New Report of Innovations at CIC Colleges
Provides Practical Resource for Campus Leaders

A new CIC report, Innovation and the Independent College: Examples from the Sector, highlights hundreds of mission-driven innovations at CIC member institutions and serves as a practical resource for academic leaders to implement change on campuses.

Independent colleges and universities have engaged in a wide variety of creative strategies that are transforming higher education. The report explores eight areas of opportunity for innovation, devoting one section to each of these opportunities:

- Athletics;
- Career Connections;
- Community Engagement;
- Consortial Arrangements;
- Cost Containment;
- Curricular Reform;
- New Academic Programs; and
- New Student Populations.

For example, to enhance student recruitment and retention, some colleges have re-examined their commitment to athletics. Adrian College (MI) increased enrollment significantly by creating a business model built on leveraging athletics and other co-curricular activities, and Brenau University (GA) increased the number of enrolled students by adding several new junior varsity teams.

To prepare graduates for successful entry into the labor market, Concordia University Texas created an Incubator for Innovation and Impact, developed partnerships with local businesses, placed students in internships throughout the community, invited businesses to rent university space, provided professional development programs for students, and brought career services together with the academic program.

CIC institutions have formed regional consortia, academic partnerships, and ongoing relationships with local industries and universities abroad to enrich the academic experience for students, enhance purchasing power, lower construction and maintenance costs, and stretch personnel budgets.

(Continued on page 17)
How does CIC determine the issues on which to focus in the years ahead? First, the Board of Directors, staff, and members assess which issues among many possibilities are likely to be of most concern to member institutions. Of these, CIC considers which are best addressed by CIC, by individual colleges, or by other organizations. Then we try to determine which of today’s issues will likely remain high priorities for several years. More than once, not following the trend or countering futurists’ predictions has served CIC well.

For example, when MOOC offerings expanded in 2012, some considered them the future of higher education. Stanford and Harvard trumpeted them, as did then-U.S. Secretary of Education Arne Duncan. Despite the optimistic goals of the MOOC movement, no one knew then that giving anyone, no matter their educational background or location, access to a high-quality, low-cost college degree would be very difficult to achieve.

In 2013–2014, CIC asked itself how the MOOC movement could benefit small colleges. Instead of using the technology to teach large introductory courses, CIC’s approach was to showcase the technology for upper-division courses that are necessary for students in small fields. This led to the creation of CIC’s Consortia for Online Humanities Instruction, through which courses have been developed and shared among 42 institutions. Some 80 courses have now been shared widely, and many previously skeptical faculty members in the humanities have come to understand the circumstances in which online instruction can be advantageous. The Andrew W. Mellon Foundation supported these efforts generously.

At CIC, we don’t always read the tea leaves the same way futurists do. We first assess the validity of a prediction and then ask what stance CIC should take. For example, some futurists now predict the disaggregation of degree programs, while CIC is trying to make it easier for students who transfer, especially from community colleges to four-year private institutions, to receive full credit for the courses they have already taken. CIC commissioned a data analysis from the National Student Clearinghouse that provides the basis for a forthcoming advisory paper to member colleges in this area of activity. Several of CIC’s State Councils of private colleges and universities, including those in North Carolina and Texas, have already made good progress toward clearer community college transfer pathways.

Many futurists also predict that the liberal arts are dying. Rather than foster the growing marketplace view of college enrollment in which liberal arts programs are being devalued, CIC has offered faculty seminars to boost instruction in the liberal arts. Led by renowned scholars in American history, classics, and art history, these seminars have revitalized teaching and curricular offerings at hundreds of colleges in past years.

Exploring the many innovations now under way at liberal arts colleges, CIC’s Securing America’s Future workshops gave approximately 500 leaders from 121 CIC member institutions the opportunity to discuss possible advances for their own campuses. CIC’s new summary report, Innovation and the Independent College: Examples from the Sector, is peppered with references to these innovations and links to background materials (see cover story). Our hope is that over the next year even more colleges and universities will be inspired by these ideas. Key to these successes has been the rejection of the “disruptive innovation” model advocated by some trustees and the embrace of organic, incremental change that has led to faculty leaders being engaged along with senior administrators and trustees. This initiative enjoyed widespread foundation support from, among others, the Carnegie Corporation of New York, and the Arthur Vining Davis, Lumina, and Endeavor Foundations.

And in a new project that draws on teaching and learning in the liberal arts, CIC recently launched an institute for faculty members and administrators that focuses on issues of free speech, civility, and diversity on campus. Instead of an approach that aims mainly to alleviate students’ emotional distress, the new Diversity, Civility, and the Liberal Arts Institute emphasizes the need for deeper grounding in the best research on aspects of these sensitive issues in order for faculty members to turn students’ emotions about these matters into teachable occasions, aiming for increased cognitive understanding.

What other topics will CIC likely focus on within the next three to five years? Here are a few of the projects that CIC is developing.

RETENTION AND DEGREE-COMPLETION RATES CONFIRM THAT THE PEDAGOGY OF SMALL COLLEGES IS OFTEN MORE EFFECTIVE THAN AT LARGER INSTITUTIONS. EVEN SO, THERE ARE NEW APPROACHES FOR OUR FACULTY...
members to learn. CIC will offer an online program that links pedagogical improvements in the liberal arts with better career planning by students. Developed by the Association of College and University Educators with Strada Education Network support, the program is already being used at larger institutions.

**SEMINARS ON SCIENCE PEDAGOGY**

We are often told that employers want more recruits with science and technology skills. Data have shown that small colleges can be more effective than large universities in producing career STEM professionals and in helping students think like scientists. CIC will offer a new series of workshops on science pedagogy, supported by the W. M. Keck Foundation, to build on the already strong track records of small private colleges (see page 15). Stanford University professor of physics and Nobel laureate Carl E. Wieman will guide the workshops based on a demonstrably successful method he has researched and that is described in a new book published by Harvard University Press.

**HUMANITIES RESEARCH FOR THE PUBLIC GOOD**

A new project will boost public appreciation for basic and applied research and the colleges and universities that foster such knowledge. The initiative will leverage the strengths of small colleges and universities— institutions that frequently house archives and special collections of significance to local communities. It also will help students in the humanities develop research skills that will enable them to address issues of importance to the public. Imagine, for example, a college archive with rare materials about the history of a once-dominant local textile industry whose decline has left major questions of city and regional planning unresolved. A student’s analysis of these materials, when presented at a public forum, would likely be helpful to the city, the college, and the student.

In a few years, the array of CIC’s programs and services may look considerably different from today’s. There is a natural, incremental evolution at work here, but there also is an ongoing effort to separate today’s trendiest issues from those that will have lasting impact. In this process, wise suggestions from CIC members and insightful counsel from the CIC Board of Directors continue to be both welcome and necessary, as judgments about the significance and durability of CIC’s programs and services necessarily remain more art than science.
CIC Welcomes New Board Directors, Executive Committee Members

The CIC Board of Directors elected ten new members during its January 4, 2018, meeting in Hollywood, Florida.

ELECTED FOR THREE-YEAR TERMS

**Jorge G. Gonzalez**

Gonzalez became president of **Kalamazoo College** (MI) in July 2016. Previously, he was vice president for academic affairs and dean of the college at Occidental College. Earlier, at **Trinity University** (TX), Gonzalez served as chair of the economics department for nine years, as special assistant to the president for two years, and as a faculty member for 21 years. Gonzalez has published extensively on such topics as foreign investment, undocumented immigration, and international trade in the Americas and has presented his research findings at conferences throughout the world. He has served on the board of the KIPP Aspire Academy-San Antonio, Asociación de Empresarios Mexicanos-San Antonio, and World Affairs Council of San Antonio. He is currently president of the board of the F. W. and Elsie L. Heyl Science Scholarship Fund and served as the president of the International Trade and Finance Association in 2014. Gonzalez earned a bachelor’s degree in economics from the Monterrey Institute of Technology and MA and PhD degrees in economics from Michigan State University.

**Mark A. Heckler**

Heckler is the 18th president of **Valparaiso University** (IN). He previously served the University of Colorado Denver for more than a decade, including as provost and vice chancellor for academic and student affairs for the university. Earlier, Heckler was professor of fine arts and director of theatre at **Siena College** (NY), where he directed, acted, designed, or produced more than 100 productions across the world. Heckler has served as chair of the board of **Independent Colleges of Indiana**, Indiana Campus Compact, and **New American Colleges and Universities** (MD) and is past president of the Association for Theatre in Higher Education (ATHE) and founder and co-director of ATHE’s Leadership Institute. He also is a member of the board of the **Tuition Plan Consortium/Private College 529 Plan** (MO) and the NCAA Pioneer Football League for non-scholarship football. Heckler earned a BA in communications, *summa cum laude*, at **Elizabethtown College** (PA), an MFA in drama at Catholic University, and a PhD in educational leadership and innovation from the School of Education and Human Development at the University of Colorado.

**Mary Dana Hinton**

Hinton is the 15th president of the **College of Saint Benedict** (MN). Previously, she served as vice president for academic affairs at **Mount Saint Mary College** (NY). Since 2012, she has taught in the School of Education doctoral program in higher education management. Hinton is chair of the Minnesota Private College Council and the **Minnesota Private College Fund** and a board member of the **Association of Catholic Colleges and Universities** (DC), the **Women’s College Coalition** (GA), the Greater St. Cloud Development Corporation, the Minnesota Campus Compact, and the Central Minnesota Community Foundation. In 2017, she received the Bicentennial Medal from Williams College. Hinton earned a BA in psychology from Williams College, an MA in clinical child psychology from the University of Kansas, and a PhD in religion and religious education with high honors from Fordham University.

**Elizabeth (Beth) L. Paul**

Paul is the 16th president of **Capital University** (OH). Previously, she served for seven years as the senior academic officer for **Stetson University** (FL). Before assuming the role of the university’s provost and executive vice president in 2015, Paul...
was provost and vice president for academic affairs and served as tenured professor of psychology. She also worked as vice provost and professor of psychology at the College of New Jersey, holding such positions as interim provost and vice president for academic affairs and interim vice president for student life. Earlier, she held a faculty position at Wellesley College and worked as a research associate at Harvard University. Paul was president of the Council on Undergraduate Research (DC) and currently serves on the board of directors of the National Association of College and University Business Officers. She also served as chair of CIC’s CAO Task Force. Paul holds a bachelor’s degree in psychology and a doctorate in personality psychology, both from Boston University. She completed a predoctoral training fellowship at the National Institute of Mental Health and earned a certificate in higher education administration from the Harvard Institute for Educational Management.

Susan D. Stuebner

Stuebner is the ninth president of Colby-Sawyer College (NH). Previously, she was the executive vice president and chief operating officer at Allegheny College (PA). For a decade, Stuebner served Lycoming College (PA) in senior-level administrative positions, including as vice president for administration and planning and executive assistant to the president. Stuebner has served as a teaching fellow for courses at the Harvard Graduate School of Education. Earlier, she held roles at Dartmouth College, Harvard College, Wheelock College (MA), and Albright College (PA). Currently, Stuebner serves on the executive committee of the New Hampshire College and University Council and on the NCAA Division III Membership Committee. She has served as a member of eight visiting teams for the Middle States Commission on Higher Education. Stuebner earned her AB in psychology from Dartmouth College and an EdM and EdD in administration, planning, and social policy with a concentration in higher education from Harvard University.
ELECTED FOR TWO-YEAR TERMS

Michael C. Maxey
Maxey is president of Roanoke College (VA) and has served the college for 22 years in many capacities. He also serves on the executive committees of the Lutheran Educational Conference of North America (SD) and the Council of Presidents of the Evangelical Lutheran Church in America (ELCA) and is past chair of the Network of ELCA Colleges and Universities (IL). Maxey is a member of the board of directors of the Educational and Institutional Insurance Administrators and of the board of trustees of the Southern Association of Colleges and Schools Commission on Colleges. He also is a member of the Council of Independent Colleges in Virginia executive committee. Maxey was named Citizen of the Year by the Salem-Roanoke County Chamber of Commerce in 2007 and has twice been named a Paul Harris Fellow by the Salem Rotary Club. He earned a bachelor of arts in history and a master's degree in counselor education at Wake Forest University. He also earned a certificate of advanced graduate study in counselor education at the University of New Hampshire.

Elizabeth (Beth) J. Stroble
Stroble is president of Webster University (MO). Previously, she held academic and administrative appointments at the University of Akron, the University of Louisville, and Northern Arizona University. Stroble serves on the boards of many local and national organizations, including the Association of American Colleges and Universities Presidents' Trust, Global Federation of Competitiveness Councils, Mercy Hospital St. Louis, Urban League of Metropolitan St. Louis, and Municipal Theatre Association of St. Louis. As a member of CIC's Project on the Future of Independent Higher Education steering committee, she hosted a Securing America’s Future workshop in St. Louis, Missouri, in 2017. Stroble earned a bachelor of arts degree in history and English from Augustana College (IL), two master of arts degrees, one in history and one in American and English literature, both from Southern Illinois University-Edwardsville, and a doctorate in curriculum studies from the University of Virginia.

ELECTED FOR ONE-YEAR TERMS

J. Bradley Creed
Creed began his duties as Campbell University’s (NC) fifth president in 2015. He previously served as provost, executive vice president, and professor of religion at Samford University (AL). Creed was a professor of Christian history, associate dean, and dean at the George W. Truett Theological Seminary of Baylor University (TX). He also served as the scholar-in-residence at the Baptist Joint Committee on Religious Liberty and as visiting professor of church history at the John Leland Center for Theological Studies. Earlier in his career, Creed served as pastor of churches in Texas and Louisiana. Creed received a BA in religion, cum laude, from Baylor University and earned his MDiv and PhD degrees from Southwestern Baptist Theological Seminary. He pursued further study in Harvard University’s Management Development Program and in the Spanish-language program at Academia Hispano Americana in Mexico.

Elizabeth Davis
Davis became Furman University’s (SC) 12th president in 2014. Previously, Davis spent 22 years at Baylor University (TX), where she was executive vice president and provost as well as vice provost for financial and academic administration, associate dean for undergraduate business programs, acting chair of the department of accounting and business law, and a member of the accounting faculty. Davis serves on the board of directors of the Greenville Chamber of Commerce, is an honorary member of the board of governors of the Commerce Club, and is a member of the American Council on Education Women’s Network executive committee and the South Carolina Higher Education Tuition Grants Commission. She also is a member of the Council of Presidents of the Association of Governing Boards of Universities and Colleges. Greenville Business Magazine has recognized Davis repeatedly as one of Greenville’s “50 Most Influential People.” She received her bachelor of business administration degree from Baylor University and her PhD in accounting from Duke University.
Donald J. Farish

Farish has led Roger Williams University (RI) since 2011. Previously, he served for 13 years as president of Rowan University. He also held academic and administrative positions at Sonoma State University, University of Rhode Island, and University of Missouri. Farish served as one of 20 sitting presidents and chancellors at a 2010 Presidential Roundtable organized by the National Center for Public Policy and Higher Education to discuss the future of higher education. In 2013, he was selected as chair of the executive board of Rhode Island Campus Compact, and Farish has served on the governing boards for the New England Council and the Rhode Island Public Expenditure Council. He currently chairs the boards of the Association of Independent Colleges and Universities of Rhode Island and the Commonwealth Coast Conference. Farish earned his BS in zoology from the University of British Columbia, an MS in entomology from North Carolina State University, a PhD in biology from Harvard University, and a JD from the University of Missouri.

WELCOME NEW CIC MEMBERS

The Board of Directors and staff of CIC welcome the following new members since November 2017:

**New Institutional Members**
- Divine Word College (IA)
- New York Institute of Technology
- North Central University (MN)

**New Associate Member**
- Spartanburg Methodist College (SC)

**New Affiliate Members**
- Association of Independent Colleges & Universities in Massachusetts
- The Washington Center (DC)
Presidents Explore Resilience and Innovation at Annual Institute

The 2018 Presidents Institute again marked the largest annual gathering of college and university presidents in the United States. Held January 4–7 in Hollywood, Florida, more than 330 presidents, 175 spouses and partners, and a total of 769 registrants participated. The Institute welcomed participants from international members in Canada, France, Greece, Morocco, and the United Arab Emirates as well as a delegation of private university rectors and higher education leaders from Mexico.

Through the Institute’s theme, “Pathways to Excellence: Resilience and Innovation,” presenters considered issues that independent colleges and universities face and the ways these institutions can become even more agile, flexible, innovative, and resilient. Sessions examined how presidents can guide their institutions to embrace challenges and opportunities; choose among innovative programs and approaches; cultivate nimble, adaptive, and culturally responsive leadership on campus; and weigh the benefits of aggressive innovation against the durability of long-standing institutional mission and tradition. In addition, sessions helped leaders prepare students for civic responsibility and explore the challenges of diversity, civility, and free speech on campus.

David Leonhardt, op-ed columnist and founding editor of the New York Times’s “The Upshot,” delivered the keynote address “What’s at Stake for Independent Colleges in Our Turbulent World?” that delineated challenges and opportunities for presidents to guide their institutions in this volatile period. In a plenary session, Valerie B. Jarrett, former senior advisor to President Barack Obama with a distinguished career as a civic leader, business executive, and attorney, discussed the role independent colleges and universities can play in renewing the nation’s commitment to a robust democracy devoted to civil discourse and inclusive democratic engagement; Carl J. Strikwerda, president of Elizabethtown College (PA), moderated the discussion. Michael D. Rhodin, former senior vice president for Watson Business Development at IBM, explored how artificial intelligence could—and should—transform independent colleges and universities.

In the closing plenary session moderated by Christopher C. Morphew, dean of the School of Education at Johns Hopkins University, a panel of accomplished CIC presidents explained their approaches to exerting resilient and innovative presidential leadership. Panelists included Mary B. Marcy of Dominican University of California, Kevin M. Ross of Lynn University (FL), and John I. Williams, Jr. of Muhlenberg College (PA).

“As always, I found the Presidents Institute informative and engaging and most helpful to my work,” Andrea Chapdelaine, president of Hood College (MD), remarked. “I’d like to thank CIC for all it does to support member colleges and universities.”

During its annual awards banquet, CIC presented the 2018 Award for Philanthropy by Individuals to Ronda E. Stryker and William D. Johnston, whose engagement has strengthened social justice issues nationwide and whose generous contributions have advanced dialogue, teaching, and student success at Spelman College (GA) and Kalamazoo College (MI), among others, in transformative ways. The Newman’s Own Foundation received the 2018 Award for Philanthropy by an Organization for its generous support of programs and endowed scholarships at many CIC member colleges and universities, including Kenyon College (OH) and the University of Hartford (CT). CIC presented the 2018 Allen P. Splete Award for Outstanding Service to Ernesto Nieto, president and co-founder of the National Hispanic Institute, who has dedicated his life to serving the future leadership needs of the Hispanic community. The Allen P. Splete Award, supported by Jenzabar, was presented by Robert Maginn, chair and chief executive officer.
In conjunction with the Presidents Institute, CIC also offered again the New Presidents Program and the parallel program for spouses and partners of new presidents; the Presidents Governance Academy; and the Institute’s Presidential Spouses and Partners Program.

**INSTITUTE COVERAGE**

The *Independent*’s Special Report on the 2018 Presidents Institute, released in February, summarized concurrent sessions and workshops in addition to the four plenaries. These sessions are described in the following articles:

- Foundation Philanthropy Session Provides Insider’s View into Securing Grants
- Presenters Share Lessons for Presidential Practice from Recent Research
- Sessions Explore Leadership of Strategic Curricular Priorities
- Panelists Help Answer, “When Admissions Goes Awry, Is Execution or Branding to Blame?”
- Presidential Spouses and Partners Learn More about Incoming Students and Spouse and Partner Contracts

For the full coverage of the Institute, visit [www.cic.edu/2018PI-Independent](http://www.cic.edu/2018PI-Independent). Videos of most of the plenary sessions as well as presentations and handouts from many Institute sessions are available on the CIC website at [www.cic.edu/2018PresidentsInstituteResources](http://www.cic.edu/2018PresidentsInstituteResources).

Mark Your Calendar for the 2019 Presidents Institute!

**January 4–7 • The Westin Kierland Hotel • Scottsdale, Arizona**
Winter Seminar Engages 2017–2018 Presidential Vocation and Institutional Mission Participants

“This was one of the most distinctive and important professional development opportunities of my career,” remarked Christopher Gage, special assistant to the president and director of strategic planning at Hanover College (IN). Gage is one of 20 senior administrators who participated in the 2017–2018 Presidential Vocation and Institutional Mission program for prospective presidents. During the program’s second seminar, held February 26–27 in Peachtree City, Georgia, these senior leaders and their spouses or partners worked to clarify their own sense of personal vocation, or “calling,” and to weigh it in the context of the missions of institutions they might lead in the future.

In both large- and small-group settings over the two–day seminar, participants used background readings as the starting point for discussions. For example, participants read an excerpt from Robert N. Bellah’s Habits of the Heart: Individualism and Commitment in American Life as a way to discuss the alignment of vocation and mission for the institution and for the individual. Participants also reflected on the poetry of Louise Erdrich, Robert Hayden, Langston Hughes, and others as vehicles for considering their own next steps.

Experienced college and university presidents and presidential spouses served as program facilitators. They not only guide the seminar discussions but serve as year-long mentors to program participants between seminars. Facilitators included Joel and Trudy Cunningham, vice chancellor emeritus and former presidential spouse, respectively, of Sewanee: The University of the South (TN); Donna Carroll, president of Dominican University (IL); Rosemary Ohles, presidential spouse of Nebraska Wesleyan University; and Tim and Mary Ellen Summerlin, retired president and presidential spouse, respectively, of Schreiner University (TX). Frederik Ohles, president of Nebraska Wesleyan University and CIC senior advisor, has led the program since 2016.

Robert M. Franklin, president emeritus, Morehouse College (GA), and James T. and Berta R. Laney Professor of Moral Leadership at Emory University, discussed the “Key Joys and Significant Limitations of the College Presidency.” Franklin reminded participants of the importance of their work on college and university campuses by rooting this personal anecdote in the words of Alexis de Tocqueville, “The greatness of America lies not in being more enlightened than any other nation, but rather in her ability to repair her faults.”

The CIC program is founded on the principle that presidential leadership is strengthened by a congruence of institutional mission and presidential vocation. Program participants will continue to work with their mentors over the next few months to bring further clarity to their own personal vocation and consider future professional opportunities.

“The Presidential Vocation and Institutional Mission program has had a profound impact on my consideration of and journey toward the presidency. Thank you for the opportunity,” remarked Shai L. Butler, vice president for student success and engagement at the College of Saint Rose (NY).

A generous grant from Lilly Endowment Inc. has funded the program since its inception and will continue to do so for four more program years. CIC recently selected 20 participants, many with spouses or partners, for the ninth offering of the Presidential Vocation and Institutional Mission program for prospective presidents in 2018–2019. The summer seminar will take place at the Woodstock Inn on July 8–11, 2018, in Woodstock, Vermont. The winter seminar will be held February 25–26, 2019, at the Emory Conference Center in Atlanta, Georgia. To date, 161 senior administrators of CIC member institutions have completed the year-long program, and 52—an impressive 33 percent of participants—have since been appointed to presidencies. For more information, visit www.cic.edu/VocationMission.
CIC recently announced selections for the 2018–2019 cohorts of the Senior Leadership Academy (SLA) and Executive Leadership Academy (ELA) (see the participant lists on page 12). Individuals chosen for the year-long ELA program are vice presidents or cabinet officers who aspire to be successful college or university presidents or to perform more effectively in their current positions. Individuals chosen for the SLA program are mid-level administrators in higher education who have been identified by their institutions as having the potential for senior leadership positions in independent colleges or universities. Both programs include two national seminars, readings, webinars, structured mentorship guidance, and considerable emphasis on individualized experiential activities.

The ELA and SLA provide participants opportunities to learn about the real issues that will confront them as they advance in their careers, to reflect on their own abilities and experiences, and to seek the positions for which they are best suited.

One of the participants accepted into the 2018–2019 ELA is Lori Quigley, vice president for academic affairs at Medaille College (NY). Quigley was pleased to be nominated for the ELA because of the quality of her experience in the 2013–2014 SLA, when she was dean of the Esteves School of Education, The Sage Colleges (NY)-Russell Sage Campus. “The SLA allowed me to refine and begin to perfect my interpersonal skills in respecting and appreciating the diverse roles within each cabinet area,” Quigley explained. “My professional experience plan through the SLA provided me with a healthy appreciation of the value and importance of all areas beyond academics. Through my provost’s mentorship and the academy activities, I gained a deeper appreciation of various cabinet-level roles and responsibilities, strengthened my skills in understanding the working relationship between the college president and vice presidents, and enhanced my ability to maintain a positive and respectful relationship with the college’s Board of Trustees.” As these experiences helped her to move up to a position as chief academic officer, she expects that the ELA will help her develop her abilities to take on a presidency, should she decide to seek the role.

Another recent alumnus of the SLA, Joseph Roidt, chief academic officer at Dakota Wesleyan University (SD), also believes strongly in the value of the program. “SLA provided me with precisely the sort of guidance and support I needed and proved invaluable in teaching me how to present myself effectively on the CAO market,” Roidt said. “The program helped me to more clearly see the broader landscape of higher education and to discern the next steps in my career.”

Both the ELA and SLA are made possible through the generous support of Academic Search, Inc. CIC partners with the American Academic Leadership Institute (AALI) to present the SLA and with both AALI and the American Association of State Colleges and Universities (AASCU) to present the ELA. Nominations for the 2019–2020 ELA and SLA will open in September 2018. For more information, visit www.cic.edu/ExecutiveLeadershipAcademy and www.cic.edu/SeniorLeadershipAcademy.

“I gained a deeper appreciation of various cabinet-level roles and responsibilities [and] strengthened my skills in understanding the working relationship between the college president and vice presidents....”

—Lori Quigley, vice president for academic affairs, Medaille College (NY)

of the 296 participants who have completed the EXECUTIVE LEADERSHIP ACADEMY since 2009 have been appointed as presidents or chancellors.

of the 238 participants who have completed the SENIOR LEADERSHIP ACADEMY since 2010 have advanced to positions with increased responsibility.
MEETINGS AND EVENTS

CIC EXECUTIVE LEADERSHIP ACADEMY PARTICIPANTS, 2018–2019

Carlos Basurto Meza
Provost
Universidad de Monterrey (Mexico)

Mark L. Biermann
Provost and Executive Vice President for Academic Affairs
Valparaiso University (IN)

Justin Carswell
Vice President for Christian Ministries and Dean of the Chapel
College of the Ozarks (MO)

Sharon Dudley
General Counsel
Bethune-Cookman University (FL)

DonnaJean Fredeen
Provost and Vice President for Academic Affairs
Rider University (NJ)

Monique Guillory
Vice President for Academic Affairs
College of Saint Elizabeth (NJ)

Steve Herendeen
Vice President for Enrollment Management
Indiana Institute of Technology

Mark A. Husbands
Vice President for Academic Affairs
Northwestern College (IA)

Walter Iwanenko
Vice President for Academic Affairs
Gannon University (PA)

Kevin Jackson
Vice President for Student Life
Baylor University (TX)

John J. King
Vice President for Student Life
Roger Williams University (RI)

Terry Logan Papillon
Vice President for Academic Affairs and Dean of the College
Sewanee: The University of the South (TN)

Tracy S. Parkinson
Vice President for Strategic Partnerships and Special Assistant to the President
Coker College (SC)

Joan Poor
Provost
Upper Iowa University

Lori V. Quigley
Vice President for Academic Affairs
Medaille College (NY)

Beth Reissenweber
Vice President for Finance and Administration and Chief Financial Officer
Augsburg University (MN)

Karl Ivan Solibakke
Vice President for Finance and Interim Vice President for Advancement
Ripon College (WI)

SENIOR LEADERSHIP ACADEMY PARTICIPANTS, 2018–2019

Adrian Aldrich
Executive Director of Development and Alumni Affairs
North Central College (IL)

J. Alan Alewine
Associate Dean of Curriculum and Professor of Mathematics
McKendree University (IL)

Aimee Badeaux
Director, Doctor of Nursing Practice, Nurse Anesthesia Program
Franciscan Missionaries of Our Lady University (LA)

Paul James Ballard
Associate Dean of Student Success and Retention
St. Norbert College (WI)

Lauren Bergey
Chair, Science Department; Director of Honors Program; and Associate Professor of Biology
Centenary University (NJ)

Natalia F. Blank
Associate Provost for Academic Affairs and Assessment and Associate Professor of Chemistry
Norwich University (VT)

Gregory LaMont Bosworth
Dean of Arts and Sciences
Jarvis Christian College (TX)

Robin Bowlus
Senior Director of Advancement Operations and Public Relations
Bluffton University (OH)

Duane Coltharp
Associate Vice President for Curriculum and Faculty Development
Trinity University (TX)

Jerusha Detweiler-Bedell
Director of the Teaching Excellence Program and Professor of Psychology
Lewis & Clark College (OR)

John Joseph Dilustro
Associate Provost for Academic Affairs
Chowan University (NC)

Tracy Dinesen
Associate Dean of Academic Affairs and Retention
Simpson College (IA)

(continued on page 14)
2018 INSTITUTE FOR CHIEF ACADEMIC OFFICERS
with Chief Financial and Chief Enrollment Management Officers

Academics, Allocations, and Analytics: Collaborating for a Sustainable Future

The Impact of the Current Economic Climate on Independent, Nonprofit Colleges and Universities

KEYNOTE ADDRESS  Roger W. Ferguson, Jr., President and Chief Executive Officer, TIAA

The Power of Diverse Voices

Marcia Chatelain, Provost’s Distinguished Associate Professor of History and African American Studies, Georgetown University

Demographic Trends and Student Enrollment

Nathan Grawe, Ada M. Harrison Distinguished Teaching Professor of the Social Sciences, Carleton College, and Author of Demographics and the Demand for Higher Education (2018)

Normal and Supernormal: Helping Students Find Their Strengths

Meg Jay, Clinical Assistant Professor of Psychology, University of Virginia, and Author of Supernormal: The Untold Story of Adversity and Resilience (2017)

CIC’s 2018 Institute will emphasize opportunities for collaboration among chief academic, chief financial, and chief enrollment management officers to advance the mission of the institution. Learn more at WWW.CIC.EDU/2018CAOINSTITUTE.
SENIOR LEADERSHIP ACADEMY PARTICIPANTS, 2018–2019 (cont’d)

Derek John Driedger  
Dean of the College of Adult and Professional Studies and Associate Professor of English  
Dakota Wesleyan University (SD)

Cheryl Denise Edelson  
Interim Dean of Humanities and Fine Arts  
Chaminade University of Honolulu (HI)

Lorna Laney Fink  
University Compliance Officer and Title IX Coordinator  
Lynn University (FL)

James Godo  
Assistant Vice President for External Affairs and Special Assistant to the President  
North Central College (IL)

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Steven Paul Jacobson  
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Andrew B. Jones  
Dean of Student Success  
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Daniel Kelting  
Executive Director of Adirondack Watershed Institute and Professor of Environmental Science  
Paul Smith’s College (NY)

Deborah Kisatsky  
Director of Peace and Conflict Studies and Associate Professor of History  
Assumption College (MA)

Kristi Kneas  
Dean of Academic Affairs and Faculty Development  
Elizabethtown College (PA)

Jeremy Kolwinka  
Dean of the College of Arts and Humanities  
University of Northwestern-St. Paul (MN)

Marcela Kostihova  
Dean of the College of Liberal Arts  
Hamline University (MN)

Deborah Lawrence  
Dean of Russell Sage College  
The Sage Colleges (NY)

Michael Marshall  
Associate Vice President for Enrollment Services and Interim Dean of Student Services and Campus Life  
Clark Atlanta University (GA)

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Associate Vice President for Academic Affairs and Assessment  
Saint Peter’s University (NJ)

Jonathan Millen  
Dean of the College of Liberal Arts and Sciences  
Rider University (NJ)

Jennifer Miller  
Associate Dean of Academic Affairs for Professional and Graduate Studies  
Hiram College (OH)

Roman Ortega  
Director of Veterans Affairs and Recruitment  
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Heather Pieper-Olson  
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College of Saint Benedict (MN)

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Ashley Schofield  
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Claiﬁn University (SC)

Brian William Smith  
Associate Dean and Professor of Political Science  
St. Edward’s University (TX)

Gabrielle St. Leger  
Dean of Students  
New York Institute of Technology

Michele Starkey  
Associate Provost  
Mount Saint Mary’s University (CA)

Jamie Thompson  
Director of Student Involvement  
Trinity University (TX)

Mary Alice Trent  
Chair, Division of Modern Language and Literature and Professor of English  
Indiana Wesleyan University

Scott Wilson  
Associate Dean for Global Citizenship  
Sewanee: The University of the South (TN)

Mark Darrell Wood  
Director of Pre-Health Sciences and Professor of Chemistry  
Drury University (MO)
New Faculty Workshops Will Focus on Improvement of Student Learning in Science Disciplines

At CIC’s 2016 Institute for Chief Academic Officers, Stanford University physicist and Nobel laureate Carl E. Wieman energized a plenary audience with his findings on the use of active learning in the teaching of science to undergraduates. With the generous support of the W. M. Keck Foundation, CIC is offering a new program, Seminars on Science Pedagogy, that makes the fruits of Wieman’s cognitive research available to science faculty members from 18 CIC member institutions. To take place in summer 2019 and 2020, the seminars aim to improve teaching effectiveness and student learning in biology, chemistry, and physics courses.

Wieman and his collaborators at Stanford University, the University of British Columbia, and the University of Colorado at Boulder promote active learning methods based on cognitive and neurological science research. He and many other STEM teachers and education researchers have used these specially developed methods and new evaluation tools with proven success for years. This new seminar, however, will mark the first systematic attempt to promote this powerful pedagogy among faculty members at smaller independent colleges and universities. “Colleges and universities must offer incentives and support for faculty to adopt new, more effective methods of teaching and of evaluating teaching and student learning, and to ensure those improvements persist,” emphasized Wieman.

Despite the trend away from traditional lectures toward more effective active learning methods—in the sciences as in other fields—research indicates that the lecture is still the default mode for many faculty members, even at smaller institutions. CIC President Richard Ekman commented, “We must acknowledge that proven methods exist that far exceed the effectiveness of lectures to educate students in STEM fields. The ability to think like a scientist is critical for all students, not just those who will major in STEM or plan to pursue an advanced degree. Systematic change is needed to create the science-literate population needed to understand research-based science.

CIC’s first Seminar on Science Pedagogy will be held on the campus of Holy Names University in Oakland, California, July 15–19, 2019.

Register by Friday, May 18, to receive the early-bird discount!
MEETINGS
AND EVENTS

policy, which affects all aspects of today's society. Colleges and universities must adopt incentives and rewards for faculty members who use evidence-based instruction methods. Smaller institutions are nimble enough to make these changes quickly with sufficient motivation."

CIC will select nine institutions to participate in each seminar through a competitive application process. Each institution is expected to support a team of four faculty members from no more than two disciplines (biology, chemistry, or physics), including at least one department or division chair or dean. The team will receive intensive training that will prepare them to implement research-based active learning methods in introductory courses in their departments when they return to campus.

The first seminar will take place July 15–19, 2019, at Holy Names University in Oakland, California. Application packets for the workshop are due May 16, 2018. The facilitators for the first seminar are Warren Code, faculty of science and associate director of the Science Skylight Centre for Learning and Teaching, University of British Columbia; Georg Rieger, professor of physics and director of the Carl Wieman Science Education Initiative for the department of physics and astronomy, University of British Columbia; and Michelle Smith, associate professor of biological sciences, University of Maine. All three facilitators have extensive experience with the methods and materials to be developed in the seminar and have been trained by Wieman. After the seminar, the facilitators will offer webinars for the group, as well as conference calls and a site visit for each institution.

The effective teaching of science is now a national priority. Employers are eager to hire individuals who have knowledge of one or more STEM disciplines, and colleges and universities increasingly recognize that all college graduates should obtain a better working knowledge of science as part of their general education. A 2017 report by the Association of American Universities (AAU) on undergraduate science, Progress Toward Achieving Systemic Change: A Five-Year Status Report on the AAU Undergraduate STEM Education Initiative, makes an excellent case for more attention to improvements in teaching science and outlines ways for research universities to proceed.

Smaller colleges and universities have long been recognized for the high percentages of their science majors who complete their degrees, obtain advanced degrees, and enter STEM careers. That success has been tracked most recently by CIC in Strengthening the STEM Pipeline: The Contributions of Small and Mid-Sized Independent Colleges (2014).

Details about the seminars and application guidelines are on the CIC website at www.cic.edu/SciencePedagogy. For more information, contact Kathy Whatley, CIC senior vice president, at kwhatley@cic.nche.edu.

2018 WORKSHOPS FOR DEPARTMENT AND DIVISION CHAIRS

Strengthening Department and Campus Leadership

Designed 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 departmental and campus leadership in small and mid-sized independent institutions. The workshops include separately facilitated breakout sections for new chairs and experienced chairs and deans on selected topics.

Registration remains open for the June 5–7 workshop in Spokane, Washington. Learn more at www.cic.edu/2018DepartmentChairWorkshops.
New Innovations Report Provides Campus Leaders Practical Resource (continued from page 1)

In response to the expanding craft brewing industry in upstate New York, Hartwick College (NY) created a Center for Craft Food and Beverage that provides testing, research, and technical assistance to farmers who want to cultivate beer-related crops, such as malting barley and grains, and to other small businesses, such as craft malsters, who process the relevant farm products. Similarly, Linfield College (OR) has an evolving partnership with the local viniculture industry that includes establishing a wine industry archive, an annual international celebration of pinot noir, and summer programs that engage students in the wine industry.

CIC colleges and universities also have found creative ways to contain costs. The University of Charleston (WV) joined with seven other colleges to share hardware, software, and technical personnel, saving $1 million initially and hundreds of thousands of dollars each year since. Hilbert College (NY) formed a health benefits trust with other colleges and universities that became the largest purchaser of health care in the region. Moravian College (PA) and Augustana College (IL), among others, have eliminated dining hall trays to reduce water, energy, and food waste. And St. Lawrence University (NY) persuaded athletic coaches to use the same purchasing source for all uniforms.

Faculty members on many CIC campuses are creating distinctive curricula. At Dominican University of California, for example, they first created an integrated advising model that includes self-directed work on a signature project, building relationships with community members, and development of a digital portfolio. The faculty then re-aligned the curriculum to match the new emphases. Bethany College (WV) developed a distinctive general education program that emphasizes mission-consistent discovery, reflection, and vocation; servant leadership; global citizenship; and sustainable living. Goucher College (MD) replaced distribution requirements with an integrative interdisciplinary program built around inquiry-based learning.

CIC institutions also have introduced many new areas of study in response to students’ interests and labor force needs. Among them are programs in media and film, data analytics, leadership, cybersecurity, nursing, and criminal justice.

Still other colleges and universities are reaching out in new ways to previously underserved student populations, whether to boost enrollments, develop new sources of revenue, honor a commitment to social justice, or respond to regional population changes. Many CIC members have developed transfer-friendly policies and procedures to recruit community college transfer students. Others offer “yellow ribbon” scholarships to attract veterans. Webster (MO), Drew (NJ), and St. Edward’s (TX) universities, among others, have developed partnerships with international universities to provide study abroad opportunities to both American and international students. CIC institutions also offer special programs designed to attract students of diverse faiths, students whose families are in the lowest socio-economic levels, inner city African American students, older students, and high school students. 

(left) An Augustana College (IL) student traveled from coast to coast over the summer as an intern with the Fresh Films crew. (Photo credit: Augustana College) 
(right) Brevard College (NC) partners with the Pisgah Astronomical Research Institute (PARI) to provide hands-on educational and research opportunities for students in STEM disciplines. (Photo credit: PARI)
The report references innovative practices and programs shared by colleges and universities during CIC’s eight Securing America’s Future workshops, which were funded by the Arthur Vining Davis Foundations, Endeavor Foundation, Carnegie Corporation of New York, Lumina Foundation for Education, National Endowment for the Humanities, and TIAA Institute. Hosted by CIC member presidents on campuses across the nation in 2016–2017, about 500 campus leaders from 121 CIC member institutions participated in the workshops. The workshops aimed to help member institutions prepare for the future more effectively and become more actively engaged in promoting the value of the liberal arts and of independent colleges and universities. Detailed evaluations conducted after each workshop as well as at three- and six-month intervals following the workshops revealed that nearly every institution that participated in a workshop had taken some subsequent action to develop new strategic initiatives.

“All eight workshops were stimulating as campus leaders shared what had succeeded, what had been unsuccessful, and the reasons why. By the end of each day, every person in the room was able to take home new ideas worth investigating further and a network of new colleagues with whom future candid exchange would be possible. Reading this report is likely to stimulate fresh thinking about many dimensions of the college,” said CIC President Richard Ekman. “The report provides clear evidence that independent colleges and universities are leaders in innovation.”

CIC mailed print copies of the report to member presidents and chief academic officers in March; the report also is available as a PDF and on the CIC website at www.cic.edu/InnovationsReport. The digital formats are designed to enable campus leaders to share separate modules of the report with trustees, committees, task forces, or other groups that might be aided in their efforts to lead change on campuses.

CIC institutions that would like to share innovations not already listed in the report are welcome to submit information at http://bit.ly/CICinnovates. These examples may be added to the website version of the report later.

Woodrow Wilson Visiting Fellows

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

View program and application information and a list of Fellows at www.cic.edu/WoodrowWilsonFellows.
Students, Older Adults Both Benefit from AARP/CIC Intergenerational Connections

Families often observe a special relationship between grandparents and grandchildren. Reports submitted by campuses engaged in CIC’s Intergenerational Connections initiative show that a similar relationship also can occur between students and older adults in campus communities. Inspirational stories from participating colleges and universities around the country illustrate the reciprocal benefits of bringing together the wisdom and experience of elders and the enthusiasm, knowledge, and eagerness to learn of college students.

Twenty-one CIC member colleges and universities are participating in the 2017–2018 Intergenerational Connections: Students Serving Older Adults project. Developed in partnership with the AARP Foundation, the project supports 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. The initiative provides participating institutions with grants of up to $13,000 to create or expand campus-based projects that engage students in addressing four priorities of need by older adults in their campuses’ communities: healthy diets, safe and affordable housing, income-generation, and social interaction.

Interim reports exemplify how students and seniors learn from one another. For example, some students offer group lessons or individual tutorials on subjects they are studying in college, such as nutrition, exercise to maintain strength and flexibility, or the effective use of technology and social media. These activities enable students from a diverse array of academic backgrounds—including nursing, occupational therapy, computer science, sociology, and English literature—to address older adults’ needs while also developing potentially long-lasting interpersonal relationships. The projects give students the opportunity to influence and improve the lives of others, develop critical thinking skills, apply classroom lessons to everyday situations, and gain significant interpersonal and professional experience. As one student remarked, “Through my visits with the [older adult participants]…I have learned to adapt, to make new suggestions, and to think quickly on my feet when problems arise.”

The campus reports highlight several Intergenerational Connections projects:

**PROJECTS FOCUSED ON “AGING IN PLACE”**

Nursing and occupational therapy students at Dominican University of California visit the homes of older residents in a nearby rural community to conduct assessments and develop care plans to ensure that these individuals have the food, equipment, transportation, and medication they need to live at home safely with emotional support. At a local community agency, students also host events that provide home-safety and fall-prevention assistance. In addition, students have created and disseminated brochures on health-related topics and heart-healthy recipes—in both English and Spanish—at an array of community sites.

The projects give students the opportunity to influence and improve the lives of others, develop critical thinking skills, apply classroom lessons to everyday situations, and gain significant interpersonal and professional experience.
Meredith College (NC) students develop protocols for in-home visits, materials to inform seniors about conditions that increase the risk of falling, and exercise and balance training plans for older adults who are “aging in place.” They also develop materials to help other students teach balance to older adults in their communities.

PROJECTS FOCUSED ON REDUCING SOCIAL ISOLATION

Students in Franciscan Missionaries of Our Lady University (LA), Jarvis Christian College (TX), and Rust College (MS) assess the needs of their older adult partners before designing and teaching the technology skills they want and need. Students teach a range of topics from the basics of general computing, browsing the internet, and viewing YouTube channels to how to place calls, send text messages, and take pictures on a smartphone. As a result, at one institution, students and older adults engage in weekly text message conversations.

At Wofford College (SC), students implement creative activity workshops at eight community sites. Other Wofford students, most of whom are enrolled in courses with a community-engagement component, participate in student-led workshops alongside older adults. Workshop activities include sharing autobiographical discussions, writing fiction and poetry, painting, and creating craft projects, all based on prompts to which both students and older adults can relate.

PROJECTS FOCUSED ON HEALTHY DIETS

Whitman College (WA) students organize and offer cooking classes for older men who are clients of the local senior center. The classes, which the students develop in partnership with the senior center’s chef and nutritionist, teach the participants general cooking techniques, how to prepare specific dishes, and tips and tricks for kitchen safety and smart ingredients shopping. Bridgewater College (VA) also offers nutrition programs to address hunger issues among older adults in its community.

Several institutions—Campbell University (NC), Pfeiffer University (NC), and Wheeling Jesuit University (WV)—develop or update community gardens both on campus and at local community partner sites. The food harvested from the gardens is shared among older adults, sold at a low cost to senior community members, and donated to local food pantries and meal centers. Students and older adults work together in the community gardens, where they exchange ideas and stories.

Both students and older adults involved in the Intergenerational Connections initiative have appreciated the potential broad and long-term benefits of their projects and interactions. One student commented, “While the primary goal of this fellowship is to teach computer use, I have learned… about their [older adult partners’] lives, experiences, and even how they remember historical events. This opportunity has influenced my desire to continue working with seniors even after the semester ends.”

Participating institutions already have seen significant community impact. As one project advisor observed, “Prior to this project, there was a disconnect between students and the community. Seeing our students do positive work in the community has improved the [public’s] view of what our institution is really about…. Students also see first-hand the benefits of community members working together… and understand the importance of connections within the community.”

Fifteen of the 2017–2018 Intergenerational Connections projects will receive renewal grants for use during the 2018–2019 academic year. In April, CIC announced a new cohort of 23 participating institutions that will roll out their projects in 2018–2019. For more information about the project, which is generously funded by the AARP Foundation, visit www.cic.edu/programs/Intergenerational-Connections.
Regional Gatherings Focus on Second NetVUE Volume; Book Gains Broad Readership

CIC’s Network for Vocation in Undergraduate Education (NetVUE) already has produced two books and will release a third volume in early 2019. The books are written by members of the NetVUE Scholarly Resources Project to facilitate the work of vocational exploration and discernment among students and faculty members. The positive effects of these efforts became more visible at two recent NetVUE regional gatherings that explored the project’s latest book.

_Vocation across the Academy: A New Vocabulary for Higher Education_ was published by Oxford University Press in early 2017. This second book in the series was featured in a panel discussion at the March 2017 NetVUE Conference and quickly sold out at the event bookstore. It has been purchased for distribution to faculty members at many NetVUE institutions and has frequently played a role in programs receiving NetVUE Professional Development Awards.

Sensing a desire for further exploration of the book’s themes, NetVUE collaborated with two CIC institutions—Berry College (GA) and California Lutheran University—to host gatherings that focused on this volume. With 40 participants at Berry and 20 at California Lutheran, the events brought together campus leaders who had used—or hoped to use—the book in their own settings or who had found its themes relevant to their work. Each gathering featured presentations on each of the four main sections of the book. The host institutions provided ideal venues for their respective conversations, with beautiful settings, broad participation from their campus constituents, opportunities for intellectual and spiritual reflection, and memorable hospitality for their guests.

The Berry College event, “Storytelling, Mapmaking, and a Sense of Direction,” took place February 23–24, 2018. It began with an inspiring plenary talk by Shirley Hershey Showalter, president emerita of Goshen College (IN). She emphasized the value of stories for vocational exploration, giving particular attention to the classroom context. The classroom allows students to explore the intersection of the teacher’s story, their own experiences, and the new narrative that is created by the course and its participants. She referenced the life of Elise Boulding, whose journey had helped shape Showalter’s own vocational trajectory. Readers can access her description of Boulding’s story in a blog entry on the NetVUE Scholars site at www.vocationmatters.org.

The March 9–10 gathering at California Lutheran University, “Calling, Conflict, and the Necessity of Action,” opened with a presentation by one of the book’s contributors, Jason A. Mahn, associate professor of religion at Augustana College (IL). His talk addressed a perennial problem faced by college students: being called in several directions simultaneously. With references to classical literature, campus experiences, and individual student stories, he argued that such conflicts are inevitable and that educators should work to prepare their students to wrestle with them. These contradictions can be faced and resolved, but our various “roads not taken” continue to shape our lives.

Each gathering also featured plenary panels, offering participants an opportunity to discuss how the book’s themes were playing out on their own campuses. At Berry, one of the panels focused on the second section of the book, which describes how diverse fields of study (including sociology, music, business administration, and biology) might offer resources for vocational reflection. The panelists included a mathematician, Lindsey Bosko-Dunbar, faculty director of Pathways to Purpose at Spring Hill College (AL); a political scientist, Nancy C. Biggio, associate provost for administration at Samford University (AL); and a scholar of literature, Don King, professor of English at Montreat College (NC)—each of whom described their efforts to incorporate vocational reflection into their courses. All three panelists emphasized certain features of their own academic fields that could contribute to the larger conversation about vocation.

Similarly, at California Lutheran, a panel discussed part four of _Vocation across the Academy_, subtitled “Overcoming Institutional Obstacles to the Language of Call.” The host
institution’s Colleen Windham-Hughes, associate professor of religion, explored the ongoing challenges faced by institutions as their vocational paths evolve. Daniel Meyers, director of the Center for Faith and Vocation at Butler University (IN), described several strategies that have allowed the center to adapt its work to the university’s strategic initiatives and to help students negotiate the “overload of opportunities” that undergraduate life so often presents.

The California Lutheran event included words of welcome from provost Leanne Neilson, who described how NetVUE membership had enabled her institution to integrate a wide range of offices and programs to help students reflect on their callings. At Berry College, president Stephen Briggs contributed to a panel discussion in which he spoke of the need for leaders to balance academic and co-curricular concerns with other factors—including enrollment, student retention, and marketing—in order to support vocational exploration.

Both leaders hosted receptions on Friday evening for the gathered participants.

At both events, NetVUE Director David Cunningham, who headed the Scholarly Resources Project and edited its books, offered a brief closing reflection. With reference to the book’s epilogue, “Vocabularies of Vocation: Language for a Complex Educational Landscape,” Cunningham observed that these gatherings provide excellent opportunities to consider the variety of terminology being employed to help students reflect on their vocations. Campuses have had good success with diverse approaches, including specifically theological language (“God’s call to us”), the language of personal and professional development (“finding direction in life”), or that of civic engagement and the common good (“the necessity of action”). The strong appeal of Vocation across the Academy has been, in part, its recognition that the language of vocation is sufficiently capacious, dynamic, and elastic to be useful in a variety of settings and across a wide range of academic disciplines and applied fields.

Early next year, Oxford will publish the third volume from the Scholarly Resources Project, titled Hearing Vocation Differently: Meaning, Purpose, and Identity in the Multi-Faith Academy. The book will be featured at the 2019 NetVUE Conference (March 21–23, in Louisville, Kentucky), as well as at a number of regional gatherings during the following academic year.

State Councils Update: Community College Transfer Process Streamlined; Grants Awarded; Scholarship Amounts Increase

With the help of CIC grants, State Councils in Texas and North Carolina have developed two models of online transfer portals that will streamline the transfer process for community college students who seek to complete degrees at independent colleges and universities. Once they are complete and fully tested by current students, the two models will provide technology that can be adapted by states that have articulation agreements with community colleges as well as by those that do not.

• Independent Colleges and Universities of Texas Foundation (ICUTF) includes 38 private institutions that represent about 20 percent of the total student enrollment in colleges and universities in Texas, but there is no statewide articulation agreement for community college transfer in the lone star state. ICUTF’s new initiative, which received support through a $40,000 CIC National Venture Fund grant, promises to increase overall enrollment at private institutions by allowing advisors at community colleges to view, online, entire programs, courses, and costs at participating ICUTF institutions; select a student who has earned (or will earn within the term) an associate’s degree; and request a transfer on behalf of the student. The portal will make it easier to match students to institutions where they can apply their community college credits toward a bachelor’s degree. It serves students by identifying colleges that can provide a smooth transition, and it serves institutions by creating a pathway that will allow pre-qualified students to be accepted and to transfer seamlessly. According to the National Student Clearinghouse, community college students who transfer to a nonprofit institution of higher education have a 60 percent graduation rate, a statistic that ICUTF seeks to increase over time by eliminating some of the obstacles for community college transfer.
• **North Carolina Independent Colleges and Universities (NCICU)** is developing a different model that leverages North Carolina’s statewide Independent Comprehensive Articulation Agreement of 2015. For NCICU’s 36 member colleges and universities and their partners in the North Carolina Community Colleges System, the transfer portal will instantly reveal direct pathways to degree completion for community college students by providing information on course equivalencies between institutions, thanks to the statewide articulation agreement. NCICU’s portal will build on the work of ICUTF and soon help students chart a clear path toward a bachelor’s degree. The NCICU project received financial backing through a $25,000 CIC National Venture Fund Grant that NCICU will match through state-based support.

Both the ICUTF and NCICU models include communications tools that will give students and institutions progress updates and reminders, important tactics for increasing enrollment in private colleges and universities through the new portals. ICUTF and NCICU will give presentations on their projects at the 2018 State Councils Annual Conference, which will take place in St. Louis, Missouri, April 29–May 1.

**CIC/UPS Scholarships Increase for 2018–2019 Academic Year**

Thanks to prudent management by the CIC Board of Directors Investment Committee, the annual drawdown that supports scholarship and grant programs for CIC State Councils will provide for an increase in the CIC/UPS Scholarships Program for the 2018–2019 academic year. In July, CIC will award a $3,000 stipend for use at each eligible State Council member institution—which includes private, nonprofit, and regionally accredited four-year institutions that offer undergraduate liberal arts degree programs to the students they serve.

“Since its inception, the program has provided scholarships to more than 20,170 students,” said Carol Schuler, vice president for state council programs. “It helps first-generation, low-income, minority, and new American students afford to enroll in private colleges, where research shows that they more readily thrive and graduate in a shorter period of time.”

CIC distributes the scholarships through CIC State Councils and member institutions. Last year, 551 students were selected by their institutions for the award. For more information about the CIC/UPS Scholarships, contact Schuler at schuler@cic.nche.edu or (202) 466-7230.

**FOUR AWARDS BUILD CAPACITY FOR FUNDRAISING AND MARKETING**

Four State Councils received cash awards in March through CIC’s Capacity-Building Grants Program. Designed to help a small staff do more, the grants provide funds for materials, consultants, software, and research that fundraisers and marketers need. No matching funds are required to qualify. All applications are evaluated by a committee based on the impact the award will have. The State Councils that submitted successful applications received a total of $66,725 from CIC and will engage in several projects:

- **Michigan Colleges Alliance** will develop a new website;
- **Virginia Foundation for Independent Colleges** will produce a marketing and fundraising video;
- **Associated Colleges of Illinois** will establish a major gifts program for families and individuals; and
- **Council of Independent Nebraska Colleges Foundation** will produce an economic impact report.

“CIC is very pleased by the range of topics this year in the Capacity-Building Grant Program,” said CIC President Richard Ekman. “These grants are designed to address pressing issues and make an immediate difference in the operational capacity of a State Council. It’s a very smart move to apply for these grants, which have a fairly simple application process.”

The Capacity-Building Grant Program is one of five annual funding initiatives CIC offers to State Councils. For additional information about the initiatives—including deadlines and online applications—visit [www.cic.edu/programs/State-Councils](http://www.cic.edu/programs/State-Councils).
A Compendium of Recent Research and Books of Interest to Higher Education Professionals

BOOKS

The Challenge of Independent Colleges: Moving Research into Practice
Christopher C. Morphew and John M. Braxton, editors (Johns Hopkins University Press, 2017)

*The Challenge of Independent Colleges* is the result of a collaboration between CIC and the Association for the Study of Higher Education. Edited by Christopher C. Morphew, dean of the Johns Hopkins University School of Education, and John M. Braxton, professor emeritus of higher education at Vanderbilt University, the book documents challenges and opportunities that independent colleges face in several integral areas. The book’s nine chapters are written by leading higher education scholars on topics such as access and affordability, assessment, ensuring student success, and institutional strategy. Each chapter is followed by a short, critical response—written by a president or provost at a CIC member institution—that demonstrates how institutional leaders can use the latest research. An introduction by Harold V. Hartley III, CIC senior vice president, provides an overview of the independent college sector. (CIC members can receive a 20 percent discount by entering the promotional code “HTWN” when purchasing the book at [https://jhupbooks.press.jhu.edu](https://jhupbooks.press.jhu.edu).)

How to Run a College: A Practical Guide for Trustees, Faculty, Administrators, and Policymakers
Brian C. Mitchell and W. Joseph King (Johns Hopkins University Press, 2018)

This book analyzes how colleges and small universities operate and what they can do to thrive in today’s educational and economic climate. Brian C. Mitchell, principal at Academic Innovators and past president of Bucknell University (PA) and Washington & Jefferson College (PA), and W. Joseph King, president of Lyon College (AR) and former executive director of the National Institute for Technology in Liberal Education, offer a frank yet optimistic vision for how colleges can change without diminishing their fundamental strengths. The authors state that colleges and universities must evolve by modernizing their practices, monetizing their assets, focusing on core educational strategies, and linking to the modern world. They also argue that colleges should build upon their solid academic and residential foundation—becoming more creative and nimble—and they praise colleges for being centers of experimentation and innovation that heavily influence higher education around the world.

Shared Governance in Higher Education, Volume 2: New Paradigms, Evolving Perspectives

This second volume in the Shared Governance in Higher Education series builds on the first volume and offers governance leaders, administrators, faculty members, staff, and students the insights and resources needed to recognize and resolve governance challenges on their own campuses. Sharon F. Cramer, Distinguished Service Professor Emerita at Buffalo State College, edited both volumes. In a chapter drawn from his keynote address at the 2015 SUNY Voices Conference on shared governance, Augustana College (IL) President Steven Bahls provides a critical study of higher ed institutions. Nine additional chapters analyze academic processes such as development of a sexual assault policy, effective use of task forces, and faculty review of administrators. Contributors provide guidelines on leadership development, budget development, and mentoring; describe subtle considerations and compromises, which governance leaders can incorporate into collaborations; and illustrate hard-earned wisdom and lessons learned.
Making College Better: Views from the Top
Joseph L. DeVitis, editor
(Peter Lang Inc., 2018)

Making College Better offers practical responses to public criticisms of higher education that call for great reforms as resources are weakening. In their essays, college and university presidents from a wide variety of postsecondary institutions—including CIC member colleges and universities—address many complex issues and how they might be untangled, suggesting ways to improve college through more strategic policies and practices. The book will likely appeal to anyone interested in the future of higher education—including college administrators, students and parents, legislators, and other officials—and may be useful for courses on the organization and administration of higher education, contemporary issues in higher ed, foundations of higher ed, and college student development.

The Market Imperative: Segmentation and Change in Higher Education
Robert Zemsky and Susan Shaman
(Johns Hopkins University Press, 2017)

In The Market Imperative, Robert Zemsky and Susan Shaman argue that many policy makers and institutional leaders fail to understand how deeply the higher education consumer markets have changed American higher education. Instead of functioning as a single integrated industry, higher education is a collection of segmented markets with their own operating constraints, especially regarding price. The volume draws on new data developed by the authors in a Bill & Melinda Gates Foundation-funded project to describe the landscape, including how higher ed markets distribute students among competing institutions, how markets differ across the nation, and how the markets determine the kinds of faculty members at different types of institutions. The book concludes with a three-pronged set of policies “for making American higher education mission centered and market smart.” Zemsky is professor of higher education at the University of Pennsylvania and chair of the Learning Alliance for Higher Education; Susan Shaman is director of special projects at the Peach Bottom Group (part of the Learning Alliance) and a guest lecturer at the University of Pennsylvania.

Robot-Proof: Higher Education in the Age of Artificial Intelligence
Joseph E. Aoun
(The MIT Press, 2017)

In Robot-Proof, Northeastern University President Joseph Aoun proposes a way to educate the next generation of college students with a creative mindset and the mental elasticity to invent, create, and discover—thereby filling needs in society that even the most sophisticated artificial intelligence agent cannot. Aoun lays out the framework for a new discipline, which he calls humanics, that builds on people’s innate strengths and prepares students to compete in a labor market in which smart machines work alongside human professionals. Aoun’s approach involves data literacy, which students will need to manage the flow of big data; technological literacy, to understand how machines work; and human literacy—including the humanities, communication, and design—to function as a human being. He argues that higher education based on these literacies will equip students for living and working through change.
Diversity Matters: Race, Ethnicity, and the Future of Christian Higher Education

Diversity Matters offers higher ed leaders a roadmap as they think through how their campuses can serve all students well. With essays from nearly 30 leaders and scholars who work on Council for Christian Colleges & Universities (CCCU) member campuses across the country, the book is divided into five key sections. They cover case studies of campuses with a commitment to diversity; lessons in resiliency and leadership from long-term CCCU diversity professionals; the role white leaders can and should play in efforts to end inequality and racism; curricular and co-curricular initiatives to enhance diversity awareness and action; and autoethnographies of emerging leaders and their career stages. Karen A. Longman is the PhD program director and professor of higher education at Azusa Pacific University (CA) and serves as a senior fellow of CCCU.

Developing Faculty in Liberal Arts Colleges: Aligning Individual Needs and Organizational Goals

This book analyzes the career stage challenges many faculty members must overcome, such as a lack of preparation for teaching, limited access to resources and mentors, and changing expectations for excellence in teaching, research, and service, to become academic leaders. Drawing on research conducted at the 13 institutions of the Great Lakes Colleges Association, the authors propose an Alignment Framework for Faculty Development in Liberal Arts Colleges to show how these colleges provide their faculties with the support to succeed. Authors Vicki L. Baker is a professor of economics and management at Albion College (MI) and an instructor of business administration for Penn State University’s World Campus; Laura Gail Lunsford is the director of the Swain Center in the Cameron School of Business at the University of North Carolina Wilmington; and Meghan J. Pi fer is an associate professor of higher education administration in the Department of Educational Leadership, Evaluation, and Organizational Development at the University of Louisville.

Dealing with Dysfunction: A Book for University Leaders

Through a series of fictionalized case studies, Dealing with Dysfunction aims to show a real-life view of a college department gone awry while also providing leadership recommendations. The book looks at the options a department chair and dean have available to them when dealing with a group of professors whose members—labeled as Committed, Reluctants, and Resistors—are unable to work together. Each chapter ends with a section on “learnings” and reflections, providing insights into the thought processes behind suggested actions. Throughout the book, author Richard T. Castallo, professor of educational leadership and policy studies at California State University at Northridge, emphasizes the importance of clear communication and strong listening skills.

REPORTS
2018 Survey of College and University Presidents
Scott Jaschik and Doug Lederman, editors (Inside Higher Ed and Gallup, March 2018)

Inside Higher Ed’s eighth annual survey of college and university presidents, conducted by Gallup and answered by 618 presidents across all sectors (262 from private nonprofit colleges and universities), again sought to understand how these leaders view the opportunities and challenges facing U.S. higher education institutions. The survey questioned presidents on topics such as the financial health of their institutions, concerns about student body size and composition, race relations, image of higher education, federal higher education policy, effects of the Trump presidency on
higher education, and tuition resets and freezes. According to the survey results, over all, presidents of public and private institutions are equally likely to be confident in the financial outlook of their institution over the next five years. Private college and university presidents are somewhat more confident in their institutions' financial viability over the next ten years, however, with 57 percent of leaders agreeing that their institution will be financially stable over that period, compared with 47 percent of public institution leaders (see Figure 1). For the report, visit www.insidehighered.com.

2018 Survey of College and University Chief Academic Officers
Scott Jaschik and Doug Lederman, editors (Inside Higher Ed and Gallup, January 2018)

Inside Higher Ed’s eighth annual Survey of College and University Chief Academic Officers explored
how these leaders view academic and other challenges facing their institutions. Conducted by Gallup and answered by 516 CAOs (223 of whom are from private colleges and universities), the survey covered such topics as faculty tenure; faculty professional development; inclusively, civic engagement, and civil discourse; free speech on campus; and professor controversies and academic freedom. The results show that four out of five (81 percent) of all chief academic officers (public and private) agree or strongly agree that their institution works to promote civic engagement among students, with private college CAOs more likely than their public counterparts to strongly agree this is occurring (51 percent vs. 35 percent). Most provosts also believe their institution actively promotes civil discourse among students, with 81 percent of private college CAOs agreeing or strongly agreeing compared with 66 percent among public CAOs (see Figure 2, page 27). Private college CAOs also are more likely to say their college has been successful in these areas. For the report, visit www.insidehighered.com.

**The Working Environment Matters: Faculty Member Job Satisfaction by Institution Type**

Karen L. Webber (TIAA Institute, March 2018)

This study addresses the concern that changes to faculty status may lower faculty job satisfaction and discourage new doctoral recipients from pursuing academic careers, and that these attitudes can negatively affect student learning, academic scholarship, and institutional success. The study examines faculty job satisfaction across different types of institutions and explores how gender, race, age, and other factors interact with faculty expectations, experiences, and perceptions of the work environment to determine satisfaction. Karen L. Webber, associate professor of higher education at the University of Georgia Institute of Higher Education, analyzed faculty-satisfaction data from nearly 31,000 professors that were collected by Harvard University’s Collaborative on Academic Careers in Higher Education from 2012 to 2014 and interviewed a sample of respondents. Although some faculty members report low job satisfaction and a few expressed enough dissatisfaction to consider leaving the profession, most full-time faculty members appear satisfied with their work;

**Figure 3: Faculty Job Satisfaction at Baccalaureate Colleges Is Significantly Higher Than at Other Institutional Types**

**Institutional satisfaction**—If I had it to do all over, I would again choose to work at this institution. (5=strongly agree; 1=strongly disagree)

**Departmental satisfaction**—This department is a good place to work. (5=strongly agree; 1=strongly disagree)
faculty satisfaction at baccalaureate colleges (public and private) is significantly higher from that at other institution types (see Figure 3, page 28). For the report, visit www.tiaainstitute.org.

The Future of Undergraduate Education: The Future of America

This report proposes practical ways to improve undergraduate education and to increase the number of students who complete their education with valuable knowledge and without unmanageable debt. To raise both the rate of completion and the value of the degrees obtained, the report recommends that colleges and universities increase training for college teaching, support the integration of student data and counseling, provide non-tenure track faculty members with stable professional careers, and employ reliable measures of student learning. To improve affordability, the report suggests that the federal government restructure the Pell grant system to support timely completion of credentials, establish a single income-driven repayment plan to simplify college borrowing and limit the need for future debt forgiveness, create a tracking system for students to make aid contingent upon satisfactory academic progress, and strictly regulate institutional eligibility for federal financial aid to support student success. The report rarely differentiates among higher education sectors, unfortunately, and therefore does not highlight certain strengths of smaller private colleges. For the report, visit www.amacad.org.

Assessment That Matters: Trending toward Practices That Document Authentic Student Learning
Natasha A. Jankowski, Jennifer D. Timmer, Jillian Kinzie, and George D. Kuh (National Institute for Learning Outcomes Assessment [NILOA], January 2018)

Assessment of student learning remains an ongoing and prevalent activity for U.S. higher education (see Figure 4, page 30). To understand institution-level assessment in 2017 and trends over time, last year NILOA conducted its third national survey of provosts; respondents from 811 regionally accredited, undergraduate degree-granting institutions participated (41 percent were private colleges and universities). This report summarizes the major findings—including that most institutions have statements of learning for all undergraduate students and increasing numbers have aligned learning throughout the institution—and presents implications for policy and practice. The report finds areas that need attention for assessment efforts to continue to advance student learning and institutional effectiveness, including that colleges and universities should communicate more effectively about student learning, improve documentation of student learning and teaching quality, and use assessment data to support the achievement of equity goals, among others. For the report, visit www.learningoutcomesassessment.org.

The State of Humanities 2018: Graduates in the Workforce and Beyond
(American Academy of Arts & Sciences, February 2018)

Based largely on original research commissioned by the American Academy of Arts & Sciences for its Humanities Indicators project, this report examines a broad range of measures about holders of four-year bachelor's degrees, including graduates' satisfaction with their jobs, finances, and lives generally. The data reveal that despite disparities in median earnings, humanities majors are similar to graduates from other fields with respect to their perceived well-being. Although the data cannot explain the disparity between the objective and subjective measures, they may spark a more nuanced discussion about the relationship between field of undergraduate study, employment, and quality of life. The report shows that humanities graduates are distributed broadly across occupations, but are most strongly represented in management, administrative support, and education. Despite uncertainty about the connection between their degree and their job, humanities graduates reported job satisfaction at levels comparable to graduates from almost every other field. For the report, visit www.amacad.org.
Navigating Pluralism: How Students Approach Religious Difference and Interfaith Engagement in Their First Year of College
Alyssa N. Rockenbach, Matthew J. Mayhew, Benjamin P. Correia-Harker, Laura Dahl, Shauna Morin (Interfaith Youth Core, December 2017)

Based on findings from the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) in which 7,194 students at 122 colleges and universities participated during fall 2015 and 2016, this report sheds light on the role the first-year experience plays in the learning and development of students, especially regarding their understanding of religious matters in society. *Navigating Pluralism* aims to help educators explore and engage often-perplexing issues of religious and worldview diversity in relation to the college experience, campus climate, and student outcomes. The report addresses key findings in these domains, revealing myriad factors that first-year students face. For example, the report shows that students enter college with high expectations for a welcoming campus environment, but perceptions of welcoming people of different races, transgender people, and people of different worldviews (especially Buddhists, Hindus, Muslims, and LDS/Mormons) often fall short. For the report, visit [www.ifyc.org](http://www.ifyc.org).
The Norwich University (VT) team won NASA’s 2018 Breakthrough, Innovative, and Game-Changing (BIG) Idea Challenge. For the engineering design competition, NASA enlists university teams from across the nation to develop creative solutions to some of the agency’s most vexing challenges; this year’s contest called for the development of a large power system that could be used on the surface of Mars. The Norwich team (pictured) proposed a flexible solar array design using inflatable booms to provide a compact stowed configuration and low launch mass. The four other teams in the competition were the University of Colorado Boulder, Princeton University, Texas A&M University, and the University of Virginia.

In February 2018, the U.S. Department of State announced the U.S. colleges and universities that produced the most Fulbright U.S. Students and Scholars for the 2017–2018 academic year. Top-producing institutions in this international educational exchange program are highlighted annually in the Chronicle of Higher Education. Seven CIC members were featured in the scholars category: Bucknell University (PA), Ithaca College (NY), Middlebury College (VT), Pitzer College (CA), Regis University (CO), Swarthmore College (PA), and University of Richmond (VA). Thirty-two CIC member institutions were highlighted in the students category, including these CIC institutions where six or more students won a Fulbright award: Coe College (IA), DePauw University (IN), Franklin & Marshall College (PA), Grinnell College (IA), Kenyon College (OH), Middlebury College (VT), Oberlin College (OH), Pitzer College (CA), Roanoke College (VA), Scripps College (CA), St. Olaf College (MN), and Washington & Jefferson College (PA).

Now in its fifth year, the national recognition project Most Promising Places to Work in Student Affairs recognized 13 institutions in 2018, including CIC member Holy Names University (CA). The project 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.

The Council on Undergraduate Research (DC) presented its 2017 Campus-Wide Award for Undergraduate Research Accomplishment to Denison University (OH), Hope College (MI), and Florida Atlantic University in January. The annual award recognizes institutions with exemplary programs that provide high-quality research experiences for undergraduates.

The Arnold and Mabel Beckman Foundation announced in January the selection of its 2018 Beckman Scholars Program Awardees, U.S. colleges and universities that underscore the foundation’s mission of supporting basic research in the chemistry and life sciences. Participation in the program includes a highly competitive, invitation-only application process that benchmarks undergraduate research quality and commitment indicators against institutions from across the country. This year’s award includes more than $1.5 million in funding for undergraduate scholars at 12 colleges and universities, of which three are CIC members: Furman University (SC), Haverford College (PA), and Hope College (MI).

The Orr Fellowship named 70 students from over 1,100 applicants as 2018 Orr Fellows. The program selects top seniors for a two-year fellowship and career placement at a variety of expanding companies in Indianapolis, Indiana. Thirty-four of the Orr Fellows are from Texas Christian University and 13 Indiana-based CIC member institutions: Anderson University, Butler University, DePauw University, Hanover College, Huntington University, Indiana Wesleyan University, Marian University, Saint Mary’s College, Taylor University, Trine University, University of Indianapolis, University of Evansville, and Wabash College.

In February, the Peace Corps announced the colleges and universities that produced the most Peace Corps volunteers in 2017. Seventeen CIC member institutions produced ten or more undergraduate alumni volunteers and made the “top colleges” list: Agnes Scott College (GA), Bucknell University (PA), Cornell College (IA), Denison University (OH), DePaul University (IL), Eckerd College (FL), Hope College (MI), Lewis & Clark College (OR), Pacific Lutheran University (WA), Rhodes College (TN), Spelman College (GA), St. Lawrence University (NY), University of Denver (CO), University of Redlands (CA), Whitman College (WA), Whitworth University (WA), and Willamette University (OR).

The New American Colleges & Universities (MD) presented its eighth annual Ernest L. Boyer Award to José Antonio Bowen, president of Goucher College (MD), at the Association of American Colleges & Universities Annual Meeting in January. The award pays tribute to Boyer’s legacy as an educator by honoring others who are making significant contributions to American higher education. Bowen was recognized as an advocate of liberal arts education and a proponent of innovative teaching strategies.

**Creating Partnerships**

Emerson College (MA) now offers two semester-long study abroad opportunities in Hong Kong. The program at Hong Kong Baptist University will especially benefit undergraduates majoring in visual and media arts or journalism. The program at Lingnan University will appeal to honors program students, as the curriculum meets many of Emerson’s honors program requirements.

In December, Gannon University (PA) began a partnership with Esslingen University of Applied Sciences in Esslingen am Neckar, Germany, to offer a dual-degree software engineering program. The partnership allows students to complete an ABET-accredited bachelor of science degree in software engineering or computer science and a European bachelor of engineering degree in software technology. The program requires three full years of bachelor’s-level study at Gannon University and a year at Esslingen University that includes both courses and a paid internship in software development.

California Lutheran University (CLU) and ELS Educational Services, Inc. signed an agreement in December to develop a graduate pathways program to enhance the educational experience of the university’s international students and extend its global reach. The CLU Pre-MBA Pathways Program, which is projected to welcome its first students in fall 2018, will offer international students intensive English-language support, courses for degree credit, counseling, and support to help students acclimate both academically and socially as they work toward their MBA.

Hood College (MD) is partnering with Frederick Community College, Woman to Woman Mentoring, Inc., and the Frederick National Laboratory for Cancer Research (operated by Leidos Biomedical Research, Inc.) to bring the Million Women Mentors movement to Frederick County, Maryland. The nationally engaged movement is organizing STEM mentors (female and male) to help girls and women
become interested, persist, and succeed in STEM programs and careers.

Bloomfield College (NJ) became the first college to partner with the East Orange Housing Authority (EOHA), which provides affordable housing and homeownership opportunities to low-income citizens and working families. The initiative aims to create clear pathways to college through EOHA-specific scholarships, internship opportunities, mentoring, and academic support for EOHA-assisted students at Bloomfield.

A new agreement between North Carolina Independent Colleges and Universities (NCICU) and North Carolina Community College System could reduce the time and money registered nurses with an associate degree need to invest to earn a BS in nursing. In February, ten NCICU campuses signed the RN to BSN articulation agreement, including eight CIC member institutions: Barton College, Gardner-Webb University, Lenoir-Rhyne University, Mars Hill University, Pfeiffer University, Queens University of Charlotte, University of Mount Olive, and Wingate University.

West Virginia Wesleyan College and the West Virginia School of Osteopathic Medicine (WVSOM) recently entered into an agreement to establish a pre-osteopathic program for undergraduate students who wish to enter osteopathic medical school. In the partnership, Wesleyan students can network with WVSOM medical students and professionals, have shadowing opportunities, and advance their knowledge of osteopathic medicine. Students are assigned a faculty mentor to monitor their progress and receive an expedited application review and an early admission interview.

In February, Daemen College (NY) established a new partnership with the Charter School of Inquiry (CSI) that will offer educational opportunities for aspiring teachers and provide multidisciplinary professional development training at the Buffalo-based K–6 school. A component of the partnership is the creation of a collaborative classroom space at CSI where practicum classes will be held on site for Daemen teacher candidates; the space also will be used by CSI for professional development training and programs.

MAJOR GIFTS, GRANTS, AND CAMPAIGN SUCCESSES

St. Norbert College (WI) received a $30 million gift from the Donald J. and Patricia A. Schneider Family last fall to honor Donald J. Schneider’s legacy of serving the community and advancing Catholic education. Schneider was the president, CEO, and chair of Schneider National as well as a St. Norbert College alumnus, trustee, and adjunct instructor. The gift for the college’s endowment will support scholarships and program innovation.

Gustavus Adolphus College (MN) announced in late 2017 receipt of a $25 million grant that will help launch a new career development program and provide extensive funding for scholarships, financial aid, and capital projects on campus. The anonymous grant is from a donor-advised fund established by an alumni couple with a strong history of engagement with the college and is made in support of the Gustavus Acts Strategic Plan. In January, Gustavus Adolphus College announced a $10 million commitment from alumnus Bob Peterson (1974) and his wife, Cindy. The gift will provide funding for the expansion and renovation of the Nobel Hall of Science, which will break ground this spring, along with support for National Merit Scholars.

High Point University’s (NC) continued growth was enhanced recently by a group of parents and alumni who committed $13.5 million to support academic programs, scholarships, and facilities. The university received five major gifts from the donors, each of whom wishes to remain anonymous. Among the gifts, two Florida families each contributed $5 million to assist in constructing a school of undergraduate sciences and a hotel on campus.

Marian University (IN) received a $12 million gift from Fred and Judy Klipsch to support the Educators College scholarships and exceptional faculty and staff. Fred Klipsch is the former owner of Indianapolis-based Klipsch Audio Technologies, which was purchased by Audiovox Corporation.
in 2011, and he currently serves on the Marian University board of trustees. This commitment will establish the Judy L. Klipsch Angel Educators Scholarship to support disadvantaged students who want to become educators, and Marian will rename the college the Fred S. Klipsch Educators College.

**Molloy College** (NY) announced in December receipt of a $1.5 million grant from the Robert David Lion Gardiner Foundation to educate the greater Long Island community about local history through a program called "Long Island: How Did We Get Here?" Molloy faculty, staff, and doctoral students will research and compile a history of the region’s economic and social issues, with insights into forces and interests that have shaped local politics and culture, to help address current regional challenges.

The Thomas and Dorothy Leavey Foundation recently made a $1 million gift toward the construction of a new welcome center to receive prospective students, their families, and other visitors at the **University of Puget Sound** (WA). The foundation also pledged another $1 million that will be released if the university reaches by fall 2018 $6.5 million in documented commitments toward its fundraising goal of $7.5 million.

In January, **Huntington University** (IN) received a $1 million gift from Leland E. Boren of Upland, Indiana. The gift will support continued academic program growth in the Haupert Institute for Agricultural Studies and other key initiatives of the university’s Faith Forward 2022 strategic plan. Boren currently serves as chair and CEO of Avis Industrial Corporation and president of PHD, Inc.

**Husson University** (ME) announced in February that two of its faculty members and a University of Michigan faculty member have received a $500,000 research award from the U.S. Department of Agriculture National Institute of Food and Agriculture. The research project will examine the interactions between the natural chemical compounds found in broccoli sprouts and gut bacteria to determine if broccoli sprout consumption could help reduce the development of cancerous colon tumors. The award will be used for laboratory materials, chemicals, bioanalysis, molecular biology analysis, and cell and tissue analysis.

A seed gift of $600,000 by a donor, paired with a new communication and media task force, will allow **Oral Roberts University** (OK) to increase effectiveness of its Communication and Media Department. The gift will support staff increases, development of new curricula that will challenge and encourage students to engage in communications, and the purchase of state-of-the-art equipment that will prepare graduates to thrive in the new media environment. The grant also will help launch a Media Leadership Institute.

A $250,000 donation from Toyota Motor North America will help **Manchester University** (IN) build an intercultural center in memory of civil rights activist, educator, and 1954 alumna Jean Childs Young. The 5,000-square-foot building will feature a circular domed, multipurpose space named the Toyota Round that will become a campus focal point for multicultural discussions and programming.

**NEW PROGRAMS AND MAJORS**

After receiving a major gift to endow a new school of business, **Hood College** (MD) announced in February the establishment of the George B. Delaplaine Jr. School of Business. The business school, still in the early stages of development, will be a hub for social entrepreneurship in the community, providing undergraduate, graduate, and doctoral students enriching experiences beyond the classroom.

**California Lutheran University** (CLU) will offer a doctoral degree program outside Ventura County for the first time, after the June launch of an educational leadership program in Santa Maria, California. The new EdD program will prepare experienced educators and administrators for advanced leadership roles in kindergarten through 12th-grade schools. Students can complete the hybrid program in three years while working full time. In addition, CLU announced in February that...
it will offer a new bachelor’s degree in hospitality management and tourism, the only one available from a private institution in Southern California, starting in fall 2018. The program will develop skills in operations, finance, human resources, and marketing as well as creative and critical thinking, communication, and ethical leadership.

West Virginia Wesleyan College announced its first doctoral program in the college’s history. Beginning in fall 2018, the School of Nursing will offer a doctor of nursing practice degree, which will focus on advancing professional nursing roles, including preparing nurse leaders to drive reform in the health care system and advocate for the most vulnerable in the community.

Gannon University (PA) will launch a new master of health care administration program this summer. The part-time program, to be housed within the Dahlkemper School of Business located in Gannon’s new Center for Business Ingenuity, will offer a blend of face-to-face evening courses and online instruction.

Benedictine University (IL) recently launched graduate and undergraduate nutrition programs that offer multiple professional pathways and specialties. Programs include MA and MS degrees in nutrition and dietetics, MA and MS degrees in nutrition and wellness, a BA in food and nutrition management, a BA in health education and promotion, and a BS in nutrition and dietetics.

Loras College (IA) began accepting applications in January for a one-year, post-baccalaureate premedical program. The program is designed for students who have completed a bachelor’s degree but lack some prerequisite courses to apply to a professional school of medicine, optometry, dentistry, podiatry, physical therapy, physician assistant, or veterinary medicine.

The Saint Vincent College (PA) Department of Criminology will offer a master of science degree in criminology beginning this summer. The program, which can be completed in one calendar year, is designed to address current issues, policies, and theories in the criminal justice system so that graduates can champion significant changes to enhance the process of justice in the criminal courts.

Notre Dame de Namur University (CA) began offering several new programs in the 2017–2018 academic year: an online master’s degree in teaching English to speakers of other languages (TESOL); and an integrated liberal studies program that leads to an elementary school teaching credential, a bachelor’s degree, and a master’s degree, all in five years. Starting this summer, Notre Dame de Namur’s Tracy, California, campus will offer a master’s degree and credential in special education. And beginning this fall, the university will offer a teacher preparation program in biological sciences in conjunction with Cañada College, leading to a master’s and credential in five years.

In January, Mary Baldwin University (VA) announced plans to address beginning in fall 2018 the significant need to provide more undergraduate students with a path toward a bachelor of arts degree in autism studies and applied behavior analysis. The first of its kind in Virginia, the program aims to help fill the need of schools and in-home service-providers of children diagnosed with Autism Spectrum Disorder.

This summer, Warren Wilson College (NC) will launch a new master’s degree program in critical and historical craft studies. The program will integrate American studies, anthropology, art history, decorative art history, design history, social history, and material and visual culture studies. And this fall, Warren Wilson College will start offering an expressive arts therapy major that integrates psychology, social work, and music and art.

Drury University’s (MO) Department of Fine and Performing Arts now offers a bachelor of music education degree that comprehensively prepares students for certification to teach all music specialties: general, choral, and instrumental. The single-track program is designed for students who wish to teach music at the elementary and secondary level.

Rider University (NJ) began to offer a bachelor of science in business administration with a major in business analytics this spring. Students are able to select courses within six tracks: marketing, finance, programming, statistics, global supply chain management, and health care management. The specific tracks allow students to better prepare for careers as operations research, market research, management, and finance analysts.

Newberry College (SC) will add a BS degree in exercise science to its programs of study this fall. The new major will allow students to explore the science of physical activity and learn how health and healing can be affected by nutrition and exercise.

Cedarville University (OH) launched a civil engineering major that will begin with the 2018–2019 academic year, marking the fifth major in Cedarville’s School of Engineering and Computer Science. The curriculum for the BS degree includes a core of engineering courses in the first two years followed by engineering specific coursework starting in year three.

North Central College (IL) will offer bachelor of science degrees in computer, electrical, and mechanical engineering starting with the 2018–2019 academic year. The programs are situated in the College of Arts and Sciences rather than a stand-alone school of engineering to produce engineers who are prepared to adapt to new challenges throughout their careers.
Elizabethtown College (PA) recently added a chemistry laboratory sciences major that emphasizes real-world, hands-on preparation and requires integrated lab, advanced instrumentation, and internship components. Elizabethtown also introduced an interdisciplinary data science major in which students take foundational courses in computer science, mathematics, and statistics, as well as courses that involve a variety of machine learning techniques.

The Sage Colleges (NY) now offers an information technology-cybersecurity bachelor of science degree program on its Albany campus as well as online. Both programs offer students a foundation in data communications and networking, programming, operating systems, system administration, database design, systems integration, and project management in addition to a range of specialized courses.

NEW AND RECENTLY RENOVATED FACILITIES

Following a $16 million exterior and interior renovation, Gannon University (PA) re-opened a modernized Nash Library with a dedication ceremony in January. The library includes three flex rooms to accommodate large groups, 49 smaller study and collaboration rooms, upgraded outdoor courtyards with patio seating, a 28-seat computer lab, 30 additional PC and Mac workstations, and a self-service digital video recording studio equipped with a green screen, multiple backdrops, and technology that will allow students to record high-quality footage for class projects.

Carroll University (WI) dedicated its newest academic building, Doug and Nancy Hastad Hall, in January. The hall will house the nursing, physics and engineering, and exercise science programs as well as provide space for other academic classroom needs. Students will benefit from a state-of-the-art nursing simulation facility, exercise science laboratories, and the Bucyrus Center for Applied Physics and Engineering.

Loras College (IA) unveiled a new innovation laboratory in December. The lab houses 3-D printers, computers, a computer numerical control milling machine, and a variety of tools to help students design and build prototypes, test scientific theories, and use technology and mathematics tools to analyze their creations.

Anderson University (IN) recently opened a nearly $1 million state-of-the-art Cybersecurity Engineering Laboratory. The lab will help students—especially computer science, computer engineering, information security, and national security majors—gain real-life experience while completing course work. Faculty members also can use the lab to work on research or upper-level course projects.

The Cedarville University School of Pharmacy opened its new Center for Pharmacy Innovation, located in the university’s Health Sciences Center, in January. The center seeks to identify pharmaceutical solutions, provide educational initiatives, and promote patient advocacy that help patients and expand the pharmacist’s role as part of a collaborative health care team.

Trine University’s (IN) MTI Center opened to the public in December with a women’s basketball game. The new 3,500-seat athletic and event center is home to men’s and women’s basketball, bowling, and esports. The $13 million building also houses a fitness center, golf pro shop, banquet room, alumni suite, and the Trine University Athletic Hall of Fame.

Messiah College (PA) recently completed renovations to support the needs of wellness, fitness, and indoor athletics programs as well as expansion of the occupational and physical therapies programs. The project included a 29,750-square-foot,
two-story addition to the existing Sollenberger Sports Center; a new, state-of-the-art Falcon Fitness Center; an auxiliary gymnasium that provides two basketball courts and office space; renovation of the home court for volleyball and basketball; renovation of the Fredericksen Natatorium; and new faculty office suite for the Department of Health, Nutrition, and Exercise Science.

CAMPUS EXPANSIONS AND NAME CHANGES

Warner Pacific College (OR) officially changed its name to Warner Pacific University on January 18.

Pfeiffer University (NC) opened its new Charlotte campus in fall 2017. The 26,000-square-foot campus has classrooms, library space, a marriage and family therapy clinic, student lounge space, and administrative offices. Students using the Charlotte facility are largely professionals pursuing graduate degrees, completing their studies, or visiting in conjunction with online classes.

The University of LaVerne (CA) celebrated the opening of its new Bakersfield, California, campus last fall. The university built the new 13,500-square-foot campus after running out of room due to growth at its original Bakersfield campus. With a larger campus, the university also began offering new programs, including bachelor’s degree programs in psychology, information technology, and criminal justice, as well as a master’s degree program in school psychology.

CIC recently created an organizational LinkedIn page that features thought leadership and media coverage of independent higher education as well as updates on CIC research, programs, and events. CIC members are encouraged to follow CIC on LinkedIn and engage in discussions.
CIC Hosts Webinar on Potential Impact of EU Data Protection Regulations

The European Union’s General Data Protection Regulation, which aims to safeguard the personal information of every person who resides in an EU country and applies to every organization dealing with EU residents, will take effect on May 25, 2018. To help member institutions prepare to comply with the new regulation, CIC organized and hosted a webinar on April 19, 2018, led by Bret Cohen, partner at Hogan Lovells LLP and an expert on data privacy and consumer protection laws. Cohen provided practical steps that CIC members can take to reduce their institutional risk and answered questions from campus participants.

CIC IN THE NEWS

CIC’s new report, Innovation and the Independent College: Examples from the Sector, received significant press coverage in March. Inside Higher Ed covered the report in the March 28 story, “Proof That Colleges Adapt, and a Prod for More Change”; it also was discussed in a new Inside Higher Ed blog series, “Construction Trumps Disruption,” written by S. Georgia Nugent, CIC senior fellow and president emerita of Kenyon College (OH). In addition, the Chronicle of Higher Education and Education Dive featured the report in March 28 briefings.

On March 3, Florida Times-Union’s lead letter to the editor was “Liberal Arts Provides a Path to Success,” written by Georgia Nugent. The letter was adapted from Nugent’s recent inaugural address at Flagler College (see opposite column).

The Dickinson County News (IA) brief “Zeledon Named UPS Scholar” discussed a Wartburg College (IA) student who received a CIC/UPS Scholarship (March 13).

A March 1 Salisbury Post story on community colleges in North Carolina mentioned North Carolina Independent Colleges and Universities’ new community college transfer portal that is supported by a CIC National Venture Fund Grant.

CIC President Richard Ekman was interviewed in the Voice of America’s Learning English broadcast “Experts Debate Financial Future of American Higher Education” (February 24).

The March 6 St. Cloud Times article, “CSB President Named to Two National Boards,” reported that College of Saint Benedict (MN) President Mary Dana Hinton was elected to the CIC Board of Directors.

A February 24 Herald-Journal/GoUpstate.com brief discussed Wofford College’s (SC) Intergenerational Connections: Students Serving Older Adults project. CIC’s grant program is supported by the AARP Foundation.

The Inside Higher Ed story “Making an Impact in Online Courses” (January 31) referenced CIC’s Consortium for Online Humanities Instruction.

STAFF NEWS AND NOTES

This spring, S. Georgia Nugent, CIC senior fellow and president emerita of Kenyon College (OH), addressed two CIC State Council meetings: the Missouri Colleges Fund on April 25 and the West Virginia Independent Colleges and Universities on April 4. Her topic, “Advancing Independent Higher Education: Lessons Learned from the Field,” drew on her experience in leading CIC’s Securing America’s Future campaign, as well as co-authorship of the report, Innovation and the Independent College: Examples from the Sector. Nugent reflected on the most promising strategies for increasing awareness and support of the value of independent colleges and universities.

Nugent also was the keynote speaker at the inauguration ceremony for Flagler College (FL) President Joseph G. Joyner. During the February 24 event, she discussed “Diversity in a Democracy: What Can We Learn from Socrates?” She also made classroom visits, met with faculty members, and represented CIC in the installation ceremony.

Carol Schuler, CIC vice president for State Council programs, explored the ways in which State Councils strengthen independent higher education in two presentations. She addressed the annual meeting of the West Virginia Independent Colleges and Universities in Charleston, West Virginia, on April 4, and the annual meeting of the North Carolina Independent Colleges and Universities Fund in Asheville, North Carolina, on March 19.

Schuler also served as a judge for the North Carolina Independent Colleges and Universities’ Ethics Bowl in Raleigh, North Carolina, February 16–17.

Harold V. Hartley III, CIC senior vice president, was a panelist for a March 23 webinar on leading change in independent colleges. Hosted by the University of Minnesota College of Education and Human Development, the webinar explored the 2017 book The Challenge of Independent Colleges:
Moving Research into Practice, which was the result of a collaboration between CIC and the Association for the Study of Higher Education. Other panelists included co-editors Christopher C. Morphew, dean of the Johns Hopkins University School of Education, and John M. Braxton, professor emeritus of higher education at Vanderbilt University, as well as Mary Dana Hinton, president of the College of Saint Benedict (MN), and David Weerts, associate professor of higher education at University of Minnesota-Twin Cities.

Hartley also presented on “Trends Affecting the Business Models of Independent Colleges” at the March 16 National Association of College and University Business Officers board of directors meeting in Washington, DC.

David Brailow, CIC vice president for development, was a panelist for the American Council on Education’s annual meeting in Washington, DC. During the March 11 session “The Future of Teaching across American Higher Education,” Brailow discussed how CIC is fulfilling its mission to advance educational quality at its member institutions and described CIC’s new Consortium for Instructional Excellence and Career Guidance.

Lesley McBain became CIC’s director of research projects in April. Her responsibilities include developing CIC’s research reports, annual benchmarking reports, “Making the Case” resources, and other research and data projects. McBain previously was an assistant director for research and policy analysis at the National Association of College and University Business Officers. Earlier, she was a management and program analyst with the U.S. Department of Education, a research analyst with the Cooperative Institutional Research Program at the Higher Education Research Institute of UCLA, a senior research and policy analyst at the American Association of State Colleges and Universities, and a senior data editor at the College Board. She earned a BA in English literature from Temple University, an MS in higher education organizational administration and institutional research from Drexel University, and a PhD in higher education and organizational change from UCLA.
2018 CALENDAR OF EVENTS

APRIL 29–MAY 1
State Councils Annual Conference
St. Louis, MO

MAY 7–9
Workshop for Department and Division Chairs
Pittsburgh, PA

MAY 22–24
Workshop for Department and Division Chairs
Minneapolis, MN

JUNE 3–6
Diversity, Civility, and the Liberal Arts Institute
Atlanta, GA

JUNE 5–7
Workshop for Department and Division Chairs
Spokane, WA

JUNE 10–14
American History Seminar: The Civil War and American Memory
New Haven, CT

JUNE 12–13
NetVUE Regional Gathering Hosted by Augustana College
Rock Island, IL

JUNE 14–15
CIC Board of Directors Meeting
Washington, DC

JUNE 17–21
Teaching Interfaith Understanding Seminar
Chicago, IL

JUNE 17–25
Ancient Greece in the Modern College Classroom Seminar
Nafplio, Greece

JUNE 18–20
2017–2018 Executive Leadership Academy Closing Seminar
Washington, DC

JUNE 18–22
NetVUE Teaching Vocational Exploration Seminar
Northbrook, IL

JUNE 21–23
2017–2018 Senior Leadership Academy Closing Seminar
Washington, DC

JUNE 25–27
College Media Conference
Washington, DC

JUNE 25–27
2018–2019 Executive Leadership Academy Opening Seminar
Washington, DC

JULY 8–11
Presidential Vocation and Institutional Mission Seminar
Woodstock, VT

JULY 23–25
Consortium for Online Humanities Instruction Workshop
Washington, DC

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

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

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

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

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