NetVUE Conference Renews the Theological Exploration of Vocation, Builds Momentum across Diverse Campuses

CIC’s largest Network for Vocation in Undergraduate Education (NetVUE) Conference took place March 23–25, 2017, in Charlotte, North Carolina. Building on the momentum of the first three national conferences, the 2017 NetVUE Conference explored the theme, “Renewing the Theological Exploration of Vocation.” More than 600 participants representing 172 institutions (nearly 80 percent of NetVUE members) took part. Campuses were represented by three-to-five person teams of presidents, chief academic officers, chaplains, faculty members, student life leaders, and vocation initiative directors.

The Conference, generously supported by Lilly Endowment Inc., featured an array of distinguished presenters. Miroslav Volf, founder and director of the Yale Center for Faith and Culture and Henry B. Wright Professor of Systematic Theology at Yale University Divinity School, discussed how transcendent sources of calling influence life goals. Matthew J. Mayhew, William Ray and Marie Adamson Flesher Professor of Educational Administration at Ohio State University, and Alyssa N. Rockenbach, professor of higher education at North Carolina State University, addressed how students’ identities and college experiences affect interfaith understanding and its implications for vocational exploration. And in a panel session moderated by Elizabeth J. Dias, an award-winning Time magazine correspondent, three theologians explored pathways for colleges and universities to renew theological understandings of vocation and calling among students.

The 2017 NetVUE Conference provided participants many opportunities to exchange ideas and network with colleagues in similar roles across campuses. The panelists included Kathleen A. Cahalan, professor of practical theology at the School of Theology and Seminary, Saint John’s University (MN); Robert M. Franklin, Jr., James T. and Berta R. Laney Professor of Moral Leadership at Candler School of Theology, Emory University, and director of the religion department at the Chautauqua Institution; and Barbara Brown Taylor, Butman Professor of Religion at Piedmont College (GA).

The Conference also drew practical lessons from the work of scholars and the experiences of campus leaders and provided opportunities to network with colleagues at other institutions.

(See story, page 13)
Americans are increasingly appreciative of global interdependence. Key indicators of this increase include the U.S. involvement in the creation of NATO, the European Union, and NAFTA, as well as the growth of multinational corporations (many of which are headquartered in the United States). In the higher education arena, we have watched the growing cross-enrollment by students in European countries. International student enrollment in U.S. colleges and universities has risen—at least until recently—as has the number of U.S. students studying abroad. For colleges and universities, helping graduates become better global citizens and more employable has led greater numbers of U.S. students and faculty members to go abroad, more international students to come here, and to curricular changes that help American students understand the world beyond the U.S. Most colleges now recognize that graduates must develop a level of competence in the history and contemporary cultures of other nations.

The world is a big place, and colleges cannot teach about every country, so choices are required. Beyond travel to the still-important European capitals where Western history, art, music, politics, and literature can be explored, many colleges now focus on other countries that have strategic importance to Americans. From the surge in Russian study during the Cold War, to the emphasis on Japan and Japanese-language study during the country’s auto manufacturing and tech boom, and to the study of China and Mandarin language as that country’s economy opened and soared, U.S. colleges often have approached foreign language and international studies with an eye to trends, responsive to the anticipated needs of students and American national interest.

Some surprising gaps have occurred, however. For example, the U.S. has never had many trained experts on Afghanistan or the Pashto or Dari languages nor the languages of Eastern Europe, Central Asia, or Southeast Asia—critical regions for America’s role in the world for the past five decades. The rise of economic powerhouses such as India has stimulated surprisingly few language programs in Hindi. Our collective tunnel vision ignores what the late John C. Whitehead, a U.S. deputy secretary of state, once said: “You can buy in English, but you can’t sell in English.” Whitehead also was a big booster of the humanities, private higher education, and international exchanges.

An equally dangerous misstep has been to overlook the familiar. A prime example is Mexico. Approximately 1 million Americans live permanently in Mexico; about 31 million Mexicans live in the United States. Annually, 17,000 Mexicans study at U.S. colleges and universities, while only 5,000 Americans study in Mexico. Even so, the U.S. is Mexico’s largest trading partner and Mexico is our third-largest trading partner. Spanish is by far the most widely spoken language in the U.S. after English. Many corporations maintain operations in both the U.S. and Mexico. In broader cultural terms, both countries share the heritage of Western civilization, although developments after the 16th century took decidedly different turns in the two locations, which are instructive for students to learn.

Three years ago at the Presidents Institute, CIC hosted a delegation of rectors of Mexican private universities. The conversations were productive, and the rectors have continued to participate in the Presidents Institute, with support from Santander Universidades and Universia and CIC. Two years ago, the Mexican Federation of Private Higher Education Institutions (FIMPES), to which 108 of the strongest private universities belong, and CIC began to discuss a joint meeting. The first “Higher Education Summit” organized by CIC and FIMPES was held in March 2017 in Guadalajara. A delegation of 23 CIC presidents visited three Mexican universities, met with rectors, deans, and faculty leaders, and began to plan joint projects (see page 6).

The Summit took on unexpected significance after President Trump’s directives about visa restrictions. Our Mexican colleagues had hoped that the Summit would, through positive publicity, raise the likelihood that NAFTA renewal talks would focus more on education and training. Unfortunately, now the timing of any NAFTA renewal talks is in doubt. At a March press conference in Guadalajara, attended by national newspapers such as Milenio, and in interviews with Televisa (“the CNN” of Mexico), journalists wanted to discuss visa restrictions and the role of “sanctuary” campuses and cities more than potential new exchange programs.

Many Americans fear violence in Mexico, but our impression is exaggerated, so much so that the U.S. Department of State changed its usual way of preparing travel advisories. For Mexico, the Department of State now issues a region-by-region report in which it is clear that only certain areas have notable violence. Ironically, Mexican students who study abroad prefer Spain and Italy to the U.S., and fewer were coming to the U.S. even before the recent visa restrictions. Mexican students
believe that the U.S. is filled with violence—impressions gained from watching Law & Order, reading about shootings in Ferguson, Charleston, and Baltimore, and seeing recent state-level legislation that permits more people to carry guns in public places. Our challenges are to retain the international students we now enroll and to make it easier for undocumented students to obtain legitimate residency in the United States. We also should work to attract even more Mexican students to study in the States and to send more of our U.S. students to Mexico and other countries for a period of study. Several organizations, such as NAFSA: Association of International Educators and the Institute of International Education, can help us. A new, helpful inventory of U.S.-Mexico programs has just been released by the American Council on Education (view the report, U.S.-Mexico Higher Education Engagement: Current Activities, Future Directions, at www.acenet.edu). And CIC members can benefit from CIC’s special partnership with the American Councils for International Education.

Although we need to understand China and other countries of economic, cultural, and strategic importance to the United States, Mexico and other significant countries have been overlooked despite their overwhelming importance. Mexico may be especially appealing for the reasons cited above, as our neighbor, and because the current exchange rate makes programs there affordable.

A few CIC colleges have well-established programs in Mexico, such as Millsaps College (MS) and the University of the Incarnate Word (TX), and additional opportunities are likely to develop as a result of the recent Summit. At a time when greater attention to preparing internationally-competent graduates is paramount, we have much to gain by engaging with often-overlooked regions of the globe that are significant for Americans’ intellectual, cultural, economic, and strategic interests.
CIC Welcomes New Board Members

The CIC Board of Directors elected six new members during its January 4, 2017, meeting in Orlando, Florida.

**Roslyn Clark Artis**

Artis was appointed the 13th president of Florida Memorial University in February 2014 and is the first woman president in the university’s 137-year history. Prior to her career in academia, Artis practiced law as a general litigator. During that time, she served as chair of the West Virginia Board of Law Examiners and president of the Mountain State Bar Association—the oldest minority bar association in the country. Artis has served on the UNCF board of directors, Presidents’ Advisory Board for Title III Administrators, Miami-Dade Chamber of Commerce board of directors, United Way of Miami-Dade advisory council, and U.S. Department of Homeland Security Academic Advisory Council. She earned a PhD in higher education leadership and policy from Vanderbilt University, a JD from West Virginia University College of Law, and a BA in political science from West Virginia State University.

**Katherine Bergeron**

Bergeron became the 11th president of Connecticut College in January 2014. She previously served as dean of the college at Brown University. Earlier, Bergeron held appointments at the University of North Carolina at Chapel Hill, Tufts University, University of California at Berkeley, and Brown. She serves on the editorial advisory board of Liberal Education magazine as well as on the board of the Eastern Connecticut Symphony Orchestra and on the executive committee of the Connecticut Conference of Independent Colleges. Bergeron is a Phi Beta Kappa graduate of Wesleyan University, holds both an MA and a PhD in music history from Cornell University, and is the author and editor of numerous scholarly articles and books, including two prize-winning monographs on French music and culture.

**Edward B. Burger**

Burger is the 15th president of Southwestern University (TX). He previously served on the faculty of Williams College, beginning in 1990, and held the Francis Christopher Oakley Third Century Professorship of Mathematics. Burger is the author of more than 70 articles and books and a video series; his most recent book is The 5 Elements of Effective Thinking (2012). He has delivered over 700 addresses worldwide including at the Smithsonian Institution, Microsoft Corporation, World Bank, International Monetary Fund, U.S. Department of the Interior, New York Public Library, and the National Academy of Sciences. Currently, Burger hosts a weekly radio program, Higher ED, on higher education and thinking produced by NPR's Austin affiliate KUT. Burger graduated summa cum laude with distinction in mathematics from Connecticut College and earned a PhD in mathematics from the University of Texas at Austin.

**Arvid C. Johnson**

Johnson was installed as the ninth president of the University of St. Francis (IL) in June 2013. Previously, he served as the dean of the Brennan School of Business at Dominican University (IL) and as a professor of management. Prior to entering academia full time, he had more than 15 years of engineering, manufacturing, and senior management experience in defense and aerospace businesses, including Northrop Grumman Corporation, Microwave Laboratories, and Varian Associates. Johnson currently serves on the boards of the National Intercollegiate Athletic Association, Illinois Council on Economic Education, and the Presence Saint Joseph Medical Center Community Leadership Board. He has published in the areas of quantitative analysis, microwave materials processing, advanced manufacturing practices, and strategic management, and he holds...
12 U.S. patents. Johnson earned a BA in physics from Lewis University (IL), a master’s degree in electrical engineering from Northeastern University, an MBA from the University of North Carolina, and a PhD in management science from the Illinois Institute of Technology.

Thomas A. Kazee

Kazee became the 23rd president of the University of Evansville (IN) in June 2010. Previously, he was provost and executive vice president of Furman University (SC). A political scientist, Kazee served for 18 years on the faculty at Davidson College, including a decade as chair of the political science department, and four years as dean of the college at Sewanee: The University of the South (TN). A passionate advocate for the liberal arts, Kazee was the recipient of Davidson College’s Hunter-Hamilton Love of Teaching Award. His published work includes studies of congressional candidate recruitment, the impact of television news on attitudes about the American presidency, state party development, and the influence of interest groups in state legislatures in the United States. Kazee earned a BA in political science from Baldwin Wallace University (OH) and a PhD in political science from Ohio State University.

Colleen Perry Keith

Keith was named president of Pfeiffer University (NC) in July 2015. She previously served as president of Spartanburg Methodist College for six years. Earlier, Keith served in administrative positions at Rogers University, Ohio State University, Methodist Theological School in Ohio, and Ohio University, and taught courses in the master of business administration and master of communication degree programs at Franklin University (OH). She also has served on the boards of the National Association of Schools and Colleges of the United Methodist Church, South Carolina Tuition Grants Commission, and South Carolina Independent Colleges and Universities. In 2010, Keith was named South Carolina Career Woman of the Year by the South Carolina Business and Professional Woman’s Foundation. She earned her BA in political science from Binghamton University, an MEd in educational counseling from the University of Pittsburgh, and a PhD in higher education administration and student affairs from Ohio State University.

For the full Board of Directors roster, visit www.cic.edu/about/Board-of-Directors.
CIC Member Presidents Participate in U.S.-Mexico Higher Education Summit

Campus leaders from 23 CIC institutional members and 14 Mexican colleges and universities participated in the U.S.-Mexico Higher Education Summit, held in Guadalajara, Mexico, March 29–31. Organized by CIC and the Mexican Federation of Private Higher Education Institutions (FIMPES) and generously supported by Santander Universidades and Universia, the Summit focused on “Reaffirming the North American Spirit of Collaboration: Creating Bridges of Communication” and emphasized the importance of international exchange, especially with higher education institutions in Mexico. The agenda also provided ample opportunities to deepen connections among U.S. college and university presidents and Mexican university rectors building on three years of participation by a delegation of Mexican rectors in the CIC Presidents Institute.

During the Summit, CIC President Richard Ekman stated, “Mexico should be a high-priority partner for international alliances, much like China, because of the opportunities it provides—proximity to the United States, trade, industry, and growth. Private higher education institutions in Mexico are strong and would be ideal partners for CIC institutions in the United States.” (For more information, see page 2.)

The 57 representatives—presidents, other senior campus officers, higher education association leaders, and government officials—from both the U.S. and Mexico visited three leading private Mexican higher education institutions: Instituto Tecnológico de Estudios Superiores de Monterrey, Universidad Panamericana, and Universidad del Valle de Atemajac. They also met with the United States Consul General in Guadalajara, Tanya C. Anderson, and members of her staff who provided advice on sending groups of students and faculty members abroad. Summit participants discussed semester-long student and faculty exchanges, 3-2 and summer programs, global leadership, consortia to facilitate international opportunities, and safety concerns on both sides of the U.S.-Mexico border.

Participants quickly realized the opportunities available in Mexico to CIC institutions. For example, Guadalajara, the capital and largest city of the Mexican state of Jalisco, is a renowned business and cultural center also known as the “Silicon Valley” of Mexico. One participant, Donna M. Carroll, president of Dominican University (IL), commented that the collegiality and “welcoming attitudes and hospitality of such sophisticated institutions” reaffirms the benefits of developing long-lasting and meaningful partnerships with colleges and universities in Mexico.

Presidents and senior administrators reported returning to campus invigorated and full of new ideas. Over the coming

“`The events were extraordinary….Our joint efforts will continue to generate new bridges that benefit the higher education communities in both the United States and Mexico.”

—Arturo Cherbowski Lask, Director General of Santander Universidades

(continued on page 12)
After the welcoming ceremony on March 30, members of the U.S. and Mexican delegations gathered at the UNIVA plaza.

**U.S.-MEXICO HIGHER EDUCATION SUMMIT PARTICIPATING INSTITUTIONS**

- Augustana College (IL)
- California Baptist University
- California Lutheran University
- Campbell University (NC)
- CETYS Universidad (Baja California, Mexico)
- Council of Independent Colleges (DC)
- Dominican University (IL)
- Drew University (NJ)
- Instituto Tecnológico y de Estudios de Occidente (Jalisco, Mexico)
- Instituto Tecnológico y de Estudios Superiores de Monterrey, Guadalajara (Jalisco, Mexico)
- FIMPES
- Kalamazoo College (MI)
- Loras College (IA)
- Millsaps College (MS)
- Moravian College (PA)
- Mount St. Joseph University (OH)
- Nebraska Methodist College
- Newbury College (MA)
- Olivet College (MI)
- Rockford University (IL)
- Santander Universidades and Universia
- Schreiner University (TX)
- St. Ambrose University (IA)
- Talladega College (AL)
- Tougaloo College (MS)
- Universidad Autónoma de Guadalajara (Jalisco, Mexico)
- Universidad de Celaya (Guanajuato, Mexico)
- Universidad de Guadalajara (Jalisco, Mexico)
- Universidad De La Salle Bajio (Guanajuato, Mexico)
- Universidad del Valle de Atemajac (Jalisco, Mexico)
- Universidad Latina de América (Michoacán, Mexico)
- Universidad Marista de Guadalajara (Jalisco, Mexico)
- Universidad Panamericana, Guadalajara (Jalisco, Mexico)
- Universidad TecMilenio Guadalajara (Jalisco, Mexico)
- Universidad Vasco de Quiroga (Michoacán, Mexico)
- U.S. Consulate in Guadalajara (Jalisco, Mexico)
- Virginia Wesleyan College
- Wartburg College (IA)
- Wiley College (TX)
- Wilson College (PA)
Kevin M. Warren, chief commercial officer of Xerox Corporation, delivered the keynote address on the role independent colleges play in meeting America’s workforce needs and how presidents can position their institution to educate students for workplace success. Sherry Turkle, Abby Rockefeller Mauzé Professor of the Social Studies of Science and Technology and founder and director of the Initiative on Technology and Self at the Massachusetts Institute of Technology, explained how reliance on technology as the principal mode of communication can undercut students’ ability to cultivate relationships, develop creativity, and innovate. She recommended actions colleges can take to “reclaim the conversation” in the academy. James B. Stewart, award-winning journalist and best-selling author, discussed the enduring value of an independent college education and the importance of seeking and speaking the truth.

In the closing plenary session, "Presidential Strategies for Transformational Leadership and Campus Turnarounds," three presidents shared lessons learned from their own campus transformations. Panelists included Jeffrey R. Docking, president of Adrian College (MI); Walter M. Kimbrough, president of Dillard University (LA); and Elizabeth Kiss, president of Agnes Scott College (GA); and moderator Scott Jaschik, editor and cofounder of Inside Higher Ed.

“This year’s Presidents Institute was one of the best,” commented Shirley Mullen, president of Houghton College (NY). “The program—including the speakers and the topics—was relevant, practical, and hope-filled.”

In conjunction with the Presidents Institute, CIC also hosted the New Presidents Program that included sessions for spouses and partners of new presidents, the Presidents Governance Academy, and the Presidential Spouses and Partners Program.

During its annual awards banquet, CIC presented the 2017 Award for Philanthropy (Organization) to the Research Corporation for Science Advancement (RCSA), a foundation for the advancement of science that funds innovative scientific research and the development of academic scientists. CIC honored RCSA for its distinguished record of accomplishment in promoting and supporting basic research as a vital component of undergraduate education. Robert N. Shelton, president of RCSA, accepted the award on behalf of the foundation. CIC presented the 2017 Allen P. Splete Award for Outstanding Service to Arthur Levine—president of the Woodrow Wilson National Fellowship Foundation and former president and professor of education at Teachers College, Columbia University—for his enormous contributions to strengthening teacher preparation, among other accomplishments. The Allen P. Splete Award, supported by Jenzabar, was presented by Robert Maginn, chairman and chief executive officer.

In addition to the four plenary sessions, the Independent's Special Report on the 2017 President Institute, released in February, summarized several concurrent sessions (see below). For the full coverage of the Institute, visit www.cic.edu/2017PI-Independent. Videos of the plenary sessions and banquet addresses as well as presentations and handouts from many Institute sessions are available at www.cic.edu/2017PresidentsInstituteResources.

- Presidents Seek Guidance in Forum on Inclusion, Session on Protecting Undocumented Students

Institute sessions addressed how to foster a welcoming, inclusive campus culture where students, faculty, and staff are free to express their views while remaining respectful of those who disagree. A Presidential Forum on Diversity
and Inclusion included observations from college and university presidents who have encountered concerns about inequity, injustice, diversity, inclusion, or free expression on their campuses. A session on legal issues examined the status of the Deferred Action for Childhood Arrivals (DACA) program and other immigration issues that can affect campuses.

- **Panelists Share Solutions to Reduce College Costs for Students**
The leaders of three colleges described diverse ways to reduce the cost of college for students and their families: a low-residency sophomore semester; a strategic mix of graduate and online programs to cross-subsidize traditional undergraduate programs; and a neighborhood-based degree program for students from new immigrant communities.

- **Speakers Highlight Cost, Efficiency Advantages of Collaboration**
Panelists shared ways in which initiatives in promoting collaborative opportunities—such as through state-based associations—can have a powerful effect throughout an institution, reducing costs, increasing efficiency, and sharpening identity.

- **Sessions Explain Trends in Giving and How to Convince Skeptical Donors to Invest in Colleges**
Two Presidents Institute sessions explored effective strategies to boost fundraising and new trends in the philanthropic landscape. In one session, two highly skilled veterans of engaging potential donors and securing support for extraordinary campus projects shared insights on their time-proven strategies. Another session explored recent research on the giving landscape and what philanthropy looks like today.

- **Institute Explores Results of New National Survey of Presidential Spouses and Partners**
Two sessions explored the results of a national survey of presidential spouses and partners that showed that these campus leaders are generally satisfied in their roles on campus, but they often lack clarity in the definition of the role and face differences in the expectations of their involvement based on gender.

**MARK YOUR CALENDARS!**
**2018 Presidents Institute** • January 4–7 • Marco Island, Florida
Aspiring Presidents, Spouses Complete Personal Vocation and Institutional Mission Program; CIC Announces New Cohort

Twenty senior college and university administrators, nearly all accompanied by a spouse or partner, prepared for the final seminar of CIC’s 2016–2017 Presidential Vocation and Institutional Mission program by reading texts that varied from Jim Collins’s Good to Great and the Social Sectors, to a translation of Rainer Maria Rilke’s poem “Wendung,” to a selection from Wendell Berry’s Hannah Coulter. The shared literature, however, was not all that brought the participants together. This second seminar of the yearlong program, held February 27–28, 2017, in Peachtree City, Georgia, further developed relationships built since the cohort’s first gathering in July 2016 in Woodstock, Vermont. The program’s inclusive and confidential environment enables prospective presidents and their spouses or partners to discuss personal and often spiritual questions about their potential future as a college or university head.

The distinctive premise of CIC’s long-running Presidential Vocation and Institutional Mission program is the recognition that vital questions about presidential leadership are often personal or spiritual. Such questions involve knowing what makes work fulfilling and meaningful and finding joy in that work. Participants address the possibility that one becomes a president because he or she has felt called to accept the responsibility. The readings and group discussions seek to facilitate a better fit between the president and the institution that she or he may serve in the future, resulting in longer and more fulfilling presidencies and better outcomes for the campuses. In addition to the two seminars, program participants engage in phone consultations with program facilitators and often consult with each other informally.

After leaving the February seminar, Susan Agre-Kippenhan, vice president for academic affairs and dean of faculty at Linfield College (OR), expressed, “It’s remarkable to think how much we accomplished in such a short time. The group came together in Georgia as if we had left Vermont only a few days earlier, yet we had clearly been thinking, talking, and reflecting during the six intervening months. The meeting helped me first crystalize and then further my thinking in conjunction with my spouse and the other participants. The community is the greatest resource.”

Three participants in the 2016–2017 cohort already have been appointed to presidencies: Susan M. Donovan, executive vice president of Loyola University Maryland, is president-elect of Bellarmine University (KY); Harry Dumay, senior vice president for finance at Saint Anselm College (NH), is president-elect of Elms College (MA); and Travis Feezell, provost of the University of the Ozarks (AR), is president-elect of Hastings College (NE). They join a list of 47 participants from previous program years, representing more than 35 percent of program participants, who have gone on to become college presidents.

CIC senior advisor for the program, Fred Ohles, president of Nebraska Wesleyan University, served as the seminar director. He was joined by Donna Carroll, president of Dominican University (IL); Joel and Trudy Cunningham, vice chancellor emeritus and former presidential spouse, respectively, of Sewanee: The University of the South (TN); Rosemary
Ohles, presidential spouse of Nebraska Wesleyan University; and Tim and Mary Ellen Summerlin, chancellor and retired presidential spouse, respectively, of Schreiner University (TX).

In March, CIC selected 20 senior administrators, most with spouses and partners, for participation in the 2017–2018 Presidential Vocation and Institutional Mission program (see list below). They were selected from a pool of highly qualified candidates who were nominated by their presidents. The cohort will participate in a summer seminar held July 9–12, 2017, in Woodstock, Vermont; a winter seminar held February 26–27, 2018, in Peachtree City, Georgia; and a series of telephone consultations in fall 2017 and spring 2018.

CIC’s Presidential Vocation and Institutional Mission program is generously funded by Lilly Endowment Inc. For more information, visit www.cic.edu/VocationMission.

“It’s remarkable to think how much we accomplished in such a short time.... The meeting helped me first crystalize and then further my thinking in conjunction with my spouse and the other participants. The community is the greatest resource.”

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

CIC ANNOUNCES 2017–2018 PRESIDENTIAL VOCATION AND INSTITUTIONAL MISSION PROGRAM PARTICIPANTS

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

Ashland University (OH)
Eun-Woo Chang
Provost

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

Dordt College (IA)
Eric Forseth
Provost

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

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

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

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

Hastings College (NE)
Gary C. Johnson
Provost

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

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

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

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

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

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

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

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

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

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

Wheelock College (MA)
Adrian Haugabrook
Vice President for Student Success and Engagement
Arturo Cherbowski Lask, director general of Santander Universidades, summarized the Summit’s activities by saying, “...the events were extraordinary. The interaction between the presidents and senior officers will help foster new and ample possibilities for collaboration between universities and individuals...our joint efforts will continue to generate new bridges that benefit the higher education communities in both the United States and Mexico.”

Presentations delivered by officials of the three host campuses and by the U.S. Consul General’s office, a video of the Summit’s opening session, and other resources are available at www.cic.edu/programs/US-Mexico-Initiative.

(U.S.-Mexico Higher Education Summit, continued from page 6)
NetVUE Conference Breaks Participation Records, Reveals Deep Campus Engagement  (Continued from page 1)

In his opening address at the 2017 NetVUE Conference, Miroslav Volf challenged participants to engage students in learning to live a life that is more than “bread alone.” Volf described curricular possibilities, such as his new undergraduate course, Life Worth Living, that draws from a range of philosophical and religious traditions to help students develop habits of reflection for life-long processes of discerning the good life. During the course, he weaves readings with visits from guest practitioners and a weekend retreat for students to reflect on their worldviews and commitments. His recent scholarship on the relationship between faith and flourishing suggests that humanity needs to account for transcendent sources and goals for living. Volf also said that people need “Sabbath spaces”—quiet places where there is no need to strive—as well as spaces of spiritual discontentment to wrestle with current challenges. Both struggle and quietude are important for vocational discernment, he said.

In the plenary session, “A Call to Cooperation: How College Shapes Students’ Diversity Attitudes, Values, and Commitments,” Matthew J. Mayhew and Alyssa N. Rockenbach drew on their empirical research to address the importance of student engagement across religious and cultural differences. Based on initial results from the Interfaith Diversity Experiences and Attitudes Longitudinal Survey, a national study of students’ encounters with religious, spiritual, and worldview diversity, they noted that “provocative encounters with worldview diversity” can foster significant discomfort as well as growth for students. Rockenbach observed that experiences with religious and worldview diversity frequently occur informally among students. Undergraduates benefit from the guiding hand of college and university professionals to understand and value worldview differences. Institutions can create contexts for shaping interfaith understanding and cooperation. Mayhew noted, “Religious literacy should be an institutional priority for undergraduate education.” Both scholars recommended changes in institutional culture that could support student learning about diverse approaches to belief and purpose. These might include courses that emphasize appreciative learning about worldviews, reflective occasions in which students lay aside their digital devices and ponder deeper values, and community engagement projects through which students from varied religious and philosophical backgrounds support a common cause. Students need time and space to discover their own particular worldview commitments and healthy ways to engage diverse perspectives in a pluralistic society, they said.

During the closing plenary session moderated by Elizabeth J. Dias, panelists Kathleen A. Cahalan, Robert M. Franklin, Jr., and Barbara Brown Taylor explored theological ideas foundational to understanding vocation and how these ideas could become compelling for students. Dias asked the panelists how to understand the quest for purpose and meaning. Cahalan observed that vocational questions span a lifetime and recur at many junctures that are often unexamined in congregational contexts. Franklin noted the importance of theological reflection and vocational exploration in shaping moral leaders. He said, “Our society is in a time of crisis and needs moral leaders—women and men who live and lead lives of integrity, courage, and imagination to serve the common good.” Taylor expressed the hope that a theology of vocation would make room “for the things we do for love alone,” what some mistakenly have called “avocation.” Through courses, guided community experiences, and co-curricular occasions educational leaders can provide opportunities for students to discern what matters to them, explore the complexities of social justice, and encourage spiritual practices that foster courage and persistence.

Five Conference workshops focused on topics such as campus strategies for interfaith learning, understanding vocation across multiple fields of study, post-college transitions to work, theological imagination related to pedagogical
practices, and the quest for purpose through the liberal arts. NetVUE college and university presidents gathered to consider strategies that sustain vocational initiatives over time, such as the development of an institution-specific vocabulary of vocation, inclusion of vocational exploration into courses, integration of various institutional efforts, and consistent support for signature initiatives. Other concurrent sessions probed first- and second-year advising, pedagogical practices, and ways to equip faculty and staff for vocational efforts to support students of diverse backgrounds. These exchanges highlighted how independent colleges and universities can embrace a holistic approach to learning that renews a sense of moral purpose and meaning in their lives. For example, a concurrent session on the vocational needs of Latino/a undergraduates emphasized how life purpose and meaning might be framed in connection with one’s community of origin and need. Another presentation explained the crossroads of student reading of scriptures, reflective writing, and active community service. Other contributions described how student moral values can be reinforced by habits and practices that student life leaders encourage.

During the conference, many NetVUE Scholarly Resources Project scholars, who have developed resources that support vocational initiatives on NetVUE campuses, contributed ideas and presentations. Participants showed great interest in the scholars’ work and the Oxford University Press NetVUE books, *At This Time and In This Place: Vocation and Higher Education* (2015) and *Vocation across the Academy: A New Vocabulary for Higher Education* (2017).

Participants also reflected on the gathering through tweets. One writer noted, “Student development requires authentic engagement with diversity, not just compositional diversity.” Another resonated with the sense that “educated citizens ask reflective questions about vocation” and wondered “have you stopped today to think what matters most and why?” As the final panel came to a close one commentator paraphrased a panelist saying, “Go out and do what makes you come alive, because what the world needs is people who have come alive.”

With a total of 220 institutional members, NetVUE serves as a national network of colleges and universities to enrich the intellectual and theological exploration of vocation among undergraduate students. The CIC initiative is supported by Lilly Endowment Inc. and membership dues. For more information, visit [www.cic.edu/2017NetVUEConference](http://www.cic.edu/2017NetVUEConference).

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**CIC Announces Institutes on Diversity, Civility, Liberal Arts**

CIC is pleased to announce that the first of two Institutes on Diversity, Civility, and the Liberal Arts will take place in June 2018 in Atlanta, Georgia. The four-day Institutes are intended for teams of faculty members and administrators from CIC member colleges and universities. The main goal is to deepen participants’ understanding of important scholarly works that can positively influence campus discussions of such issues as intolerance and inequality, histories of discrimination, and effective methods for achieving social and political change.

“Recent campus unrest over these issues has most often been addressed by a focus on students’ emotional responses,” or by the implementation of new institutional policies, explained CIC president Richard Ekman. By contrast, “these Institutes are designed to take advantage of the most precious resource our campuses have for understanding these often divisive phenomena—teaching and learning in the liberal arts.”

Beverly Daniel Tatum, president emerita of Spelman College (GA) and a noted scholar of diversity in higher education, will direct the Institutes. Tatum, a licensed clinical psychologist as well as an experienced college leader, is author of the critically acclaimed book, "*Why Are All the Black Kids Sitting Together in the Cafeteria?* And Other Conversations about Race (soon to be released in a third and expanded edition).

Experts in the humanities and social sciences will lead sessions about key works and their application to current student concerns. And each team will develop specific plans to apply the content of the Institute to classrooms, advising and counseling services, and co-curricular activities at their own institutions.

Application guidelines will become available in fall 2017. The Institutes are generously supported by the Andrew W. Mellon Foundation.
2017 College Media Conference Will Explore “Making News across the Media Spectrum”

If campus PR and media relations professionals choose to participate in only one conference this year, CIC suggests it be the 31st annual College Media Conference in Washington, DC, June 26–28, 2017. Sponsored by CIC and the American Association of State Colleges and Universities, the conference brings together higher education public relations professionals and experienced reporters, editors, and producers who cover higher education across multiple media platforms. It is the only conference for college and university communications professionals that features such a broad array of experienced journalists.

This year’s focus, “Making News across the Media Spectrum,” will bring participants up to date on changes in traditional media, the dynamics of new media, and higher education trends and issues in today’s political context. Participants will learn first-hand how to create and pitch story ideas to editors and freelancers, work with broadcast producers, and tap digital media’s reach to tell their institution’s story.


In addition, campus PR experts will discuss today’s top strategies for crisis communications, the art of the pitch, digital storytelling, and compelling use of video. A session on public policy will provide an inside look at the big issues and public policy challenges facing higher education from the new federal administration. “The Big Event—Measuring the Value,” a session

Kim Heffling is senior education writer at POLITICO Pro. Previously, she served as the national education writer for the Associated Press. During her 18-year career at the AP, she covered diverse topics; she also served as an embedded reporter with the 101st Airborne Division early in the wars in Iraq and Afghanistan.

Caroline Howard is executive digital editor-producer at Forbes. She covers education, enterprising women, and special projects, and she edits the America’s Top Colleges, 30 Under 30, Most Powerful People, and 100 Most Powerful Women reports. Previously, she was senior editor at AOL and a contributing correspondent at People.

Steve Drummond is senior education editor at National Public Radio, where he heads the new education reporting project, NPR Ed. He has worked in various roles at NPR since 2000 and has more than 20 years of experience covering education issues. Earlier, he was deputy managing editor of Education Week and a reporter for the St. Petersburg Times in Florida.

Jon Marcus is higher-education editor of the Hechinger Report and North America correspondent for the Times (U.K.) Higher Education magazine. He also has written about higher education for the Washington Post, USA Today, and Time, and contributed to the book Reinventing Higher Education.

Speaker Spotlight

Steve Drummond is senior education editor at National Public Radio, where he heads the new education reporting project, NPR Ed. He has worked in various roles at NPR since 2000 and has more than 20 years of experience covering education issues. Earlier, he was deputy managing editor of Education Week and a reporter for the St. Petersburg Times in Florida.
led by veterans of hosting presidential debates, will discuss the value of the attention received from hosting such large events.

Participants will be able to tour area newsrooms, join breakfast roundtables on Monday morning before the conference begins, and order reduced-rate tickets to the Newseum. The event also allows for informal interactions with representatives from industry-leading PR support businesses. The conference’s premier sponsor is the Chronicle of Higher Education. Other key sponsors include Dick Jones Communications, Diverse: Issues In Higher Education, Finalsite, Gehrung Associates, Meltwater, Merit, Newswise, Inc., and WilcoxM3.

The conference is designed chiefly for campus communications officers and specialists, public and media relations vice presidents, chief marketing officers, directors and managers, writers, associate and assistant deans for external relations, and other interested administrators from all colleges, universities, and educational associations.

Campus PR professionals are encouraged to register now at a discount and to secure a hotel room at the Capital Hilton at the special conference rate. The registration fee has been held the same for the third year in a row. The early-bird registration deadline is June 2. For more information and to register, visit www.CollegeMediaConference.org.

Strategic Leadership for Challenging Times

Valuable for chairs of departments and deans and associate deans of divisions at independent colleges and universities, the workshops will focus on the distinctive challenges of providing strategic leadership in small and mid-sized independent institutions.

New this year are separately facilitated breakout sections for new chairs and experienced chairs and deans on selected topics.

Registration remains open for the workshop in Phoenix. Learn more at www.cic.edu/2017DepartmentChairWorkshops.
Report Shows Small Increase in State Scholarships Could Raise Degree Attainment and Reduce Cost to States

A new CIC report shows that a $1,000 scholarship increase would encourage students to choose private colleges and universities over similar public institutions. The increase, in the form of state grants, would raise degree attainment rates and save the public tax dollars in 22 of the 24 states studied.

Issued in April 2017, Utilizing Independent Colleges and Universities to Fulfill States’ College Degree Attainment Goals expands on CIC’s 2015 report, The Cost-Effectiveness of Undergraduate Education at Private Nondothcal Colleges and Universities: Implications for Students and Public Policy. Both studies were written by higher education researchers William Zumeta of the University of Washington in Seattle and Nick Huntington-Klein of California State University, Fullerton. The 2015 report documented how effective and efficient private nondothcal (PND) colleges and universities are by graduating students at higher rates and significantly earlier than public institutions with similar foci and students. The report also found that PND colleges and universities provide these benefits at a far lower per-degree cost to states than public institutions provide. The authors explained that in the five states studied, $1,000 grants to students who enroll in private institutions would increase college graduation rates and at lower cost per degree to taxpayers.

The 2017 research report significantly expands the study’s scope by examining the impact of $1,000, $2,000, and $3,000 state grants in simulations for 24 states (see Box). Sixty percent of CIC member colleges and universities are located in these states.

Through statistical modeling, the authors determined that the smallest grant increase ($1,000), added to the average state grant to students choosing a PND college or university over a comparable (matched) public institution, was the best option. The $1,000 grant produces the most attractive combination of state budget savings and, in most states, it increases bachelor’s degree production. Hence, the report focuses mainly on the results of the simulations of this level of state grant increase. The report briefly covers the results of the $2,000 and $3,000 grant options and finds them to be too costly.

The statistical simulations for the $1,000 grant increase show that, in all but two of the states studied (California and South Carolina), states would save money on balance, primarily from reduced per capita appropriations to affected public institutions. Using the more conservative of the two estimates, state operating budgets could save annually between $1.8 million in Oregon to $159 million in New York due to the shift in students. The estimated annual net savings would amount to approximately $137 million in Ohio, $67 million in Texas, $61 million in Illinois, $52 million in Indiana, $39 million in Tennessee, $38 million in North Carolina, $33 million in Florida, and $32 million in Georgia. Annual savings of less than $30 million are predicted to occur in 13 more states.

Bachelor’s degree attainment is expected to increase in 19 of the 24 states once the shifted students have had time to complete degrees. In fact, using the conservative estimate, six of the states could see at least 300 more degrees completed per year: Ohio (886), Pennsylvania (739), Indiana (689), New York (490), Texas (368), and Minnesota (331). Degree completion increases mainly because of the comparatively higher graduation rates at private colleges and universities (see Figure, page 18).

“The new report shows that the efficiency of degree production at private colleges and universities leads to compelling taxpayer savings by millions of dollars and in some states saves capital expansion costs in the order of hundreds of.
“The new report shows that the efficiency of degree production at private colleges and universities leads to compelling taxpayer savings by millions of dollars...”

—Richard Ekman, President of CIC

Ekman is referring to the six states that are predicted to see rapid growth in high school graduation rates (Florida, Georgia, Kansas, North Carolina, South Carolina, and Texas). These states could save large sums of public funds by not having to invest in the expansion of classrooms and residence halls on public campuses by offering a modest $1,000 grant increase for students who choose to enroll at independent colleges and universities.

The report also offers the results of a statistical simulation that is more expansive in its assumptions, so that savings in state appropriations and degree counts could increase even further. This report offers independent college advocates and policymakers additional evidence of the effectiveness and benefit of PND institutions in these states. CIC hopes that state policymakers will consider this simple policy change as one cost-effective step toward increasing a state’s bachelor’s degree production.

This report was issued as part of CIC's Securing America’s Future initiative, which has been generously supported by the Arthur Vining Davis Foundations, Carnegie Corporation of New York, Endeavor Foundation, Gladys Krieble Delmas Foundation, Jessie Ball DuPont Fund, Lumina Foundation for Education, National Endowment for the Humanities, Teagle Foundation, and TIAA Institute. The report is available at www.cic.edu/CICReports.

### FOUR-YEAR GRADUATION RATES HIGHER AT PRIVATE COLLEGES

#### Differences in Average Four-Year Graduation Rates between Matched Private Nondoctoral and Matched Public Institutions (Entering Classes 1999–2006)

<table>
<thead>
<tr>
<th></th>
<th>PND (Matched)</th>
<th>Public (Matched)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>44.2%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Men</td>
<td>38.4%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Women</td>
<td>48.3%</td>
<td>26.1%</td>
</tr>
<tr>
<td>White</td>
<td>46.5%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Black</td>
<td>30.4%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>43.0%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>36.5%</td>
<td>16.5%</td>
</tr>
</tbody>
</table>

Notes: PND = private nondoctoral colleges. Observations are at the institution/year level. All differences between PND (matched) and Public (matched) are statistically significant at the .01 level.

Twenty-One CIC Institutions Selected for Intergenerational Connections Pilot

CIC’s newest initiative, “Intergenerational Connections: Students Serving Older Adults,” announced last November, is designed to encourage college students to help low-income older adults (ages 50 and older) tackle key life challenges and by doing so acquire valuable service learning experiences. Developed with support from the AARP Foundation, the initiative provides CIC member colleges and universities with grants to create or expand campus-based projects that engage students in addressing four key needs of older adults in their campuses’ communities: healthy diets, safe and affordable housing, income-generation, and social interaction.

CIC received an overwhelming number of proposals for this pilot project by the February 2017 proposal deadline. In April, CIC selected 21 of the 92 applicant institutions to receive grants of up to $13,000 (see the list at right). These institutions will implement a diverse range of projects during the 2017–2018 academic year, including initiatives that will

- Fight food insecurity by engaging students and older adults in work at a local community garden, using the harvested crops to prepare nutritious meals;
- Support aging in place in rural communities by conducting home visits that focus on home safety, fall prevention, energy conservation, and health management; and
- Combat social isolation and income-generation challenges by having students teach older adults basic computing and internet literacy skills.

“The wide-ranging proposals we received from CIC colleges and universities were impressive,” said AARP Foundation President Lisa Marsh Ryerson, president emerita of Wells College (NY). “We’re excited about their potential to help build a national network of programs that serve older adults.”

Project organizers from the 21 institutions also will participate in an online community and an interactive webinar series to discuss their projects, challenges, successes, and best practices in order to develop a national project network that serves older adults in college and university communities.

For more information about the program, visit www.cic.edu/Intergenerational.

“Impressive proposals were received from CIC colleges and universities. We’re excited about their potential to help build a national network of programs that serve older adults.”

— Lisa Marsh Ryerson, President of AARP Foundation and President Emerita of Wells College (NY)
National Venture Fund Grants Support Collaboration

CIC awarded National Venture Fund grants to four State Councils in March to support consortial activities among independent colleges and universities that belong to their state association. The initiative provides challenge grants for projects that will increase activity in one of four target areas: making the case; expanding corporate connections and career opportunities for students; developing collaborative programs and grants; and generating student scholarships. The grants require raising matching funds and preparing an impact report after 18 months. Grant recipients in this funding round include the following:

• **The Associated Colleges of Illinois** (ACI) will develop a career fair for students of member colleges and universities. The project responds to survey results that revealed 85 percent of members would send their students to a career fair in the Chicago metropolitan area or in central Illinois. ACI will use grant funds to provide the career fair at no cost to members or their students. The fair will include career-readiness sessions for students and professional development sessions for college and university career services staff.

• **The Independent Colleges and Universities of Texas Foundation** (ICUT Foundation) will develop an online portal to ease the transfer of community college degrees and course credits to ICUT member institutions. The project addresses the difficulty many students experience in transferring community college credentials to independent four-year colleges and universities and aims to increase persistence and graduation rates for community college students who enroll at ICUT member institutions.

• **The Iowa College Fund** (ICF) will focus on the need in Iowa for professional development opportunities to cultivate future leaders of member institutions. Noting that many of its member colleges and universities lose development staff to larger public institutions, ICF will develop a training program to address the high staff turnover and usually high cost of professional development programs. ICF fundraisers will offer and develop online training sessions and make those available free of charge to member institutions.

• **The Ohio Foundation of Independent Colleges** (OFIC) will motivate donors to provide matching funds for the Aspire Ohio Scholars project, which provides need-based scholarships to first-generation, low-income, minority, and new American students nominated by the 34 institutions of OFIC. The program is designed to address the problem, as a recent study by the University of Pennsylvania Institute for Research in Higher Education revealed, that Ohio ranks 45th overall in college affordability.

The State Councils’ 2017–2018 grant cycle will begin with the announcement of the competitive Scholarship Challenge Grant program in late April.

CIC Releases Second Digest of Recent Research

In late March, CIC released the second edition of the *Digest of Recent Research*. Published three times a year, the *Digest* highlights timely and relevant research from scholarly journals and other publications that independent college and university presidents and other senior campus leaders may find helpful. Each *Digest* offers a brief summary of selected articles that discusses the research findings and delineates implications for action by campus leaders. Edited by John M. Braxton, professor of higher education at Vanderbilt University, this second installment includes reviews of articles on the following topics:

- Strategic presidential leadership;
- Faculty personnel policies;
- Enrollment management; and
- Student life issues, including alcohol use, adjustment to college, and health matters.

CIC is grateful to the Spencer Foundation for its support of this member service. The *Digest* is available for download as a PDF at [www.cic.edu/ResearchDigest](http://www.cic.edu/ResearchDigest). For questions or comments contact Hollie Chessman, director of research projects, at hchessman@ cic.nche.edu.
Woodrow Wilson Visiting Fellows

For more than 40 years, the Woodrow Wilson Visiting Fellows program has brought prominent artists, diplomats, journalists, business leaders, and other nonacademic professionals to campuses across the United States for substantive dialogue with students and faculty members.

By their own example, Fellows demonstrate to students that there are challenging opportunities for those who want to build a better world through professional activities and as informed citizens. Through a week-long residential program of classes, seminars, workshops, lectures, and informal discussions, Fellows create better understanding and new connections between the academic and nonacademic worlds.

The program is designed to make high-impact programming accessible. Institutions pay a set fee to CIC, and CIC covers the Fellow’s honorarium, primary travel, and other incidental expenses. Institutions are responsible for providing lodging and meals for Fellows while they are on campus. Once an institution decides to bring a Woodrow Wilson Visiting Fellow to its campus, a primary contact should complete the online request form, noting preferred Fellows and campus visit dates.

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

Pictured Fellows are (clockwise from top left) Sayu Bhojwani, founder and president, The New American Leaders Project; Hiram Larew, food security expert, poet; Fania E. Davis, social activist, restorative justice scholar, civil rights attorney; Nick Galasso, researcher on economic inequality, Oxfam America; Eleanor Clift, Washington correspondent, The Daily Beast; David J.R. Frakt, lieutenant colonel, U.S. Air Force Reserve Judge Advocate General’s Corps; Susan Shaw, founder and director, Marine Environmental Research Institute, marine toxicologist, and author; and Ernesto Nieto, founder and president, National Hispanic Institute, Inc.
Future-Facing Workshop Series Concludes with Four Meetings in 2017

CIC’s Securing America’s Future workshop series—eight highly interactive workshops to help member institutions prepare for the future more effectively—concluded this spring. Launched last fall and hosted by member campuses across the country, the final quartet of workshops took place at Morehouse College (GA) on January 26, St. Edward’s University (TX) on February 10, Webster University (MO) on March 14, and McDaniel College (MD) on April 18. The series engaged about 500 participants from more than 120 CIC member colleges and universities.

At each location, institutional teams met to discuss specific challenges and opportunities facing their institutions. They also began to develop concrete plans to extend the conversation about mission-driven change on their home campuses and to pursue specific innovation strategies that are particularly promising for their institutions. Presenters included leading education researchers, who reviewed the results of recent CIC-commissioned studies, and CIC member presidents with notable records of innovation on their campuses. The workshops were moderated by CIC Senior Fellow S. Georgia Nugent, who also presented data and resources designed to illustrate the value of independent colleges and universities.

One goal of the workshops, explained CIC President Richard Ekman, was to “help independent college leaders understand better the challenging trends facing higher education—and to recognize that trends are not destiny.”

A number of themes emerged from the workshops. The first echoed the findings presented in one of the research studies, Mission-Driven Innovation: An Empirical Study of Adaptation and Change among Independent Colleges: “Leaders of the nation’s independent colleges perceive significant challenges, but they are engaged in varied and aggressive change efforts on multiple fronts.” In workshop after workshop, participants revealed a wealth and diversity of innovations in revenue enhancement and resource allocation, student recruitment, expansion of athletics and other co-curricular activities, and the creative use of social media to attract and retain students, among other initiatives.

Among the examples of innovative initiatives, the University of Redlands (CA) actively recruits “mid-life students” who return to college to complete a degree or to change careers, and the university plans to partner with an assisted-living facility to offer courses and other programs that provide intergenerational interaction. At Bluffton University (OH), one trustee’s interest in risk management led to the development of the Risk Management Reference Center, a comprehensive resource for corporate risk management professionals, strategic planners, and business students. Adrian College (MI) buys an insurance policy that guarantees every graduate will find a job that pays at least $30,000 per year or Adrian will cover their student loans up to a certain amount. Mount Saint Mary’s University (CA) offers fully online degree programs in nursing and criminology to attract students in...
other states to the institution. **California Lutheran University** employs a videographer to tell the institution’s story vividly and measures the impact of digital messages on advancement and student recruitment. And **Heidelberg University** (OH) requires a co-curricular transcript that supports the liberal arts curriculum and demonstrates the clear connection between coursework, experiential learning, and such skills as problem solving and critical thinking.

A second theme to emerge from the workshops was the “alignment of institutions with regional economic development—providing a place where students can grow, learn, stay, and contribute to the local community and local businesses, and becoming an important part of the city, region, and state,” as voiced by Andrew Prall, vice president for academic affairs at the **University of Saint Francis** (IN). A number of participants discussed how their colleges have aligned institutional values with the needs of their community in creative ways. For example, **Hartwick College** (NY) has developed a Center for Craft Food and Beverage that involves faculty and students in the expanding regional craft beer industry by engaging in product-quality testing, water and soil testing, professional development workshops and courses, and research collaborations. On the other side of the country, **Linfield College** (OR) offers a number of programs in conjunction with the Oregon wine industry, including a historical archive and a yearlong program designed to help prepare liberal arts students for careers in the industry.

Nearly all participants rated the workshops as valuable or extremely valuable to their institutions. According to anonymous surveys conducted after each workshop, participants especially valued the specific examples of how other campuses are addressing common challenges, as well as the opportunity to “discuss larger issues [with their campus teams] instead of the daily little ‘fires’ that consume our energy and time on most days.” One participant concluded that it was an “opportunity to think through strategies for upholding mission while courageously stepping into new territory.”

CIC is following up with participants three months and six months after each workshop to learn more about the progress of campus discussions and activities to support change. CIC will then prepare a summary report to inform CIC members of the results and impact of the workshop series.

The workshops were generously supported by the Arthur Vining Davis Foundations, Endeavor Foundation, Lumina Foundation for Education, and the National Endowment for the Humanities.

“[The workshop provided] the opportunity to think through strategies for upholding mission while courageously stepping into new territory.”

— Participant, Webster University (MO) Workshop
A Compendium of Recent Research and Books of Interest to Higher Education Professionals

BOOKS

Vocation across the Academy: A New Vocabulary for Higher Education
David S. Cunningham, editor
(Oxford University Press, 2017)

The second volume in a series of books written by Network for Vocation in Undergraduate Education (NetVUE) scholars, the 13 essays in this book address the shortage of vocational exploration resources to bridge the gap between liberal arts and applied fields of study. Chapter authors include scholars in the arts and sciences as well as those who teach in applied fields such as business, engineering, and health care. They explore topics such as frameworks for human responsibility, the goals of public performance, the nature of work, and vocational contributions through the natural and social sciences. The authors also discuss the challenges of divergent vocational interests, personal and professional conflicts, and missteps that students can experience during their undergraduate years. (CIC and NetVUE Members: Enter promo code AAFLYG6 at global.oup.com/academic for 30 percent off the book’s list price.)

Lesson Plan: An Agenda for Change in American Higher Education
William G. Bowen and Michael S. McPherson
(Princeton University Press, 2016)

This brief, accessible book shows that many so-called crises—from the idea that typical students are drowning in debt to the belief that tuition increases are being driven by administrative bloat—are exaggerated or simply false; and that meanwhile, many real problems—from the high dropout rate to inefficient faculty staffing—have received too little attention. In response, the authors assess some of what they consider the biggest challenges confronting higher education and propose an agenda for re-engineering essential elements of the system. Suggestions include targeting federal and state funding more efficiently; allocating less money for merit aid and more for financial need; creating a respected teaching corps that would include nontenured faculty; and strengthening leadership. Author William G. Bowen (1933–2016) was president emeritus of the Andrew W. Mellon Foundation and Princeton University and founding chairman of ITHAKA; Michael S. McPherson is president of the Spencer Foundation and former president of Macalester College.

Consolidating Colleges and Merging Universities: New Strategies for Higher Education Leaders
James Martin, James E. Samels, and associates (Johns Hopkins University Press, 2016)

In this book, James Martin, a professor of English and humanities at Mount Ida College (MA), James Samels, president and CEO of the Education Alliance, and other higher education leaders discuss how institutions might cooperate with their competitors without violating antitrust rules to survive in the post-recession economic climate. Chapters explore the reasons that colleges and universities build partnerships and alliances and describe how to design and sustain new models of strategic cooperation. The contributors suggest that the future may be challenging for many colleges and universities that choose to stand alone rather than join forces with other institutions. (Readers also may be interested in the wide variety of strategies for mission-driven innovation that are detailed in CIC’s 2015 report, Mission-Driven Innovation: An Empirical Study of Adaptation and Change among Independent Colleges. Such strategies show how CIC colleges and universities are adapting to meet many challenges.)
The Compleat Dean: A Guide to Academic Leadership in an Age of Uncertainty
Ralph V. Clayman
(CreateSpace Independent Publishing Platform, 2016)

Soon after becoming dean of the University of California, Irvine School of Medicine, Ralph Clayman realized that his past tenure as founding chair of the school’s urology department did not prepare him for the demanding new position and that his feeling of a lack of preparedness was common among colleagues who change academic leadership positions. Written as a guide to academic leadership in an age of uncertainty, this book compiles answers to 113 questions on a wide range of leadership topics collected from numerous medical school deans and vice chancellors of health. Although the book is written from the perspective of a medical school dean, the content serves as an instructional guide on the operational, strategic, and cultural aspects involved when acquiring any level of leadership within academic administration. The book addresses areas such as communications, meeting management, hiring, termination, crisis management, strategic planning, culture development, and life balance.

Mistakes to Avoid When Deciding on Your College
Norman R. Smith
(Elmira College, 2016)

Norman Smith, president of Elmira College (NY), wrote this book to guide high school students who are in the process of narrowing down their college aspirations as well as their parents and high school guidance counselors. He compiled a list of 24 common mistakes students make after receiving incorrect or poor advice about applying to colleges. He states that the most chronic mistakes involve putting affordability concerns first and pushing high school students to select their academic major as a prerequisite to selecting a college. Others include misunderstanding the value and meaning of the liberal arts, relying upon college ratings and blogs to judge quality, assuming that universities are bigger and better than colleges, and viewing college purely as a job-training center. The book is downloadable for free from www.elmira.edu/president/mistakes_to_avoid.html.

Our Compelling Interests: The Value of Diversity for Democracy and a Prosperous Society
Earl Lewis and Nancy Cantor, editors
(Princeton University Press, 2016)

This inaugural volume of the Andrew W. Mellon Foundation’s Our Compelling Interests series illustrates that a diverse population offers U.S. communities a prescription for thriving now and in the future. Edited by Earl Lewis, president of the Andrew W. Mellon Foundation, and Nancy Cantor, chancellor of Rutgers University-Newark, and written by leading scholars, the essays explore the demographic transitions reshaping American life and present a broad-ranging look at the value of diversity to democracy and civil society. Essays cover the paradoxes of diversity and inequality in civil rights legislation; review the ideals that have governed theories about assimilation, integration, and multiculturalism; and delve into the new ideal of social connectedness. The book also examines the demographics of the American labor force and its implications for college enrollment, graduation, and the ability to secure jobs as well as for business outcomes and the economy.
Perspectives on Campus Planning: Meeting the Challenges of Purpose and Place
Arthur J. Lidsky and George G. Mathey (Dober Lidsky Mathey, 2015)

This book includes a collection of short essays adapted from reactions, observations, and perspectives published in the planning firm Dober Lidsky Mathey’s newsletter, Perspectives on Campus Planning, and other writings. The first two sections of the book focus on the beginning stages of planning—including vision, strategy, and priorities, who should be involved, and how an institution should prepare to start the process. The third section covers the process of campus planning and includes topics that range from determining when not to initiate a campus plan to discovering how to create a learning campus. The remaining six sections focus on various aspects of college and university planning—including standards, tools, and guidelines; facilities planning; student life; town-gown relations; and academic issues.

Flies Off the Wall: Text/Toons to Uplift Campus Mood
Daniel A. Felicetti (Maple Creek Media, 2016)

Flies Off the Wall offers a light treatise about the blended roles humor and a “new academic form of cartooning” can play in helping to elevate the mood of the higher education community. The book is designed for readers who are concerned about the quality of institution-wide camaraderie—especially those who are open to considering how comedic expression can reduce stress and stimulate more productive campus dialogue—and covers issues involving students, faculty, administrators, and higher ed leaders. The author provides a prototypical sample of a dozen “text/toons,” coupled with some suggestions for implementing policy changes, to bring campus constituents into stronger modes of cross-sector collaboration.

2017 Survey of College and University Presidents
Scott Jaschik and Doug Lederman, editors (Inside Higher Ed and Gallup, March 2017)

The seventh annual Inside Higher Ed survey of college and university presidents was conducted by Gallup in early 2017, and many of the questions and answers explore the array of turbulent issues—such as immigration, race, and political discord—that have dominated campus conversations in the wake of the recent presidential campaign and election. Among the findings: A majority of presidents (54 percent) agree or strongly agree that the election exposed a disconnect between academe and much of American society. Nearly a third of presidents (31 percent) report that they spoke out more on political issues during the campaign than they normally do. And a third (33 percent) reports speaking more about politics since the election (see Figure 1). For the report, visit www.insidehighered.com/surveys.

2017 Survey of College and University Chief Academic Officers
Scott Jaschik and Doug Lederman, editors (Inside Higher Ed and Gallup, January 2017)

The sixth annual Survey of College and University Chief Academic Officers, conducted by Gallup in fall 2016, reveals how these leaders perceive and deal with higher ed challenges related to finances, academics, strategies, and policies. The results show that nine in ten CAOs strongly agree (65 percent) or agree (25 percent) that liberal arts is central to undergraduate education, even in professional programs; the majority of CAOs (54 percent), however, expect a significant drop in the number of liberal arts institutions over five years. Diversity course requirements are fairly common at U.S. colleges and universities—especially so at private nonprofit colleges and universities, where 75 percent of respondents said their college has at least one diversity course requirement in its curriculum (see Figure 2). For the report, visit www.insidehighered.com/surveys.
Does your college currently require at least one course dealing with diversity?

**PUBLIC**
- Yes: 52%
- No: 48%

**PRIVATE NONPROFIT**
- Yes: 75%
- No: 25%

Source: 2017 Survey of College and University Chief Academic Officers. 2017. Inside Higher Ed and Gallup. Figure prepared by the Council of Independent Colleges.
Knocking at the College Door: Projections of High School Graduates
Peace Bransberger and Demarée K. Michelau (Western Interstate Commission for Higher Education, December 2016)

This ninth edition of Knocking at the College Door contains projections of high school graduates by state and race/ethnicity through the class of 2032. According to the report, the overall number of high school graduates will plateau for most of the next decade, and the average size of graduating classes between 2027 and 2032 is expected to be smaller than those in 2013 (which was the year with the highest recorded number of U.S. graduates yet). The pending national plateau is largely the result of a decline in the white student population and counterbalanced by growth in the number of non-white public school graduates—Hispanics and Asian/Pacific Islanders in particular. The national projections mask significant variations among the nation’s four geographic regions, which show growth in the number of high school graduates in the South and West, and continuing declines in the number of high school graduates in the Midwest and Northeast (see Figure 3). For the report, visit http://knocking.wiche.edu/report.

The Lives of Presidential Partners in Higher Education Institutions
Darwin D. Hendel, Karen F. Kaler, and Gwendolyn H. Freed (December 2016, University of Minnesota, Twin Cities)

With responses from 461 individuals, this survey-based study gives voice to the largest and most diverse known sample of college presidential spouses and partners to date. It gathered quantitative and qualitative data about the nature and scope of partners’ institutional activities, levels of institutional involvement, rewards and challenges, official presidential residences, and perceptions about the role. As a group, the spouses and partners present a picture of paradox. Eighty-four percent of respondents found the role satisfying, very satisfying, or extremely satisfying; and they identified rewards and benefits such as interacting with students, meeting interesting people, supporting their partners, and helping to represent their institutions. At the same time, many shared that role as a spouse or partner can entail struggles with role clarity and the stresses of a public existence, as well as contexts and circumstances in which expectations of male and female partners can differ remarkably (see Figure 4). For the report, visit http://conservancy.umn.edu/handle/11299/183467.

Funding Socioeconomic Diversity at High Performing Colleges and Universities
Martin Kurzweil and Jessie Brown (American Talent Initiative [ATI], February 2017)

This paper profiles five institutions that have enhanced their commitment to serving low- and moderate-income students while the institutions battle finite budgets and multiple priorities. The institutions include Franklin & Marshall College (PA), University of California, Berkeley, University of Richmond (VA), University of Texas at Austin, and Vassar College. These institutions face different challenges and capacities related to their sector, endowment, size, and ability to expand. Nevertheless, each has pulled a different combination of financial levers—such as reallocating funds from merit-only aid to need-based aid or making strategic use of one-time grants and budgetary surpluses—to support increasing opportunity at their institution. ATI is a partnership between Bloomberg Philanthropies, the Aspen College Excellence Program, Ithaka S+R, and an expanding alliance of colleges and universities collaborating on a national goal: educating an additional 50,000 low-to-moderate income students by 2025. Since publication, CIC has encouraged ATI to include more CIC members. For the report, visit www.sriithaka.org.

Don’t Forget Private, Nonprofit Colleges: Evidence Speaks
Matthew M. Chingos (Brookings Institution, February 2017)

This Brookings Institution Economic Studies report provides new descriptive information on private nonprofit colleges. Although private colleges enroll 30 percent of all U.S. students at four-year institutions, they...
FIGURE 3: HIGH SCHOOL GRADUATE PROJECTIONS SHOW VARIATIONS AMONG GEOGRAPHIC REGIONS

Total Public and Private High School Graduates, by Region 2000–2001 through 2031–2032

Source: Knocking at the College Door: Projections of High School Graduates. 2016. Western Interstate Commission for Higher Education. Figure prepared by the Council of Independent Colleges.

FIGURE 4: INVOLVEMENT IN THE PRESIDENTIAL PARTNER ROLE, BY GENDER

R + B

often are overlooked based on popular misperceptions that all have large endowments and cater to wealthy students. The report finds that the share of enrollment at private vs. public colleges varies widely across states, from a high of more than 60 percent in some eastern states to less than 5 percent in some western states; private colleges serve a similar proportion of low-income students as public colleges; and low-income students have higher economic mobility rates at private colleges. The report suggests that federal and state aid programs might be used to better position the private sector to advance policy makers’ goals, such as increasing educational attainment overall and increasing access for students from disadvantaged backgrounds. For the report, visit www.brookings.edu/series/evidence-speaks.

America’s Languages: Investing in Language Education for the 21st Century
Commission on Language Learning (American Academy of Arts & Sciences, 2017)

This report is the American Academy’s response to a bipartisan request from members of the U.S. Senate and House of Representatives to examine critical questions regarding language learning. Although most U.S. citizens remain monolingual and English continues to be the lingua franca for world trade and diplomacy, there is an emerging consensus among leaders in business and politics, educators, and scientists that proficiency in English is insufficient to meet the nation’s needs in a shrinking world. This report recommends a national strategy to improve access to as many languages as possible for people of every region, ethnicity, and socioeconomic background. The Commission on Language Learning believes that every school in the nation should offer meaningful instruction in world languages as part of their standard curricula and that colleges and universities should offer beginning and advanced language instruction to all students and reverse recent programmatic cuts wherever possible. CIC has endorsed these recommendations and will explore the report further at the 2017 Institute for Chief Academic and Chief Student Affairs Officers. For the report, visit www.amacad.org.
Administrators and faculty from seven CIC member institutions participated in the U.S. Department of Education’s Advancing Educational Technology in Teacher Preparation Innovation Summit at the White House in December. The colleges and universities were among those recognized for their commitment to advancing the innovative use of technology to support the learning of pre-service teachers. The CIC institutions included Bethel University (MN), Limestone College (SC), National Louis University (IL), New England College (NH), Oral Roberts University (OK), Park University (MO), and Saint Leo University (FL). Above: the summit participants gathered on the steps of the Eisenhower Executive Office Building.

CELEBRATING ACHIEVEMENTS

The Chronicle of Higher Education in February 2017 published a list of “Top Producers of U.S. Fulbright Scholars and Students” in 2016–2017. The lists of baccalaureate and master’s-level institutions with the most Fulbright scholars included eight CIC members: Arcadia University (PA), Gustavus Adolphus College (MN), Hampshire College (MA), Ithaca College (NY), Middlebury College (VT), Mills College (CA), St. Olaf College (MN), and Washington & Jefferson College (PA). The lists of baccalaureate and master’s-level institutions with the most Fulbright students featured 26 CIC member institutions; CIC institutions where seven or more students won a Fulbright award included DePauw University (IN), Grinnell College (IA), Lewis & Clark College (OR), Middlebury College (VT), Oberlin College (OH), Pitzer College (CA), and St. Olaf College (MN).

In March, NAFSA—Association of International Educators announced the recipients of the 2017 Senator Paul Simon Spotlight Award, which celebrates specific international programs or initiatives that contribute to broad internationalization on campus. Two of the three award winners are CIC member institutions: Spelman College (GA), recognized for the Spelman Going Global Initiative; and Texas Christian University, recognized for the TCU Rhino Initiative.

The Peace Corps recently announced the colleges and universities that produced the most Peace Corps volunteers in 2016. Fifteen CIC member institutions ranked high among small colleges and universities. Colorado College, Denison University (OH), Oberlin College (OH), Spelman College (GA), St. Lawrence University (NY), University of Puget Sound (WA), and Whitworth University (WA) all had more than ten undergraduate alumni volunteers.

CIC member institutions Bellarmine University (KY), Lynn University (FL), and Olivet College (MI) make up three of the 18 institutions on the 2017 list of “Most Promising Places to Work in Student Affairs.” Now in its fourth year, the report celebrates student affairs workplaces that are vibrant, diverse, supportive, and committed to staff work-life balance,
professional development, and inclusive excellence. *Diverse: Issues in Higher Education* reports the research through a partnership with the Center for Higher Education Enterprise at Ohio State University and ACPA–College Student Educators International.

Faculty members from two CIC member institutions—Baylor University (TX) and Valparaiso University (IN)—were competitively selected to participate in the 2017 Basin Harbor Teachers’ Workshop in Vermont this June. Operated by the Philip Merrill Center for Strategic Studies at the Johns Hopkins University School of Advanced International Studies, the annual workshop prepares faculty members who are new to the field of strategic studies. The participants will explore teaching tools including simulations, case studies, and film, as well as lecture and seminar teaching with accomplished foreign policy practitioners and academics.

Faculty members from four of the institutions participating in CIC’s Consortium on Digital Resources for Teaching and Research project were selected to lead a session at the Association of College and Research Libraries’ (ACRL) 2017 Virtual Conference held in March. Danielle Dion, library director at the University of Saint Mary (KS); Cynthia Dudenhoffer, director of information resources at Central Methodist University (MO); Shauna Hunter, public services librarian and associate library director at Hampden-Sydney College (VA); and Lizah Ismail, director of the library at Limestone College (SC), discussed how to seek administrative support and stakeholder engagement for archival projects and offered practical strategies participants can implement on their campuses.

**Creating Partnerships**

Anderson University (SC) recently formed a partnership with the University of Applied Sciences Würzburg-Schweinfurt in Germany. The institutions will develop faculty and student exchanges as well as joint programs.

Loras College (IA) became the newest academic affiliate of the Iowa Space Grant Consortium (ISGC) in January. A part of NASA’s National Space Grant College and Fellowship Program since 1990, the ISGC strives to improve and inspire Iowa’s future in STEM fields. The ISGC carries out its goals with the help of five universities across Iowa—including CIC member Drake University (IA)—as well as other organizations and institutions.

The presidents of Holy Cross College (IN), Saint Mary’s College (IN), and the University of Notre Dame signed a memorandum of understanding in March to address student sexual assault and sexual harassment in the tri-campus community. The MOU seeks to deepen communication and foster information sharing across the campus communities regarding awareness and prevention education, resources, reporting options, and procedures.

Gettysburg College (PA) has launched a new partnership with Rutgers, the State University of New Jersey. The affiliation program is open to all students who graduate from Gettysburg with a degree in organization and management studies. After being admitted to the Rutgers master’s of human resource management (MHRM) program, students will be able to earn a MHRM degree after three semesters of full-time study.

In March, St. Norbert College (WI) and the Medical College of Wisconsin (MCW) School of Pharmacy established a partnership to offer an early-assurance admission and reverse-transfer program. The dual-degree program, which takes six years to complete, provides an accelerated route for students to earn both a BS degree in natural sciences from St. Norbert and a doctor of pharmacy (PharmD) degree from MCW.

The Franciscan University of Steubenville (OH) and Duquesne University Mylan School of Pharmacy (PA) began a partnership in March that gives students the opportunity to earn a PharmD through one of two tracks. Through the 2+4 track, students earn an associate degree in general studies at Franciscan before completing their PharmD at Duquesne; through the 3+4 track, students earn a BS degree in chemistry or biology before completing their PharmD degree.
In February, Wilmington University (DE) and Dub3 LLC signed an agreement to create a larger event and broader audience for East Coast Reboot. The extensive technology competition was created and produced at Wilmington University by Scott Shaw, program chair for game design and development, video, and motion graphics. The university will collaborate with Dub3 to produce East Coast Reboot as an annual, multi-day technology event that will showcase emerging gaming technologies, encourage competition by students, amateurs, and professionals, and spotlight Delaware’s leadership in tech innovation and education.

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MAJOR GIFTS, GRANTS, AND CAMPAIGN SUCCESSES

Newman University (KS) announced in January that funds raised for the university’s new Bishop Gerber Science Center exceeded the initial goal and totaled nearly $24.9 million. Raising capital for the state-of-the-art science center was a major part of the university’s Facing Forward campaign.

The College of Saint Benedict (MN) in January announced receipt of the largest single philanthropic gift in its history. An anonymous donor committed $10 million to the college to create the Center for Ethical Leadership in Action. The center’s key function will be to increase students’ opportunities for experiential learning, which include study abroad, undergraduate research, service learning, and internship experiences.

Nellie M. Hoghe, who graduated from Ohio Northern University in 1939 with a business degree, left nearly $5.4 million in a bequest to her alma mater. Hoghe passed away in 2016 at the age of 98. The funds will allow the university to pursue emerging opportunities and cover its greatest needs.

In February, Bridgewater College (VA) announced two lead gifts toward the college’s multi-million dollar library expansion and renovation. A $4 million commitment from Bonnie (1962) and John Rhodes named the facility the John Kenny Forrer Learning Commons, honoring her father. A $2.5 million grant from the Morgridge Family Foundation named the Morgridge Center for Collaborative Learning, which will occupy the main floor and integrate career development; writing, research, and media production assistance; and the information technology help desk. Once completed, the project will be the first in the college’s history to be fully funded through donations.

UNCF announced in December that 24 colleges and universities will receive five-year grants totaling $35.3 million to implement programs to improve employment outcomes for their graduates. Made possible through a grant from Lilly Endowment Inc., the UNCF Career Pathways Initiative is a pilot program for select HBCUs and predominantly black institutions focused on enhancing career readiness of enrolled students. Fifteen CIC member institutions received awards between $1 million and $3.3 million dollars: Claflin University (SC); Clark Atlanta University (GA); Dillard University (LA); Fisk University (TN); Florida Memorial University; Huston-Tillotson University (TX); Jarvis Christian College (TX); Morehouse College (GA); Oakwood University (AL); Rust College (MS); Spelman College (GA); Talladega College (AL); Tougaloo College (MS); Wilberforce University (OH); and Wiley College (TX).

Saint Mary’s College (IN) alumna Kristine Anderson Trustey (1986) made a $2.5 million gift in February to support student wellness and campus expansion. Over half of Trustey’s gift will serve as a one-to-one challenge to donors to help Saint Mary’s complete fundraising for the purchase of 40 acres of land owned by the Sisters of the Holy Cross. An advocate for women’s health, Trustey also will establish the Kristine Anderson Trustey ’86 Wellness Program through her gift.

In February, Culver-Stockton College (MO) announced the largest single gift in its history. The $2.5 million estate gift
will enrich the Arthur E., Marilyn J., and Kathryn E. Hendren Endowed Scholarship for student-athletes who play football or basketball at Culver-Stockton.

In January, Hamline University (MN) received a $1.4 million estate gift to fund the Robert E. Green Distinguished Professorship in Computational Science, created to help prepare Hamline students to meet technology challenges and become innovators in the digital realms. Green earned his chemistry degree from Hamline in 1957 and went on to a successful career as a chemist and researcher.

The Tellabs Foundation recently awarded Aurora University (IL) $1 million to develop, house, and provide scholarships for a new STEM education program targeting high school students. The Michael J. Birck Innovation Engineering Program, which will begin to offer courses this summer, is a collaboration between the university, school districts, local and global corporations, and nonprofit organizations to boost STEM education.

Malone University (OH) recently received a $1 million gift from the estate of Ann Leech, a longtime donor with a lifelong interest in fine arts and music. Leech, who was 94 at the time of her passing in 2016, was a loyal donor to Malone and directed her estate gift to support enhancements within the university’s music program including physical improvements, the purchase of Steinway pianos, and an endowment to support music-related operations and activities.

Mount Mercy University (IA) received a $1 million gift in February to establish an endowed chair in the university’s marriage and family therapy program. Philanthropists Gerald and Audrey (1976) Olson, longtime supporters of the university, provided the gift.

West Virginia Wesleyan College officials in February announced the receipt of a major gift from Donald Keister (1954). The donation will increase the Nicholas Hyma Chemistry Scholarship and help Wesleyan match $2 million U.S. Department of Education Title III Endowment funds. The gift, including the federal match, totals $570,000.

Gannon University (PA) received a gift from Judith Alstadt in December that will establish the Donald M. and Judith C. Alstadt Environmental Center. The two lodges, observation decks, and 3.6 acres of land on Brokenstraw Creek are well suited to ecosystem study. Students in biology, freshwater and marine biology, environmental science, and environmental engineering will immerse themselves in hands-on field research.

Beginning this fall, the University of Dallas (TX) will offer a new master of leadership degree through its Braniff Graduate School of Liberal Arts and the Satish and Yasmin Gupta College of Business. The program will combine case study-analysis, organizational studies, behavioral science, and the liberal arts to help executives, teachers, and aspiring leaders gain soft and strategic skills needed to guide with integrity and innovate with vision.

Benedictine University (IL) in May will launch a new executive MS degree in values-driven leadership that will prepare students with at least eight years of management experience and serving in senior leadership positions to assume the role of effective, ethical leaders. This fall, Benedictine also will began a new MS program in integrative physiology that will deepen health and biological science students’ understanding of advanced human physiology, biochemistry, bioethics, the history of physiology, and advances in the field.

Cornerstone University (MI) launched an MA degree in organizational leadership this spring. Built on the foundation of the university’s former MS degree in management, the degree program was adapted to meet current employment market demands.

Missouri Baptist University (MO) has added two new degrees to its adult and online learning division: a doctorate in higher education and leadership and a BS in ministry and leadership.

Indiana Wesleyan University held a special chapel service on March 24 to mark the launch of the university’s new Justice Center for Human Trafficking, an initiative that will use its resources strategically to battle a multi-billion dollar industry that buys, sells, and displaces people. Rebecca Bender, a survivor of sex trafficking and a leader in efforts to eradicate modern day slavery, spoke during the service.
Ashland University (OH) will offer a new academic concentration in medical laboratory science this fall that will allow students in the biology program to complete a fourth year at Cleveland Clinic’s School of Medical Laboratory Science and become eligible for certification as a medical laboratory scientist. Pictured: Students work in one of the labs within the Cleveland Clinic Laboratories where fourth-year AU students will learn and practice clinical laboratory techniques.

The Southern Association of Colleges and Schools Commission on Colleges approved Virginia Wesleyan College as a Level III institution in December, enabling the college to offer master’s degrees. Virginia Wesleyan will expand its academic programs to include an MA in education beginning this summer, an online MBA this fall, and two online bachelor’s degree-completion programs for adult students in the fall.

Gannon University (PA) now offers doctor of physical therapy and master of athletic training degrees at its Ruskin, Florida, campus. The new programs complement the campus’s existing occupational therapy doctorate program and will enable more students to receive graduate education in disciplines that are in high demand in Florida’s rapidly expanding health care economy.

Bay Path University (MA) has launched a new master of science program in genetic counseling. The program is a hybrid of on-ground and online learning that will prepare graduates for the evaluation, monitoring, diagnosis, treatment, and counseling of patients across their lifespan.

The Indiana Wesleyan University Division of Graduate Counseling will now offer its clinical mental health counseling (CMHC) master’s degree program online, in addition to the program already offered on the residential campus. CMHC is a licensure track that prepares students to assess and treat individuals, groups, families, and organizations.

Piedmont College (GA) has transformed its formerly undergraduate athletic training program into a 3+2 master’s degree program. The college also has added a new undergraduate program in sport and fitness administration that is designed for students who wish to pursue careers in coaching or athletics administration.

This fall, St. Bonaventure University (NY) will offer a bachelor’s degree in health science with concentrations in social, physical, and psychological development; kinesiology; biomedical science; and general health science. The new program is part of the university’s comprehensive plan to create several health care-related undergraduate and clinical graduate programs over the next few years.

This fall, Assumption College (MA) will begin a new health sciences major, an interdisciplinary program that will prepare students for a broad range of careers in the health care sector, with applications to clinical practice, administration, policy development, and research. The program will combine coursework in the natural sciences; disease and disability; health care delivery and care models; economics; and ethics.

Cornell College (IA) will offer a psychology concentration in behavioral neuroscience beginning this fall. Students will study social, developmental, and cognitive behavioral processes during the program, which is recommended for those considering graduate study in behavioral neuroscience and biological subfields of psychology, as well as those interested in health-related careers.

Building on the success of Cottey College’s (MO) recently established health sciences baccalaureate degree, the college announced in February the addition of four more baccalaureate degree programs. The new offerings will begin in fall 2017 and include degrees in organizational leadership, secondary education, women’s studies, and criminology.

Misericordia University’s (PA) Department of Mass Communications and Design will introduce a BA degree with a specialization in sport communication this fall. Students will gain instruction and experience in journalism, broadcasting, marketing, public relations, graphic design, and electronic and social media in the context of sport media.

Georgian Court University (NJ) business school changed its name and added new majors last fall. Now named the School of Business and Digital Media, the school also houses the university’s design and communication programs and offers new majors in marketing, management, and finance.

The University of Evansville (IN) will launch a new logistics and supply chain management program in fall 2018. In addition to rigorous studies in UE’s Schroeder School of Business, students will take part in high-level experiential learning opportunities such as internships at global corporations, participation in a mock Walmart warehouse...
program at the University of Arkansas, and technology training through SAP University Alliance. The Schroeder School of Business also will create a center for logistics and supply chain management that will house experiential student programs and connect students to corporations.

Maryville College (TN) will offer a new major in outdoor studies and tourism beginning this fall. Part of the college’s Education Division, the new major will replace the outdoor recreation major that was previously offered and will prepare students for careers that emphasize the importance of the natural environment, respectful enjoyment of and interaction with nature, and the value of active, outdoor experiences.

Cedarville University (OH) recently announced that it will launch 12 programs this fall that will allow students to earn a bachelor’s degree in three years. Students pursuing an accelerated program can choose from 12 popular majors—in a wide range of areas: communication, biology, English, finance, history, management, marketing, music, nursing, psychology, social work, and youth ministry. The three-year programs will have the same degree requirements as their four-year counterparts.

NEW AND RECENTLY RENOVATED FACILITIES

Thomas Aquinas College (CA) announced in February that it will open a branch campus in New England thanks to a National Christian Foundation gift of a former secondary school campus in Northfield, Massachusetts. The college will assume ownership of the Northfield property in May 2017 and open doors to students at the branch campus in fall 2018. A portion of the 217-acre property will be given to Thomas Aquinas College, including dormitory and classroom space sufficient for an eventual enrollment of 400 students, a library, science hall, auditorium, music building, chapel, and gymnasium.

Daemen College (NY) unveiled its Alumni House, which serves as the new central location for the college’s institutional advancement operations, during a grand opening celebration in March. Alumni House is home to Daemen’s fundraising, alumni relations, publications, and special events staff.
CIC Welcomes New Member Institutions and Staff

CIC IN THE NEWS

Reports on the CIC cosponsored U.S.-Mexico Higher Education Summit appeared in English and Spanish-language press. English-language coverage included the Chicago Tribune article, “Dominican University President Hopes Summit Can Build ‘Bridges Versus Walls’” (April 10); the OakPark.com-Wednesday Journal story, “Dominican [College] Builds Bridges with Mexican Universities” (April 4); the ArkLaTex (TX) article, “Wiley College President Travels to Mexico” (March 31); the HBCUBuzz piece, “Wiley’s President Attends First Higher Education Joint Summit in Mexico” (March 31); the Hispanic Outlook on Education Magazine article, “College President Attends Mexican Summit” (March 28); the OurQuadCities.com story, which also was featured in University Business, “SAU and Augie Presidents Heading to Summit in Mexico” (March 23); and the Yucatan Times piece, “U.S. and Mexican University Presidents to Meet in Guadalajara” (March 22). Spanish-language press also covered the summit: El Diario on March 23, and Milenio and Mural on March 31.

CIC’s new research report, Utilizing Independent Colleges and Universities to Fulfill States’ College Degree Attainment Goals, was featured in the higher education press. The Chronicle of Higher Education article, “Incentives to Attend Private Colleges Could Save States Money and Raise Graduation Rates” (April 14) included an interview with CIC President Richard Ekman and the report’s two authors. And Education Dive published the story, “Report: States Could Save Funds by Assisting Students with Private College Tuition” (April 17).

Several local media conducted interviews with senior CIC staff members after recent Securing America’s Future workshops. The Austin American-Statesman (TX) article, “On the Virtues of Small and Midsized Private Colleges Like St. Edward’s University,” featured an interview with Ekman and CIC Senior Fellow Georgia Nugent (February 13). WABE, an Atlanta, Georgia, affiliate of NPR, interviewed Ekman and Nugent about the opportunities and challenges facing private nonprofit colleges (January 26).

The University Business article, “Rural Appeal: Small, Rural Schools Make Their Case with Unique Programs, Employment Outcomes, and Mother Nature,” quoted Ekman about the importance of small colleges combating myths and highlighting their strengths (April). The Inside Higher Ed article, “Deep Cuts at Aquinas in Tennessee” quoted Ekman about the volatility of the college admissions market and reliance on endowments (March 13). And the Chronicle of Higher Education article, “Can a Small College Close to Reinvent Itself? Saint Joseph’s Looks to Find Out” quoted CIC Senior Vice President Harold V. Hartley III on colleges’ strategic innovation efforts (February 10).

The Great Falls Tribune (MT) story, “UGF’s Edstrom Selected for Leadership Academy,” discussed CIC’s Executive Leadership Academy (April 5).

WELCOME NEW CIC MEMBERS

The Board of Directors and staff of CIC welcome the following new members since fall 2016:

New Institutional Members
Adventist University of Health Sciences (FL)
Bacone College (OK)
College of the Atlantic (ME)
Franklin & Marshall College (PA)
Gallaudet University (DC)
University of the Sciences (PA)
Villa Maria College (NY)

New Affiliate Member
Higher Education Data Sharing Consortium (IN)
Two publications ran stories on CIC’s Consortium on Digital Resources for Teaching and Research: Reading Eagle’s (PA), “Horrors of Holocaust Made Real for Oley Valley Student” (March 20), and the Artstor Blog, “Addressing the Unaddressed: Tuskegee University’s Hidden Audio Collections, 1957–1971” (March 16).


The eCampus News story, “What Does It Really Take to Build a Flourishing Online Learning Program?” discussed the Learning House/CIC report, Online Learning at Private Colleges and Universities 2016 (February 28).

In the Herald-Whig (IL) article, “Gervasi Feels QU Affiliation with CIC Will Help During Financial Recovery,” Quincy University (IL) President Robert Gervasi discussed the advantages of CIC membership and participation in the Securing America’s Future workshops (February 3).


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

COALITION LETTER ON PROTECTING STUDENT AID

CIC is among 576 organizations and higher education institutions that sent a letter to Congress on April 5 urging members to protect critical student aid and research programs, including Pell Grants. Coordinated by the American Council on Education and other national education groups, the letter represents a diverse range of organizations nationwide.

STAFF NEWS AND NOTES

In February, CIC Senior Vice President Katherine Whatley was a panelist for the CUR Dialogues 2017 session, “Reigniting Research: How Academic Affairs-Governmental and Public Affairs Partnerships Can Promote the Impact of Undergraduate Research.” The Council on Undergraduate Research hosts the biennial conference to bring research-active college and university faculty and administrators together with representatives of government and private funding organizations.

Carol Schuler, CIC vice president for State Council Programs, represented CIC at the Independent College Fund of New Jersey’s Undergraduate Research Symposium on March 6, an event that received funding through a CIC State Councils grant. Schuler also provided remarks from the higher education community at the inauguration of Chris A. Wood as president of Davis & Elkins College (WV) on March 30.

In March, “Educating for Vocation: Weaving Educational Ideas with Institutional Practices,” an article by Shirley J. Roels, was published in Christian Higher Education 16 (1–2). Roels is CIC senior advisor and director of the Network for Vocation in Undergraduate Education (NetVUE).

Roels, who has directed NetVUE since its establishment in 2009, will retire from the position at the end of this summer but will continue to serve as a CIC senior advisor and assistant director for NetVUE during the ensuing year. Under Roels’ leadership, NetVUE launched with a quick start, enrolling 125 colleges and universities as founding members in its first several months, more than doubling initial projections. Since then the network has expanded rapidly, adding additional member institutions (now 220) as well as significant new programs and services.

David S. Cunningham, professor of religion and director of the CrossRoads Project at Hope College (MI), will become director of CIC’s NetVUE program beginning September 1. He has taught at Hope College since 2003, also serving as director of Hope’s Klooster Center for Excellence in Writing since 2011. Cunningham led Hope’s Program for the Theological Exploration of Vocation (PTEV) project, funded by Lilly Endowment Inc., and directed the Vocation in Undergraduate Education Conference for CIC that was a forerunner of NetVUE. Earlier, he taught theology and ethics at Seabury-Western Theological Seminary and was associate professor of theology at University of St. Thomas (MN). Cunningham is widely published and has edited two NetVUE volumes on vocation and the academy that have been published by Oxford University Press, with a third in the works. He holds a PhD in Christian theology from Duke University, where he was a Jacob Javits Fellow, and a BA and MA from the University of Cambridge, England. He earned a BS in communication studies at Northwestern University.

With the appointment of Cunningham, the NetVUE national office will relocate from Calvin College (MI) in Grand Rapids to Hope College (MI) in Holland. Lynne M. Spoelhof,
NetVUE program coordinator, will continue her work for NetVUE after September, relocating to the new NetVUE office. After serving as CIC’s development manager since August 2015, Erin Mezgar left CIC in January 2017 to pursue new professional opportunities. She now works at the National Parks Conservation Association as associate director of the Trustees for the Parks program.

Alana K. Cassidy joined CIC as development manager in February 2017. Her duties focus on enhancing CIC’s relationships with corporations and foundations. She also works closely on CIC’s Executive Leadership Academy and Senior Leadership Academy programs. Previously, Cassidy spent more than five years as director of business development for Academic Search, Inc., serving as the lead proposal writer and point of contact to secure new contracts. She also established the firm’s overall marketing presence and served as a representative at national conferences, including CIC’s Presidents Institute and the Institute for Chief Academic Officers. Earlier, Cassidy held positions as events operations manager and as marketing assistant at the Ronald Reagan Building and International Trade Center. She holds a bachelor’s degree in business marketing and a minor in Spanish from Bloomsburg University of Pennsylvania.

Sidney Davis, CIC’s communications and social media fellow since August 2016, left CIC to pursue new career opportunities in January. He is now social media associate at SGIA.
2017 CALENDAR OF EVENTS

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

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

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

JUNE 15–16
CIC Board of Directors Meeting
Washington, DC

JUNE 18–22
Teaching Interfaith Understanding Seminar
Chicago, IL

JUNE 19–21
2016–2017 Executive Leadership Academy Closing Seminar
Washington, DC

JUNE 19–23
NetVUE Teaching Vocational Exploration Seminar
Chicago, IL

JUNE 22–24
2016–2017 Senior Leadership Academy Closing Seminar
Washington, DC

JUNE 26–28
College Media Conference
Washington, DC

JULY 9–12
Presidential Vocation and Institutional Mission Seminar
Woodstock, VT

JULY 20–22
2017–2018 Executive Leadership Academy Opening Seminar
Washington, DC

JULY 23–27
American History Seminar
Washington, DC

JULY 24–28
Teaching European Art in Context Seminar
New Haven, CT

JULY 24–28
NetVUE Scholarly Resources Project Meeting
Minneapolis-St. Paul, MN

JULY 24–30
Ancient Greece in the Modern College Classroom Seminar
Washington, DC

AUGUST 7–9
Consortium for Online Humanities Instruction II Workshop
Washington, DC

SEPTEMBER 7–9
Consortium on Digital Resources for Teaching and Research Workshop
Washington, DC

OCTOBER 6
CIC Executive Committee, Board of Directors Meeting
Washington, DC

NOVEMBER 3–5
2017–2018 Senior Leadership Academy Opening Seminar
San Antonio, TX

NOVEMBER 4–7
Institute for Chief Academic and Chief Student Affairs Officers
San Antonio, TX