EXPLORE INNOVATION OPPORTUNITIES IN:

1. Athletics
2. Career Connections
3. Community Engagement
4. Consortial Arrangements
5. Cost Containment
6. Curricular Reform
7. NEW ACADEMIC PROGRAMS
8. New Student Populations

Read the full report at www.cic.edu/InnovationsReport.
The signature activity of the Council of Independent Colleges’ initiative, Securing America’s Future, was a series of eight workshops hosted by CIC member presidents on campuses across the nation in 2016–2017. The goals of these workshops were to help member colleges and universities prepare for the future more effectively and become more engaged in promoting the value of the liberal arts and of independent colleges and universities. These gatherings brought together teams of presidents, chief academic officers, other administrators, and faculty leaders to explore key trends in higher education and society, the pressures that individual colleges and universities face, and potential solutions that can be pursued by their institutions. Approximately 500 campus leaders from more than 120 CIC member institutions participated in the workshops.

This module is part of a larger report, Innovation and the Independent College: Examples from the Sector. As a whole, the report presents an overview of the major points of discussion held during the workshops and references hundreds of examples of mission-driven innovations shared by the colleges and universities that sent teams to the workshops. Each module of the report is designed to be useful on its own, however, as a description of innovations in a particular area. I encourage you to distribute this module to trustees, faculty and administrative leaders, campus planning committees, and other constituents who might be aided in their efforts to lead change on campus—and then share the rest of the report. The full report and the other modules are available from the CIC website at www.cic.edu/InnovationsReport.

CIC staff members and I are well aware that many additional CIC institutions are improving the quality and efficacy of education in imaginative ways. I encourage CIC institutions to send these innovations to http://bit.ly/CICinnovates. These examples will be added to the online version of the report so that others may learn about these promising projects, too.

Richard Ekman
President
Council of Independent Colleges
March 2018
Develop new undergraduate academic programs that attract or retain different student populations and that respond to local, national, or even international changes and opportunities.

Colleges and universities have always responded to changes in the academic environment, such as the emergence of new disciplines or areas of study. In recent decades these changes have included everything from gender studies to genetics, nanoscience, behavioral economics, public history, and data analytics. Faculty members and administrators have debated whether and how to incorporate these new fields of study into the curriculum—as well as the impact of new initiatives on the mission and culture of each institution.

In addition, a number of primarily undergraduate institutions have re-examined the contours of their curricula with respect to such “pre-professional” fields as business, nursing, cybersecurity, forensics, or media production. Most of the programs offered by CIC institutions remain firmly grounded in the liberal arts and emphasize the added value of the liberal arts to graduates with majors in career-related programs. Teaching these fields in ways that capitalize on the traditional strengths of liberal arts-based inquiry can yield graduates with both breadth and depth in their studies, leading to greater personal satisfaction and greater success in their chosen careers.
CHALLENGES: This opportunity helps address several challenges for independent higher education: meeting enrollment targets, bolstering traditional liberal arts programs that are not attracting as many students, and diversifying revenue streams, among others.

Most of the following examples were provided by CIC member institutions and the expert presenters who participated in Securing America’s Future workshops in 2016–2017. They represent distinct but replicable responses to common challenges facing other independent colleges and universities.

PROGRAMS IN NEW AREAS OF STUDY: MEDIA AND FILM

**Kenyon College** in Gambier, Ohio, introduced a filmmaking program that draws upon its well-known programs in English literature, creative writing, and drama. By emphasizing film as contemporary narrative—a natural extension of literature—the college helped constituents see the program as an extension of the college’s mission, not a dramatic departure.

**Augustana College** in Rock Island, Illinois, introduced a new interdisciplinary major in media studies and a new certificate program in entertainment and media industries in 2017. The latter was developed with Fresh Films, a media company founded by alumni that relocated from Chicago to the Augustana campus.

**Webster University** in St. Louis, Missouri, offers a number of degree and certificate programs in visual and digital media. A new interdisciplinary program in film, television, and video production resulted from a merger of separate programs in film and video production and was designed to reflect changes in technology and career paths within the media industry.
Alvernia University in Reading, Pennsylvania, offers a PhD and two master’s degrees in leadership through its O’Pake Institute for Ethics, Leadership, and Public Service, “a nucleus for dialogue on contemporary ethical and leadership issues, with a focus on promoting interdisciplinary discourse around social justice and Franciscan values.”

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• Alvernia Leadership Programs, http://bit.ly/2E0jld9

In 2014, Augustana College introduced a certificate program in nonprofit leadership development to help prepare liberal arts majors for leadership roles with nonprofit organizations. The program was developed in response to student interest and in alignment with the college’s mission and values. It provides students with formal documentation of their competence in the areas of communication, business, accounting, and ethics.

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Drew University in Madison, New Jersey, offers a certificate program in conflict resolution and leadership.

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In 2016, Edgewood College in Madison, Wisconsin, expanded a small graduate program in sustainability to embrace social innovation and sustainability leadership. This program builds on strong undergraduate and graduate programs in environmental sciences; reflects the institution’s geographic location and identity as a “green college”; and takes advantage of regional partnerships with the city and county, a health care system, and the flagship public university.

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Goucher College in Baltimore, Maryland, requires all students
to complete two courses in
data analytics as part of a new
undergraduate curriculum that was
introduced in fall 2017. According
to President José Antonio Bowen,
the rationale for this new proficiency
requirement is that “big data is going
to be part of your future whether
you’re an artist or you’re working in
marketing or in any field.”

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• Goucher Commons Curriculum,

Texas Lutheran University
in Seguin added a new graduate
program in data analytics that
enrolled 18 students in its first
semester of operation.

LEARN MORE
• Texas Lutheran Data Analytics

PROGRAMS IN NEW AREAS
OF STUDY: CYBERSECURITY

A number of workshop participants
described new or proposed
programs in cybersecurity. Hilbert
College and St. Bonaventure
University, both located in the
Buffalo region of western New
York, have even joined forces
to offer a combined major in
cybersecurity. The two institutions
share faculty resources, taking
advantage of St. Bonaventure’s
expertise in its department of
computer science and Hilbert’s
strength in such areas as
cybercrime and information
assurance. No travel between
campuses is necessary for students
or faculty, as shared courses are
offered via distance learning
technology. A grant from the John
R. Oishei Foundation supported a joint faculty “think tank” that envisioned opportunities for academic collaboration between the institutions. Cybersecurity was identified as one of several potential areas of opportunity.

**Hilbert College** also partnered with the University at Buffalo, a public research university, to build new capacity in the region in the expanding fields of computer forensics and information assurance. With grant support from the National Science Foundation, the two institutions offered faculty development workshops and seminars to other institutions across the region. This collaborative effort helped strengthen pre-professional and professional degree programs at several colleges and universities, not just Hilbert.

Other CIC member institutions with new or recently expanded programs in cybersecurity include **Bluefield College** (Bluefield, Virginia), **Hood College** (Frederick, Maryland), **Immaculata University** (Immaculata, Pennsylvania), and **Mount St. Mary’s University** (Emmitsburg, Maryland).

**PROFESSIONAL PROGRAMS: HEALTH CARE**

The State of Minnesota approved a new undergraduate nursing major (BSN) at **Bethany Lutheran College** in Makato in December 2016, and students entered the program in fall 2017.

**Reinhardt University** in Waleska, Georgia, decided to offer a nursing program grounded in the liberal arts after a detailed study revealed both a need in the community and interest among students. Mark Roberts, provost, described the study as a way to identify the “knowledge needs” of the region and to “put data points in the context of real people’s lives.” The goal, he added, was institutional change that can be powerful and well
COUNCIL OF INDEPENDENT COLLEGES

NEW ACADEMIC PROGRAMS

accepted both on and off campus. The program launched in January 2018.

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• Reinhardt’s New Dean of Nursing, http://bit.ly/2En2tRs

When Nancy Moody became president of Tusculum College (Greeneville, Tennessee) in 2009, she hesitated to suggest the introduction of a nursing program at the small liberal arts college, despite her own background in the nursing profession. An investigation, however, revealed that many students in the region were interested in nursing—and there was an acute shortage of nursing programs to serve them. The college now offers several nursing programs.

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The satellite campus of the University of Charleston in Beckley, West Virginia, which opened in 2016, offers associate degrees in nursing, diagnostic medical sonography, occupational therapy, and radiologic technology. The associate’s degree program in nursing leads to an RN certification and was designed to address the severe shortage of nurses in Appalachia.

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Dominican University of California in San Rafael introduced a new master’s program for physician’s assistants in 2017 and almost immediately received 369 applications for 24 slots in the inaugural cohort. The initial explosion of prospective student interest has continued and the university is exploring new programs in other high-demand health care fields.

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• Dominican Physician Assistant Program, http://bit.ly/2EJsjNg

PROFESSIONAL PROGRAMS: CRIMINAL JUSTICE

Reinhardt University has offered an online degree completion program in criminal justice since 2012, designed primarily for active-duty police officers and other public safety professionals. In 2017 it introduced new concentrations in cybersecurity and computer forensics. Reinhardt also offers undergraduate and low-residency graduate programs in criminal justice.

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In 2017, Jarvis Christian College, a historically black college in rural Hawkins, Texas, opened an instructional site for adult learners at a shopping mall in Dallas that offers courses in criminal justice, business management, data analytics, and cybersecurity.

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NEW PROGRAMS: VARIATIONS ON STUDY ABROAD

Most CIC member colleges and universities offer their students opportunities for study abroad, with programs that are integrated into the general curriculum to various degrees. (For example, Goucher College has required all students to study abroad since 2006.) These programs may be developed independently or offered in partnership with other organizations. A number of participants in the Securing America’s Future workshops identified significant cost and political challenges to study abroad but expressed a desire to expand their students’ access to foreign travel and study. Virginia Wesleyan University (Virginia Beach) is using a curriculum-planning grant from the Teagle Foundation to identify new ways for students to benefit from experiential learning, including study abroad.

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Drew University in northern New Jersey takes advantage of its proximity to New York City to offer an alternative to study abroad: semester-long residential programs built around unique aspects of the city, including Wall Street, Broadway, and the United Nations. These programs are administered by the same Center for Global Education that directs international study programs.

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NEW ACADEMIC PROGRAMS
OTHER APPROACHES TO DEVELOPING NEW PROGRAMS

Rather than trying to generate student interest in only the traditional arts, humanities, and social sciences, Adrian College in Adrian, Michigan, developed curricular programs that “go hand in glove” with popular co-curricular programs, such as facilities management (under business administration), dance, and athletics management. When more immigrants began to move to northern Indiana, a need was created for more teachers of English as a new language. Holy Cross College in Notre Dame, Indiana, seized the opportunity to create a new English as a second language licensure program that became the “go to” program in the region.

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• Sports Administration, http://bit.ly/2EkXnFa

OTHER IDEAS AND ADVICE

According to Elizabeth J. Stroble, president of Webster University, her institution’s “informal mission is: ‘We meet unmet needs.’ The corollary to this theme is that unmet needs change, so the institution has to change, too.” Many other institutions share this informal mission or a close variant.

In his presentations to the workshops, Christopher Morphew, then executive associate dean for research and innovation in the College of Education at the University of Iowa (and now dean of the Johns Hopkins University School of Education), offered several relevant recommendations to CIC institutions:

1. Promote their efficiency in producing STEM graduates to attract support from the health care industry;
2. Work with state agencies for direct support (that is, appropriations) or loan forgiveness programs for specific high-demand degree programs; and
3. Be prepared to be “moderately satisfied” or to achieve mixed results from innovations in this or any area.

Morphew also encouraged independent college leaders to try some new things and learn from both successes and failures. He urged them to try innovations knowing that some will fail, which may mean “creating a campus culture where
risk-aversion is replaced with more of a ‘ready-fire-aim’ mentality.” The most innovative institutions, he has found, tend to default toward action—even without the comprehensive information some on campus believe is needed.

Christopher Howard, president of Robert Morris University, advised during one workshop that “on the matter of experimentation and identity, if you wait too long, the cosmic monster will force you to do things that you can’t necessarily do well. We don’t have the luxury of being ‘previous’ about our mission. Some experimentation is worth it. If you’re doing it when you are desperate people will know you’re desperate.”

Finally, the CIC Independent newsletter Campus Update section includes a list of notable new academic programs and majors introduced by member colleges and universities.

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QUESTIONS TO EXPLORE

• What unmet needs will this new academic program meet? For example, will it help educate students in new fields of study? Or prepare students for emerging careers? Or help meet the workforce needs of the community, region, state, or nation?

• Which new (or existing) programs are likely to be most attractive to 17-year olds and their families, or to other targeted populations of students?

• What are the sources of revenue to support the new academic program: Increased tuition revenue? The elimination of existing programs and reallocation of resources? Enhanced support from employers or the community?

• Can new programs be staffed to meet mission expectations while reducing costs or generating net revenue?

• Has the institution fully appraised the relationships among curriculum, institutional identity, geography, and market position? Or should the institution incline toward action—even without comprehensive information—while recognizing that some innovations will not be successful?

• Does a new academic program clearly reinforce or extend the institutional mission? Or does the new program call for a reevaluation of the mission?
ABOUT THE WORKSHOPS

CIC's *Securing America's Future: Workshops for Leaders of Independent Colleges and Universities* marked the final phase of an effort that included two earlier initiatives. The first initiative was *Securing America’s Future: The Power of Liberal Arts Education*, a public information campaign to highlight the effectiveness of study in the liberal arts and the contributions of the independent higher education sector. The second was a *Project on the Future of Independent Higher Education*, which brought together a steering committee of 22 CIC presidents to consider the challenges faced by the entire sector and fresh approaches for the future, in light of the particular qualities and missions of independent colleges and universities.

After two years of fact-finding and deliberation, the steering committee of the *Project on the Future* specifically called for a series of workshops around the country, viewing this step as “the most effective mobilization strategy.” The activities in 2016–2017 closely followed the plan the steering committee envisioned. This report draws upon both the formal presentations and informal exchanges that took place during the *Securing America’s Future* workshops.

CIC would like to thank the representatives of more than 120 colleges and universities who participated in the *Securing America's Future* workshops. They provided most of the examples of innovation included in this report, through their comments at the workshops or in subsequent evaluation surveys. Whenever possible, all innovations have been independently confirmed using public sources. Any misstatements of fact or inadvertent mischaracterizations are the responsibility of CIC.

Generous support for the *Securing America's Future* workshops and the preceding initiatives has been provided by the Arthur Vining Davis Foundations, Carnegie Corporation of New York, Endeavor Foundation, Gladys Krieble Delmas Foundation, Jessie Ball DuPont Fund, Lumina Foundation for Education, National Endowment for the Humanities, Teagle Foundation, and TIAA Institute.

ABOUT CIC

The *Council of Independent Colleges* (CIC) is an association of 767 nonprofit independent colleges and universities, state-based councils of independent colleges, and other higher education affiliates, that works to support college and university leadership, advance institutional excellence, and enhance public understanding of independent higher education’s contributions to society. CIC is the major national organization that focuses on services to leaders of independent colleges and universities and state-based councils. CIC offers conferences, seminars, publications, and other programs and services that help institutions improve educational quality, administrative and financial performance, student outcomes, and institutional visibility. It conducts the largest annual conferences of college and university presidents and of chief academic officers. Founded in 1956, CIC is headquartered at One Dupont Circle in Washington, DC. For more information, visit [www.cic.edu](http://www.cic.edu).

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