss the spiritual nature of leadership as well as the courage and faith necessary to lead. The book was produced following NASCUMC’s 75th annual meeting, which brought together 40 leading educators. The book is available as a free PDF at www.gbhem.org/sites/default/files/NASCUMC-Conversations.pdf.

Teacher, Scholar, Mother: Re-Envisioning Motherhood in the Academy
Anna M. Young, editor (Rowman & Littlefield 2015)

An associate professor at Pacific Lutheran University (WA), Anna M. Young has edited a collection of essays by female faculty members that reflect on their relationship to motherhood using the disciplinary

FIGURES 1 and 2: High School Students Prefer Face-to-Face Classes
Most high school students surveyed who plan to enroll in a four-year college say they prefer face-to-face classes over online education and believe the former offers a higher quality experience than the latter.

PERSONAL DESIRE TO TAKE ONLINE COURSES

PERCEPTIONS OF QUALITY OF ONLINE LEARNING

Source: “Prospective Students Lack Interest in Online Learning” (2016). ACT and Art & Science Group, LLC. Figures recreated by the Council of Independent Colleges.
methods of their scholarship. The essays, written by scholars in the arts, humanities, and sciences, explore identity, policy, progress, and institutional memory of motherhood in the academy. The book combines approaches of earlier books on the subject that are either autobiographical or longitudinal and offers both practical and theoretical insights to scholars who are mothers, scholars who work on motherhood and related issues, and college and university administrators.

**REPORTS**

**The 2016 Survey of College and University Presidents**
*Inside Higher Ed and Gallup (March 2016)*

College and university presidents are feeling more confident about the sustainability of their institution’s business models; 59 percent believe that their institutions are sustainable through the next five years, up from 56 percent in 2015. Sixty-two percent of the 727 college chief executives surveyed agree that increased financial concerns at a college warrant more emphasis on hiring a president with business and managerial skills. Eighty-four percent of college and university presidents believe that race relations on their campus are excellent or good, a slight increase from last year. Only 24 percent, however, thought race relations were good on college campuses nationwide. To download the report, visit www.insidehighered.com/news/survey/2016-inside-higher-ed-survey-chief-academic-officers.

**The American Freshman: National Norms Fall 2015**
*Cooperative Institutional Research Program at the Higher Education Research Institute at UCLA (February 2016)*

Civic engagement among first-year college students is the highest it has been in the past 50 years, according to this annual study. Nearly 40 percent of first-year students said that becoming a community leader was “very important” to them, which was another 50-year high. Nine percent of respondents said they had “a very good chance” of participating in a protest while in college, which is a nearly 3 percentage point increase from last year. The study also reported student opinions on intercultural and racial understanding, experiences in summer bridge programs and special tutoring, financial aid, motivations for attending college, religious affiliations, mental health, and sexual orientation. To download the report, visit www.heri.ucla.edu/monographs/TheAmericanFreshman2015.pdf.

**The 2016 Survey of CAOs**
*Inside Higher Ed and Gallup (January 2016)*

Although two-thirds of the chief academic officers surveyed by Gallup and *Inside Higher Ed* said they “strongly agree” that liberal arts education is central to the mission of undergraduate education, more than half expect the number of liberal arts colleges to “decline significantly over the next five years.” Sixty-one percent of CAOs surveyed said they would prefer a hiring system based on long-term contracts over the current tenure system, and 79 percent said they planned to expand online learning programs in the next year. The survey also reported on trends in competency-based education, MOOCs, trigger warnings, fraud in athletic programs, institutional finances, and overall institutional effectiveness. To download the report, visit www.insidehighered.com/news/survey/2016-inside-higher-ed-survey-chief-academic-officers.
FIGURE 3: As Education Levels Rise, Underemployment Levels Fall
The more education adult workers have, the less likely they are to be underemployed. Underemployed workers include both adults who are unemployed and adults who are working part-time jobs but are seeking full-time employment.


FIGURE 4: Employers Search for Leaders Who Are Team Players
Leadership tops the list of skills that employers value on resumes of recent college graduates. Liberal arts skills such as communication and problem-solving also are in the top five. Technical skills came in tenth.

80% of employers sought out LEADERSHIP SKILLS
79% of employers sought out ABILITY TO WORK IN A TEAM
70% of employers sought out COMMUNICATION SKILLS (WRITTEN)
70% of employers sought out PROBLEM-SOLVING SKILLS
69% of employers sought out COMMUNICATION SKILLS (VERBAL)

“Job Outlook 2016” (2015) National Association of Colleges and Employers. Figure recreated by the Council of Independent Colleges.
A Compendium of Recent News from CIC Member Institutions

CELEBRATING ACHIEVEMENTS

The Chronicle of Higher Education in February 2016 published a list of “Top Producers of U.S. Fulbright Scholars and Students” in 2015–2016. The list of baccalaureate institutions with the most Fulbright scholars featured six CIC members: Bucknell University (PA), Elizabethtown College (PA), Willamette University (OR), Emmanuel College (MA), Haverford College (PA), and Lenoir-Rhyne University (NC). The list of baccalaureate and master’s-level institutions with the most Fulbright students featured 21 and eight CIC member institutions, respectively; St. Edward’s University (TX) topped the master’s-level list, and Pitzer College (CA) topped the baccalaureate-level list.

In February, the Peace Corps announced the colleges and universities that produced the most Peace Corps volunteers in 2015. Twenty-two CIC member institutions ranked high among small colleges and universities—with Gonzaga University (WA) and the University of Puget Sound (WA) tying for first place with 18 undergraduate alumni volunteers each. The University of Denver (CO) tied with the University of Michigan for second place in the graduate school category, with 17 graduate alumni volunteers each.

The Council on Undergraduate Research (DC) recognized Allegheny College (PA), George Mason University, and the College of New Jersey as recipients of the campus-wide Award for Undergraduate Research Accomplishment. The annual award recognizes institutions that have devised exemplary programs providing high-quality research experiences to undergraduates. The awardees were honored at a Washington, DC, reception in January.

Columbia University in March announced the winners of the 2016 Bancroft Prize, one of the most distinguished academic awards in the field of history. Border Law: The First Seminole War and American Nationhood by Deborah A. Rosen, David M. ’70 and Linda Roth Professor of History at Lafayette College (PA), received one of the three awards. Winners are judged in terms of the scope, significance, depth of research, and richness of interpretation they present in the areas of American history or diplomacy.

Three CIC member institutions, Augsburg College (MN), DePaul University (IL), and Juniata College (PA), were among 92 recipients of the 2015 Higher Education Excellence in Diversity Award from INSIGHT into Diversity magazine.
The award recognizes colleges and universities that sponsor “exemplary diversity and inclusion initiatives and include all aspects of diversity, including gender, race, ethnicity, veterans, people with disabilities, and members of the LGBTQ community.”

After being named “Bright Spots in Hispanic Education” by the White House Initiative on Educational Excellence for Hispanics last fall, Dominican University (IL) and Mercy College (NY) participated in a January 2016 national Google+ Hangout with U.S. Department of Education and White House staff as well as other Bright Spot institutions that focused on exemplary post-secondary programs for Hispanic students. The colleges are now among 230 other programs and organizations in the nation recognized for their dedication to supporting Latino students.

CREATING PARTNERSHIPS

In January, Illinois College became the first American college to sign a long-term collaboration agreement with two Cuban academic institutions: University of Pinar del Rio and Soroa Botanical Garden. The partnership will provide hands-on learning experiences in Cuba for Illinois College biology students who also study Spanish as well as research opportunities in the United States for faculty members from Cuba. The partnership may expand to include education programs.

Hamline University (MN) recently formalized a partnership agreement with Cienfuegos University in Cuba. The first combined class for students from the two universities will be held during January-term 2017, when Hamline students will travel to Cuba with faculty for a course on Culture and Art and Transcending Barriers. Opportunities for Hamline faculty members to teach in Cuba and for Hamline students to participate in semester-long programs are expected to follow.

The University of La Verne (CA) and CETYS University in Baja California, Mexico, recently signed an agreement to develop programs for faculty and student exchange as well as collaborative research. Effective for five years, the partnership allows the universities to establish exchange programs for both faculty and undergraduate and graduate students, as well as academic information and materials. The universities also will organize joint research programs, publications, conferences, student visits, and seminars.

Chaminade University of Honolulu (HI) and the Defense POW/MIA Accounting Agency (DPAA) recently signed a two-year agreement for scientific academic exchange and cooperation. Chaminade and DPAA will provide access to facilities, equipment, and educational material when appropriate and mutually beneficial; Chaminade faculty and students and DPAA staff will benefit from the free exchange of technical expertise in the form of consultation, guest lectures, short-term training, and internships. DPAA staffs a state-of-the-art forensic anthropology laboratory in Hawaii that requires well-trained forensic anthropology technicians; Chaminade is the only higher education institution in Hawaii that offers undergraduate and graduate-level degrees in forensic sciences.

Oklahoma City University began a partnership with Duncan Regional Hospital in January to offer a bachelor of science in nursing program at the hospital beginning in fall 2016. The hospital will provide up to 15 scholarships annually for students who enroll in the program and agree to work at the hospital for at least two years following graduation.

Cedarville University (OH) launched its first limited liability company, Cedar Care, LLC, in January. The new venture will enable the school of pharmacy, in collaboration with Ohio Pharmacy Counseling Services LTD, to create a management call center that aids consumers using prescription drugs. The call center will allow third- and fourth-year professional pharmacy students to answer medication-related questions for patients nationwide; the center is expected to serve up to 15,000 patients annually.

Ohio Dominican University and Pearl Interactive Network launched an insurance apprenticeship program in January. The program offers a way for entry-level employees...
to progress through a career path in the insurance industry through a combination of on-the-job training with Pearl and an online insurance and risk management certification course with Ohio Dominican.

A three-way partnership among the University of Indianapolis (IN), Vincennes University, and Perry Meridian High School, will enable Indianapolis teens to begin their transition to college and career during their first year of high school. The 1+3 program, announced in January, will allow qualifying students to graduate from high school with a 30-credit general studies certificate from Vincennes. Students who meet admissions standards will be accepted directly into Ulndy with at least one year of general education credits in hand, providing the opportunity to complete a bachelor’s degree with only three years of further study.

MAJOR GIFTS, GRANTS, AND CAMPAIGN SUCCESSES

St. Catherine University (MN) in February announced an $18 million gift from the Minneapolis-based GHR Foundation to advance health care education. The gift that honors St. Catherine University alumna and GHR co-founder Henrietta Rauenhorst will support the ongoing expansion of the school that bears her name, the Henrietta Schmoll School of Health. St. Catherine will use the gift to develop new programs and curricula as well as fund technology and additional faculty.

DePauw University (IN) in February announced a $10 million gift from an unnamed donor to the Campaign for DePauw toward new technology innovation at the university. The gift will create a technology center and visualization laboratory—an engaging high-tech space where students will develop technology and computing skills—and will enable DePauw to appoint a director to provide leadership for technology programming.

Newman University (KS) announced $8.2 million in anonymous gifts dedicated during the $25 million “silent phase” of the university’s Facing Forward campaign. The gifts included a $5 million anonymous gift from a couple, a $2.2 million gift from a former Wichita businessman living in Texas, and a $1 million anonymous donation from a local company. In February, the university launched the public portion of the campaign, which aims to raise a total of $30 million to build a new science building, renovate Eck Hall, and provide for student scholarships and the university’s endowment.

Carroll College (MT) announced the receipt of over $4.2 million in end-of-year gifts to the college. The gifts and grants represent a blend of local, regional, and national support by individuals, businesses, and foundations. The surge in year-end giving was led by Roy (1962) and Frances Simperman, whose December gift of over $1 million to the Mind Body Spirit campaign will help transform the Corette Library, including by funding the Simperman Learning Commons.

The Hodson Trust recently awarded St. John’s College (MD) $2.5 million, with $250,000 to support the college’s second-year curriculum, which will focus on recent advances in biology, and nearly $2.25 million for the Hodson Scholarship endowment. The grant also will support a multi-year program to deepen and expand understanding of new developments in quantum mechanics and biology and to incorporate them into the senior-year curriculum.

Notre Dame de Namur University (CA) received a $2.7 million grant from the John A. and Susan Sobrato Fund, a fund of the Silicon Valley Community Foundation. The grant will create a learning commons within the campus center and will help restore the university’s flagship building, Ralston Hall. The university received an additional $1 million for the building’s restoration from Bob and Marie Gallo. Marie Gallo is an alumna, and the university has named a giving society after the couple.

Thanks to a $2.14 million state grant to the Independent Colleges of Indiana (ICI), teachers across Indiana can gain additional expertise in science, technology, engineering, and mathematics at no cost at Indiana’s private colleges through STEM Teach II. The initiative builds upon ICI’s successful STEM Teach I program, which resulted in more than 600 enrollments in STEM courses and workshops by K–12 teachers. ICI will again partner with the University of Indianapolis (IN) Center for Excellence and Leadership of Learning in administering the program. STEM Teach II will focus on providing graduate coursework for secondary teachers to gain dual-credit credentialing.

Phil and Katherine Grant recently donated more than $1 million to Husson University (ME) to endow the Phil Grant Distinguished Professorship in Management and Economics within the university’s College of Business. Phil Grant was a professor of business and administrator at Husson from 1968 to 2010, and his wife Katherine earned her MBA there in 2004. The endowed professorship is the first in Husson’s history.

High school teachers across Ohio will be able to obtain the qualifications needed to teach college courses in high school thanks to a $10 million grant allocated by the Ohio General Assembly as part of the Straight A Fund. The new grants, made jointly by the Ohio Department of Education and Ohio Department of Higher Education, allocate $5 million to
universities to develop programs and offer free or reduced-cost courses to teachers and $5 million to enable colleges, universities, and high schools to identify and support teachers as they obtain the qualifications to teach postsecondary courses. Among the institutions to receive awards, Franklin University (OH) was awarded $885,000 and Ohio Dominican University received $450,000.

The Judith Haskell Brewer Fund of the Community Foundation Serving Richmond and Central Virginia recently awarded Sweet Briar College (VA) a two-part gift for its environmental science program and community garden. The grant provides a $500,000 outright gift over three years and a $500,000 one-to-one challenge grant to be matched by other college donors, which will result in a $1.5 million gift. The grant will support the Sweet Briar College Land-Atmosphere Research Station, which consists of a 120-foot research tower and an adjacent laboratory shed for the collection and analysis of atmospheric data, located in one of Sweet Briar’s forests.

NEW PROGRAMS AND MAJORS

St. Ambrose University’s (IA) long-standing occupational therapy program will now offer doctoral degrees. The new doctor of occupational therapy program is the university’s third doctoral-level academic program and its second in the health sciences, joining the doctor of physical therapy.

Indiana Wesleyan University is launching a doctor of ministry degree. The first cohort, to begin in summer 2016, will focus on transformational leadership; cohorts in 2017 and 2018 will focus on preaching and spiritual formation, respectively.

Newman University (KS) will open a school of business in fall 2016. The school will emphasize ethics, entrepreneurship, and socially conscious practice in addition to business knowledge and expertise. With the development of the new school, Newman aims to draw more attention to its business programs and its new MBA concentration in nonprofit management, which began in January 2016.

University of Jamestown (ND) recently announced a master of science in clinical counseling program, which will begin in fall 2016. The program will educate students in principles and practices of diagnosis, treatment, referral, and prevention.

Roberts Wesleyan College (NY) has launched three new programs: a master’s degree in online health administration, a bachelor of science degree in sports management and marketing, and a bachelor of science degree in homeland security and applied intelligence.

Dominican University (IL) recently launched two new programs: a master’s degree in information management, in which students can create their own learning plan or choose from four specializations—cybersecurity, analytics, digital content management, and web design; and a bachelor of science degree in informatics, which offers specialties such as cyber security, health informatics, community informatics, and education informatics.

Saint Leo University (FL) will offer a new bachelor of science degree in cybersecurity both on the main campus and as an online degree in fall 2016. The program will provide
cybersecurity and criminal justice courses within a liberal arts foundation and will fulfill the undergraduate requirements set by the National Security Agency for its certification standards.

Newberry College (SC) will launch a criminal justice major, grounded in the liberal arts and including social sciences courses, in fall 2016. Also in the fall, Newberry will add health care management as a new business major. The program will focus primarily on policies and processes outside of direct patient care.

A new health sciences major will be available at Southwestern College (KS) beginning in fall 2016. The major entails core introductory courses required of all science majors, five advanced science electives tailored to students’ career ambitions in health fields, and a senior capstone course.

The Mars Hill University (NC) Judge-McRae School of Nursing will begin a pre-licensure bachelor of science degree in nursing in fall 2016. The program will be housed in the forthcoming Ferguson Health Sciences Center.

Lynchburg College (VA) added a liberal arts studies major last fall. Students can apply for a self-designed major option or enroll in a predefined multidisciplinary option that combines three minors.

Houghton College’s (NY) Greatbatch School of Music has added a bachelor of science degree in music industry. The program focuses on the art, technique, and business of music recording and mixing while still maintaining a classical foundation in musicianship and theory. Houghton also will offer bachelor of science and bachelor of art degrees in data science.

Finlandia University (MI) now offers a bachelor of business administration in marketing and graphic design. Created by faculty members in the university’s International School of Business and International School of Art and Design, the program will provide students with the practical skills to conceptualize and design a wide range of marketing materials while understanding the marketing implications of the material they produce.

Saint Joseph’s College (IN) will begin a mathematics/engineering dual degree program in fall 2016. The five-year program will provide students the opportunity to earn a bachelor’s degree in mathematics from Saint Joseph’s College and a second degree specific to their area of interest from an accredited cooperating engineering program.

NEW AND RECENTLY RENOVATED FACILITIES

Lynn University (FL) in December hosted a dedication ceremony for the Sylvester Center at the Institute for Achievement and Learning. The center enhances students’ learning experiences through custom-designed spaces for writing, math, tutoring, testing, and collaboration and provides private offices for individualized coaching. The ribbon-cutting event recognized the Harcourt M. and Virginia W. Sylvester Foundation, which made the center possible through its funding.

Molloy College’s (NY) Barbara H. Hagan Center for Nursing opened in January 2016, adding a new dimension to Molloy’s nationally ranked nursing program. This state-of-the-art facility includes specially designed nursing laboratories, a telepresence room, a computer laboratory, simulation rooms, and a healing garden.

Emory & Henry College (VA) recently opened the Woodrow W. McLearn Center for the Arts. The $22 million facility is the most ambitious construction project in the college’s history. The center includes a 461-seat proscenium theatre, 100-seat black box theatre, art gallery, offices, and the college’s radio station. It will host college events and theatrical, musical, and gallery shows and will be available for rent.
CIC NEWS

CIC to Publish New Research Digest Series

RESEARCH DIGEST SERIES

CIC will introduce a higher education research digest series, written by John M. Braxton, distinguished professor of education at Vanderbilt University, in fall 2016. Responding to strong interest in such a service expressed by CIC campus leaders, the online digest will synthesize recent higher education scholarship, making it easily accessible and identifying practical recommendations that CIC presidents, chief academic officers, student affairs officers, and others can implement on their campuses. With the generous support of the Spencer Foundation, CIC will publish the research digest three times a year: fall, winter, and late spring.

CIC IN THE NEWS

Journalists continue to interview CIC President Richard Ekman about college business models, enrollment, and financial issues. Ekman was quoted in the Washington Post articles, “Alumnae Vowed to Save Sweet Briar from Closing Last Year. And They Did.” (March 3, 2016) and “Moody’s: Colleges Have Entered the New Normal of Flat Tuition Revenue” (November 19, 2015), as well as the Philadelphia Inquirer story, “Small Schools Face Big Enrollment Problem in Future” (November 16).

Several recent stories explored CIC programs. The Washington Post article, “Corporate Approach Can Rub Colleges the Wrong Way” (March 11), and the Inside Higher Ed piece, “Experts Doubt Debacle at Mount St. Mary’s Will Diminish Board Interest in Nontraditional Presidents” (March 2), discuss CIC’s Navigating a New Culture workshop and quote Ekman. The Inside Higher Ed article, “Is Tenure Essential?” (January 6), discusses CIC’s Project on the Future of Independent Higher Education and its related sessions at the 2016 Presidents Institute; “Between Consortia and Mergers” (November 4) mentions CIC’s Consortium for Online Humanities Instruction.


These stories and others are available at www.cic.edu/CIC-in-the-News.

STAFF NEWS AND NOTES


WELCOME NEW CIC MEMBERS

The board of directors and staff of CIC welcome the following new members since November 2015:

New Institutional Members
Cottey College (MO) Pitzer College (CA)
John F. Kennedy University (CA) Union University (TN)
Middlebury College (VT) Walla Walla University (WA)

New Associate Member
Manor College (PA)

New Affiliate Member
New England Board of Higher Education (MA)
Colleges and Universities (CA) hosted the briefing and other events in Washington, DC, to highlight how integrating liberal arts, professional studies, and civic engagement has enhanced students' undergraduate education while preparing them for careers and lives as global citizens. Students and recent graduates representing 12 NAC&U member institutions participated in the events, which demonstrated how students can effectively “make the case” for the high-quality education offered by smaller independent colleges.

At an invitational conference convened by Yale University President Peter Salovey in fall 2015, Ekman moderated an open forum of public and private college and university presidents to discuss the applicability of the Yale-New Haven Teachers Institute model to school-college partnerships in other communities. Also participating in the conference were CIC member presidents Jeff Abernathy of Alma College (MI), MaryAnn Baenninger of Drew University (NJ), John Bassett of Heritage University (WA), Katherine Fell of University of Findlay (OH), Robert Gervasi of Quincy University (IL), Thomas Kazee of University of Evansville (IN), Margaret McKenna of Suffolk University (MA), Mary Meehan of Alverno College (WI), Frederik Ohles of Nebraska Wesleyan University, Quint Thurman of University of the Southwest (NM), John Roush of Centre College (KY), William Troutt of Rhodes College (TN), J. Cameron West of Huntington College (AL), and Eileen Wilson-Oyelaran of Kalamazoo College (MI). The Yale-New Haven Teachers Institute approach emphasizes collaboration between K–12 teachers and college faculty in strengthening the content of the curriculum in arts and sciences subjects and has demonstrated effectiveness in improving student achievement in high-poverty school districts.

Shirley J. Roels, CIC senior advisor and Network for Vocation in Undergraduate Education director, joined the board of directors of the Theological Book Network (TBN) in November 2015. TBN provides high-quality academic books and journals to theological libraries to support the training of church leaders, facilitate indigenous research, and strengthen the teaching of professors.

In November, CIC senior vice president Harold V. Hartley III co-chaired a Presidential Session, “Beyond Research to Practice: Institutionalizing Collaboration between ASHE Researchers and Smaller Private Institutions,” at the Association for the Study of Higher Education annual conference in Denver, Colorado.
2016 CALENDAR OF EVENTS

MAY 10–12
Workshop for Department and Division Chairs
Portland, ME

MAY 24–26
Workshop for Department and Division Chairs
Minneapolis, MN

JUNE 13–15
Workshop for Department and Division Chairs
Portland, OR

JUNE 16–17
CIC Board of Directors Meeting
Washington, DC

JUNE 19–24
American History Seminar
New Haven, CT

JUNE 20–22
2015–2016 Executive Leadership Academy Closing Seminar
Washington, DC

JUNE 23–25
2015–2016 Senior Leadership Academy Closing Seminar
Washington, DC

JUNE 27–29
College Media Conference
Washington, DC

JULY 10–13
Presidential Vocation and Institutional Mission Seminar
Woodstock, VT

JULY 20–24
Teaching European Art in Context Seminar
Atlanta, GA

JULY 23–25
2015–2016 Senior Leadership Academy Closing Seminar
Washington, DC

JULY 24–26
Workshop for Department and Division Chairs
Minneapolis, MN

JULY 25–31
Ancient Greece in the Modern College Classroom Seminar
Washington, DC

JULY 27–29
Navigating a New Culture Workshop
Washington, DC

JULY 28–29
Teaching Interfaith Understanding Seminar
Chicago, IL

AUGUST 1–5
NetVUE Scholarly Resources Project Meeting
Holland, MI

AUGUST 5–6
Consortium for Online Humanities Instruction I Meeting
Alexandria, VA

AUGUST 7–9
Consortium for Online Humanities Instruction II Meeting
Alexandria, VA

SEPTEMBER 8–10
Consortium on Digital Resources for Teaching and Research Meeting
Washington, DC