Largest-Ever NetVUE Conference Helps Campuses Broaden the Scope of Vocational Exploration

CIC hosted the fifth biennial conference of its Network for Vocation in Undergraduate Education (NetVUE) March 21–23, 2019, in Louisville, Kentucky. Under the theme “Broadening the Scope of Vocational Exploration,” the conference focused on the increasing importance of an expanded understanding of vocation and calling across all aspects of undergraduate education. Nearly 700 participants representing 196 colleges and universities took part, making this by far the largest NetVUE Conference yet. Campuses were represented by three- to five-person teams of presidents, chief academic officers, chief student affairs officers, faculty members, religious life staff, and directors of vocation initiatives, career centers, and student success programs.

Generously supported by Lilly Endowment Inc., the 2019 NetVUE Conference featured an array of distinguished presenters. The keynote address was offered by Rebecca S. Chopp, chancellor of the University of Denver (CO) and president emerita of Swarthmore College (PA) and Colgate University. She described how, in a world of accelerating change, higher education needs to help students develop lives of meaning, purpose, and commitment. A panel of religion scholars, including Katherine (Trina) Janiec Jones of Wofford College (SC), Rachel S. Mikva of Chicago Theological Seminary, and Anantanand Rambachan of St. Olaf College (MN), engaged in a conversation about how a broadened understanding of vocational exploration can address the religiously diverse context of undergraduate education today. The panel was moderated by Zeenat Rahman, director of the Inclusive America Project at the Aspen Institute. Robert M. Franklin, Jr., James T. and Berta R. Laney Professor of Moral Leadership at Emory University and president emeritus of Morehouse College (GA), closed the conference with an inspiring address that offered a vision for moral leadership as a vocation, emphasizing the importance of campus leaders acting with courage, integrity, and imagination as they strive to serve the common good. 

(Continued on page 13)
PRESIDENT’S DESK

Re-Claiming Our Narrative  By Richard Ekman

It’s easy to imagine a faculty member responding to a neighbor’s question about why colleges cost so much with a lighthearted “not because I’m overpaid!” missing an important opportunity to be helpful. Instead, that neighbor might be interested to learn that 30 percent of private college graduates have no debt at graduation, while another 22 percent have debt of less than $20,000. Or neighbors may wish to know that a higher percentage of private college students receive Pell Grants (41 percent) than do students at public universities (38 percent).

A niece or nephew might balk at considering the liberal arts college recommended by an aunt or uncle because “I don’t want to have to be a barista!” She or he would probably be surprised to hear that data show that average starting salaries of private college graduates exceed those of public university graduates by more than $4,000 a year. And a high school counselor might ask a parent whether students from diverse racial and ethnic backgrounds can “really” be comfortable at a nearby private college, not realizing that African American students represent 12 percent of enrollments at CIC member institutions, compared with 10 percent at public four-year colleges and universities.

Soon a new CIC program, Talking about Private Colleges: Busting the Myths, will help participating faculty and staff members, trustees, and administrators articulate the truth about private higher education more forcefully in just such everyday interactions. In regional workshops held on member campuses beginning in fall 2019, facts and figures drawn from publicly available data will provide surprising and even counter-intuitive evidence for responding to a question such as “Of course I’d love to send her to a private college, but can I possibly afford it?” Participants will learn that data support a view of private colleges as powerful and cost-effective engines of academic and professional advancement.

This evidence for the effectiveness and excellence of private colleges is just one part of an alternative story about higher education that isn’t told nearly as insistently as the story of disruption and demise. This story presents private colleges and universities as affordable and student-centered options that consistently produce leaders in all professional realms. In the current climate, we can’t count on the media to defend our institutions. We must become more adept at spreading the word ourselves, both in public media and, crucially, in conversations with friends and neighbors.
Soon a new CIC program, Talking about Private Colleges: Busting the Myths, will help participating faculty and staff members, trustees, and administrators articulate the truth about private higher education more forcefully in everyday interactions. professional success, institutions that punch far above their weight in student outcomes.

This evidence for the effectiveness and excellence of private colleges is just one part of an alternative story about higher education that isn’t told nearly as insistently as the story of disruption and demise. This story presents private colleges and universities as affordable and student-centered options that consistently produce leaders in all professional realms. In the current climate, we can’t count on the media to defend our institutions. We must become more adept at spreading the word ourselves, both in public media and, crucially, in conversations with friends and neighbors. Participants in the Talking about Private Colleges workshops will practice doing just that.

Any veteran of institutional change knows that lasting transformation requires well-informed buy-in from all constituencies, including the non-academic public. Constructive discussion of the value and the future of our sector of higher education requires us to counter the prevailing myths about private colleges. The Talking about Private Colleges workshops will help participants in their efforts to present, directly and personally, the true success story of independent higher education.
CIC Welcomes New Board Members

The CIC Board of Directors elected five new members during its January 4, 2019, meeting in Scottsdale, Arizona. Each member will serve a three-year term.

“CIC is pleased to welcome these outstanding campus leaders as members of the Board of Directors,” said CIC President Richard Ekman. “CIC continues to create many new programs, projects, and services and so needs a strong Board to guide planning and execution of these initiatives. I look forward to working with this diverse group of presidents who represent a variety of institutions in the United States and abroad.”

Barbara A. Farley

Barbara Farley has served as president of Illinois College since 2013. Previously, she was vice president for academic affairs and dean of the college at Augsburg University (MN). Farley has served higher education in the classroom and through administrative roles for more than 30 years in a range of liberal arts colleges and universities. She currently is chair of the board for the Association of Presbyterian Colleges and Universities and previously served as president of the Associated Colleges of Illinois, as a member of the executive committee for the Federation of Independent Illinois Colleges & Universities, and as part of the Tax Policy Committee for the National Association of Independent Colleges and Universities (DC). She earned a BA degree in business administration from the College of Saint Benedict (MN) and an MBA and PhD in business administration from the Carlson School of Management at the University of Minnesota.

Celeste Schenck

Celeste Schenck, president of the American University of Paris, was formerly its provost and dean, as well as professor of comparative literature. In 2004, she founded AMICAL, a consortium of American international colleges and universities across Europe, the Middle East, Central Asia, and North Africa that hold common missions and are collaborating to advance learning, teaching, and research through the development of library and information services and curricular resources across 27 institutions, 21 countries, and 19 languages. She also has served as president of the Association of American International Colleges and Universities, a presidents’ organization spanning American-style universities across the world. Schenck has edited two international series and published widely on women’s autobiography and poetry, critical theory, international development, and educational and pedagogical issues. She earned a BA degree in English, summa cum laude, from Princeton University and a PhD in comparative literature from Brown University.

H. James Williams

James Williams is president of Mount St. Joseph University (OH). Previously, he served as president of Fisk University (TN), as dean of the business schools of Grand Valley State University and North Carolina Central University, as dean of the School of Management for Delaware State University, and as a faculty member for several business schools. He also has practiced law and worked as an accountant for Ernst & Young. Williams has served on the boards of several nonprofit organizations as well as on the board of directors of Community Health Systems and the Greater Cincinnati Collegiate Connection. He has received three “Teacher of the Year” awards at Florida A&M University and Texas Southern University and numerous recognitions and awards for his work with students and student organizations. Williams earned a BS degree in accounting from North Carolina Central University, an MBA in accounting from the University of Wisconsin, Madison, a PhD in accounting from the University of Georgia, and JD and LLM, specializing in taxation, degrees from Georgetown University Law Center.
Mary-Beth A. Cooper

Mary-Beth Cooper became the 13th president of Springfield College (MA) in 2013. Previously, she served as senior vice president for student affairs of the Rochester Institute of Technology (RIT), dean of students of the University of Rochester, and vice president for student affairs of St. John Fisher College (NY). Cooper chaired the board of directors of the YMCA of Greater Rochester and is past recipient of the RIT Four Presidents Distinguished Public Service Award. She is a member of the NCAA Division III Presidents Council. Cooper earned a BA degree in criminal justice from the University of Delaware, an MEd from the University of Georgia, an MBA from the University of Rochester, a PhD in education administration from Michigan State University, and a DM (doctor of management) from Case Western Reserve University.

Paul C. Pribbenow

Paul Pribbenow has served as president of Augsburg University (MN) since 2006. Previously, he was president of Rockford College (now Rockford University, IL). He also was a research fellow at the Center for Inquiry in the Liberal Arts at Wabash College (IN), dean for college advancement and secretary of the board of trustees at Wabash College, vice president of the School of the Art Institute of Chicago, and associate dean of the Divinity School of the University of Chicago. Pribbenow serves on the executive committee for the Coalition of Urban and Metropolitan Universities and on the boards of directors for the National Campus Compact and the Oslo Center U.S. Foundation. Locally, he is chair of the Central Corridor Anchor Partnership and serves on the executive committee of the Minnesota Private College Council. Pribbenow holds a BA degree in sociology/political science from Luther College (IA) and an MA in divinity and PhD in social ethics from the University of Chicago.

WELCOME NEW CIC MEMBERS

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

New Institutional Members
Edward Waters College (FL)
La Salle University (PA)
Manor College (PA)
Marymount University (VA)
St. Augustine College (IL)

New Associate Member
Louisburg College (NC)

New International Member
Canadian Mennonite University (Canada)

New Affiliate Members
Institute for Study Abroad (IN)
LeaderShape, Inc. (IL)
National Association of Intercollegiate Athletics (MO)
Presidents Explore ‘Leading Strategic Change’ during Annual Institute

A wide array of speakers and sessions explored the theme “Leading Strategic Change” during CIC’s 2019 Presidents Institute, which took place January 4–7 at the Westin Kierland hotel in Scottsdale, Arizona. The Institute featured plenary sessions by distinguished speakers, concurrent sessions on practical issues, topical workshops, and other sessions—all designed to help presidents of independent colleges and universities formulate strategies and implement solutions. The Institute also provided participants with ample opportunities to network with both colleagues who lead similar institutions and industry-leading experts.

The Institute again marked the largest annual gathering of college and university presidents in the United States. In fact, with 346 presidents, 178 spouses and partners, and a total of 842 participating in all, 2019 was one of the largest Presidents Institutes ever. Institute participants came from 45 states as well as from Canada, Greece, Kuwait, and Morocco. And for the fifth consecutive year, CIC welcomed a delegation of private university rector and higher education leaders from Mexico.

In his keynote address “Higher Education Today and Tomorrow: Lessons from New Research,” Harvard University professor Howard Gardner shared early findings from a large-scale national study on the future of higher education. The following day, noted author and New York University social psychologist Jonathan Haidt explored ways colleges and universities can help students discuss controversial issues without impeding free speech and civility in the session “Equipping a New Generation for Inclusion, Civility, and Understanding.” Esther D. Brimmer, executive director and CEO of NAFSA: Association of International Educators, discussed the future of internationalization in independent higher education in the session “Strategic Leadership for Internationalization.” In the closing plenary session, moderated by Augustana College (IL) President Steven C. Bahls, a panel of presidents—Roger N. Casey of McDaniel College (MD), Helen Drinan of Simmons University (MA), and Billy C. Hawkins of Talladega College (AL)—discussed their efforts to lead strategic change.

“This year—my 28th—marked another outstanding CIC Presidents Institute,” remarked Scott D. Miller, president of Virginia Wesleyan University. “The meetings provide an excellent platform for reflection as we close out one year and prepare to start anew. Time well spent indeed.”

During its annual awards banquet, CIC announced the recipients of its 2019 awards. CIC honored Johnnetta Betsch Cole with the 2019 Allen P. Splete Award for Outstanding Service for her leadership in strengthening liberal arts education and promoting the humanities. Currently a senior consulting fellow at the Andrew W. Mellon Foundation and principal consultant for Cook Ross, Inc., Cole previously served as director of the Smithsonian Institution’s National Museum of African Art as well as president of Spelman (GA) and Bennett Colleges (NC). CIC presented the 2019 Award for Philanthropy (Organization) to the Bernard Osher Foundation for its extraordinary philanthropic support of more than a dozen private liberal arts colleges and universities. The award was accepted by Bernard Osher Foundation Trustee John Gallo. The 2019 Award for Philanthropy (Individual) was presented to Robert O. Carr, entrepreneur, philanthropist, and founder of Give Something Back. CIC recognized Carr’s impact on the lives of thousands of high school and college students and the example he set for others.

In conjunction with the Presidents Institute, CIC hosted the New Presidents Program for presidents in their first or second year, which included sessions for spouses and partners of new presidents; the Presidents Governance Academy for experienced presidents; and the Presidential Spouses and Partners Program.
Institute Coverage

In addition to the four plenaries, the Independent’s Special Report on the 2019 Presidents Institute, released in February, summarized many concurrent sessions and workshops. These sessions are described in the following articles:

- Sessions Explore Strategic Change in Enrollment, Business Models, and Student Outcomes;
- Presenters Discuss Diversity, Inclusion, and Free Speech Challenges on Campus;
- Presidential Spouses and Partners Discuss Student Mental Health Issues, Fundraising by Presidential Couples, and More;
- Panelists Explain How to Develop a Crisis Readiness and Communication Plan; and
- Workshop Explores Nontraditional Approaches to Fundraising Campaigns.

For the full coverage of the Institute, visit www.cic.edu/2019PI-Independent. Videos, slides, and documents from many of the plenary presentations, concurrent sessions, and workshops are available on the CIC website at www.cic.edu/2019PresidentsInstituteResources.
Senior College Administrators Reflect on Vocation and Mission during Winter Seminar

CIC’s 2018–2019 Presidential Vocation and Institutional Mission program for prospective presidents held a winter seminar, February 25–26, 2019, at the Emory Conference Center in Atlanta, Georgia. The event continued the discernment process that the participants—20 senior college and university administrators, many joined by spouses and partners—began last summer (see the fall 2018 Independent). The yearlong program is designed to help prospective presidents and their partners clarify their individual sense of vocation, or the purpose of their life and work, and weigh it in the context of the missions of institutions they might lead in the future, with the goal of creating more effective college presidencies.

In both large and small group discussions over the two-day seminar, participants used background readings as the starting point for discussions. Texts participants read included Jim Collins’s Good to Great and the Social Sectors: Why Business Thinking Is Not the Answer, excerpts from Hannah Coulter written by Wendell Berry, and poetry by Louise Erdrich, Robert Hayden, and Langston Hughes. Participants considered questions such as “What attributes do you prize in an institution of higher education? What do you expect a college or university to prize in you?” in discussions about their service and career plans.

Robert M. Franklin, president emeritus of Morehouse College (GA) and James T. and Berta R. Laney Professor of Moral Leadership at Emory University, served as guest scholar-in-residence. During a dinner talk on the key joys and significant limitations of the college presidency, Franklin acknowledged that the role of a college president is a hard one. He added that although the ecology of higher education will continue to evolve, perhaps making the role even more challenging, there remains significant room for great fulfillment in the presidency. He spoke of the joys of setting institutional vision, selecting a team, fostering community, and mentoring students. Franklin also encouraged participants to be pillars of “stability in motion,” which he defined as the ability to live with ambiguity and to thrive with uncertainty.

Experienced college and university presidents and presidential spouses served as program facilitators, guiding the seminar discussions and serving as yearlong 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.

Rod Reed and his wife, Michelle, participated in the program. At the summer seminar, Reed was serving as the dean of Christian formation at John Brown University (AR). In between the summer and winter seminars, he accepted the position of chancellor of Indiana Wesleyan University. Reflecting on his experience, Reed said “Participating in the Presidential Vocation and Institutional Mission program this year has had an incredible impact on my personal and professional preparation for institutional leadership. The combination of mentoring and peer relationships for both my wife and me helped us gain confidence and clarity for the role that I’ve recently assumed.”

A generous grant from Lilly Endowment Inc. has funded the program since its inception in 2005 and will continue to do so for three more program years. CIC recently selected 20 participants, many who will be joined by spouses or partners, for the 2019–2020 program cohort. The summer seminar will be held in Woodstock, Vermont, July 14–17, 2019; the winter seminar will take place in Atlanta, Georgia, February 24–25, 2020.
From 2005 to 2019, 181 senior administrators, many with their spouses or partners, have completed the program for prospective presidents. Of these, 60 participants—or 33 percent—have been appointed as presidents. Senior administrators who currently serve CIC member institutions and who are contemplating a college presidency are encouraged to consider this professional development opportunity in the future. CIC plans to invite nominations for the next cohort this fall. For more information, visit www.cic.edu/VocationMission.

“Participating in the Presidential Vocation and Institutional Mission program this year has had an incredible impact on my personal and professional preparation for institutional leadership.”

—Rod Reed, chancellor of Indiana Wesleyan University

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2019 INSTITUTE FOR CHIEF ACADEMIC OFFICERS WITH CHIEF ADVANCEMENT OFFICERS

CHANGE: Continuity, Communication, and Connection

CIC’s 2019 Institute will emphasize strategies for collaboration among chief academic and chief advancement officers to build support for the missions of their institutions in this time of rapid change.

Keynote Conversation on Philanthropic Support for Higher Education

Sue Cunningham, President and CEO, Council for Advancement and Support of Education

Robert O. Carr, Founder and Chair, Give Something Back, and Coauthor of Working Class to College: The Promise and Peril Facing Blue Collar America (2017)

Plenary Address on Challenges for Higher Education

Scott Jaschik, Editor and Cofounder, Inside Higher Ed

Closing Plenary Address on Strategic Directions in Arts and Humanities

Mariët Westermann, Executive Vice President for Programs and Research, Andrew W. Mellon Foundation

November 2–5, 2019
Baltimore, Maryland
Baltimore Marriott Waterfront Hotel

Learn more at www.cic.edu/2019CAOInstitute.

In cooperation with the Council for Advancement and Support of Education (CASE)
CIC recently announced selections for the 2019–2020 cohorts of the Executive Leadership Academy (ELA) and Senior Leadership Academy (SLA) (see the participant lists below). Individuals chosen for the yearlong ELA program are vice presidents or other 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 or outstanding faculty leaders in CIC member institutions who have been identified by their institutions as having the potential for senior leadership positions in independent colleges or universities.

Both the ELA and SLA include two national seminars, readings, webinars, structured mentorship guidance, and considerable emphasis on individualized experiential activities. The programs 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.

The ELA and SLA are made possible through the generous support of Academic Search. CIC partners with the American Academic Leadership Institute (AALI) to offer the SLA and with both AALI and the American Association of State Colleges and Universities (AASCU) to offer the ELA.

An exciting new development in the evolution of ELA and SLA is the offer by AALI, which is generously supported by Academic Search, to assist in CIC’s efforts to increase both the gender and the racial and ethnic diversity of qualified and well-prepared leaders of independent colleges and universities. AALI is doing so by subsidizing the cost of ELA and SLA participation with a fellowship that covers the full fee for participants and

### 2019–2020 CIC Executive Leadership Academy Participants

**Butler University** (IN)
Kathryn A. Morris
Provost and Vice President for Academic Affairs

**California Lutheran University**
Regina D. Biddings-Muro
Vice President for University Advancement

**Gallaudet University** (DC)
Elavie Ndura
Vice President of Equity, Diversity, and Inclusion

**Loyola University Maryland**
Robert Kelly
Vice President and Special Assistant to the President

**Marywood University** (PA)
Renee G. Zehel
Vice President for University Advancement

**Midland University** (NE)
Jessica Janssen
Vice President for Institutional Advancement

**Misericordia University** (PA)
Susan Helwig
Vice President for University Advancement

**Nichols College** (MA)
Kerry Calnan
Vice President for Innovation and Institutional Effectiveness

**Ohio Northern University**
Maria L. Cronley
Provost and Vice President for Academic Affairs

**Samford University** (AL)
Betsy B. Holloway
Vice President for Marketing and Communication

**Southern New Hampshire University**
Michael Evans
Vice President for Academic Affairs

**Spelman College** (GA)
Ingrid Hayes
Vice President for Enrollment Management

**St. Bonaventure University** (NY)
Douglas J. Pisano
Founding Dean of Health Professions

**Talladega College** (AL)
Lisa Long
Provost and Vice President for Academic Affairs

**Thiel College** (PA)
Ashley Zullo
Vice President for Enrollment Management

**University of La Verne** (CA)
Sherri G. Mylott
Vice President for University Advancement

**University of Saint Francis** (IN)
Lance Richey
Vice President for Academic Affairs
a scholarship toward the cost of travel or lodging for two CIC participants in the ELA and six participants in the SLA. The AALI board will review the fellowship over the coming year and determine whether it can be a regular feature of the programs.

Upon learning that she had been selected for the 2019–2020 Senior Leadership Academy and an AALI Diversity Fellowship, a recipient recently remarked, “I am honored and grateful to have been selected for the Senior Leadership Academy as well as the AALI Diversity Fellowship. I look forward to what is sure to be a very valuable professional learning experience.”

CIC staff members believe that the availability of fellowship support through the generosity of AALI helped to attract a significant number of women and people of color to the pools of nominees. This year, 16 (or nearly 70 percent) of the ELA nominees were women, and six (25 percent) of the nominees were people of color. The selection committee extended invitations to participate to 17 candidates, including 13 women and five people of color. Among the 70 nominees for SLA, 39 were women, or over 55 percent of the nominees, and ten were people of color, or 14 percent of the nominees. The selection committee chose a total of 41 participants, including 22 women and seven people of color.

Nominations for the 2020–2021 ELA and SLA will open in September 2019. For more information, visit www.cic.edu/ExecutiveLeadershipAcademy and www.cic.edu/SeniorLeadershipAcademy.

### 2019–2020 Senior Leadership Academy Participants

<table>
<thead>
<tr>
<th>Adrian College (MI)</th>
<th>Claflin University (SC)</th>
<th>Drake University (IA)</th>
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<tr>
<td>Melissa Stewart</td>
<td>Echol Nix</td>
<td>Renée Cramer</td>
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<tr>
<td>Director, Study Abroad Institute</td>
<td>Associate Professor of Philosophy and Religion</td>
<td>Professor of Law, Politics, and Society</td>
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<tr>
<th>Aquinas College (MI)</th>
<th>Columbia College (MO)</th>
<th>Drew University (NJ)</th>
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<tr>
<td>Heather Kesselring-Quakenbush</td>
<td>Madeleine Schep</td>
<td>Jessica Lakin</td>
</tr>
<tr>
<td>Associate Provost, Dean of Curriculum, and Director of the Advantage Center</td>
<td>Interim Dean of the Faculty and Academic Affairs</td>
<td>Associate Provost for Academic Administration</td>
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<th>Aurora University (IL)</th>
<th>Culver-Stockton College (MO)</th>
<th>Eckerd College (FL)</th>
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<tr>
<td>Sarah Radtke</td>
<td>Kimberly Gaither</td>
<td>David Gliem</td>
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<tr>
<td>Faculty Senate Chair and Chair, Athletic Training Department</td>
<td>Associate Dean for Student Success and Assessment</td>
<td>Chair, Creative Arts Division</td>
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<th>Berry College (GA)</th>
<th>Curry College (MA)</th>
<th>Elizabethtown College (PA)</th>
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<tr>
<td>Alan Hughes</td>
<td>Carrie L. Cokely</td>
<td>Kyle C. Kopko</td>
</tr>
<tr>
<td>Chair, Department of Psychology and Co-Chair, Institutional Effectiveness</td>
<td>Associate Vice President for Academic Affairs</td>
<td>Associate Dean of Institutional Effectiveness, Research, and Planning</td>
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<th>Brevard College (NC)</th>
<th>Denison University (OH)</th>
<th>Elmhurst College (IL)</th>
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<tr>
<td>Jennifer Frick-Ruppert</td>
<td>Kimberly Specht</td>
<td>Paul E. Arriola</td>
</tr>
<tr>
<td>Chair, Science and Mathematics Division</td>
<td>Associate Provost for Faculty Affairs</td>
<td>Associate Dean of the Faculty</td>
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<th>Catawba College (NC)</th>
<th>Dominican University of California</th>
<th>Friends University (KS)</th>
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<tr>
<td>Forrest Anderson</td>
<td>Laura A. Stivers</td>
<td>Kenneth M. Stoltzfus</td>
</tr>
<tr>
<td>Associate Provost</td>
<td>Dean, School of Liberal Arts and Education</td>
<td>Academic Dean</td>
</tr>
</tbody>
</table>
2019–2020 SENIOR LEADERSHIP ACADEMY PARTICIPANTS (cont’d)

George Fox University (OR)
Jamie Noling-Auth
Lead University Pastor and Dean for Spiritual and Intercultural Life

Gettysburg College (PA)
Darrien Davenport
Executive Director, Office of Multicultural Engagement

Grinnell College (IA)
Mark Levandoski
Associate Dean of the College

Huntingdon College (AL)
Tom Perrin
Associate Provost

Indiana Institute of Technology
Jeffrey S. Leichty
Associate Vice President of Information Technology Services

Lenoir-Rhyne University (NC)
Veronica McComb
Director, Honors Academy

Mary Baldwin University (VA)
Martha Walker
Dean, College of Arts and Sciences

Monmouth College (IL)
Daniel J. Ott
Chair, Department of Philosophy and Religion and Coordinator of Integrated Studies

Morningside College (IA)
J. Alden Stout
Associate Vice President for Academic Affairs

Nebraska Wesleyan College
Kathy Wolfe
Dean of Undergraduate Programs

North Park University (IL)
Gregor Thuswaldner
Dean, College of Arts and Sciences

Northwestern College (IA)
Dean Calsbek
Dean of Natural and Applied Sciences

Norwich University (VT)
Karen L. Hinkle
Associate Provost for Research and Chief Research Officer

Our Lady of the Lake University (TX)
George A. Williams
Interim Vice President of Student Affairs and Dean of Student Success

Randolph College (VA)
Emily Yap Chua
Chair, Department of Music and Director, Guest Artist Series

Regis College (MA)
Kathryn Edney
Dean, School of Arts and Sciences

Shenandoah University (VA)
Justin Allen
Assistant Vice President for Student Life, Dean of Spiritual Life, and Director of the Institute for Church Professions

Simpson College (IA)
Mark E. Gammon
Associate Dean for General Education

Spelman College (GA)
Andrea Lewis
Chair, Education Department

St. Norbert College (WI)
Karlyn Crowley
Director, Cassandra Voss Center

Talladega College (AL)
Angela Walker
Assistant to the Provost/Vice President for Academic Affairs; Chair, Public Administration Department; and Faculty Development Coordinator

The College of St. Scholastica (MN)
Ryan Sandefer
Assistant Vice President for Academic Affairs

Whitworth University (WA)
Brooke Kiener
Associate Provost

Registration remains open for the June 3–5 workshop in Anaheim, California.

Leading Departments and Divisions in a Time of Change

Designed for chairs of departments and divisions at independent colleges and universities, four workshops across the country will focus on the distinctive challenges of managing academic units during a period of change for most small and mid-sized institutions. The workshops include separately facilitated breakout sections for new and experienced chairs on selected topics. Learn more at www.cic.edu/2019DepartmentChairWorkshops.
NetVUE Conference Helps Campuses Broaden the Scope of Vocational Exploration (continued from page 1)

Concurrent sessions highlighted successful campus programs and offered insights into vocational exploration in theory and practice. The conference also provided participants ample opportunity to network with colleagues in similar roles at other institutions and provided a wide range of resources to sustain and broaden the work of vocational exploration—in the classroom, the advising process, career development, campus ministry, community engagement, and other campus venues.

THE FUTURE AS VOCATION

“Tell me, what is it you plan to do with your one wild and precious life?” NetVUE Director David Cunningham welcomed a record-setting crowd of participants to the opening plenary of the 2019 NetVUE Conference with this quotation from poet Mary Oliver. Leading students in the exploration of vocation, Cunningham emphasized, requires asking them, as well as oneself, precisely this question. Plenary Chair Tracy Y. Espy, provost and vice president for academic affairs at Pfeiffer University (NC), added that exploring vocation becomes more pressing in times of accelerating change.

During her remarks on “The Future as Vocation,” keynote speaker Rebecca Chopp, chancellor of the University of Denver (CO), noted that the concept of vocation has a complicated and challenging history. Celebrating the radical revision of the concept of vocation that NetVUE institutions are developing, Chopp called for an expanded understanding of vocation that is, in the words of Cunningham, “capacious, dynamic, and elastic.”

This revised view of vocation must, Chopp suggested, be anchored by two understandings. The first is that vocation must be seen historically. Chopp cited theologian Paul Tillich to make the point that theology is the practice of reinterpreting ancient symbols for the current day. The second anchoring understanding is that the concept of vocation in the United States is unique; the American tradition of defining education as undertaken in community and for the public good means that vocation cannot be seen as solely individualistic.

Turning her attention to what she called the “mega-forces” shaping today’s world, Chopp identified technology, globalization, and the dissolution of community as transformational pressures. The changing nature of work is one way in which those forces can be seen. For example, Chopp cited studies that predict that 60 percent of all jobs that currently exist could be eliminated by 2030. More immediately, she noted that 47 percent of Millennials are already employed in the “gig economy.” How, Chopp asked, will higher education help students develop the abilities and qualities to create and lead in this emerging world in which work looks very different than it does today?

First, she argued, educators must engage students holistically, developing “heart” as intentionally as “brain” and “muscle.” Then educators must help students integrate this holistic sense of self into a sense of community that can provide the antidote to the loneliness and anxiety from which too many young people suffer, Chopp added. And finally, educators must redefine education itself as a “lifelong platform for learning and connection,” rather than as a discrete collegiate experience occupying a few youthful years.

Such a comprehensive community-based platform for learning and connection could develop in students the “ability to re-imagine who they are and who others are” and a greater capacity to reconcile self, society, and work, producing a capacious and flexible sense of vocation.

Themes established in this keynote address continued to resonate throughout the conference as participants responded to Chopp’s challenge to develop a new and forward-looking definition of vocation, to inform both their work with students and their personal sense of calling.
MEETINGS AND EVENTS

VOCATION IN MULTI-FAITH ENVIRONMENTS

A plenary session on “Vocation in Multi-Faith Environments: Lifestance, Diversity, Difference” focused on some of the themes explored in the newest volume from the NetVUE Scholarly Resources Project, Hearing Vocation Differently: Meaning, Purpose, and Identity in the Multi-Faith Academy (2019). Three of the contributors to the volume—Trina Jones, associate professor of religion and associate provost for curriculum and co-curriculum at Wofford College (SC); Rachel Mikva, Rabbi Herman E. Schaalman Chair in Jewish Studies and senior faculty fellow of the InterReligious Institute at Chicago Theological Seminary; and Anant Rambachan, professor of religion, philosophy, and Asian studies at St. Olaf College (MN)—discussed how religious pluralism has intersected with their careers as scholars and teachers. Zeenat Rahman, director of the Inclusive America Project at the Aspen Institute, moderated the panel discussion.

Rahman set the stage with some reflections about the pernicious effects of hyper-individualism. In our work with students, she suggested, we need to consider not just “where do I come from?” and “where am I going?” but also “who am I going with?” She then asked the panelists to share an anecdote about their own experience of a calling. Both Jones, a scholar of Buddhism and Hinduism, and Mikva, a rabbi and scholar of Jewish studies, described how 9/11 and the need to help students gain perspectives afterward came to inform their self-understandings as teachers of religion.

Rahman then asked the panelists to discuss something they discovered through the process of writing a chapter for the book, noting that early in the process the scholars had decided that the assignment would not focus on “how my tradition talks about vocation.” Rambachan, a Hindu and scholar of Asian religions, described how he struggles to find resources from within his own tradition that speak to the idea of vocation, but that he found himself discovering new insights into Hinduism through the voices of his colleagues. “That was a great gift to me,” he shared.

Next, Rahman asked the panelists, “How does the vocation of the institution shift given a diversity of faith traditions?” Mikva offered an insight from Jacqueline Bussie of Concordia College (MN), another contributor to the book, who said: “There is no one-size-fits-all strategy for this. We can’t just ‘add people who are different and stir.’” The challenge is to invite people in “and give them ownership, not as guests,” she continued. Rambachan added: “It can’t just be about numbers and percentages. It’s about changing our structures, a willingness to give up entrenched power, and it involves a radical cultural change in our institutions.”

The final question posed for the panelists was about the ways in which one might cultivate these practices. Rahman asked each panelist to provide a concrete example of how the process of wrestling with religious pluralism has played out in his or her work. Rambachan relayed that this project required him to become critical of his own tradition, which has historically framed vocation in terms of the caste system; one simply “does the work that your family did.” He continued, “Since all of the thinking assumes this hierarchical tradition, I was forced to wonder, is there anything to retrieve? What can be extricated? I had to do the needed historical work and then assume a normative voice, moving from ‘this is what it has been’ to ‘this is what it should be.’”

Thinking in terms of hospitality for interfaith work, Mikva noted, “I think the word [hospitality] is sometimes problematic. Does it mean ‘this is my house and you are coming into it’? How do you give the opportunity for true ownership, especially to under-resourced and underrepresented voices within your community?” She concluded by observing that our vocations are in need of others. We are called to learn “from each other, with...”
Morehouse College team members Terry F. Walker, Maurice Washington, and Lawrence Edward Carter discussed ways to strengthen vocational exploration on campus. “Vocation across the Curriculum: Lessons from the NetVUE Faculty Seminar” featured panelists Lindsey Bosko-Dunbar of Spring Hill College (AL), Geoffrey W. Bateman of Regis University (CO), Robin Shura of Kent State University at Stark, and Esteban Loustaunau of Assumption College (MA), as well as conveners Paul J. Wadell of St. Norbert College (WI) and Darby K. Ray of Bates College.

each other—specifically and deliberately with someone else, from another tradition.”

Jones shared that she has changed the writing assignments she gives students, asking them to reflect on what resonates with them and why it matters. In terms of how we present our curricula, she concluded, taking religious pluralism seriously requires us to “work out our own internal mess.” Otherwise, our efforts at inclusion can result in practices that merely exclude a different set of “others.” Diversity means respecting all kinds of difference—not just the ones that we like.

**MORAL LEADERS WHO SERVE THE COMMON GOOD**

In the closing plenary address, Robert Franklin, James T. and Berta R. Laney Professor of Moral Leadership at Emory University and president emeritus of Morehouse College (GA), called on conference participants to exercise moral leadership for the benefit of their students and the common good of the nation. For Franklin, such leadership is especially necessary now. He said that the world is experiencing a moral decline that is contagious and, if unchecked, could destroy not only our nation, but also our souls. He warned that, in time, “we will become numb to offenses...[and] we will learn to make peace with evil.”

Moral leaders can stop this decline by serving the common good and, more importantly, inspiring others to join them. To turn the tide, Franklin called on the audience to exhibit three virtues of moral leadership and instill them in their students: integrity, courage, and imagination. Integrity requires “centering down” to clarify one’s moral compass, a metaphor that Franklin borrows from Howard Thurman, the late dean of Marsh Chapel at Boston University and a mentor to Martin Luther King, Jr. Quoting from Thurman’s 1980 commencement address at Spelman College (GA), Franklin encouraged self-reflection, as “there is something in every one of you that waits and listens for the sound of the genuine.” Courage requires “stepping forward,” even at the risk of standing alone. To highlight the value of this virtue under fire, Franklin quoted from C. S. Lewis’s *Screwtape Letters*, presenting courage as “the form of every virtue at the testing point.” Finally, imagination requires “dreaming up,” cultivating the ability to view the everyday things in life in a new light.

Advancing the common good involves both service and sacrifice. Franklin extolled the value of service experiences for developing students’ moral heroism, citing Martin Luther King, Jr.’s words in a 1968 sermon that “all can be great because all can serve.” Through service for others, students can grapple with uncomfortable situations, learn to stand with others against injustice, and ultimately reach the ideal of “supererogation,” giving and doing far more than what’s required. For this last element, Franklin reminded his audience that virtue requires sacrifice. Drawing on W. E. B. DuBois’s commencement address at Howard University in 1930 in which he presented the ideals of a well-educated person for a well-lived life, Franklin reminded listeners that to achieve the common good, “someone must sacrifice something of his own happiness.” However, “with the death of your happiness may easily come increased happiness and satisfaction and fulfillment for other people—strangers, unborn babes, uncreated worlds.”

In exhibiting these qualities, moral leaders can significantly affect those around them, as Franklin showed through a thought experiment he uses with his students: If you were designing a version of Mount Rushmore with the four moral leaders who are most meaningful to you, who would be depicted? He noted that students often chose figures from their own lives, demonstrating the influence that such leaders can have on those in their communities. In closing, Franklin showed the far-reaching
potential of this leadership in an age of moral decline, presenting a quotation attributed to Rabbi Hillel: “The world is equally balanced between good and evil; our next act will tip the scale.”

CONCURRENT SESSION HIGHLIGHTS

With 32 concurrent sessions and eight workshops, those who participated in the 2019 NetVUE Conference had a wide range of options from which to choose. A major theme during the concurrent sessions was the importance of collaboration across campus departments to support students' vocational exploration. In a session on “Vocation as a Dialogue between Self-Understanding and the Common Good,” the presenters from Saint Mary’s College (IN) and Rivier University (NH) both mentioned collaboration as a key factor for expanding the reach of their vocational programs. For Bradford T. Stull of Rivier University, the goal of the advising program is to interact with every incoming student, whether live or online. Collaboration with the athletic and residential life departments ensures that advisors can work with students throughout the campus, as they design special advising sessions for sports teams and host sessions in convenient locations such as dorms and the dining hall. Anita M. Houck described how the program at St. Mary’s College has created opportunities for students to discuss vocation with their classmates both in and outside the classroom. Not only do several classes on religion address vocation through the lens of Catholic social teaching, but students in these classes also are required to attend a yearly Academic Symposium and have short discussions with every presenter to discover how each project links back to what they have learned.

In “Collaboration across Campuses: Getting Everyone Involved,” presenters from the University of La Verne (CA) and Waynesburg University (PA) shared their strategies for successful campus-wide collaborations on vocation. Both institutions bring together a range of important stakeholders for vocational initiatives, including not only senior leadership, faculty members, and staff but also alumni and trustees. To foster cooperation among these disparate groups and encourage cross-campus buy-in, the vocation programs at these universities deliberately define the language of their work in terms that already resonate on campus and align with institutional mission.

Marie E. Leichliter-Krause of Waynesburg University suggested the creation of intentional intersections between vocational activities and the curriculum to create clear pathways for students. Kathleen Weaver, former director of the La Verne Experience (now serving at Loyola Marymount University [CA]), highlighted another rich source for collaboration—that among NetVUE institutions. She explained that La Verne’s It’s Your Path initiative, a set of activities that support each student’s journey to a purposeful life and career, was modeled on programs—such as Elizabethtown College’s (PA) Passport to a Purposeful Life and DePaul University’s (IL) Explore Your Purpose programs—that were showcased at previous NetVUE national conferences.

Several sessions also sparked thought-provoking discussions about narratives of vocation and their limitations. For example, in a well-attended session on “Vocational Discernment: A Discourse of Privilege?” Christine Jeske of Wheaton College (IL) highlighted the implicit privilege that can be found in some of the language of vocation. An anthropologist by training, Jeske mined some of the materials used by NetVUE programs for narratives about meaning and work, exploring the unintended messages that are conveyed. For instance, one narrative suggested that problems such as being under-employed or working in an oppressive environment can be made right by adjusting one’s attitude. She encouraged participants to be attentive to structural realities as well as personal ones.

“Be an anthropologist at your institution,” Jeske suggested to the packed room. Start by asking “What are we saying? What is being assumed?”

ABOUT NetVUE

With more than 250 institutional members, NetVUE serves as a national network of colleges and universities that seek to support their undergraduate students in the work of vocational exploration and discernment in all its aspects— theological, ethical, affective, and practical. This CIC initiative is supported by Lilly Endowment Inc. and member dues. For more information, visit www.cic.edu/NetVUE.
New Report Highlights Value of CIC Faculty Seminars

A new report explores the impact of professional development seminars offered by CIC since the early 2000s for faculty members in a variety of core humanities disciplines including, most frequently, American history, classics, and art history. In the report, CIC’s Faculty Seminars: Promoting Professional Growth, Thomas Falkner, former provost of McDaniel College (MD) and an experienced evaluator of CIC programs, highlights the intellectual enrichment and value of these seminars.

“Falkner’s report demonstrates that a relatively small amount of money can significantly strengthen faculty development and enhance teaching, especially when faculty members’ dedication both to their students and to their fields of expertise is unwavering,” said CIC President Richard Ekman.

CIC faculty seminars create vital intellectual connections both among participants from member institutions and with nationally-distinguished scholars at research universities and are designed to link their outcomes to the realities of teaching and course development. Participants include established scholars and those at earlier stages in their careers, both specialists and generalists. The result is typically a group with a broad range of backgrounds and perspectives who share a keen interest in the topic and are eager to engage in collaborative study to enrich their courses.

Falkner looks in detail at the most recent in a series of American history seminars offered through CIC’s long collaboration with the Gilder Lehrman Institute of American History, generously supported by the Andrew W. Mellon Foundation. “The Civil War in American Memory” took place at Yale University in June 2018 and was led by David Blight, Class of 1954 Professor of American History and director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale. Blight is the author of numerous award-winning books, including Frederick Douglass: Prophet of Freedom (2018), which the New York Times, Wall Street Journal, and Time named a top-ten book of the year. Twenty-five faculty members from CIC member institutions in 15 states participated in the seminar.

Blight has written that “not only is the Civil War not over, it can still be lost.” To this day, battles rage over how Americans remember and commemorate the Civil War; recent struggles over Confederate monuments offer painful examples of the timeliness of the topic. Falkner’s report shows how the seminar helped participants engage this contentious and multifaceted topic.

Organized around the 50th, 100th, and 150th anniversaries of the war years of 1861–1865, the seminar invited participants to study works of history, literature, film, photography, and sculpture to examine the persistence of the Civil War in American memory and to understand how it has been commemorated by successive generations. Readings included writings from Friedrich Nietzsche to Ta-Nehisi Coates, and seminar activities included visits to several monuments and cemeteries to analyze the “landscape” of commemoration.

Participants testified to the deep impact of the approach. Matt Barbee of Siena Heights University (MI) reflected, “This seminar...has been one of the most useful and productive professional development opportunities of my career.” Participants are encouraged to integrate the seminar experience into their teaching and scholarship in innovative ways. Some have developed courses based in local history and teach students to analyze nearby Civil War monuments. Other participants have developed curricula in such fields as visual culture or public history. Others have created public humanities programs that include community tours and public exhibitions. Many participants also have introduced new perspectives into their existing courses on related topics. Kelly Franklin of Hillsdale College (MI) reflected, “This course has helped me see the way Northern, anti-slavery literary voices participate in an incomplete narrative about the Civil War,” while another participant described plans to introduce the seminar’s memory-centered approach into his work on World War I.

As Falkner shows, “The Civil War in American Memory” seminar demonstrates the vital role humanities faculty members can play by bringing disciplinary expertise to bear on issues of immediate civic importance in both campus and community settings. Kristin Anderson-Bricker of Loras College (IA), remarked that the seminar experience was “exhilarating. To be in conversation with 25 enthusiastic, intelligent, and well-prepared faculty was a rare opportunity for learning.”

For the full report, visit www.cic.edu/ResearchReports.
CIC/NCICU Community College Transfer Project to Serve as Model for Other States

A new CIC-sponsored pilot program in partnership with North Carolina Independent Colleges and Universities (NCICU) will create pathways that encourage community college students to pursue bachelor degrees in liberal arts disciplines at independent colleges. The Teagle Foundation recently awarded CIC a $400,000 grant for the three-year project to determine best practices for community college to private college pathways that will be instructive for other states.

In announcing the grant, CIC President Richard Ekman emphasized, “We know that community college students can enhance their prospects for successful and timely completion of bachelor’s degrees at private colleges, and we know that CIC colleges and universities can benefit tremendously by increasing the number of well-prepared community college transfer students. The Teagle Foundation’s generous grant will have a powerful effect in North Carolina and beyond.” He added, “The Independent Pathways: Community College Transfer in the Liberal Arts project stems from a long-standing commitment at CIC to facilitating transfer from community colleges to private nonprofit colleges and universities.”

The state of North Carolina has already developed a comprehensive articulation agreement that allows community college students to transfer as juniors with their general education requirements fulfilled to any of 30 NCICU institutions. In addition, NCICU recently completed pathways in nursing, fine arts, theater, and music. The grant will assist NCICU in developing two additional pathways in liberal arts disciplines. Pathways in psychology, and in some cases sociology, will be mapped out by 14 NCICU institutions paired with 14 two-year colleges (13 community colleges and one private two-year college). All the private colleges are CIC members. The colleges (see lists below) will work together to create a “culture of transfer” that ensures students receive the fullest possible information and are carefully advised from enrollment at a two-year college until graduation with a bachelor’s degree. Through two workshops and a peer-to-peer visitation program, faculty and staff members at the participating institutions will collaborate with their counterparts to establish trust, design clear and workable articulation agreements, and build effective communication and advising mechanisms.

Multiple barriers can hinder community college students from completing the transfer to a four-year institution and attaining a bachelor’s degree. Such barriers include inadequate advising and a lack of clearly articulated transfer pathways.

INDEPENDENT PATHWAYS: COMMUNITY COLLEGE TRANSFER IN THE LIBERAL ARTS

The CIC/North Carolina Independent Colleges and Universities (NCICU) pilot program will pair 14 NCICU institutions with 14 two-year colleges.

CIC/NCICU PARTICIPATING INSTITUTIONS

Barton College  
Brevard College  
Campbell University  
Catawba College  
Chowan University  
Guilford College  
Johnson C. Smith University  
Mars Hill University  
Meredith College  
Pfeiffer University  
Salem College  
Shaw University  
William Peace University  
Wingate University  
Louisburg College (Two-Year)

COMMUNITY COLLEGE PARTNERS

Asheville-Buncombe Technical Community College  
Blue Ridge Community College  
Central Carolina Community College  
Central Piedmont Community College  
Durham Technical Community College  
Forsyth Technical Community College  
Guilford Technical Community College  
Roanoke-Chowan Community College  
Rowan-Cabarrus Community College  
South Piedmont Community College  
Stanly Community College  
Wake Technical Community College  
Wilson Community College
from community colleges to baccalaureate institutions. The lack of advising is particularly problematic, as the complexity of the transfer process can easily deter students who do not receive guidance at all critical points in the process. According to Ekman, “The loss of credits during the transfer process can have severe consequences for students. Not only does taking extra classes cost more and add to student debt, but it also can increase students’ time-to-degree or even lower their chances of graduating at all.”

To lower these barriers, the CIC and NCICU initiative will provide greater clarity in the transfer process and design discipline-specific guided pathways that provide lists of courses students can follow to transfer as junior psychology or sociology majors, alleviate credit loss, and reduce the confusion and anxiety surrounding many transfer decisions.

A. Hope Williams, president of NCICU, said, “We greatly value this partnership with CIC and are deeply appreciative of the Teagle Foundation’s investment in expanding and streamlining transfer opportunities for students from North Carolina’s two-year colleges to some of our four-year private colleges and universities. The advising and financial aid components of the grant will provide critical supplemental support to help these students be successful in completing their baccalaureate degrees.”

CIC released its latest Key Indicators Tool (KIT) benchmarking report to Institutional Member presidents this spring. The KIT provides customized five-year trend data on 20 institutional performance indicators related to student enrollment and progression, faculty composition and compensation, tuition revenue and financial aid, and institutional resources and expenditures. Both the KIT and its companion Financial Indicators Tool (FIT) benchmarking report (the latest version will be released in mid-summer 2019) are prepared in collaboration with the Austen Group with support from Ruffalo Noel Levitz.

One of the KIT performance indicators is tuition dependency. This represents the percentage of total expenditures covered by an institution’s total net tuition revenue. (Net tuition revenue is defined as the institution’s total tuition and fee revenue minus institutional financial aid provided to students.) Independent institutions that are overly dependent on tuition revenue may risk financial difficulties—particularly if their enrollments decline over a period of years.

The most recent KIT report is based on the latest data available from the U.S. Department of Education’s Integrated Postsecondary Education Data System covering the 2012–2013 through the 2016–2017 academic years. In 2012–2013, the national median tuition dependency percentage was 61.6 percent (see Figure, page 20). By 2016–2017, it had dropped to 57.9 percent—a decrease of 3.7 percentage points. This pattern holds true for all regions in the KIT. The greatest decrease in the median tuition dependency percentage was in New England, which fell by 5.2 percentage points between 2012–2013 (64.4 percent) and 2016–2017 (59.2 percent). The smallest decrease was in the West region, which fell by 2.4 percentage points between 2012–2013 (60.1 percent) and 2016–2017 (57.7 percent).

A decrease in tuition dependency signals that an institution has increased alternative revenue streams, such as by developing public-private partnerships, renting out underutilized campus facilities, and boosting fundraising. In some cases, a decrease in tuition dependency may also have been the result of drawing on reserve funds or borrowing more to sustain operations. Thus tuition dependency data must be considered in relation to other institutional finance and enrollment data.

For more information about KIT and other CIC benchmarking services, visit www.cic.edu/BenchmarkingServices or contact Lesley McBain, director of research projects, at lmcbain@cic.nche.edu.
Graduate of Young Harris College Awarded Davies-Jackson Scholarship to Cambridge

St. John’s College at the University of Cambridge recently selected Young Harris College (GA) graduate Alejandro Lemus-Gomez to receive the 2019 CIC-administered Davies-Jackson Scholarship that will provide two years of full support including travel to and from England beginning in the fall. Lemus-Gomez, who majored in English with a minor in philosophy, graduated in December as part of the class of 2019. At St. John’s, he will study modern and medieval languages with a focus in Spanish.

“During my time at St. John’s, I hope to gain a higher fluency in Spanish, and ideally, other Romance languages,” Lemus-Gomez said. “Academically and artistically, I hope to study and write texts that address our lived experiences philosophically and poetically. The beauty of studying in the humanities is realizing the range of disciplines one can work in. The prospect of one day writing poems and philosophical texts that move others in the way my professors and favorite writers have inspired me is exciting.”

Lemus-Gomez was one of three semi-finalists selected by the Davies-Jackson Scholarship U.S. Selection Committee for consideration by St. John’s College.

The scholarship is intended for graduating seniors, or very recent graduates, who are among the first generation in their families to graduate from college and who have maintained a 3.7 GPA or higher. Named after two Cambridge fellows who tutored the anonymous donor during his years at Cambridge—Hugh Sykes Davies and R. Meredith Jackson—the award program began in 1990 and was initially administered by the Consortium for the Advancement of Private Higher Education that later became an operating part of CIC. CIC has administered the application process for the program since 2003. During that time, the list of eligible institutions has expanded; today 500 out of 560 eligible institutions are CIC members.

“My mother never finished her arts degree, forsaking her dreams of being a filmmaker in order to escape Cuba,” shared Lemus-Gomez. “Despite never finishing her formal education, it’s thanks to her wisdom, persistence, and courage that I developed the motivation and skills needed to reach this point in my life.... The day I got the email notifying me that I was awarded the Davies-Jackson Scholarship, she told me, ‘Viste, poeta, se hace el camino al andar,’ which means, ‘You see, poet, the path is made by walking.’”

Application information about the 2020 scholarship competition will become available in late summer 2019. Further information about the program is available at www.cic.edu/DaviesJackson.
Eight State Councils Awarded Grants to Support Fundraising, Marketing

CIC awarded eight State Councils a total of $95,350 in Capacity-Building Grants in March to enhance their fundraising capacity, research and data initiatives, and marketing efforts, among other projects. The grants do not require matching funds.

“We received an especially strong set of applications this year,” noted Carol Schuler, CIC vice president for State Council programs. “The selection committee was delighted by the quantity and the quality of the State Council proposals and made careful decisions about how best to leverage the grant investment.”

The grants are designed to help small staffs develop new approaches to fundraising and marketing efforts and will support the following projects:

- **Associated Colleges of Illinois (ACI)** will identify, cultivate, and build relationships with top public and private corporations that currently employ a significant number of graduates of ACI member colleges and universities. The data-based project will include research to identify employment rates of Illinois’s private college graduates at Illinois corporations.

- **Independent College Fund of New Jersey** will redesign its website to incorporate new branding and communicate donor priorities that were revealed through a recent strategic planning process.

- **Independent Colleges and Universities of Texas Foundation** will develop a sustainable fundraising plan and form a Business Resource Council that will work closely with staff to increase fundraising capacity.

- **Independent Colleges of Washington** will conduct a brand audit and develop new branding and marketing materials.

- **The Iowa College Foundation** will develop a mobile app that will improve receipt of online gifts, expand communications with donors, and include search features for internship and employment opportunities in Iowa.

- **The Louisiana Independent College Fund** will create a video to support a new fundraising strategy and improve statewide messaging to Louisiana corporations. The video will illustrate how gifts to private higher education lead to successful outcomes among private college graduates.

- **The Oregon Alliance of Independent Colleges and Universities** will create a new suite of marketing materials to support its Initiate Pipeline Project that is designed to enhance giving to private colleges from five industry sectors in Oregon.

- **West Virginia Independent Colleges and Universities** will reinvigorate its fundraising program through new marketing materials, a redesigned website, and a fresh approach to donor research.

The Capacity-Building Grant Program is one of five annual funding initiatives that CIC offers to State Councils. The others are the CIC/UPS Scholarships Program, Scholarship Challenge Grants, First Opportunity Partners Program, and National Venture Fund Grants. For additional information, contact Carol Schuler at cschuler@cic.nche.edu or (202) 466-7230.

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**2019 CIC STATE COUNCILS ANNUAL CONFERENCE**

**“Bridging the Future”**

The conference will examine key issues and successful programs designed to help State Councils adopt innovative best practices and strengthen member institutions through fundraising and collaborative programming.

More information about the conference and online registration will be available in early May at www.cic.edu/StateCouncils.
45 Years and Counting: An Interview with Peter Hart on His 45th Anniversary as a Woodrow Wilson Visiting Fellow

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 weeklong residential program of classes, seminars, workshops, lectures, and informal discussions, the Fellows create better understanding and new connections between the academic and nonacademic worlds.

Roger Bowen, CIC senior advisor and director of the Woodrow Wilson Visiting Fellows program, recently sat down with Peter D. Hart, the longest-serving Woodrow Wilson Visiting Fellow, to reflect on Hart’s 45 years of service.

Hart is regarded as one of the top analysts of public opinion in the United States. He founded Hart Research in 1971, and since 1989 has been the pollster for NBC News and the Wall Street Journal. Hart’s political clients have included leaders in the forefront of American politics over the past half century. His work has focused on public policy and cultural issues and has served clients such as the Smithsonian Institution, Habitat for Humanity, UNICEF, and the Bill & Melinda Gates Foundation. In the international realm, Hart has conducted studies in Asia, Africa, Europe, and South America. He also has conducted strategic planning projects for clients such as Coca-Cola, AT&T, and Tiffany & Co. Hart has taught public opinion and public policy at Duke University, the University of Pennsylvania, and the University of California, Berkeley. In fall 2013, he was a visiting fellow teaching at Harvard Kennedy School’s Shorenstein Center on Media, Politics, and Public Policy. During his most recent visit as a Woodrow Wilson Visiting Fellow, Hart gave a public lecture titled “The Future of Polling in the 2020 Election” to a group of Albion College (MI) students, staff, and community members in March 2019.

BOWEN: You have been a Woodrow Wilson Visiting Fellow for a record 45 years. When you go to a campus, what do you hope students will take away from your visit?

HART: Students have a tendency to look at a college curriculum—and life—in a very narrow fashion. So my real hope is to take blinders off of students.

When the Woodrow Wilson program first asked me to become a Visiting Fellow, I was 32 years old and the other Fellows were in their 50s or 60s. I was asked because I was in a brand new field—public opinion and polling. Given that [my age and new field], I had a different rapport with the students…and I recognized they were wide open to hearing about new subjects. I try to do two things during visits: Inform students about how public opinion can be used in all elements of our society and how it makes a difference; and give them a real sense of how open they can be in approaching life…. I want to teach students about how to look at society and how to approach life through a liberal arts education.

BOWEN: What have you taken away from your interactions with students? And what has the program ultimately meant to you?

HART: Becoming a Woodrow Wilson Visiting Fellow has been transformative for my life. Although I came from an academic household—my dad was an English professor at UC Berkeley—I never expected that I would become a teacher. When the Woodrow Wilson program gave me the opportunity to teach, I found two things. One, I found myself learning so much by listening and by having direct exposure to students of different generations. Two, I recognized that I had an impact on students. Yes, some students went into polling, but more importantly, they were learning and interested in new things…. The exposure made my life richer and influenced the way I constructed questions and looked at issues. The Woodrow Wilson Visiting Fellows program is a seminal part of my life. If I hadn’t done this, I would have had a fine professional career, but I would have missed out on some of the biggest joys of life.

BOWEN: The liberal arts college model is about exploring questions—and polling is much the same. How do you determine the questions for your polls and research?

HART: When you take on a project, what you are trying to do is understand where the public is coming from. There are linear questions you need to ask—whether they be factual or introductory. But there are a whole series of “3-D” kinds of questions that will allow you to see a new dimension into what people are thinking. In addition to doing quantitative surveys, I do a lot of qualitative surveys through focus groups…. You can ask standard questions, but what makes polling interesting to me is open-ended questions that allow respondents to answer in their own vernacular and in ways that show what’s
down in their stomach—their gut reaction—as well as in their head—their intellectual side.

**BOWEN:** What have been the most significant changes you’ve observed in student opinion and students’ outlook?

**HART:** One of the first things I’ve done since my very first year as a Fellow is to insist on doing a focus group with the students. The reason is that I want to learn as much as they do. I’ve asked a question over the years that is deceptively simple—“What constitutes success for you at age 45?” The beauty of the question is that you can see changes over half a century. What’s so interesting is at the beginning, if you talked to a woman, family was typically the most important part of the response. It’s not that they didn’t have career ambitions, but what surfaced was “home.” By the time I got into the Reagan era, everything had a dollar value on it.... More recently, students have emphasized two things: the insecurity of life [for example in that they don’t expect to have the same job their whole lives like students in earlier generations did] and the pressures of social media.... These focus groups have been unbelievably valuable because they have allowed me to understand students and ask the questions I want without the pressures of a client. And by and large I’ve kept the questions consistent through years.

**BOWEN:** …And the questions have been nonjudgmental. Would you say students have become more or less judgmental over the last 45 years? What set of values do they bring to the table?

**HART:** For me, what’s most interesting is students’ sense of equality. Whether approaching gender or racial issues, the push is for more acceptance. There’s a greater criticism for social ostracism....

**BOWEN:** Are students today more intellectually curious than students were 45 years ago?

**HART:** I think they are more curious and more worldly. If you go back two generations, there were international events that touched students—especially going back to the Vietnam War era. But I feel current students are much more global, more aware of all the things that are happening around the world.... And I think college activism has always been there. If anything, it’s gone from local to global.

**BOWEN:** In your long and distinguished career, you must have done polls that produced results that surprised you. Can you tell me about a situation when findings were unexpected or showed a big shift in public attitudes?

**HART:** The most amazing thing I’ve seen in American public opinion has concerned attitudes toward same-sex marriage. I started measuring this in 1989. In the late 80s and early 90s, American attitudes were overwhelmingly negative against same-sex marriage. One of the things I discovered through polling was that people who knew someone who was gay had totally different attitudes than people who didn’t. Only a small
portion of Americans thought they knew someone who was gay then, but as people got to know more, attitudes shifted more in 15 years on that one issue than on any other issue I have measured. To me, it was a tremendous revelation and gratifying to see how open the American public became.

Bowen: A lot of the polling we’ve seen recently suggests that public confidence in education is declining. What do you make of it?

Hart: I think there are two main elements. First, the recent admissions scandal is about as big of a killer as there can be. People already think the elite have advantages over everyone else…and then they read on the front page that some are cheating their way into college and they wonder about a level playing field… Second, college is expensive. There’s no way around it. I think it’s hard for a lot of families and exceptionally hard for students who wish to go on to graduate or professional school. None of that undermines the value of higher education and the way in which college graduates are beneficiaries in our society—with better jobs, incomes, and lives.

Bowen: We work to address false myths about higher education, but it’s hard to get the messages to stick. What does research suggest is the best way for colleges and universities to build public confidence and understanding?

Hart: Too often organizations only look through their own lens. My guess is that you need to see college through the student’s lens. The problem may not be a dollar amount, it might be the psychology of what is hanging over a student’s head…. When someone gets promoted at work, they might not praise their college education that led to it, but they will see money coming out of their paychecks for their student loans…. There may be a new way of communicating with students [that emphasizes how much further ahead they will get with a college degree].

Interested in Hosting a Woodrow Wilson Visiting Fellow?

Hart is just one of more than 120 Woodrow Wilson Visiting Fellows available to visit institutions for a weeklong campus residency. Institutions interested in hosting a Fellow during the 2019–2020 academic year are encouraged to apply now. For more information, visit www.cic.edu/VisitingFellows.

Woodrow Wilson Visiting Fellows

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

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

Pictured Fellows are (top to bottom) Rhonesha Byng, founder and CEO of HerAgenda; Oren Cass, expert on energy and the environment, and senior fellow, Manhattan Institute; and Linda Greenlaw, swordfishing captain and best-selling author of both nonfiction and a mystery series.
A Compendium of Recent Research and Books of Interest to Higher Education Professionals

**BOOKS**

**Hearing Vocation Differently: Meaning, Purpose, and Identity in the Multi-Faith Academy**

David S. Cunningham, editor (Oxford University Press, 2019)

*Hearing Vocation Differently* is the third book from CIC’s Network for Vocation in Undergraduate Education (NetVUE) Scholarly Resources Project. The book demonstrates that the language of vocation and calling is useful not only in Christian contexts, but in multi-faith and secular settings as well. The book’s 13 contributors write from a variety of faith traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, as well as the perspectives of atheism and multiple religious belonging. Collectively, the essays will help institutional leaders re-imagine their vocational programming in ways that are attentive to the increasingly multi-faith character of undergraduate life. The book is available to CIC and NetVUE member institutions on the Oxford University Press website at a discount using code AAFLYG6. Like the previous two volumes in the series, the new book is edited by David Cunningham, who now serves as director of NetVUE.

**Out of Many Faiths: Religious Diversity and the American Promise**

Eboo Patel (Princeton University Press, 2018)

In his most recent book, Eboo Patel draws on his personal experience as a Muslim in America to examine broad questions about the importance of religious diversity in the nation’s cultural, political, and economic life. Patel—founder and president of Interfaith Youth Core and co-director of CIC’s Teaching Interfaith Understanding seminar series—explores how religious language has given the United States enduring symbols and inspired vital civic institutions as well as how religious diversity is central to American identity. The book includes commentaries by Laurie Patton, president of Middlebury College (VT) and co-director of CIC’s Teaching Interfaith Understanding program; Robert P. Jones, founding CEO of PRRI (Public Religion Research Institute); and John Inazu, Sally D. Danforth Distinguished Professor of Law and Religion at Washington University in St. Louis, on American civil religion, faith and law, and the increasing number of nonreligious Americans.

**Race on Campus: Debunking Myths with Data**

Julie J. Park (Harvard Education Press, 2018)

*Race on Campus* argues that pervasive myths about diversity on college and university campuses obscure the notable significance and admirable effects that diversity has had on campus life. Based on her analysis of extensive research and data about contemporary students and campuses, Julie J. Park addresses myths such as charges of pervasive self-segregation on campus, arguments that affirmative action in college admissions has become counterproductive, and suggestions that programs and policies meant to promote diversity have failed to address class-based disadvantages. Through her response to these myths, she presents a positive and nuanced portrait of diversity and its place on American college campuses. Park is an associate professor of education at the University of Maryland, College Park, as well as a presenter for CIC’s 2019 Diversity, Civility, and the Liberal Arts Institute and a contributor to the Association for the Study of Higher Education–CIC Collaboration book *The Challenge of Independent Colleges: Moving Research into Practice* (2017).
White Guys on Campus: Racism, White Immunity, and the Myth of “Post-Racial” Higher Education
Nolan L. Cabrera (Rutgers University Press, 2018)

An important complement to Park’s volume, Nolan L. Cabrera’s book offers a critical examination of race in higher education centered on whiteness. Cabrera, an associate professor in the Center for the Study of Higher Education at the University of Arizona who studies the racial dynamics on college campuses, interviewed more than 100 white male undergraduate students to explore their unspoken assumptions about racial identity and the impact of systemic racism on college campuses. His analysis provides new insights into the racial attitudes of college students, their spoken and unspoken racism, resistance to affirmative action and efforts to diversify the curriculum, and the racial politics of campus space. The book also offers practical suggestions to engage and challenge students of all backgrounds to become “anti-racists.”

Pivot: A Vision for the New University
Joanne Soliday and Mark Lombardi (Advantage Media Group, 2019)

Although U.S. institutions of higher learning face many challenges, independent colleges and universities can remain relevant and sustainable and can best serve students by “pivoting” toward a new university. Pivot argues that the new university would refocus structure and pedagogy on students and their learning; reimagine the structures of leadership, tenure, and the higher education business model; and produce national examples for access and inclusion. Joanne Soliday, cofounder of Credo, and Mark Lombardi, president of Maryville University of Saint Louis (MO), note that pivoting will not look the same at all institutions. Instead of a traditional linear and incremental approach to change, pivoting implies a new approach that will enable higher education leaders and their institutions to leap over small, incremental steps, making the most important events happen quickly.

Educational Odyssey of a Woman College President
Joanne V. Creighton (University of Massachusetts Press, 2018)

In this autobiography, Joanne V. Creighton situates her 15-year tenure at Mount Holyoke College within a life and career that have navigated tremendous changes in higher education and society. Creighton has held multiple roles in academia—undergraduate, professor, dean, provost, and president—and served at both large public universities and small private colleges—including Wayne State University, the University of North Carolina at Greensboro, Wesleyan University, and Haverford College (PA). Her account of her early years in rural Wisconsin to her presidency of a women’s college, shows how Creighton developed key leadership skills. And her account of difficult campus crises—such as student protests, potential alumnae association revolts, and a faculty scandal—and how they were resolved hold important takeaways.

Demographics and the Demand for Higher Education
Nathan D. Grawe (Johns Hopkins University, 2018)

Nathan D. Grawe, Ada M. Harrison Distinguished Teaching Professor of the Social Sciences at Carleton College, developed the Higher Education Demand Index to estimate the probability of college-going using basic demographic variables. In this book, Grawe analyzes demand forecasts by institution type and rank while disaggregating by demographic groups. He provides separate forecasts for various types of institutions and argues that the future demand for college attendance depends critically on institution type. While many institutions may face painful contractions due to demographic declines, demand for elite institutions, for example, is expected to increase by more than 15 percent in future years. The book may guide college and university administrators and trustees as they navigate future enrollment challenges. Although the book predicts general trends, institutions will be affected differently and thus will need to develop customized response strategies.
Going to College in the Sixties
John R. Thelin (Johns Hopkins University Press, 2018)

Breaking the stereotype that colleges faced in the 1960s—of being places of protests, drugs, and rock and roll—John R. Thelin reinterprets the campus world shaped during one of the most dramatic decades in American history and reconstructs many phases of the college experience. The book explores how students during the period competed for admission, paid for college, managed crowded classes and dormitories, voiced concerns about the curriculum, struggled with tensions in big-time college sports, and overcame discrimination. Thelin supplements anecdotal experience with a survey of landmark state and federal policies and programs shaping higher education, a chronological look at media coverage of college campuses over the decade, and an account of institutional changes in terms of curricula and administration. Thelin, the author of *A History of American Higher Education* and other well-known books, is a university research professor and a member of the Educational Policy Studies Department of the University of Kentucky.

Managing Risk in High-Stakes Faculty Employment Decisions
Julee T. Flood and Terry L. Leap (Cornell University Press, 2018)

This book examines the legal and human resource management practices that are relevant to college and university faculty members throughout U.S. higher education institutions. To help minimize potential pitfalls in the hiring and promotion processes, Julee T. Flood and Terry Leap suggest ways to apply risk-management principles within the culture of academia. The authors state that claims of workplace harassment, discrimination, and violations of free speech, as

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**FIGURE 1: CAOs REPORT ON FUNDING FOR NEW ACADEMIC PROGRAMS**

Most new funds my institution will have to spend on academic programs will come from reallocation rather than new revenues.*

*Note: Percentage of CAOs who agree or strongly agree.

Source: 2019 Survey of College and University Chief Academic Officers. 2019. Inside Higher Ed and Gallup. Figure created by the Council of Independent Colleges.
well as a high number of non-tenure track and adjunct faculty, should require those involved in hiring and promotion decisions to be more knowledgeable about contract law, best practices in hiring, and risk management. Yet, the authors find, many newly appointed administrators are insufficiently trained in these matters and do not understand how to apply risk management principles in an academic setting. This book may serve as a useful resource for human resources departments, hiring committees, and department chairs, as well as academics seeking faculty jobs. Flood is an attorney, business owner, and consultant with experience in the private, nonprofit, and public sectors; she has taught at Elon University School of Law. Terry Leap is Lawson Professor of Business at the University of Tennessee, Knoxville.

**Women’s Leadership Journeys: Stories, Research, and Novel Perspectives**
Sherylle J. Tan and Lisa DeFrank-Cole, editors (Routledge, 2019)

This volume brings together research from leading scholars with stories from women leaders in diverse sectors to provide insights from their leadership journeys. The book begins with personal stories by women who are in positions such as chief executive officer, former U.S. ambassador, and college president. Scholars then discuss novel research that can guide women in navigating their pathways to leadership, including on followership, competition, and the role of biology in leadership. The book contains contributions by Carolyn J. Stefanco, president of the College of Saint Rose (NY), as well as leaders and scholars at other CIC member institutions: Azusa Pacific University (CA), Biola University (CA), College of the Ozarks (MO), Geneva College (PA), Scripps College (CA), University of Richmond (VA), Whitworth University (WA), and Woodbury University (CA). The volume is part of Routledge’s Leadership: Research and Practice Series and emanates from the 24th annual Kravis-de Roulet Leadership Conference.

**REPORTS**

2019 Survey of College and University Chief Academic Officers
Scott Jaschik and Doug Lederman, editors (Inside Higher Ed and Gallup, January 2019)

Conducted by Gallup and answered by 475 chief academic officers (207 of whom are from private nonprofit colleges and universities), Inside Higher Ed’s 2019 survey explored a range of challenges these leaders face arising from both internal and external sources. The survey covered such topics as academic and financial health of the institution; liberal arts education; faculty tenure; sexual misconduct; inclusivity, civil discourse, and civic engagement; general education requirements; and attitudes toward open resource textbooks. Most CAOs (86 percent) indicate that their institutions provide an excellent or good education for their students. Although they have some doubt about whether students understand the purpose of general education courses, a majority of provosts across all sectors (68 percent) believe that faculty members at their institutions are enthusiastic about teaching general education courses. Many CAOs (62 percent) reported concerns about key constituencies (politicians, presidents, and board members) being “unsympathetic” to the liberal arts, with that sentiment most strongly expressed by private college CAOs (65 percent). One bright spot in the survey was an appearance of greater financial health for these colleges: The majority of CAOs at private institutions (53 percent) agreed that their college’s financial situation has improved, while a smaller proportion (39 percent) at public institutions believe that to be the case. And although two-thirds of overall CAOs (68 percent) say that most new funds for academic programs will have to come from reallocation of existing funds rather than from new revenues, CAOs at private nonprofit institutions are less likely than those at public institutions to believe that funding for academic programs will rely on reallocations (see Figure 1, previous page).

For the full report, visit www.insidehighered.com.
Race and Ethnicity in Higher Education: A Status Report

An examination of the state of race and ethnicity in U.S. higher education, this report shows that while the number of students of color on the nation’s college and university campuses continues to rise, gaps in access, attainment, and debt levels remain. The report indicates that more than three-fourths of full-time undergraduate students across all racial and ethnic groups at private, nonprofit four-year institutions completed their degrees within six years. Moreover, the completion rates for students from all racial and ethnic groups are higher at these private institutions than at their public counterparts (see Figure 2 below). In other key findings, the report confirmed that racial and ethnic diversity among college faculty, staff, and administrators still does not reflect that of today’s college students. White students represented about half of all undergraduate students in 2016, but among the over 700,000 full-time faculty employed by higher education institutions in fall 2016, 73.2 percent were white, 21.1 percent were faculty of color, 3.1 percent were international, and 2.6 percent were of unknown racial and ethnic backgrounds. The report examines more than 200 indicators drawn from 11 data sources, most of which were collected by federal agencies. For the report and to visit its accompanying interactive microsite, visit www.equityinhighered.org.

FIGURE 2: COMPLETION RATES FOR FULL-TIME STUDENTS AT PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS

The six-year total completion rates for full-time students from all racial and ethnic groups are higher at four-year private nonprofit institutions than at their public counterparts.

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private Nonprofit</th>
</tr>
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<tbody>
<tr>
<td>All racial and ethnic groups</td>
<td>84.1%</td>
<td>88.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>91.0%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Black</td>
<td>72.5%</td>
<td>77.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>81.9%</td>
<td>88.8%</td>
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<tr>
<td>White</td>
<td>85.1%</td>
<td>90.0%</td>
</tr>
<tr>
<td>More than one race</td>
<td>88.1%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Other race or ethnicity</td>
<td>80.3%</td>
<td>88.1%</td>
</tr>
</tbody>
</table>

*Notes: Based on the report’s Table 5.4 “Six-Year Outcomes (150% of Normal Time) for Exclusively Full-Time Students Who Started at Public Four-Year Institutions: Fall 2011 Cohort” and Table 5.6 “Six-Year Outcomes (150% of Normal Time) for Exclusively Full-Time Students Who Started at Private Nonprofit Four-Year Institutions: Fall 2011 Cohort.” (Public n = 529,995; Private n = 293,818)

Source: Race and Ethnicity in Higher Education: A Status Report. American Council on Education. 2019. Figure created by the Council of Independent Colleges.
Minority-Serving Institutions: America's Underutilized Resource for Strengthening the STEM Workforce
National Academies of Sciences, Engineering, and Medicine (January 2019)

America’s nearly 700 two- and four-year minority-serving institutions (MSIs) include historically black colleges and universities, tribal colleges and universities, Hispanic-serving institutions, and Asian American and Native American Pacific Islander-Serving Institutions. MSIs educate roughly 30 percent of U.S. undergraduates and produce one-fifth of the country’s STEM bachelor’s degrees. This report states that although MSIs are positioned to meet U.S. STEM workforce needs, higher education leaders, policymakers, and the private sector must increase their focus and investments to strengthen STEM programs and degree attainment at MSIs. Based on a review of research literature, data, and site visits to nine MSIs (including CIC member Dillard University [LA]), the report finds that seven broad strategies will likely strengthen the quality of STEM education and workforce preparation for MSI students. Strategic recommendations include that campuses have multilevel, mission-driven leaders; institutional responsiveness to meet students’ needs; welcoming campus environments; tailored academic and social supports; strong mentorship and sponsorship; availability of undergraduate research experiences; and mutually beneficial public- and private-sector partnerships. The report also offers a range of recommendations to stakeholders. For the full report, visit www.nap.edu.

International Graduate Applications and Enrollment: Fall 2018
Hironao Okahana and Enyu Zhou
(Council of Graduate Schools, February 2019)

This latest Council of Graduate Schools (CGS) report indicates that for the second year in a row, both graduate application and first-time enrollment rates by international students at U.S. colleges and universities have declined. Between fall 2017 and fall 2018, the number of international graduate applications received by the institutions participating in the CGS International Graduate Admissions Survey declined by 4 percent, and first-time graduate enrollment decreased by 1 percent. The decline in applications was driven primarily by a 6 percent drop in applications to master’s programs; the number of doctoral applications rose by 1 percent between fall 2017 and fall 2018. The 2 percent overall decline in new international master’s students seems to have been propelled by decreases in enrollment at master’s-level institutions (-15 percent) and doctoral institutions with moderate or higher research activity (-8 percent). Conducted since 2004, the CGS International Graduate Admissions Survey tracks the applications, admissions, and enrollments of international master’s, certificate, and doctoral students at U.S. colleges and universities. In 2018, 369 U.S. public and private graduate institutions who are members of CGS or its regional affiliates responded to the survey. For the full report, visit www.cgsnet.org.

Impact: A 2018 Report on the Progress of the American Talent Initiative in Its First Two Years
Elizabeth Pisacreta, Emily Schwartz, and Martin Kurzweil (Ithaka S+R, December 2018)

This report, the first public reporting since the American Talent Initiative (ATI) launched in December 2016, shows that ATI members have increased enrollment of students who receive federal Pell Grants by 7,291 since the 2015–2016 academic year, demonstrating progress toward the ATI goal of enrolling 50,000 additional low- and moderate-income students at high-graduation-rate institutions by 2025. The report details that progress and identifies five key strategies that ATI members are employing in their efforts to expand opportunity. These strategies include institutionalizing commitments to socioeconomic diversity through presidential leadership and board engagement; increasing the size of the student body or maintaining long-held commitments to access; forging new pipelines for nontraditional students; prioritizing need-based financial aid; and reducing gaps in retention and graduation rates. The report also describes how ATI supports the work of its 108 current members, both public and private institutions, including 29 CIC member institutions. ATI is co-managed by the Aspen Institute’s College Excellence Program and Ithaka S+R. For the full report, visit https://americantalentinitiative.org.
Marc Randolph, Netflix co-founder and High Point University’s (NC) entrepreneur in residence, discussed business ideas with students and participated in an interactive question-and-answer session during an Innovation Summit held on campus on February 18. Randolph also was inducted into the Sigma Nu Tau Entrepreneurship Honor Society during his visit.

CELEBRATING ACHIEVEMENTS

In February 2019, the U.S. Department of State announced the U.S. colleges and universities that produced the most U.S. Fulbright Students and Scholars for the 2018–2019 academic year. The State Department recognizes institutions in each Carnegie Classification that had the highest numbers of their students (primarily recent graduates) and scholars (faculty members, researchers, and administrators) receive Fulbright grants. Top-producing institutions in this international educational exchange program are highlighted annually in the Chronicle of Higher Education. Twenty-five CIC member institutions were featured in the students category: Augsburg University (MN), Carthage College (WI), Centre College (KY), Coe College (IA), College of Saint Benedict (MN), Denison University (OH), DePauw University (IN), Franklin & Marshall College (PA), Grinnell College (IA), Haverford College (PA), Kenyon College (OH), Lebanon Valley College (PA), Middlebury College (VT), Oberlin College (OH), Pitzer College (CA), Saint Michael’s College (VT), Scripps College (CA), St. Edward’s University (TX), St. Olaf College (MN), Swarthmore College (PA), University of Puget Sound (WA), University of Richmond (VA), Wabash College (IN), Washington and Lee University (VA), and Wheaton College (MA). Six CIC member institutions were highlighted in the scholars category: Bucknell University (PA), Middlebury College (VT), Pitzer College (CA), Siena College (NY), Trinity College (CT), and University of Richmond (VA).

In March, the Peace Corps announced the colleges and universities with the most Peace Corps volunteers among their graduates in 2018. Twenty-two CIC member institutions, each with nine to 21 volunteers, made the “top colleges” list: Allegheny College (PA), Bucknell University (PA), Cornell College (IA), Denison University (OH), DePaul University (IL), Eckerd College (FL), Furman University (SC), Gonzaga University (WA), Grinnell College (IA), Hamline University
In March, Diverse: Issues in Higher Education published the list of 2019 Most Promising Places to Work in Student Affairs. Now in its sixth year, the national recognition—commissioned by the American College Personnel Association and Diverse—celebrates student affairs workplaces that are vibrant, diverse, supportive, and committed to professional development, inclusive excellence, and staff work-life balance. Of the 20 institutions listed, two are CIC members: Brevard College (NC) and St. Louis College of Pharmacy (MO).

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With the theme “Transforming Lives, Transforming the World,” Tougaloo College (MS) is celebrating its 150th anniversary this year. At the center of the celebration, the college has launched the Sesquicentennial Campaign for Scholarships to raise $10 million over the next two years for student scholarships. The college also will hold an event each month this year that meaningfully connects the public with the college.

To mark its 100th anniversary, Emmanuel College (MA) will host numerous centennial programs this year both on and off campus. Events include lectures and discussions, a historical exhibit, academic symposia, liturgies, service projects, and opportunities to celebrate Emmanuel’s past, present, and future.

**CREATING PARTNERSHIPS**

Hiram College (OH) recently signed two memoranda of understanding with international partners. In the agreement with the Interdisciplinary Center Herzliya (IDC)—a private research university in Israel—Hiram students will matriculate at IDC for a year to enroll in upper-level courses in foreign policy, cyber security, or international business to complete related majors. Hiram and IDC also will build on Hiram’s strength in health sciences to develop a yearlong pre-medical curriculum for IDC students wishing to attend medical school. The second agreement is with longtime partner John Cabot University (JCU)—an American liberal arts college in Rome, Italy. In the new relationship, Hiram students will pursue majors such as art history, classics, and international business at JCU, while John Cabot students will study sport management, exercise science, natural history, and creative writing at Hiram.

In February, Oglethorpe University (GA) became the first Georgia college to partner with TheDream.US to provide scholarships to qualified immigrant students who came to the United States as children, or “DREAMers.” TheDream.US is the nation’s largest college access and success program for DREAMers, raising private funds and awarding scholarships to help these students pay for their college education. Due to their immigration status, DREAMers are not eligible to apply for federal financial aid to support a college education. TheDream.US now has 70 Partner Colleges in 16 states and Washington, DC, including CIC members Benedictine University (IL)-Mesa, Arizona; Christian Brothers University (TN); Dominican University (IL); Lewis University (IL); Marymount University (VA); and National Louis University (IL).

Additional private colleges and universities recently pledged their support to Say Yes to Education—a national nonprofit organization that partners with communities with the goal of making a college degree affordable and attainable for every public high school graduate—and joined the Say Yes National Higher Education Compact. Among the new partner institutions are several CIC member institutions in Ohio: Ashland University, Baldwin Wallace University, College of Wooster, Hiram College, John Carroll University, Notre Dame College, Ohio Northern University, and Ohio Wesleyan University; as well as Benedict College (SC), Morehouse College (GA), and Whitman College (WA).

Centenary College of Louisiana signed a memorandum of understanding with the Louisiana State University (LSU) Paul M. Hebert Law Center in January. The partnership will provide Centenary students who meet LSU Law admission requirements and who wish to pursue public interest careers an opportunity for an expedited admissions review and notification process as well as automatic financial aid consideration.

Saint Mary’s College (IN) established a partnership with Lake Erie College of Osteopathic Medicine (LECOM), the largest medical school in the country, in February. Through the partnership, LECOM will grant early acceptance of qualified Saint Mary’s students into their medical, dental, or pharmacy programs.

Husson University (ME) and Southern Maine Community College (SMCC), the largest community college in Maine, entered into a series of agreements in January that will ease the process of transferring credits from SMCC to Husson. The agreements cover the transfer of credits from SMCC associate degree programs into the corresponding Husson University bachelor’s degree programs in subjects such as
communications technology, mass communications, educational studies, elementary education, biology, psychology, health care administration, criminal justice, and business administration.

Alverno College (WI) and the Milwaukee Area Technical College (MATC) established a partnership in February that streamlines the transfer process for female students who want to become social workers. The partnership enables students to complete their associate degree in human services at MATC and transfer to Alverno to complete their bachelor’s degree in social work within four years.

Bloomfield College (NJ) is partnering with Teaneck Public Schools (TPS) in Teaneck, New Jersey, to provide merit scholarships, mentoring, and academic support to Teaneck’s exceptionally talented high school graduates. The college and school district also announced a 25 percent tuition reduction to all TPS employees interested in pursuing an undergraduate or graduate degree at Bloomfield College.

California Lutheran University and Moorpark College, a community college in Moorpark, California, are collaborating to provide local middle school students who may not be considering college with a pathway to a bachelor’s degree lined with substantial support and scholarships. More than two dozen sixth- and seventh-graders were selected for the first cohort of the Rising Scholars Academy. Students who continue in the program will receive scholarships for full tuition and books for two years at Moorpark College and guaranteed acceptance to Cal Lutheran as transfer students. Cal Lutheran will award full scholarships to five members of each year’s cohort and scholarships covering 50 percent of tuition to all the others.

MAJOR GIFTS, GRANTS, AND CAMPAIGN SUCCESSES

John Carroll University (OH) in February announced receipt of a $20 million unrestricted pledge from an anonymous graduate. The gift will be used to expand academic programs and enhance the student experience.

In February, St. Lawrence University (NY) received a $15 million gift—composed of a $10 million outright gift and a $5 million planned gift—from an anonymous alumni. The gift will support the Campaign for Every Laurentian, the largest comprehensive fundraising initiative in the university’s more than 160-year history; it also will create two endowed professorships in public health, among other initiatives.

Mercyhurst University (PA) announced a $9.5 million campaign for the university’s athletics programs in February. To kick-start the campaign, William and Betsy Vorsheck gave $4 million, the largest alumni gift in the university’s history. Betsy Hirt Vorscheck graduated from Mercyhurst Prep in 1973 and from Mercyhurst University in 1977. The university intends to name its new and upgraded athletic facilities the William Vorsheck Jr. Athletic Complex. In addition, Mercyhurst trustee and athletics campaign chair John Saxon provided $1 million toward the campaign, designated for improvements of Tullio Field.

An anonymous alumni couple made a nearly $6.3 million gift commitment to DePauw University’s (IN) Rector Scholarship endowment in January. The deferred estate gift is the largest commitment to date for the Rector Scholarship Centennial Initiative. The scholarships are the university’s oldest and preeminent merit academic award.

Loras College (IA) in February announced the receipt of a $5 million gift from Loras Academy graduate William P. (Bill) Miller of Camarillo, California. In recognition of his contribution, the largest one-time cash gift in the college’s 180-year history, the Academic Resource Center will now be named the Bill (A ’52) and JoAnne Miller Academic Resource Center. The gift also will support other campus facility and infrastructure upgrades and strengthen the college’s entrepreneurial programs.

St. Olaf College (MN) in February received a $4.2 million gift commitment to create a new endowed fund that will support student travel costs for international music ensemble tours. Once the gift from two donors is fully funded, members of the St. Olaf band, choir, and orchestra will be able to tour internationally at no expense.

In February, Mount St. Mary’s University (MD) announced that the Bolte Family Foundation donated $3 million to help expand and renovate the university’s Knott Academic Center, home of the Richard J. Bolte, Sr. School of Business. Richard J. Bolte, Sr. was the founder of BDP International, a lifelong supporter of the Mount, a member of the board of trustees, and the recipient of an honorary doctorate degree for his service to the university in 1992. All seven of Bolte’s sons attended the Mount. The family wanted to reconnect to the Bolte School of Business in honor of their father, who passed away in 2006.

In January, Briar Cliff University (IA) announced a $2 million endowment from the Sisters of St. Francis that will establish the Sisters of St. Francis Endowed Chair in Theology. The legacy gift is one of the largest in the university’s history and the first time an endowed chair has been gifted to Briar Cliff. The endowment also will support the recruitment and retention of faculty, enrich the university’s theology program, fund professional development and spiritual projects, and instill Catholic Franciscan values throughout the community.
In February, Baylor University (TX) announced in February a gift of $2 million to endow a new Chair in Global Leadership within Baylor’s Diana R. Garland School of Social Work. Made by anonymous parents of a Baylor graduate from California, the gift will support the school’s Global Mission Leadership program, whose purpose is to contribute to Christ-centered international development through culturally informed education.

In February, Strada Education Network awarded Bay Path University (MA) nearly $1.6 million for a three-year project, Closing the Gaps: Building Pathways for Adult Women in a Technology-Driven Workforce. The grant will expand the university’s American Women’s College Social Online University Learning (SOUL) program to help low-income working women earn degrees in cybersecurity and technology, qualifying them for higher-paying, in-demand jobs. Bay Path was one of seven awardees of Strada Education Network’s Innovative Solutions in Education-to-Employment competition.

Morehouse College (GA) announced in January a $1.5 million gift from philanthropist Robert F. Smith, the founder, chair, and CEO of Vista Equity Partners, a global leader in software and technology venture capital investments. The gift will fund endowed scholarships and the design and creation of a park that will give students a new outdoor study area.

An alumni couple—Dan (’75) and Annie Berce (’77) of Fort Worth, Texas—recently donated $1.4 million to Regis University’s (CO) athletics program to build a premiere practice facility that will provide additional state-of-the-art training space and accommodations for student athletes. The Berce Athletic Center will be a multi-functional practice facility with two full basketball courts, volleyball courts, and auxiliary centers for athletics training.

In February, the College of Saint Rose (NY) announced a $1.2 million gift from Michelle and Walt Borisenok to renovate a building that will become the Michelle Cuozzo Borisenok ’80 House, home to the new Women’s Leadership Institute at Saint Rose. Set to open in August 2019, the building will serve as a living-learning community housing the Women’s Leadership Institute and the first cohort of BOLD Women’s Leadership Network Scholars. Michelle Borisenok, a member of the Saint Rose board of trustees and a 1980 graduate, is an entrepreneur and philanthropist known throughout the region for her support of women’s leadership. Her husband, Walt Borisenok, founded Fortitech in 1986.

Oral Roberts University (OK) recently received a $1 million donation, along with a $500,000 matching grant, to launch the Stovall Center for Entrepreneurship. Known for their entrepreneurial spirit, ORU alumni Jim and Crystal Stovall (’81), along with the Tulsa Community Foundation, made the donation. The center will reside within the college of business and will host workshops, boot camps, and lectures; set up networking with entrepreneur collectives; provide space for entrepreneurial faculty and professionals to mentor and coach students; and allocate resources for mission-based entrepreneurial initiatives such as micro-financing and venture capital.

Millsaps College (MS) has received a $1 million commitment from the James and Madeleine McMullan Family Foundation to support the renovation of the Selby and Richard McRae Christian Center. The foundation’s trustees include former Millsaps professor Madeleine McMullan and her daughters, author Margaret McMullan and Carlette McMullan, a partner at William Blair & Company. The Christian Center renovation will provide a new home for the departments of English, history, philosophy, and religious studies; classrooms and seminar space for the humanities; and a new chapel.

In February, Central College (IA) announced the receipt of an unrestricted gift in excess of $1 million from the estate of Wallace Spencer Stepenkske. Stepenkske graduated with a bachelor’s degree in business and economics from Central in 1964 and taught for 30 years in the California state college and university system before retiring and pursuing art. The college will honor his legacy by dedicating a space on campus in the months ahead.

Newberry College (SC) has progressed in its quest to build Stadium Village, a facility designed to support student
athletic and academic success, thanks to a $1 million irrevocable matching gift pledge from Melvin Younts and the Melvin and Dollie Younts Foundation. Regarded as one of South Carolina’s leading supporters of higher education, Younts signed an agreement in January affirming his pledge to match up to $1 million in donations raised for Newberry’s stadium expansion project over the next three years.

NEW INSTITUTES, PROGRAMS, AND MAJORS

Simmons University (MA) recently established the Simmons University Institute for Leadership, which will host global conferences, offer educational programs, conduct research studies, and develop other activities to advance women’s leadership. The institute will draw on the expertise of Simmons faculty, alumnae/i, and students, as well as global leaders, scholars, and executives, to inspire women of all ages to become leaders. It also will engage men as allies and partners to bring inclusion and equity to leadership.

Converse College (SC) is now a doctoral degree-granting institution, after the Southern Association of Colleges and Schools Commission on Colleges approved its request for a level-change and its doctorate of education in professional leadership program. The program will focus on the application of leadership in multiple contexts and provide a terminal degree for professionals in a variety of fields. Converse plans to begin with two cohorts of 20 students in fall 2019—one at the Converse College campus in Spartanburg and one at the University Center of Greenville.

Sacred Heart University’s (CT) Isabelle Farrington College of Education is establishing a doctor of education degree in educational leadership, dedicated to preparing school leaders’ expertise in social, emotional, and academic leadership. This is the first doctoral program the Farrington College of Education will offer and the first of its kind in the state. In addition, Sacred Heart’s fashion marketing and merchandising program will offer a new major this fall. The bachelor of science degree will comprise nine courses and at least two fashion electives.

Rivier University (NH) will begin offering a bachelor of science degree in human services this fall. The degree will offer an interdisciplinary program, available on campus and online, focused on human services, psychology, sociology, and social work. An optional track in substance abuse disorders will accommodate students who wish to work in recovery services.

Mount Mercy University (IA) launched a bachelor of science in public health this spring—the first offered by any of Iowa’s private colleges. The program is offered through the university’s new Martin-Herold College of Nursing and Health.

Newberry College (SC) recently added a bachelor of science degree in health science to its programs of study. The major offers a versatile, broad-based program of study to satisfy the majority of prerequisite courses for graduate studies in most allied health professions. Newberry also recently approved four academic concentrations for its communications major. Beginning this fall, communications students can choose journalisms, broadcasting, public relations and advertising, or sports communications as focus areas for their studies.

St. Bonaventure University’s (NY) Jandoli School of Communication will offer a bachelor of arts degree in sports media this fall, after receiving approval from the New York State Education Department in February. Students will learn the communications fundamentals taught in the Jandoli School’s existing undergraduate majors in journalism and strategic
communication, along with a special focus on sports journalism. **California Lutheran University** will launch a film and TV major this fall in response to strong student interest in related classes, activities, and careers. The program will prepare communications students for the field through classes on advanced television production, postproduction and distribution, and film studies. Film and TV majors also will take research methods and capstone classes, complete internships or independent studies, and organize the Cal Lutheran Annual Film Festival, now in its 24th year.

**Davis & Elkins College** (WV) will offer a four-year bachelor of science program in nursing in fall 2019, after receiving approval from the West Virginia Board of Examiners for Registered Professional Nurses. Currently, Davis & Elkins offers an associate of science in nursing program and an online RN to BSN degree completion program; both will continue with the addition of the new bachelor of science program.

**Saint Martin’s University** (WA) has received approval from the Northwest Commission on Colleges and Universities to add a bachelor of science in nursing program to its offerings. Saint Martin’s will admit 25 first-year students for the traditional four-year BSN program in fall 2019 and will begin admitting upper-division transfer students in fall 2020. The university will continue to offer its RN-to-BSN program that provides an option for nurses with an associate’s degree or diploma to complete their BSN in a year.

**Trocaire College** (NY) has added two new high-tech programs to its slate of academic program offerings: associate of applied science degrees in cybersecurity and data analytics. Both degrees, along with certificate programs in applied analytics and fundamentals of data analytics, will be offered starting this fall within the newly established Trocaire College Technology Institute at its satellite campus in Williamsville, New York.

**NEW AND RECENTLY RENOVATED FACILITIES**

**Trine University** (IN) and Parkview Health reached an agreement in March for the university to expand its Health Sciences Education Center in Fort Wayne, Indiana, into an adjacent building. The university will renovate the 8,900-square-foot facility to include state-of-the-art operating rooms, classrooms, locker rooms, a supply room, a sterile processing department, a lounge, and faculty offices, in addition to the existing atrium. The new facility will house Trine University’s surgical technology program, which will launch this fall, as well as future programs planned in Trine’s Rinker-Ross School of Health Sciences.

**Oral Roberts University** (OK) recently purchased buildings and seven acres to expand multiple programs. ORU will remodel the main 100,000-square-foot building and the adjacent 14,000-square-foot warehouse into a multi-purpose complex that will house the nursing, engineering, and health sciences schools, as well as counseling services, the online operations team, and the golf team later this year.

In February, **Park University**’s (MO) esports program celebrated the grand opening of its newly created Parkade Battlegrounds, a state-of-the-art gaming area located in the Mabee Learning Center/Academic Underground of the Parkville, Missouri, campus. The Parkade Battlegrounds is outfitted with 16 gaming PCs custom built from Xidax and an interactive whiteboard where teams can review game footage and critique performances during past matches. When the varsity esports student athletes are not in practice, other students, faculty, and staff members can use the space at their leisure.

**NAME CHANGES**

In March 2019, La Roche College (PA) officially changed its name to **La Roche University**, and Adventist University of Health Sciences (FL) officially changed its name to **AdventHealth University**.

**Bethel College** (IN) will change its name to **Bethel University** in May.

**Coker College** (SC) recently announced that it will begin operating as Coker University on July 1.

**Messiah College** (PA) announced that it will move to university status on July 1, 2020, and consequently change its name to **Messiah University**.

**HAVE A POTENTIAL NEWS ITEM FOR CAMPUS UPDATE?**

Please email news items for review to Paula M. Miller, CIC editorial and communications director, at pmiller@cic.nche.edu. CIC also is interested in receiving “action” photos for possible inclusion.
Student News Editors from 23 Member Institutions Participate in CIC/New York Times Partnership Workshop

**STUDENT NEWS EDITORS WORKSHOP**

Forty-three student newspaper editors from 23 CIC member colleges and universities participated in the April 5, 2019, Student News Editors Workshop at the New York Times office in New York City. Part of the CIC/New York Times Partnership, the annual workshop enables participants to explore the role of a newspaper in society, meet with Times correspondents and editors, develop their journalistic skills, and network. Pulitzer Prize-winning journalist and op-ed columnist for the Times, Nicholas Kristof, made a surprise visit and delivered remarks during the luncheon with students. In addition, five New York Times editors engaged with the students over the course of the workshop on issues such as innovation in journalism, the work of the National Desk, digital design in the newsroom, the subscription business, and how the Times views younger audiences. Students participated from the following CIC member institutions: Adrian College (MI), Buena Vista University (IA), Connecticut College, Drew University (NJ), Endicott College (MA), Grinnell College (IA), Hanover College (IN), Lafayette College (PA), Lake Forest College (IL), Lebanon Valley College (PA), Marymount Manhattan College (NY), Marywood University (PA), McDaniel College (MD), Middlebury College (VT), Mount St. Mary’s University (MD), Saint Michael’s College (VT), Shenandoah University (VA), Simmons University (MA), St. Lawrence University (NY), Trinity College (CT), Universidad del Sagrado Corazón (PR), Wheaton College (MA), and Wilmington College (OH). For more information about the program and other partnership benefits, contact CIC Vice President for Communications Jo Ellen Parker (jeparker@ic.nche.edu) or Times National Education Director Kandace Rusnak (kandace.rusnak@nytimes.com).

**CIC IN THE NEWS**

CIC’s new Online Course Sharing Consortium has continued to receive significant press coverage since its announcement last November. Most recently, the Consortium was discussed in the Inside Higher Ed article “Sharing Courses Far and Wide” (March 6, 2019); the University Business articles “Online Course Sharing Spurs Student Success” (February 21) and “Higher Ed Association News Roundup” (March 1); the eCampusNews story “Here’s a New Way to Increase Online Course Access for College Students” (March 5); and the Pantagraph (IL) article “Online Courses Give Struggling Eureka College [IL] Students ‘One More Chance’” (February 24). In late January, the Consortium was explored in the Forbes article “A New Initiative Looks to Save Failing Students—and Their Colleges” (January 22) and the EdSurge story “Small Liberal Arts Colleges Are Sharing Online Courses” (January 25).

The new CIC/North Carolina Independent Colleges and Universities initiative—Independent Pathways: Community College Transfer in the Liberal Arts—was featured in the Philanthropy News Digest story “Teagle Foundation Awards $3 Million to Bolster Liberal Arts Education” (March 8).

CIC’s Network for Vocation in Undergraduate Education (NetVUE) was explored in a New York Times opinion piece by Tom Perrin, an English professor at Huntingdon College (AL), “One Way to Make College Meaningful: Don’t Find Yourself; Find a Vocation” (February 2).

Several articles featured CIC commentary about college business models, enrollment trends, and campus financial issues in recent months. The University Business (UB) article “From Higher Ed Neighbor to Bennett College Benefactor: How a Challenge Gift Helped in the Campaign to Save a College,” quoted CIC President Richard Ekman about the challenge gift High Point University (NC) provided in support of Bennett College (NC) (January/February 2019). The Wall Street Journal opinion piece “America’s Disappearing Private Colleges,” quoted Ekman about the resilience of small private colleges (February 22). The Hechinger Report article, “The Other Victims When Colleges Decline or Close: Their Hometowns,” quoted CIC Senior Vice President Harold V. Hartley III on how small private colleges drive economic activity in their neighboring towns (February 12). PBS NewsHour also publicized the article.


Articles in the Times and Democrat (February 17) and Carolina Panorama (February 14) discussed a Claflin University (SC) student who received a CIC/UPS Scholarship through a grant CIC provided to the South Carolina Independent Colleges and Universities.
STAFF NEWS AND NOTES

CIC President Richard Ekman provided a CIC update at the February 6 business meeting of the National Association of Independent Colleges and Universities (NAICU) 2019 Annual Meeting in Washington, DC.

Ekman discussed trends in higher education and the strengths of independent colleges at a College of Saint Rose (NY) board of trustees meeting with senior administrators on February 15, 2019.

During the Council for Higher Education Accreditation (CHEA) 2019 Annual Conference in Washington, DC, Ekman moderated the January 30 session “Istanbul Report: Quality in Cross-Border Higher Education.” Panelists included Esther Barazzone, president emerita of Chatham University (PA), and Nadia Badrawi, vice president of the Arab Network for Quality Assurance in Higher Education. The session discussed the results of a September 2018 meeting in Turkey, co-hosted by CHEA and CIC and sponsored by the Hollings Center.

Jo Ellen Parker joined CIC as vice president for communications in February 2019. She leads CIC’s media relations, oversees all print and electronic communications, and plays an important role in articulating the case CIC makes for the liberal arts and private higher education. She also will play a key role in developing new CIC programs and services. Parker brings extensive experience to this position, including appointments as president of Sweet Briar College (VA), founding executive director of the National Institute for Technology and Liberal Education, president of the Great Lakes Colleges Association (MI), and associate dean at Bryn Mawr College. Beyond the field of higher education, she served as president of the Carnegie Museums of Pittsburgh. She has contributed as author and editor to education and scholarly publications, written numerous newspaper op-ed pieces, and led in creating innovations in campus technology and social media. Parker earned an AB from Bryn Mawr College, an MA from the University of Kansas, and a PhD from the University of Pennsylvania all in English literature.
2019 CALENDAR OF EVENTS

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

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

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

JUNE 2–5
Diversity, Civility, and the Liberal Arts Institute
Atlanta, GA

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

JUNE 13–14
CIC Board of Directors Meeting
Washington, DC

JUNE 16–20
Teaching Interfaith Understanding Seminar
Chicago, IL

JUNE 17–19
2018–2019 Executive Leadership Academy Closing Seminar
Washington, DC

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

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

JUNE 23–28
American History Seminar
New Haven, CT

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

JULY 14–17
Presidential Vocation and Institutional Mission Summer Seminar
Woodstock, VT

JULY 14–19
Seminar on Science Pedagogy
Oakland, CA

JULY 15–17
2019–2020 Executive Leadership Academy Opening Seminar
Washington, DC

JULY 21–26
Teaching European Art in Context Seminar
New Haven, CT

JULY 25–29
Ancient Greece in the Modern College Classroom Seminar
Washington, DC

JULY 29–31
Intergenerational Connections Project National Conference
Washington, DC

SEPTEMBER 10–12
State Councils Annual Conference
Pittsburgh, PA

OCTOBER 7
CIC Board of Directors Executive Committee Meeting
Washington, DC

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

NOVEMBER 1–3
2019–2020 Senior Leadership Academy Opening Seminar
Baltimore, MD

NOVEMBER 2–5
Institute for Chief Academic and Chief Advancement Officers
Baltimore, MD