The Power of Liberal Arts Education in Independent Colleges

COUNCIL OF INDEPENDENT COLLEGES 2013–2014 ANNUAL REPORT
The Council of Independent Colleges (CIC) is an association of 741 nonprofit independent colleges and universities and higher education affiliates and organizations that has worked since 1956 to support college and university leadership, advance institutional excellence, and enhance public understanding of private higher education’s contributions to society. CIC is the major national organization that focuses on providing services to leaders of independent colleges and universities as well as conferences, seminars, and other programs that help institutions improve educational quality, administrative and financial performance, and institutional visibility. CIC conducts the largest annual conference of college and university presidents. CIC also provides support to state fundraising associations that organize programs and generate contributions for private colleges and universities. The Council is headquartered at One Dupont Circle in Washington, DC. For more information, visit www.cic.edu.

Institutions featured on cover (left to right): Mills College (CA), Fisk University (TN), and Cornell College (IA)
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The power of our independent colleges lies in their proven ability to deliver a high-quality education and superior outcomes to their students. Our institutions provide access for all students and prepare graduates for successful careers and meaningful lives. Private liberal arts colleges and universities play a vital role in our country—preparing tomorrow’s leaders and strengthening civic participation.

Recently, the value of a liberal arts education has been deemphasized in, and misunderstood by, mainstream society. Presidents of independent colleges and universities must speak persuasively about the quality and value of the education that their institutions provide while also confronting major challenges that face their institutions—pressures to cut costs, increase financial aid, adopt new online delivery methods, and focus more on students’ job preparation than general education in the liberal arts.

CIC has worked with its member institutions to re-emphasize the distinctive strengths of the liberal arts and independent higher education. CIC’s national, multi-pronged public information campaign—Securing America’s Future: The Power of Liberal Arts Education—focuses on four key messages:

- A liberal arts education prepares students for personal and professional success;
- Students from diverse backgrounds enroll in and excel at smaller private colleges;
- Independent colleges help students and their families keep the price of college low and the return on investment high; and
- Independent colleges offer high-quality teaching, small classes, and genuine engagement.

The campaign gained significant momentum in 2013–2014, with CIC expanding the initiative to include “myth-busting” data and infographics; a new research report, Strengthening the STEM Pipeline: The Contributions of Small and Mid-Sized Independent Colleges; a media toolkit for public relations directors; social media platforms on Twitter, Facebook, and YouTube; written and video testimonials from alumni; and articles, op-eds, and speeches. CIC also developed a new interactive, user-friendly website for the general public (www.LiberalArtsPower.org). The new website supplements the campaign website, launched in September 2013, that provides more in-depth information about independent higher education in the liberal arts.

These campaign activities, together with similar efforts to advocate for the value of the arts, sciences, and humanities by other organizations with whom CIC has partnered, appear to be influencing the way journalists write about the liberal arts. Especially from spring 2013 on, the media has reported more positive stories about college costs, student debt, and the value of a liberal arts education—and fewer stories riddled with misconceptions and myths.

College leaders can promote the value of independent higher education and the liberal arts and support the campaign in many ways—by interacting with the campaign’s social media sites, linking to the campaign websites, encouraging alumni to prepare testimonials, writing op-eds and letters to the editor in support of the liberal arts and independent higher education, and speaking at or organizing events. It is crucial for college and university leaders to provide powerful, transparent, and truthful information about independent higher education—and challenge misinformation whenever they see it. Working together we can communicate the positive power of liberal arts education.

As chair of the Board of Directors, I am delighted to work with CIC to strengthen efforts to promote the benefits of independent colleges and liberal arts education—through the campaign and through all of CIC’s programs and services. I look forward to continuing to work with my fellow Board members and the CIC staff as we strengthen both the sector and CIC.

Sincerely,

Chris Kimball
President, California Lutheran University
Chair, CIC Board of Directors
June 2014
A membership organization should provide programs and services that the members say they want, while also anticipating the next issues that will arise and helping members to address them just when those issues come into focus. In the past year, CIC achieved many successes in its continuing programs for members—indeed, many records were surpassed. CIC also broke new ground on several issues that are likely to be of increasing importance to independent higher education in the coming years. Of particular note, CIC began the following new initiatives:

• To assess the effectiveness of online teaching and learning in the humanities at liberal arts colleges, CIC launched the Consortium for Online Humanities Instruction. Developed with the support of the Andrew W. Mellon Foundation, the consortium turns the current fascination with MOOCs toward the possibility in smaller liberal arts institutions of using online and hybrid instruction as a way to sustain advanced courses in the humanities—almost always with small enrollments but central to humanities majors—and to find pedagogically effective and more cost-effective approaches to liberal arts education.

• To give added emphasis to the lessons learned about what works in educating first-generation students, CIC released two culminating publications of the CIC/Walmart College Success Awards project: A website of best practices in educating and graduating first-generation college students gleaned from the 50 campus projects supported by Walmart Foundation grants; and an evaluation report, Making Sure They Make It! Best Practices for Ensuring the Academic Success of First-Generation Students. Subsequently, the CIC/Walmart Foundation Symposium on First-Generation College Students, hosted in summer 2014, made possible collaboration between 200 additional institutions and the 50 core College Success Award institutions.

• As some four-year colleges fret over declining enrollments and an increasing percentage of community college students plan from the outset to transfer to four-year institutions, CIC began a project to make the pathways smoother from a two-year college to a four-year private college. With support from the Kresge Foundation, CIC convened a Community College Transfer Project planning group of policy experts, researchers, representatives of colleges and associations of colleges with early successful experience, and other leaders to plan a national initiative to increase the number of community college transfers who graduate from private four-year colleges and universities in timely fashion.

• Much prognostication about the viability of the “business model” of smaller private colleges led CIC to convene a group of independent college and university presidents, many of whom have made bold changes that test new models for both revenues and expenses, to explore the future of independent higher education. The Steering Committee for the Project on the Future of Independent Higher Education, with support from the Lumina Foundation for Education, is developing a research agenda to examine the missions and strategic plans of private colleges and universities, identifying both new models to explore and characteristics to preserve to prepare independent institutions for future success.

• Through new research, CIC documented the superior effectiveness of smaller private colleges in preparing students for careers and graduate study in the areas of science, technology, engineering, and mathematics (STEM). The CIC report, Strengthening the STEM Pipeline: The Contributions of Small and Mid-Sized Independent Colleges, shows that contrary to popular assumptions, smaller private colleges have higher student persistence and degree completion rates in STEM fields and shorter time to the bachelor’s degree than larger public universities. This pattern holds true for “non-elite” private colleges as well as highly selective ones and offers a cost-effective way to meet the national policy goal of preparing more STEM professionals.

Over the past year, CIC also broke several membership, participation, and sponsorship records and expanded many of its ongoing conference series and programs. CIC’s institutional membership reached an all-time high of 624 members (and has continued to increase in the current fiscal year) and held a
99 percent retention rate. The largest annual conference of college and university presidents in the country, CIC’s 2014 Presidents Institute attracted the greatest number of participants in the conference’s 34-year history as well as record sponsorship support. The 2013 Institute for Chief Academic and Chief Student Affairs Officers also drew the highest number of participants in the Institute’s 41-year history as well as strong sponsor support. CIC continued to receive large numbers of highly qualified nominations for its leadership and faculty development programs, all of which are competitive for the limited number of spaces.

In addition to the new initiatives mentioned above, CIC marked many other programmatic milestones. CIC formed a partnership with American Councils for International Education to increase member institutions’ presence abroad and advance internationalization on campus. In March, with support from Lilly Endowment Inc., CIC’s Network for Vocation in Undergraduate Education hosted two conferences to strengthen the college chaplaincy at member campuses. In June, CIC and the Interfaith Youth Core, with support from the Henry Luce Foundation, began a series of seminars on Teaching Interfaith Understanding.

And throughout the year, CIC’s campaign for the liberal arts and independent higher education gained strength with each passing month. The campaign is making a difference in the public discourse about the societal importance and cost-effectiveness of independent colleges and liberal arts education.

CIC owes its record of achievement during 2013–2014 to its members; foundations and sponsors who provide expertise, innovative ideas, and support for new programs; and many other friends dedicated to advancing the cause of independent higher education. Gratitude is especially due to CIC’s Board of Directors for guiding CIC’s efforts to support college and university leadership, advance institutional excellence, and enhance public understanding of private higher education’s contributions to society. I look forward to another productive year in 2014–2015.

Sincerely yours,

Richard Ekman
President
Council of Independent Colleges
June 2014
Developing Leaders

The Council of Independent Colleges provides opportunities—through conferences, meetings, confidential consultations, and online networking—for campus leaders to hear from experts, share ideas, and learn from one another. Among these programs and services are the following.

PROGRAMS FOR PRESIDENTS

Presidents Institute
The largest annual gathering of college and university presidents in the country, CIC’s premier annual event provides presidents with ideas, professional support, and networking opportunities. The 34th annual Presidents Institute focused on the theme, “Leading Wisely: Linking Tradition and Innovation,” and explored ways presidents can tackle today’s unprecedented leadership challenges with a mix of time-tested solutions and new approaches. The Institute took place at Marco Island, Florida, January 4–7, 2014, and attracted the largest number of participants in the conference’s history: 367 presidents, 183 spouses, and a total of 822 participants. Plenary speakers included David Brooks, renowned op-ed columnist of the New York Times and author, who discussed the role of liberal arts colleges in fostering a life of inquiry, virtue, and social commitment; Ann M. Fudge, former chairman and CEO of Young & Rubicam Brands, who addressed ways that presidents of independent colleges and universities can position their institutions to thrive in the current economic climate; and Judith S. Eaton, president of the Council for Higher Education Accreditation, who discussed increasing pressures of government regulation on higher education and how independent colleges can respond. Panelists in a special closing plenary on the role of technology in teaching and learning at liberal arts colleges included Edward L. Ayers, president of the University of Richmond and a distinguished historian who has developed innovative digital teaching tools; Arthur F. Kirk, Jr., president of Saint Leo University, one of the first national leaders in online learning at private colleges; Candace Thille, assistant professor of education at Stanford University and director of the Open Learning Initiative, founded at Carnegie Mellon University; and Robert Zemsky, professor and chair of the Learning Alliance for Higher Education at the University of Pennsylvania.

New Presidents Program
Held in conjunction with the Presidents Institute, CIC’s New Presidents Program provides the tools and counsel needed to establish a successful presidency. In 2014, 48 new presidents participated in the program. The program featured experienced presidents and their spouses—many of whom are alumni of the program—as presenters and provided each new president with a seasoned presidential colleague to serve in an informal advisory capacity. Sessions covered topics such as examining the president’s role in enrollment management, learning financial fundamentals, setting institutional advancement goals, and working with the board. Mary Pat Seurkamp, president emerita of Notre Dame of Maryland University, directed the New Presidents Program for a second year.

Presidents Governance Academy
CIC’s Presidents Governance Academy is a new program to help CIC member presidents strengthen governance policies and practices and to sustain effective president-board relations. Announced in May 2014, the program is distinctive in that it focuses exclusively on the perspective of the independent college president and, while it respects the division of authority on which shared governance depends, the program starts with the premise that the president must have both the tools and the mandate to exercise effective leadership. The two-day intensive and highly participatory workshop is limited to 25 presidents. To be offered twice in 2015, the first Presidents Governance Academy will take place January 3–4, immediately preceding the 2015 Presidents Institute, in San Diego, California. The second Academy is a free-standing event that will be held July 27–28, 2015, in Napa, California. Richard T. (Tom) Ingram, CIC senior advisor for president-board relations and president emeritus of the Association of Governing Boards of Universities and Colleges, and Richard J. Cook, president emeritus of Allegheny College,
Prolific author, social commentator, and New York Times op-ed columnist David Brooks delivered a well-received plenary address about the larger purpose of higher education—to help nurture in students “a life of inquiry, virtue, and social commitment.”

That’s not an easy goal to achieve, Brooks said. He suggested that college students today live in such a pressured environment of achievement that, “they are ferociously seeing life as a relentless journey and have adopted a prudential mindset focused on investing in themselves.” He said they face pressure always to be on the ladder to achieve—which has left little room for thinking about philosophy and discussing the meaning of life. “They believe in data and science, and they require hypotheses to be tested. They are resistant to idealism and are cynical. They have a utilitarian language, and their vocabulary is tremendously economic.”

In the classes he teaches at Yale, Brooks said he tries to give students a richer vocabulary about and vivid examples of people with deep internal lives. Brooks believes students need to learn not through abstraction but through biographies that make distinctions between the two sides of human nature.

He referenced Rabbi Joseph Soloveitchik’s Lonely Man of Faith (1965), which explores the concept of “Adam One”—who is majestic, wants to be rich and famous, is aggressive, and wants to win—and the concept of “Adam Two”—who is humble and wants to be good, seeks an internal richness and stability, wants to heal and serve the world, and savors a warm home, friends, and family. These two sides of human nature, Soloveitchik maintains, are irreconcilable and operate by different logics. But our culture today, Brooks said, celebrates Adam One and shows very little support for Adam Two.

In the past, Brooks said, colleges taught deference and looked for students’ moral weaknesses so they could be corrected. Until the mid-1900s students were taught a different code—that humans are divided creatures capable of sin and weakness; that pride is a central vice; that humility is an essential virtue; that one’s internal struggle is a central drama of life; that no person can achieve self mastery on their own; and that defeating weakness often means quieting the self. “This code gave students a way to think about what was going on inside and a way of questioning their own desires.” Without this code, it is hard to talk about character and difficult to teach moral lessons, Brooks said.

In thinking about how to teach students today, Brooks concluded, “What we teach is a small part of how we’re affecting students—and living up to that every day is difficult, but something we should try to do anyway.”

For the video of Brooks’s address, visit www.cic.edu/2014PresidentsInstituteResources.
Senior administrators, many with their spouses, have participated in the parallel program for prospective presidents. In September 2009, Lilly Endowment Inc. awarded CIC a renewal grant to extend the Presidential Vocation and Institutional Mission program through 2014, including three programs for prospective presidents in 2011–2012, 2012–2013, and 2014–2015, and one for current presidents in 2013–2014. In December 2013, Lilly Endowment provided an additional $700,000 in funding for the Vocation and Mission program, which will enable CIC to offer three more seminar series for prospective presidents. The program will resume in 2016–2017. In addition, Lilly Endowment Inc. funded an evaluation project to assess the program’s impact through a series of interviews with participants. A book, The American College Presidency as Vocation—Easing the Burden, Enhancing the Joy (2013), based on this evaluation and authored by CIC senior advisor William Frame, was published by Abilene Christian University Press.

### Presidential Vocation and Institutional Mission Program Success

Since participating in the program, 26 participants in the seminars for prospective presidents have been appointed as presidents.

- **Robin E. Baker**, provost, George Fox University, to president of that university
- **Nancy H. Blattner**, vice president and dean for academic affairs, Fontbonne University, to president, Caldwell University
- **Grant H. Cornwell**, vice president of the university and dean of academic affairs, St. Lawrence University, to president, the College of Wooster
- **James S. Dlugos**, vice president and dean for academic affairs, College of Saint Elizabeth, to president, Saint Joseph’s College of Maine
- **Roger Drake**, vice president of administration and finance, Lindsey Wilson College, to president, Central Methodist University
- **Sherilyn Emberton**, provost and vice president for academic affairs, East Texas Baptist University, to president, Huntington University
- **Barbara A. Farley**, vice president of academic affairs and dean of the college, Augsburg College, to president, Illinois College
- **Tracy Fitzsimmons**, vice president for academic affairs, Shenandoah University, to president of that university
- **Scott Flanagan**, vice president for enrollment and planning, Edgewood College, to president of that college
- **Bryon Grigsby**, senior vice president and vice president for academic affairs, Shenandoah University, to president, Moravian College
- **Rock Jones**, executive vice president and dean of advancement, Hendrix College, to president, Ohio Wesleyan University
- **Richard Jurasek**, executive vice president, Antioch College, to president, Medaille College
- **Chris Kimball**, provost and vice president for academic affairs, California Lutheran University, to president of that university
- **David A. King**, provost, Eastern University, to president, Malone University
- **David Livingston**, vice president for advancement, Mercyhurst University, to president, Lourdes University
- **James P. Loftus**, vice president of enrollment management and student services, St. Ambrose University, to president, Cardinal Stritch University
- **Susan Pauly**, vice president for academic affairs and dean of the college, Mount Mercy University, to president, Salem College
- **James Reynolds**, vice president for academic affairs, dean of the faculty, and interim president, Wilmington College (OH), to president of that college
- **Lori Rodrigues-Fisher**, provost, St. Ambrose University, to chancellor, Trinity College of Nursing and Health Science
- **B. David Rowe**, vice president for advancement, LaGrange College, to president, Centenary College of Louisiana
- **Suzanne Shipley**, vice president for academic affairs, Notre Dame of Maryland University, to president, Shepherd University
- **Jay K. Simmons**, vice president for academic affairs and dean, LaGrange College, to president, Iowa Wesleyan College
- **Carolyn Stefano**, vice president for academic affairs and dean of the college, Agnes Scott College, to president, the College of Saint Rose
- **Donald B. Taylor**, provost and vice president for academic affairs, Benedictine University, to president, Cabrini College
- **Keith Taylor**, provost and vice president for academic affairs, Gannon University, to president of that university
- **Kelly M. Thompson**, vice president for external relations and interim provost, Barton College, to president, Culver-Stockton College
- **Cynthia Zane**, chief academic officer and dean of the faculty, Mount St. Joseph University, to president, Hilbert College
The 2013–2014 program included 16 current presidents, 15 with participating spouses. (For the participant list, see the Appendix, page 48.) The program year included a seminar held July 7–10, 2013, in Glendorn, Pennsylvania, and a follow-up seminar January 7–8, 2014, in Marco Island, Florida. In October 2013, CIC announced a call for applications for prospective college and university presidents to participate in the program during 2014–2015. Nineteen participants, 18 with spouses or partners, were selected. Participants met in Stowe, Vermont, July 13–16, 2014. A follow-up meeting is scheduled for February 23–24, 2015, in Atlanta, Georgia.

PROGRAMS FOR CHIEF ACADEMIC OFFICERS

Institute for Chief Academic Officers

Focusing on the theme, “Collaboration for Student Success,” CIC’s 2013 Institute for Chief Academic and Chief Student Affairs Officers enabled these key leaders to strengthen the pathways for student success, share ideas and practical solutions, and enhance collaborative work. Drawing the largest number of participants in the Institute’s 41-year history—707 participants, up from a record 538 a year earlier—this annual meeting featured numerous sessions on strengthening collaboration. The Institute took place November 2–5 in Pittsburgh, Pennsylvania, and was co-sponsored by ACPA-College Student Educators International and NASPA-Student Affairs Administrators in Higher Education.

Plenary speakers included George D. Kuh, Chancellor’s Professor of Higher Education Emeritus at Indiana University Bloomington and adjunct professor of education policy at the University of Illinois at Urbana-Champaign.

In his engaging keynote address, George D. Kuh discussed the challenges that small private colleges have faced in recent years and changes they can make to help students succeed. He is director and co-principal investigator of the National Institute for Learning Outcomes Assessment, Chancellor’s Professor of Higher Education Emeritus at Indiana University Bloomington, and adjunct professor of education policy at the University of Illinois at Urbana-Champaign.

Kuh said, “Academic and student affairs leaders all want the same thing. We want to provide an undergraduate experience that will transform the students—that results in high levels of learning and personal development for all students. But now we are being asked to provide more evidence to that effect....”

Kuh outlined six priorities for colleges to create a student-oriented, educationally effective institution that focuses on engagement and deep learning:

1. **Insist on doing what works.** Colleges need to be fully committed to “engaging” pedagogies and practices.

2. **Put money where it makes a difference to student success.** Colleges should remember that intentionality matters as much or more than money alone and that investments in instruction and student services pay off in learning, retention, and graduation.

3. **End redundant and ineffective programs.** Institutions can save resources by cutting programs that do not work.

4. **Require all students to do at least one high-quality, “high-impact” activity in their first year and another linked to their major.** These deep, integrated learning opportunities increase the odds that students will invest time and effort in their education, interact substantively with faculty and peers, experience diversity, and reflect on and integrate their learning.

5. **Make on- or off-campus work something akin to a high-impact activity.** Universities can harness work situations as opportunities for students to understand the relevance of what they are learning.

6. **Cultivate an ethic of positive restlessness.** Colleges should “make space for people to challenge us to do what we do better and continually ask ‘are we performing as well as we can?’”

Kuh concluded, “We are not going to change campus culture easily, but if we expect, insist, and reward people who are doing things that work, it can be done. It is not about the money—it is about the will to do this work. You are the ones to make it happen.”

For the podcast of Kuh’s keynote address, visit www.cic.edu/CAOInstitute.
University of Illinois at Urbana-Champaign; Alejandro Portes, Howard Harrison and Gabrielle Snyder Beck Professor of Sociology and director of the Center for Migration and Development at Princeton University; Henry Chung, vice president and chief medical officer of Montefiore Care Management Company, medical director for the Montefiore Accountable Care Organization, and associate professor of clinical psychiatry at the Albert Einstein College of Medicine; and Cathy N. Davidson, Ruth F. DeVarney Professor of English and John Hope Franklin Humanities Institute Professor of Interdisciplinary Studies at Duke University and author of Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn (2011).

In concurrent sessions, speakers provided advice and examples for CAOs and CSAOs to consider on such topics as enriched experiences for international students on campus, issues faced by first-generation students, the design of first-year programs, and retention. CAOs and CSAOs also had the opportunity to participate in an “open mike” session moderated by a CAO-CSAO team and in a number of workshops.

Colloquium on Leadership for Chief Academic Officers: Classic and Contemporary Readings

With support from the Henry Luce Foundation, CIC offers a leadership development program for chief academic officers that centers on the proposition that deliberative reflection on power, ethics, and responsibility are essential ingredients of educational leadership in the 21st century. The seminar participants study a selection of cases drawn from classical and contemporary thought and bring them into discussion of the situations faced by today’s CAOs. The Colloquium was designed to help CAOs prepare for challenges in the decades ahead, understand complex and unprecedented situations, and use strategic wisdom.

CIC announced the 2014 Colloquium in October 2013 and selected and notified the participants in January. Sixteen CAOs participated in the seminar, which took place July 28–August 1, in Annapolis, Maryland. (For the participant list, see the Appendix, page 48.) John Churchill, secretary of the Phi Beta Kappa Society, led discussions on such topics as creating oneself as a leader, the interaction between human nature and society and its effects on leadership, and the interplay between personal and political power that shapes the nature of leadership. Readings ranged from the ancient Greek plays of Aeschylus and Sophocles through social contract theorists Thomas Hobbes and John Locke, through political theorist Niccolo Machiavelli, to more contemporary works by Martin Luther King, Jr. and Martha Nussbaum.

OTHER PROGRAMS FOR CAMPUS LEADERS

Executive Leadership Academy

CIC, the American Academic Leadership Institute (AALI), and the American Association of State Colleges and Universities (AASCU) jointly offer the Executive Leadership Academy (ELA) to prepare college and university leaders in vice presidential positions to move into presidencies. The year-long program is open, by nomination of the president, to vice presidents or cabinet-level administrators of all divisions of a college or university including enrollment management, academic affairs, finance, student affairs, administration, and advancement. The program consists of two seminars, ongoing webinars and reading exercises, experiential programs and activities focused on specific areas of presidential responsibility, and mentoring. Ann Die Hasselmo, former president of AALI, served as director of the program and mentored the participants until June 2013. In July 2013 Thomas R. Kepple, Jr., president emeritus of Juniata College, succeeded Hasselmo as president of AALI and director of the program. The ELA is generously supported by the Henry Luce Foundation and AALI.


CIC, AASCU, and AALI piloted the ELA (then called “Provost to President”) in 2009–2010. Of the 41 participants in that pilot program, 16 have since been appointed as president or chancellor. Ten others have experienced other forms of advancement, such as being promoted to a senior vice presidency or moving to a similar position at a more complex or more prestigious institution. Approximately 63 percent of this first cohort has “moved up” in the higher education ranks. A remarkable 71 percent of the 2011–2012 ELA cohort has advanced, with 18 being appointed president or chancellor and another 12 advancing their careers in other ways. Of the 40 participants in the 2012–2013 ELA, 45 percent have advanced their careers, including 10 who were appointed to presidencies. In the 2013–2014 cohort that
completed the Academy in June, two already have earned presidential appointments and another three have experienced promotions, for an early 13 percent upward mobility rate. In addition to the professional advancement of participants, successful outcomes also are obtained when participants’ leadership in their current positions is strengthened or when they learn from the experiences that they do not want to pursue a presidency.

**Senior Leadership Academy**

CIC and AALI cosponsor year-long leadership development programs for mid-level administrators in the divisions of academic affairs, student affairs, finance and administration, enrollment management, and advancement who aspire to a senior leadership position at an independent college or university. The Senior Leadership Academy (SLA) aims to broaden the pathways to senior leadership positions in higher education and to help participants develop institutional perspectives on higher education administration. The program consists of seminars conducted by current and former presidents and vice presidents, readings and case studies on college and university leadership, experiential activities developed by the participant, and mentoring by the nominator and program director. Ann Die Hasselmo led the program until June 2013; Thomas R. Kepple, Jr., began serving as director in July 2013. The SLA is generously supported by the Henry Luce Foundation and AALI.


To date, CIC and AALI have offered programs for four cohorts of mid-level administrators who are interested in becoming provosts and vice presidents. In the 2010–2011 cohort, 68 percent of the 41 participants advanced to more responsible positions. While the number of participants has been reduced for later classes to increase interaction among participants, the 2011–2012 cohort of 25 participants included 12 who earned promotions, for an upward mobility rate of about 48 percent. Nine of the 22 participants in 2012–2013 moved up for a mobility rate of 41 percent; and already four have been promoted in the 2013–2014 cohort, for a current advancement rate of 15 percent.

**Workshops for Department and Division Chairs**

The 13th annual series of professional development workshops for new and experienced department and division chairs took place in four cities in spring 2014. Featuring the theme, “The Chair as Strategic Partner,” the 2014 Workshops for Department and Division Chairs examined how chairs can support colleagues, advocate for their departments from an institutional perspective, and interact effectively with other administrators. A total of 344 department and division chairs—from colleges in 36 states as well as Canada, Morocco, and Nigeria—participated in the workshops. Supported by AALI and AcademicKeys, the workshops took place April 3–5 in Charlotte, North Carolina; May 13–15 in Baltimore, Maryland; May 20–22 in St. Louis, Missouri; and June 3–5 in Spokane, Washington.
American History Seminar for Faculty Members

To strengthen teaching in history at CIC institutions, CIC and the Gilder Lehrman Institute of American History cosponsored, for the 12th and 13th years, a seminar for faculty members July 14–19, 2013, and June 16–20, 2014.

Twenty-seven faculty members from CIC member institutions, selected from 55 nominations, participated in the 2013 American history seminar on “The Gilded Age,” held at Stanford University. Participants explored the period from the end of the Civil War to roughly the turn of the 20th century. Richard White, Margaret Byrne Professor of American History at Stanford University and author of Railroaded: The Transcontinentals and the Making of Modern America, led the program. Participants discussed the history of transcontinental railroads, the rise of the modern corporation, government expansion, mass immigration, and the first great age of modern technology in the United States. The seminar examined the era in its own right while also considering the pedagogical issue of how to teach an era of the past with many parallels to the present age.

Twenty-seven participants, selected from 51 nominations, took part in the 2014 seminar on “Chicago and the Creation of the Modern American City.” (For the participant list, see the Appendix, page 49.) The seminar took place at the Newberry Library in Chicago, Illinois, with generous support from the Andrew W. Mellon Foundation. Henry Binford, associate professor of history at Northwestern University, and Carl Smith, Franklyn Bliss Snyder Professor of English and American Studies and professor of history, also at Northwestern, co-led the seminar. The seminar examined the major developments in Chicago’s formative period, when it evolved from a tiny frontier outpost to the nation’s second city and emblem of urban modernity. Focusing on the built environment of Chicago and examining a series of major human-made structures including canals, railroads, and stockyards, enabled participants to reflect on the larger events and ideas that created the structures and that left a lasting mark on the cityscape.

Ancient Greece in the Modern College Classroom Seminar

CIC and the Center for Hellenic Studies, a research institute of Harvard University in Washington, DC, cosponsor a seminar series on Ancient Greece in the Modern College Classroom that strengthens the use of classical texts in undergraduate general education. Made possible through the generous support of the Andrew W. Mellon Foundation, the eighth seminar in the series took place July 23–27, 2013, and focused on the Iliad for the first time since 2006. CIC selected 19 faculty members from 52 nominations for the program. Gregory Nagy, Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University, and Kenneth Scott Morrell, associate professor of Greek and Roman studies at Rhodes College, co-led the seminar. Designed specifically for nonspecialists, the seminar allowed participants the opportunity, through intensive reading and focused discussion of the Iliad, to expand their knowledge of ancient Greek culture, the conventions of Homeric poetry, and the nature of scholarly discourse and collaboration.

In 2014, the seminar focused on the Odyssey. Interest in the program remained high—CIC selected 20 participants from 66 nominations for the July 22–26 seminar, which again took place at the Center for Hellenic Studies and was made possible through the generous support of the Andrew W. Mellon Foundation. (For the participant list, see the Appendix, page 50.) Directed by Nagy and Morrell, the seminar examined the many dimensions of the Odyssey in its various historical contexts and explored how the poem can be studied in courses that address a variety of literatures and disciplines. Participants studied diverse topics that ranged from the exchange of luxury goods to the adjudication of disputes arising from athletic contests.

Teaching European Art in Context Seminar

This program, launched in 2010 and supported by the Samuel H. Kress Foundation, is designed to strengthen the teaching of art history at CIC member institutions. In the fourth year of the program, CIC partnered with the High Museum of Art in Atlanta, Georgia, to offer a seminar on “Dutch Art, Patrons, and Markets” for 21 faculty members who teach art history. The seminar took place at the museum June 23–28, 2013, and was held in conjunction with a rare traveling exhibition of Dutch art—Girl with a Pearl Earring: Dutch Paintings from the Mauritshuis—which featured masterpieces by Vermeer, Hals, and Rembrandt. Catherine Scallen, chair of the department of art history and art at Case Western Reserve University and author of Rembrandt, Reputation, and the Practice of Connoisseurship, led the seminar.

The fifth year of the program focused on “The Uses of Antiquity” in European art circa 1300–1800. Held at the University of Chicago’s Smart Museum of Art, July 13–18, 2014, CIC selected 21 faculty members from 28 nominations to participate in the program. (For the participant list, see the Appendix, page 50.) Rebecca Zorach, professor of art history and the college at the University of Chicago, led the program. The seminar took as its starting point European
objects spanning the years 1300–1800 at the Smart Museum and enabled participants to examine prints and rare printed books in the Regenstein Library’s Special Collections Research Center to consider the role of prints, books, and other small objects in disseminating and popularizing classical styles and imagery. Pedagogical discussions addressed close looking, the relationship of texts to objects, and ways faculty members can help students think critically about the texture of history and the practices and decisions of artists.

Teaching Interfaith Understanding Seminars

As the religious diversity of many campus communities increases and as interfaith cooperation continues to gain traction in American colleges and universities, there has been a corresponding increase in interest among college presidents, deans of academic and student affairs, and faculty members in offering courses and programs on interfaith subjects. In partnership with the Interfaith Youth Core and with funding from the Henry Luce Foundation, CIC in 2014 launched new seminars for faculty members who are teaching and designing related courses. The seminars help faculty members engage interfaith issues in the classroom and reach a broad understanding of what students in interfaith programs should know. In addition, program leaders and participants develop a resource base of teaching materials for use by faculty members and a virtual community that encourages faculty members to share best practices, curricula, and pedagogies.

After a Planning Committee meeting in April 2013, CIC announced the 2014 seminars in September and received 117 nominations by the February 2014 due date. Twenty-five participants were selected for the June 15–19, 2014, seminar that was held at Lesley University in Cambridge, Massachusetts; and 25 participants were selected for the August 3–7, 2014, seminar that took place at DePaul University in Chicago, Illinois. (For the participant lists, see the Appendix, pages 51 and 52.) Catherine Cornille, professor of comparative theology and chair of the department of theology at Boston College, and Diana Eck, professor of comparative religion and Indian Studies and Frederic Wertham Professor of Law and Psychiatry in Society at Harvard University, led the July seminar. Eboo Patel, founder and president of the Interfaith Youth Core, and Laurie Patton, dean of Trinity College of Arts and Sciences and Robert F. Durden Professor of Religion at Duke University, led the August seminar. CIC will offer two additional seminars in 2015.

Programs for Spouses and Partners of Presidents and Chief Academic Officers

CIC provides special programming for spouses of presidents and chief academic officers at its two annual institutes. CIC’s 2014 Presidents Institute hosted 183 spouses; the 2013 Institute for Chief Academic and Chief Student Affairs Officers hosted 18 spouses. The Presidents Institute Spouses Program featured Jean W. Harris, professor and chair of the political science department at the University of Scranton, who discussed changing gender roles and the evolution of presidential partnerships.
Improving Educational Effectiveness

CIC supports practical, sustainable, and cost-effective ways to raise the quality of higher education. The variety of initiatives and programs that CIC offered in 2013–2014 strengthened programs for first-generation and low-income college students; worked to increase the number of community college graduates who transfer to private four-year colleges; evaluated the effectiveness of online instruction; explored new higher education models; brought distinguished visiting fellows to campuses; and promoted vocational exploration in undergraduate education, among other outcomes.

ENHANCING CAMPUS PROGRAMS FOR FIRST-GENERATION AND LOW-INCOME COLLEGE AND UNIVERSITY STUDENTS

CIC/Walmart College Success Awards

The 2008 CIC/Walmart College Success Awards provided $100,000 grants to 20 small and mid-sized independent colleges and universities, selected competitively, that were already deeply committed to the education of first-generation students. In 2010, Walmart provided a second grant to support an additional 30 institutions, 20 receiving $100,000 and 10 receiving $50,000. This second phase of funding coincided with the development of the CIC/Walmart College Success Consortium and Online Community Website—an on-line community network for participating institutions—to learn from one another and serve as models for other colleges and universities.

The Walmart Foundation also supported development of a public website to disseminate best practices in educating and graduating first-generation college students. CIC launched the comprehensive public website, www.cic.edu/CollegeSuccess, in October 2013. In addition, the grant supported the production of a report on best practices of the 50 institutions and an evaluation of the effectiveness of the program. The report, Making Sure They Make It! Best Practices for Ensuring the Academic Success of First-Generation College Students, was published in early October 2013 and is featured on the website.

In May 2013, the Walmart Foundation awarded CIC a $250,000 grant to hold a culminating symposium to celebrate the accomplishments of the CIC/Walmart College Success Award recipients and disseminate best practices developed during the project. The CIC/Walmart Foundation Symposium on First-Generation College Students took place in Baltimore, Maryland, July 7–9, 2014. Representatives of the 50 CIC/Walmart College Success Award recipients presented the results of their programs to nearly 200 faculty members and staff from other CIC member institutions.

Plenary addresses by leading national experts provided additional perspectives on the nature of first-generation students, the importance of student engagement and support beyond the initial year of enrollment, and the social and economic impact of completing a bachelor’s degree.

CIC/CLA Consortium Pathways Project

A grant from the Carnegie Corporation of New York supported Creating Pathways to Educational and Economic Opportunity in Urban Colleges and Universities (Pathways Project) and made possible the creation of an urban cluster from the CIC/Collegiate Learning Assessment Consortium to improve learning among at-risk and underrepresented students in urban settings.

CIC published a report, using student learning assessment data from the 29 participating Pathways Project institutions to explore the academic achievement of low-income and first-generation students, in May 2012. The report, An Analysis of Learning Outcomes of Underrepresented Students at Urban Institutions, was written by Josipa Roksa, associate professor of sociology and education at the University of Virginia, and is available on CIC’s website at www.cic.edu/CLAUrbanReport. The report states that urban and non-urban independent colleges do equally well in educating different groups of students, including students from underrepresented groups.

In May 2012, with support from the Carnegie Corporation, CIC extended the Pathways Project for an additional year (2012–2013) to support the...
CIC Report on Best Practices for Ensuring the Academic Success of First-Generation College Students

The CIC report, Making Sure They Make It! Best Practices for Ensuring the Academic Success of First-Generation College Students, summarizes and analyzes the experiences of 50 colleges and universities that received substantial grants from the Walmart Foundation to help strengthen exemplary programs that support the education of first-generation students. The report found that many of the programs for first-generation students achieved extraordinarily positive results. Most programs noticeably improved the academic performance of these students and reported significant results in retention of first-generation students. For example, Heritage University (located on the Yakima Indian Reservation in Washington) reported, “students that participated in the Heritage Stars Mentoring Program held a mean cumulative GPA of 3.25—impressive as compared to 2.94 for nonparticipating students.” And Franklin College (IN) reported, “the fall-to-spring retention of the first cohort of Franklin First Scholars was 96 percent, better than the 90.3 percent retention rate for all first-year students.” In addition, many institutions surpassed goals for identifying and enrolling these students, and assessment efforts indicated that first-generation students credited the College Success programs with helping them with the transition to college, creating greater self-confidence, improving their GPAs, connecting them to faculty members as well as the larger campus community, and helping them graduate.

Although the report cautions that there may be no “silver bullet” when it comes to enhancing the academic success of first-generation students, the colleges and universities that participated in the CIC/Walmart College Success Awards identified several best practices that led to success:

1. Identify, actively recruit, and continually track first-generation students;
2. Bring them to campus early;
3. Focus on the distinctive features of first-generation students;
4. Develop a variety of programs that meet students’ ongoing needs;
5. Use mentors;
6. Institutionalize a commitment to first-generation students;
7. Build community, promote engagement, and make it fun;
8. Involve family (but keep expectations realistic);
9. Acknowledge, and ease when possible, financial pressures; and
10. Keep track of your successes and failures.

Want to learn more about the CIC/Walmart College Success Consortium and the students it helped? Visit www.cic.edu/CollegeSuccess to view profiles of each recipient institution and download the report.

IMPROVING THE QUALITY OF UNDERGRADUATE EDUCATION

CIC Degree Qualifications Profile Consortium

The Lumina Foundation awarded CIC a grant in 2011 to work with academic leaders and faculty members from 25 institutions over two years to explore the applicability and usefulness of Lumina’s Degree Qualifications Profile (DQP) in independent colleges and universities. The ultimate goals of CIC’s Lumina initiative were to improve the quality of undergraduate education and increase the undergraduate degree-completion rates at independent colleges and universities. In November 2011, CIC selected 25 institutions from more than 80 that applied to participate in the CIC/DQP Consortium, collaborate on ways they would apply the DQP framework to their undergraduate degree requirements, and potentially revise their institutions’ curricula. The work of the Consortium began in late 2011, with the first meeting held in March 2012 in Indianapolis, Indiana, and several
webinars held afterward. In June and August 2012, five regional meetings took place in California, New York, Pennsylvania, Indiana, and South Carolina. The second meeting of the Consortium was held October 18–20, 2012, in Washington, DC. During the final Consortium meeting, which took place in Indianapolis, Indiana, August 1–3, 2013, the campus teams discussed lessons learned in completing their projects. (For the list of participating institutions, see the Appendix, page 52.) The project concluded in December 2013, and the final report, Defining Outcomes, Demonstrating Quality: The CIC Degree Qualifications Profile Consortium, was published in January 2014. The report introduces the DQP and the CIC/DQP Consortium, details the Consortium’s activities, explores individual campus projects, and evaluates the usefulness of the DQP. Terry Grimes, former CIC senior advisor and project director, was principal author of the report.

WORKING TO INCREASE COMMUNITY COLLEGE GRADUATE TRANSFERS, SUCCESS

Community College Transfer Project

The Kresge Foundation awarded CIC a $150,000 grant in March 2013 to plan a national initiative to increase the number of community college graduates who transfer to private four-year colleges and universities and to assure the students’ academic success once they transfer. A project planning meeting took place in Alexandria, Virginia, on March 21–22, 2014. The participants included leaders of two-year and four-year colleges who have had success in this arena, researchers, policy analysts, foundation officers, and heads of consortia and associations that are actively engaged in student transfer and degree-completion efforts. (For the participant list, see the Appendix, page 52.)

The planning group reviewed relevant trends in community college transfer and baccalaureate degree attainment, identified proven strategies and best practices for enrolling and supporting community college transfer students at private institutions, identified significant barriers to student transfer and success, and offered specific recommendations that associations and institutions might pursue to increase the number of community college graduates transferring to independent colleges and universities and completing their degrees.

REINFORCING THE ROLE OF SMALL COLLEGES IN PREPARING STUDENTS FOR GRADUATE STUDY

American Graduate Fellowships

The American Graduate Fellowships program, created in 2006, advances two primary purposes: to encourage the best students at small and mid-sized independent colleges to apply for PhD work in the humanities at top-tier private research institutions and to raise awareness at leading graduate schools that small colleges are a rich source of talented future doctoral students in the humanities. The program provides fellowships for doctoral study in the humanities to graduates of small, lesser-known colleges who were admitted to PhD programs in some of the most selective research universities in the United States and United Kingdom. The program was created in response to the trend of graduate programs in the humanities increasingly drawing students from research institutions and flagship state universities.

A total of eight fellowships of $50,000 were awarded (renewable for a second year). Eligible fields of study were history, philosophy, literature and languages, and the fine arts (not including studio art or performance). The remaining funds were made available by donor approval to supplement graduate educational costs related to the students’ degree work for such uses as travel to professional conferences, access to archives, books to prepare for examinations, tuition for required foreign language learning, travel to review materials held in libraries abroad, and summer stipends in lieu of teaching to facilitate dissertation progress. The American Graduate Fellowships program was funded by the Wichita Falls Area Community Foundation of Wichita Falls, Texas.

Davies-Jackson Scholarship

CIC administers a scholarship program for graduates of private colleges and universities who possess exceptional academic records and are the first in their families to graduate from college. Funded by an anonymous donor, the scholarship provides recipients a full two-year studentship to St. John’s College, University of Cambridge, England. The list of 560 eligible institutions established by the donor and U.S. selection committee from which students are eligible to apply has increased over time and now includes 500 CIC member institutions, the highest number of CIC institutions to date. Applications are accepted for study in the following subjects: classics; economics; English; geography; history; history of art; human, social, and political sciences; modern and medieval languages; music; philosophy; and psychological and behavioral sciences. Up to two scholarships may be awarded annually.
Last fall, 39 students applied for the program and a U.S. selection committee nominated three semi-finalists. In January 2014, one of the applicants was selected to receive the 2014 scholarship: Courtney Dymowski, a senior at St. Edward’s University who will study art history.

EVALUATING THE EFFECTIVENESS OF ONLINE INSTRUCTION

Consortium for Online Humanities Instruction

CIC received an $800,000 grant from the Andrew W. Mellon Foundation in November 2013 to assess the effectiveness of online teaching in upper-level humanities courses at liberal arts colleges. The three-year project has three main goals: explore whether online humanities instruction can improve student learning outcomes; determine whether smaller, independent liberal arts institutions can make more effective use of their instructional resources and reduce costs through online humanities instruction; and provide an opportunity for CIC member institutions to build their capacity for online humanities instruction and share their successes with other colleges and universities. Ithaka S+R, the nation’s leading research and consulting service for academic innovation in the digital environment, is providing advice to participating institutions and will evaluate the effectiveness of the project.

The teams met for a national workshop on July 23–24, 2014, in Washington, DC. The agenda topics included a review of the relevant research on online learning, online instruction in the context of liberal arts curriculum development, the evaluation of learning outcomes and costs savings from online courses, and the implementation challenges presented by collaboration among institutions. Three regional workshops took place in October 2014, and the first courses developed as part of the consortium will be offered in spring 2015.

EXPLORING NEW HIGHER EDUCATION MODELS

Project on the Future of Independent Higher Education

In November 2013 the Lumina Foundation for Education awarded CIC a $125,000 grant to support an exploration of the future of independent higher education. With the guidance of a steering committee of college and university presidents, the project is exploring fresh approaches to higher education, new college business models, and changes in American society that are potentially disruptive to higher education. The project also will identify the distinctive characteristics of independent colleges that have enabled them to offer a high-quality education for so many years and that must be preserved. CIC identified 23 presidents to serve on the steering committee, many of whom have initiated bold innovations at their own institutions and explored new models of finance and operations. (For the list of committee members, see the Appendix, page 53.) The steering committee worked to develop a year-long research agenda to inform planning for the project; the TIAA-CREF Institute is supporting the research. The initial steering committee meeting took place in Washington, DC, September 16–17, 2014.

IMPROVING INFORMATION FLUENCY

Information Fluency in the Disciplines

CIC launched in 2010 a series of workshops on Information Fluency in the Disciplines. Supported by grants from the Andrew W. Mellon Foundation, the workshops help independent colleges and universities move beyond teaching basic information “literacy” in the general education curriculum to infusing information “fluency” into majors in the humanities. Participants include teams of faculty members, librarians, and chief academic officers from CIC member colleges and universities.

The first four workshops focused on literature (2010 and 2011), history (2011), and ancient studies (2012), and were endorsed by the American Historical Association, American Philological Association, Appalachian College Association, Association of College and Research Libraries, Modern Language Association, and the United Negro College Fund.

With additional support from the Andrew W. Mellon Foundation, CIC began a second series of four workshops that focus on information fluency in world languages and literatures, English and American literature, pre-modern history, and modern history. The first workshop in the new series covered information fluency in foreign languages, literatures, and cultures and took place February 2013 in Charleston, South Carolina. The second
workshop in the series, with a focus on philosophy, religion, and the history of ideas, was scheduled to take place February 13–15, 2014, again in Charleston, South Carolina. Because of a winter weather emergency, however, the workshop was canceled and rescheduled for March 5–7, 2015, in Baltimore, Maryland. CIC expects that most of the teams from the 21 institutions selected for the canceled workshop will be able to participate in 2015.

BRINGING DISTINGUISHED VISITING FELLOWS TO CAMPUSES

Woodrow Wilson Visiting Fellows

For 39 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 week-long exchanges with students and faculty members. Now in its seventh year of operation under CIC management, the Visiting Fellows program continues to bring high-quality academic programming to campuses nationwide. In the 2013–2014 academic year, the program arranged 51 campus visits across the country, and it has arranged 52 visits for the 2014–2015 academic year thus far. Campuses participating in the program find significant value in the visits, and many bring Fellows to campus every year. (For the list of host campuses, see the Appendix, pages 54.)

The roster of Fellows has recently been refreshed and broadened. Among the new luminaries to join the roster of more than 135 Fellows this past year were Frances Cairncross, former senior editor of the Economist; Jesselyn Radack, director of national security and human rights at the Government Accountability Project; Catherine Crump, attorney for the American Civil Liberties Union Foundation; and Achy Obejas, award-winning fiction author. (For more information on the Visiting Fellows program, see www.cic.edu/VisitingFellows.)

FOSTERING VOCATIONAL EXPLORATION IN UNDERGRADUATE EDUCATION

Network for Vocation in Undergraduate Education

Established in 2009 through a generous grant from Lilly Endowment Inc., CIC’s Network for Vocation in Undergraduate Education (NetVUE) is a nationwide campus-supported network whose purpose is to foster the intellectual and theological exploration of vocation among college and university students. Through national and regional conferences, grant programs, the development and exchange of resources, and participation in online networking, institutions help students deepen their vocational exploration. Colleges and universities with well-established programs in the theological exploration of vocation disseminate the results of their work through this network and support other institutions that wish to develop similar programs. By June 2014, the network included a total of 167 colleges and universities.

Activities of NetVUE include a national conference held every other year, regional gatherings and multi-campus collaborations held in off-years, consulting and campus visit services, grants to campuses, and online resources and networking. The second national NetVUE Conference, which focused on “Enriching the Theological Exploration of Vocation” and attracted more than 450 participants from 150 institutions, took place March 14–16, 2013, in Indianapolis, Indiana. The third national conference, exploring the theme “Sustaining the Theological Exploration of Vocation,” will be held March 26–28, 2015, in St. Louis, Missouri. During the 2013–2014 academic year, NetVUE member institutions hosted five regional gatherings: “Vocational Explorations in a Multi-Faith World: Cultivating

To expand NetVUE, Lilly Endowment Inc. awarded CIC a grant of nearly $6.9 million—the largest grant ever received by CIC—in September 2011. The grant supports three initiatives for approximately five years: a series of program development grants to NetVUE member institutions; the development of new scholarly resources for use in courses and co-curricular activities; and a program to strengthen the college chaplaincy at NetVUE member institutions.

The first portion of the 2011 Lilly Endowment funding supports NetVUE Program Development Grants, which may be used to deepen, expand, or otherwise strengthen programs that are already underway and supported by the institution itself and may be requested in amounts ranging from $25,000 to $50,000 for use over approximately two years. In the first round of awards, 33 NetVUE member colleges and universities received grants in November 2012. In November 2013, of the 42 proposals received for the second round of awards, 34 NetVUE member colleges and universities received grants. (For the list of recipients, see the Appendix, page 54.) In April 2014, CIC invited applications for a third round of Program Development Grants with proposals due September 15, 2014. In December 2013, Lilly Endowment Inc. awarded CIC a further grant, which included $2 million for two additional rounds of Program Development Grants.

The second portion of the 2011 Lilly Endowment funding supports the creation of new scholarly resources for teaching and research on the theological exploration of vocation. Over the next few years, a series of three structured seminars will bring scholars together to collaborate on writing about different aspects of the subject. The three topics are how colleges and universities can best educate undergraduates about vocation; how vocational considerations can be integrated into diverse fields of study; and how vocational discernment and practices can be advanced in a multi-religious world. Scholars in the first seminar, “Vocational Discernment as Pedagogy: Theory, Analysis, and Practice,” held their initial meeting June 17–21, 2013, at Hope College in Michigan. A follow-up meeting took place January 30–February 2, 2014, in Phoenix, Arizona, and the final meeting was held July 8–11, 2014, at Calvin College in Michigan. Oxford University Press will publish a volume by the first seminar’s participants. Scholars in the second seminar, “Integrating Vocation across Diverse Fields of Study,” held their initial meeting June 16–20, 2014, at Hope College. David S. Cunningham, director of the CrossRoads Project and professor of religion at Hope College, directs the project. (For the list of scholars in the first and second seminars, see the Appendix, pages 54 and 55.)

The third portion of the Lilly Endowment funding supports a program to strengthen the college chaplaincy at NetVUE member institutions. Featuring the theme, “Strengthening Campus Chaplaincy: New Models of Leadership and Practice,” two Chaplaincy Conferences took place March 28–29, 2014, in Chicago, Illinois, and September 26–27, 2014, in Atlanta, Georgia. CIC received 66 applications to participate in either conference. Michael G. Cartwright, special assistant to the president for mission and dean of ecumenical and interfaith programs at the University of Indianapolis, directed the Chaplaincy Conferences.

A portion of the 2013 Lilly Endowment Inc. funding, which totaled more than $4.5 million, provides a series of awards to be used for activities that enhance the knowledge, skills, and expertise of faculty and staff members who support undergraduate vocational initiatives. The NetVUE Professional Development Awards may be requested in an amount ranging from $5,000 to $10,000 for use over a one-year period and may be used for a range of professional development purposes. All NetVUE member colleges and universities that do not have a NetVUE Program Development Grant at the time of application are eligible to apply for funding. In May 2014, CIC invited NetVUE members to apply with proposals due June 1. Awards were made to 12 NetVUE members: Augustana College (IL), Fairfield University, Ferrum College, Hendrix College, Hope College, Manchester University, Marian University (IN), Samford University, Seattle Pacific University, St. Norbert College, University of the Ozarks (AR), and Valparaiso University. Five annual cycles of awards are planned with approximately 30 awards to be granted in the remaining cycles.

NetVUE is supported by a small office located at Calvin College and is directed by senior advisor Shirley J. Roels. (For more information on NetVUE, visit www.cic.edu/NetVUE.)
Making the Case for Independent Higher Education

CIC serves as a national voice for independent higher education and promotes the distinctive qualities of liberal arts education offered by small and mid-sized, teaching-oriented, residential, private colleges and universities.

PROMOTING THE VALUE OF LIBERAL ARTS EDUCATION

Securing America’s Future: The Power of Liberal Arts Education

CIC directs a multi-pronged national public information initiative to promote the effectiveness of independent higher education, the liberal arts, and liberal arts colleges. The campaign, Securing America’s Future: The Power of Liberal Arts Education, has gained significant momentum since it was announced in November 2012. S. Georgia Nugent, CIC senior fellow and president emerita of Kenyon College, leads the effort. The campaign’s advisory committee is composed of member presidents, chief enrollment officers, and chief public relations officers. (For the list of advisory committee members, see page 37.)

As part of the campaign, CIC is launching several research projects designed to document the effectiveness of independent liberal arts colleges. CIC released a major report in March 2014, Strengthening the STEM Pipeline: The Contributions of Small and Mid-Sized Independent Colleges, which documents the capacity of small and mid-sized independent colleges to produce a disproportionate number of graduates in STEM fields (see box, page 24). Other research topics will address the affordability of independent colleges and their economic impact, the positive outcomes of a liberal arts education for low-income and first-generation students, and alumni perspectives on liberal arts education.

CIC disseminated a media toolkit for member institutions in June 2014. The brochure contains key messages, data, and talking points for advocacy efforts; sample op-ed pieces on the liberal arts; infographics; fact sheets about private colleges and the benefits of a liberal arts education; and sample alumni testimonials.

CIC has invited all of its member campuses to nominate alumni to serve as “ambassadors” for the campaign by providing written or video testimonials. To date, member institutions have submitted more than 100 testimonials from notable alumni and recent graduates who connect their educational experiences in the liberal arts with their careers and personal lives. The testimonials are featured on social media platforms and campaign websites.

Social media and the campaign websites have been playing significant roles in the campaign. CIC launched the campaign Twitter feed (@SmartColleges) in January 2014 (see box, page 20) and a campaign Facebook page (www.facebook.com/SmartColleges) and YouTube channel (www.youtube.com/user/LiberalArtsPower) in July. In summer 2014, the Twitter feed received significant press coverage and witnessed a big boost in followers. After launching in September 2013 a campaign website that provides in-depth information about the liberal arts to CIC member presidents, PR directors, researchers, and journalists, CIC created a new “public” website (www.LiberalArtsPower.org) aimed at students, families, guidance counselors, and the general public. The interactive website went live in September 2014.

CIC has raised $1 million to advance the major goals of the campaign over two years. Campaign contributors include the Arthur Vining Davis Foundations, Carnegie Corporation of New York, Christian A. Johnson Endeavor Foundation, Jessie Ball DuPont Fund, and Gladys Krieble Delmas Foundation all in support of various elements of the campaign.

INCREASED VISIBILITY IN THE NATIONAL MEDIA

College Media Conference for Campus Public Relations Directors

Cohosted by CIC and the American Association of State Colleges and Universities, the 28th College Media Conference took place in Washington, DC, June 25–27, 2014. Focusing on the theme, “Connecting across Media Boundaries: Gaining
Bryon Grigsby, president of Moravian College; and Louis Soares, vice president of the Center for Policy Research and Strategy at the American Council on Education. The panelists disputed higher education myths and offered insights into current higher education challenges and potential solutions. Special events included small group visits to the newsrooms of the Associated Press, C-SPAN, Chronicle of Higher Education, Inside Higher Ed, and National Public Radio; a breakfast meeting with Diverse: Issues in Higher Education; and a tour of the Newseum.

The 29th College Media Conference will be held June 29–July 1, 2015, at the Capital Hilton in Washington, DC.

Articles, Op-eds, and Coverage of CIC Programs and Services

CIC has expanded its role as a national voice for independent higher education through an increasing number of interviews, opinion pieces, and articles. These efforts resulted not only in more coverage of CIC conferences, programs, and services, but CIC member institutions also were highlighted more often in stories by reporters who otherwise might not have focused on small or mid-sized private colleges or universities. Among the news organizations that featured CIC news were the following:

- Digital publications: Huffington Post, Deseret News National, and Digital Journal;

• Dozens of regional newspapers, including: Philadelphia Inquirer (PA), Chicago Tribune (IL), Stamford Advocate (CT), Pittsburgh Post-Gazette (PA), Jackson Sun (TN), Chattanooga (TN), Rivertowns Daily Voice (NY), Buffalo News (NY), New York Sun, Orlando Business Journal (FL), Access North Georgia; and Augusta Free Press (GA); and

• Broadcast news outlets: Marketplace Morning Report and WGIL Radio (IL).

For a highlighted selection of stories by and about CIC and its members, see box, right. All news stories featuring CIC are available at www.cic.edu/CIC-in-the-News.

DOCUMENTING THE INDEPENDENT SECTOR OF HIGHER EDUCATION

Making the Case Website

CIC’s Making the Case website (www.cic.edu/MakingTheCase) is the central source for evidence of the quality and effectiveness of independent higher education. The site consists of six sections: Search and General Information, Charts and Data, Books and Reports, Speeches and Addresses, Media Activity, and Student Debt Resources. Organized around six key messages, comparative data and resources show that independent institutions are affordable for students and families; provide access and success for diverse students; provide personal attention to students; facilitate student success; engender alumni satisfaction with their college education; and encourage students and alumni to contribute to the public good.

In the past year CIC has updated many of the charts from the Making the Case website, drawing

Select News Articles

During the 2013–2014 period, various news organizations published articles of importance to CIC, its members, and the independent sector of higher education. The selected articles below are highlights:

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<tr>
<th>CARNEGIE REPORTER</th>
<th>HUFFINGTON POST</th>
<th>LIBERAL EDUCATION</th>
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<tr>
<td>CHRONICLE OF HIGHER EDUCATION</td>
<td>”Debunking the Myths of a Liberal Arts Education,” by S. Georgia Nugent, CIC senior fellow (November 2013)</td>
<td>VITAL SPEECHES OF THE DAY</td>
</tr>
<tr>
<td>COLLEGE PLANNING MANAGEMENT</td>
<td>“Increasing Diversity in the STEM Pipeline,” by Donna Randall (May 2014)</td>
<td>“UPS to Educators: What Brown Needs You to Do,” by Kurt Kuehn, UPS chief financial officer and CIC vice chair for investment (June 2014)</td>
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<td>“The President and Finance,” by Scott Miller, Bethany College (WV) president; and Marylouise Fennell, RSM, CIC senior counsel (Winter 2014)</td>
<td>“Ivory Tower Fails to Make the Grade,” by S. Georgia Nugent (June 2014)</td>
<td>INSIDE HIGHER ED</td>
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<td>INSIDE HIGHER ED</td>
<td>“Dear Mr. President,” by Richard Ekman (August 2013)</td>
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on the most recent data available, and added additional charts. Recently CIC distributed a set of “infographics” that highlight graphically the benefits of a private liberal arts education. The popular fact sheet, Student Debt: Myths and Facts, originally released in fall 2012, was revised and updated with current data.

CIC periodically disseminates information and statistics by email from the Making the Case website to all member presidents, chief academic officers, and public relations and institutional research directors. These emails include charts with links to their location on the website.

The Making the Case website has been used by CIC in presentations about the independent sector and has assisted presidents and other institutional leaders in preparing articles and speeches and in compiling comparative data for institutional purposes. The Making the Case website initially was developed with support from the William Randolph Hearst Foundations and has been updated and expanded by CIC.

USING CAMPUS ARCHITECTURAL HERITAGE IN TEACHING AND IN PROMOTING CIC COLLEGES

Historic Campus Architecture Project

The Historic Campus Architecture Project (HCAP) was created by CIC with support from the Getty Foundation and now consists of a website that features more than 4,000 images of 2,100 buildings and sites of historical significance from 389 participating colleges and universities. HCAP content is featured in Artstor, a nonprofit organization that offers (through a subscription service) a vast digital library of scholarly images to 1,580 institutions worldwide. Recently, HCAP data became available in Artstor’s new Built Works Registry (BWR)—an online registry of architectural works. BWR is a joint initiative among Artstor, the Avery Architectural & Fine Arts Library at Columbia University, and the Getty Research Institute, and it is funded by an Institute for Museum and Library Services grant. Previously, no central authority or registry was available to assist with the identification of a built work.
Promoting Data-Informed Decision Making

*CIC works to advance the institutional effectiveness of its member colleges and universities through various programs, services, and activities. These efforts increase the capacity for assessment and improvement of student learning and the effective use of comparative data to strengthen planning and decision making by independent colleges and universities.*

PROMOTING ASSESSMENT OF LEARNING OUTCOMES

*CIC has long been a national leader in voluntary efforts to improve the quality of student learning and a strong advocate of institutional autonomy in accountability efforts. For more than a decade, CIC has helped its member colleges and universities navigate through the array of initiatives that are underway—those by regional accreditors, foundation-supported projects, and various campus efforts.*

Statement on Assessment

The *CIC Statement on Assessment: Leadership for Student Learning Assessment and Accountability*, which traces CIC’s leadership in efforts to improve the quality of undergraduate education and describes CIC’s approach to assessment and accountability efforts, is available online at [www.cic.edu/Assessment](http://www.cic.edu/Assessment).

CIC Engaging Evidence Consortium

CIC received a grant in May 2011 from the Teagle Foundation to apply the lessons learned from the CIC/CLA Consortium as well as from other Teagle-supported consortia to develop a network that could help private colleges and universities learn how to make more effective use of the results of student outcomes assessment and improve the quality of student learning. In February 2012, CIC selected 40 institutions from among the 69 that applied to participate. Three-person teams from the 40 institutions participated in an August 5–7, 2012, workshop in Washington, DC, to refine project plans. The institutions formed a network to improve student learning outcomes and spent the following year implementing their projects and reporting on the outcomes. *(For the list of participating institutions, see the Appendix, page 55.)* CIC offered several webinars to support implementation of the projects. The project concluded in November 2013 with the publication of a final report, *Engaging Evidence: How Independent Colleges and Universities Use Data to Improve Student Learning*, written by Mary Ann Coughlin, CIC senior advisor. The report summarizes the work of the CIC Engaging Evidence Consortium, documenting the work of the participating institutions and common lessons learned.

Support for the National Survey of Student Engagement

In 2001, CIC was the first national presidential association to urge its members to use the National Survey of Student Engagement (NSSE) as a means of gauging student involvement in educationally purposeful activities that are highly correlated with academic success. More than 556 CIC colleges and universities (90 percent of CIC’s institutional members) have used NSSE to assess student engagement in the first and senior years. Many CIC institutions make their NSSE scores available to the public on their institutional websites. A number of CIC colleges and universities also are using the Faculty Survey of Student Engagement and the Beginning College Survey of Student Engagement.

Other Assessment and Accountability Efforts

CIC has taken a leadership role in supporting other national assessment and accountability efforts. CIC collaborated with the Council for Aid to Education to develop and implement the Collegiate Learning Assessment (CLA), one of the first standardized instruments to measure directly an institution’s contribution to student learning. CIC published reports on the work of the CIC/CLA Consortium in 2008 and 2011. Working with the Teagle Foundation and other higher education associations, CIC also helped draft and disseminate
a statement of principles, *New Leadership on Student Learning and Assessment*. As a founding sponsor of the New Leadership Alliance for Student Learning and Accountability, CIC partnered with other higher education associations to harness and direct collective, sustained, strategic—and voluntary—action to improve student learning in American colleges and universities. CIC also has advised the National Institute for Learning Outcomes Assessment in its efforts to help institutions document and promote promising practices for assessing college student learning outcomes. CIC is one of the national associations that endorsed *Committing to Quality: Guidelines for Assessment and Accountability in Higher Education*.

**USING DATA TO INFORM DECISION MAKING**

Through its own initiatives and partnerships with other organizations, CIC helps strengthen the capacity of member colleges and universities to use comparative data to improve institutional effectiveness, planning, and decision making.

**Key Indicators Tool**

CIC’s Key Indicators Tool (KIT), developed in 2004, provides each CIC institutional member president with an annual confidential, customized, benchmarking report prepared by the Austen Group at no cost to the institution. The KIT contains comparative data on 20 performance indicators in the areas of student enrollment and progression, faculty, tuition and financial aid, and institutional revenue and expenditures. Drawing from a database of more than 800 baccalaureate and master’s level nonprofit colleges and universities, the KIT provides comparisons of institutional performance over a five-year period by region of the country, enrollment size, institutional financial resources, and Carnegie classification. The KIT is based on the most recent data from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS). Prepared for CIC by the Austen Group, the tenth annual KIT was released

**CIC Report on Strengthening the STEM Pipeline**

The CIC report, *Strengthening the STEM Pipeline: The Contributions of Small and Mid-Sized Independent Colleges*, demonstrates that small and mid-sized independent institutions are preparing students for careers and graduate study in STEM fields more efficiently than many public universities. The data suggest that, as a sector, small and mid-sized private institutions performed better than public institutions in students’ persistence and undergraduate degree completion rates in STEM fields, and they substantially outperformed public nondoc toral institutions. In addition, STEM graduates of small and mid-sized private colleges are just as likely to enroll in a graduate program as their peers who graduated from larger public universities.

The report includes the following highlights:

- At small and mid-sized independent institutions, 80 percent of bachelor’s degree recipients in STEM fields earned their degrees in four years or less, compared with 34 percent at public four-year nondoc toral institutions and 52 percent at public four-year doctoral institutions.

- A much larger proportion (57 percent) of graduates in STEM fields from small and mid-sized independent institutions planned to apply to graduate school upon receipt of their bachelor’s degrees, compared with slightly more than 40 percent of graduates from public four-year institutions.

- One-fifth (19 percent) of the bachelor’s degree recipients in STEM fields from small and mid-sized independent institutions immediately enrolled in master’s or doctoral degree programs after obtaining their bachelor’s degrees, a comparable percentage with public four-year doctoral institutions (22 percent) and exceeding that of public four-year nondoc toral institutions (14 percent).

To download the full report, visit [www.cic.edu/STEMreport](http://www.cic.edu/STEMreport).
to institutional member presidents in March 2014. Following initial funding by the William Randolph Hearst Foundations, the KIT has been generously supported by TIAA-CREF since 2008.

**Financial Indicators Tool**

CIC’s Financial Indicators Tool (FIT), developed in 2005, provides each CIC institutional member president with an annual confidential, customized, financial benchmarking report to complement the KIT report at no cost to the institution. The FIT measures institutional financial health using four core financial ratios along with a combined index score. It is designed to provide a succinct indication of an institution’s financial performance over six years with comparisons similar to those in the KIT. With the assistance of the Austen Group, CIC collects a unique, proprietary dataset of more than 700 baccalaureate and master’s-level private colleges and universities, using data from IPEDS and from IRS Form 990s acquired through GuideStar. The FIT is the first benchmarking report to apply this methodology to a national group of colleges and universities. The eighth annual FIT was released to institutional member presidents in July 2014.

Following initial funding by the William Randolph Hearst Foundations, TIAA-CREF has generously supported the FIT since 2008.

**Other Benchmarking Services**

In partnership with the Austen Group, which produces the KIT and FIT, CIC provides additional benchmarking services to augment these reports. The added services include enabling a CIC member institution to select two sets of comparison institutions for more refined benchmarking analysis and assisting in the selection of comparison groups. CIC member institutions also are able to schedule an online consultation with the president of the Austen Group, Michael Williams. Each of these benchmarking services is available to CIC member institutions for a modest fee. As of June 2014, 65 CIC member institutions have requested 162 of these services: 74 comparison group KITs, 64 comparison group FITs, 11 comparison group selection services, 11 online consultations, and two international benchmarking reports.

**Other Data Initiatives**

CIC continues to expand its capacity to collect and analyze data for quick responses to requests from campuses, news media, and funding agencies for data about the independent sector of higher education and to update its liberal arts campaign and Making the Case web pages. In support of the liberal arts campaign, in March 2014 CIC released a research report, *Strengthening the STEM Pipeline: The Contributions of Small and Mid-Sized Independent Colleges* (see box, page 24, for more information). In April 2014, CIC released an update to its fact sheet on student debt that was originally issued in September 2012. Designed to counter many of the media myths about independent higher education, the second edition of the fact sheet provides current data for a range of factors related to college costs and student indebtedness.
Serving State Fund Members

*CIC has an active program to support the advancement of State Fund Members—fundraising consortia of independent colleges and universities, currently in 32 states. CIC provides services, consulting, professional development opportunities, collaborative programming, and grant support to State Fund Members and organizes conferences, webinars, and “best practices” workshops.*

**Annual Conference**

The 2014 CIC State Funds Annual Conference took place April 27–29 in Chicago, Illinois. Focusing on the theme, “National Challenges, State Fund Strategies,” the conference included sessions on a range of issues relevant to independent higher education and best practices for state fundraising consortia. In addition to a workshop on coordinating state strategies to support CIC’s liberal arts campaign, sessions covered topics such as scholarship fundraising, board development, communication strategies, and legal issues.

The keynote and plenary speakers included S. Georgia Nugent, CIC senior fellow and president emerita of Kenyon College; Doug Mason, partner with the fundraising firm Gonser Gerber LLP; Edward Segelken, partner with the nonprofit law firm Porter Wright Morris & Arthur LLP; and national marketing specialist Joe Slay of Slay Communications, LLC. During an awards dinner, the leadership of the State Funds presented the annual Charles W. L. Foreman Award to Jack R. Ohle, president of Gustavus Adolphus College, in recognition of his exceptional support of the mission of the State Funds with which he was affiliated during his career.

**Endowment**

CIC’s State Funds endowment was valued at more than $42 million as of June 30, 2014, up more than 10 percent over June 30, 2013. In keeping with the directive of the endowment’s major donor—the UPS Foundation—the fund is dedicated to advance the programs of CIC’s State Fund Members and, through them, their member colleges and students.

**Grant Programs**

The drawdown from the endowment supports a range of projects and programs that benefit State Funds and their member colleges and universities, including the following grant programs.

**UPS Scholarships**

During 2013–2014, CIC provided $1,461,600 in grants to State Fund Members to distribute to their member colleges as scholarships for students from underserved populations, such as first-generation, minority, or low-income families. Honoring the benefactor that created the endowment, CIC provides the scholarships in the name of UPS. Students at 609 independent colleges benefited from this program, with each student receiving a $2,400 UPS Scholarship.

**Scholarship Challenge Grants**

Four State Funds—the Independent Colleges of Indiana, Iowa College Foundation, Missouri Colleges Fund, and Nebraska Independent College Foundation—completed campaigns to raise funds to meet $25,000 challenge grants provided by CIC as leverage for them to secure additional gifts and grants for student scholarships. In the first four years of the Challenge Grant initiative, State Fund Members generated $1,023,272 in new scholarship funding for students at member colleges in the participating states.

**Capacity-Building Grants**

In the fourth year of this program, CIC awarded $5,000 grants to five State Fund Members as “seed money” to fund start-up costs for new fundraising initiatives to generate additional support to benefit their member colleges. The private college consortia in Florida, New Jersey, Tennessee, Washington, and West Virginia received these grants, which supported a wide variety of projects that ranged from publishing new fundraising brochures, hosting regional meetings to boost fundraising efforts, hiring an experienced grant writer, and holding a board retreat to identify prospective donors.
First Opportunity Partners Grants
This long-standing grant program supported by annual grants from the UPS Foundation is designed to support multi-college collaborations to enhance access and success for first-generation, minority, and low-income students at independent colleges and universities. During the 2013–2014 period, CIC approved project proposals from the Associated Colleges of Illinois, Michigan Colleges Alliance, North Carolina Independent Colleges and Universities, and Virginia Foundation for Independent Colleges. The grants are distributed to each State Fund Member after they raise matching funds for their projects.

National Venture Fund Grants
In February 2014, CIC approved four National Venture Fund grants totaling $100,000 to support multi-college collaborations for innovative programs to advance the interests of member institutions. Recipients of the awards were the Association of Independent Colleges and Universities of Pennsylvania, Michigan Colleges Alliance, Minnesota Private College Fund, and Virginia Foundation for Independent Colleges. These four State Fund Members have raised the required matching money and will implement their projects, which range from strengthening career services to enhancing classroom teaching with next generation technologies, during the 2014–2015 academic year.

MEMBER SERVICES
CIC provides additional services to State Fund Members. Activities in 2013–2014 included the following.

Benchmarking Reports
The benchmarking service provides comparative data that reflects each State Fund’s fundraising results with those of a peer group and the entire network. State Fund Members use the service as a planning and management information tool.

CASE Membership
Through its 2013–2014 institutional membership in the Council for Advancement and Support of Education (CASE), CIC offered State Fund Members the opportunity to secure discounted CASE memberships.
Collaborating with Partners

Through collaboration among private colleges and universities and by partnering with other organizations, CIC offers cost-effective and efficient programs and services. Among the collaborations are the following programs.

DEVELOPING LEADERS

CIC and the American Academic Leadership Institute

CIC continued its relationship with AALI, an organization formed in 2007 after a reorganization of the Academic Search Consultation Service produced AALI and a subsidiary, Academic Search, Inc. Under the arrangement, CIC and the American Association of State Colleges and Universities (AASCU) became “supported organizations” (in Internal Revenue Service terms) of AALI, and AALI became a “supporting organization.”

Proceeds from Academic Search, Inc. enable AALI to support CIC’s, AASCU’s, and its own leadership development activities. The alliance serves higher education leaders by working together to identify future leaders, prepare them to move into the next level of leadership, and help institutions match leaders with institutional needs. In July 2013, Thomas R. Kepple, Jr. succeeded Ann Die Hasselmo as president of AALI and director of CIC’s Executive and Senior Leadership Academies. AALI elected Hasselmo director emerita upon her retirement.

HELPING STUDENTS THROUGH TUITION EXCHANGE

Tuition Exchange Program

A key benefit of CIC membership, the CIC Tuition Exchange Program (CIC-TEP) consists of a network of member colleges and universities willing to accept, tuition free, students from families of full-time employees of other CIC-TEP institutions. CIC-TEP is the largest international tuition exchange program for private institutions, and participation continues to increase. As of June 30, 2014, 423 of CIC’s 653 member colleges and universities were participating in CIC-TEP. Twelve colleges and universities joined the program in 2013–2014, and to date, 13 institutions have joined for the 2014–2015 period. In April 2014, CIC offered an informational webinar for institutions interested in participating in the program, in an effort to boost the options available for students of member colleges.

ENCOURAGING STUDENT JOURNALISTS

CIC/New York Times Partnership in Education

The CIC/New York Times Partnership in Education, launched in 2003, offers members discounted subscriptions, advertising rates, and rights and permissions site licenses for the Times archives, as well as programs and events on campus sponsored by the Times and priority in securing reporters and editors for speaking engagements on campus. More than 60 CIC member institutions belong to the Partnership. (For the list of participating institutions, see the Appendix, page 55.)

Presidents of 20 CIC member colleges and universities participated in the tenth annual CIC/New York Times Partnership’s Presidents Council meeting on October 14, 2013, at the Times offices in New York City. Participants met with the Times’ Deputy National Editor Ethan Bronner, Correspondent Jodi Kantor, and National Correspondent Motoko Rich. Bronner provided a brief overview of Times higher education coverage. In a new format for the annual meeting, Kantor and Rich each spent an hour with the participants, describing in depth the subjects they are working on. This extended format allowed each president to note specific activities on his or her campus that
would deepen the coverage by the reporters. Also at the Presidents Council meeting Roger Casey, president of McDaniel College, was elected 2014 chair of the Partnership, succeeding Randy Helm, president of Muhlenberg College.

The New York Times Student News Editors Workshop in March 2014 included 28 student news editors from 13 CIC member institutions: Cazenovia College, College of Saint Rose, Concordia College (NY), Drake University, Haverford College, Manhattanville College, Nebraska Wesleyan University, Point Park University, Sage Colleges, Scripps College, Saint Michael’s College, Swarthmore College, and Wabash College. At this annual meeting, participants explored the role of a newspaper in society, met with Times correspondents and editors, and developed their journalistic skills.

STRENGTHENING INSTITUTIONAL OPERATIONS

Assessment and Accountability

CIC is involved in national discussions of assessment and accountability. Two of CIC’s recent efforts—the CIC/Degree Qualifications Profile Consortium and the Engaging Evidence Consortium—directly addressed these issues. Additional CIC initiatives that use data for decision making and public information (the Key Indicators Tool, Financial Indicators Tool, and Making the Case materials) have increased media attention. The CIC Statement on Assessment is available at www.cic.edu/Assessment (see page 23).

Building Blocks to 2020

CIC and the National Association of Independent Colleges and Universities (NAICU) cooperate on a national initiative to increase college completion rates. The central component of Building Blocks to 2020 is a website launched in September 2010 that highlights and supports efforts by nonprofit private colleges and universities to increase the number of at-risk students they enroll and boost the retention and graduation rates of those student populations. A two-year progress report was issued in 2012.

International Education

CIC announced a new partnership with the American Councils for International Education in September 2013. Through the partnership, CIC member colleges and universities are eligible for a range of services that can increase an institution’s presence abroad and advance internationalization of the campus. These opportunities include academic exchanges, overseas language immersion, and educational development programs.

For the fifth year, CIC publicized a program administered by World Learning, Inc. that locates appropriate undergraduate colleges and universities for students from African, Asian, European, Latin American, and Middle Eastern countries who wish to spend a semester or a year in the United States. The program provides partial tuition and fees and the full cost of room, board, books, and health insurance. In the 2013–2014 academic year, 13 CIC member institutions hosted a total of 57 Global UGRAD students. The institutions included Augustana College (SD), Chatham University, DePauw University, Endicott College, Juniata College, Maryville College, Millikin University, North Central College, Presbyterian College, St. Catherine University, University of Evansville, University of the Incarnate Word, and Utica College.

Professors of the Year

CIC sponsors the U.S. Professors of the Year awards program organized by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education. In 2013, 11 of the state-level award winners were faculty members from CIC member institutions: Birmingham-Southern College, Centre College, Converse College, Emory & Henry College, Millsaps College, Paul Smith’s College, Rollins College, Sacred Heart University, Valparaiso University, Willamette University, and Wittenberg University.

Student Aid Alliance

CIC works with NAICU, the American Council on Education, and other associations to increase federal aid for students.

Voter Registration Initiative

CIC, in cooperation with NAICU and AASCU, supports the “Your Voice, Your Vote” project, a nonpartisan, nationwide campaign to engage college students in the electoral process.
2013–2014 CIC Awardees

2014 Allen P. Splete Award for Outstanding Service

CIC presented the 2014 Allen P. Splete Award to Sandy Baum and Michael S. McPherson.

Baum is professor emerita of economics at Skidmore College. She has contributed to the work of the College Board for many years—co-authoring the widely consulted annual publications, Trends in Student Aid and Trends in College Pricing and developing and co-authoring Education Pays: The Benefits of Higher Education for Individuals and Society. Her other recent works include studies of college affordability, nonfinancial barriers to college access, and tuition discounting. Baum is a senior associate at the Institute for Higher Education Policy, an affiliated consultant for HCM Strategists, a senior fellow at the George Washington University School of Education and Human Development, and a higher education policy analyst and consultant. She has written and spoken extensively on issues related to college access, college pricing, student aid policy, student debt, and affordability. Baum also was a plenary speaker at the 2011 CIC Presidents Institute and the 2009 CIC Institute for Chief Academic Officers.

McPherson is president of the Spencer Foundation. Prior to joining the foundation in 2003, he served as president of Macalester College. A nationally known economist whose expertise focuses on the interplay between education and economics, McPherson spent the 22 years prior to his Macalester presidency as professor of economics, chair of the economics department, and dean of faculty at Williams College. He is the author of several books, including Crossing the Finish Line: Completing College at America’s Public Universities (with William G. Bowen and Matthew M. Chingos) and College Access: Opportunity or Privilege? McPherson is founding co-editor of the journal Economics and Philosophy. He has served as a trustee of the College Board and the Minneapolis Institute of Arts. McPherson also was a speaker at CIC’s Presidents Institute in 2007 and 2011.

Baum and McPherson are frequent collaborators. They write a blog for the Chronicle of Higher Education and serve as co-chairs of the Rethinking Student Aid study group of policy experts, academic researchers, and higher education professionals.

2014 Award for Philanthropy

Joan and Macon Brock received CIC’s 2014 Award for Philanthropy. Macon Brock, the founder and now chairman of the national Dollar Tree Stores Inc., served as Randolph-Macon College’s board chair from 1999 to 2009, and his wife Joan served as board chair of Virginia Wesleyan College during the same period. Joan Brock led Virginia Wesleyan’s first campaign, “Consider the Harvest,” which raised $36.5 million, and later the largest campaign in Virginia Wesleyan’s history, “Key to the Future,” which raised $50 million. The success of both campaigns was due largely to the Brocks stepping forward and contributing multi-million dollar gifts that challenged and inspired others to contribute.

Both Brocks have a remarkable track record of visionary leadership buttressed by impressive philanthropic support for Randolph-Macon College, Virginia Wesleyan College, and other Virginia private colleges. The Brocks donated a transformational gift to Joan Brock’s alma
mater, Longwood University. They also have committed their time and resources to Access College Foundation, an organization that has helped thousands of students in the Longwood University area pursue a college education. Their gifts to Virginia Wesleyan College include the establishment of the Douglas E. McIntyre Scholarship Fund, which encourages scholarship recipients to mentor local high school students, and the Brock Center for the Study of Religious Freedom, which is the only center of its type at an undergraduate institution. Their gifts to Randolph-Macon College, Macon Brock’s alma mater, include funds to create the Brock Center sports and recreation complex; the renovation of several campus buildings; the Macon and Joan Brock Professorship in Psychology; and the establishment of a scholarship fund at the Hampton Roads Community Foundation. In addition, through their Dollar Tree Stores company, the Brocks have established an annual Dollar Tree Stores Scholarship at each of the institutions in the Virginia Foundation for Independent Colleges consortium.

**2013 Distinguished Service Award**

CIC honored Ann Die Hasselmo with its Distinguished Service Award in recognition of her leadership in independent higher education, especially as founding president of the American Academic Leadership Institute (AALI) and co-creator and inaugural director of the Executive Leadership Academy and Senior Leadership Academy. Also under her leadership, AALI has supported CIC’s Presidents Institute, Institute for Chief Academic Officers, Workshops for Department and Division Chairs, and Colloquia on Leadership for Presidents and for Chief Academic Officers. In addition, Hasselmo led CIC’s series of President-Trustee Dialogues in which teams of CIC college presidents and trustees discussed governance issues with other president-trustee teams.

Prior to assuming the AALI presidency, Hasselmo was managing director of Academic Search Consultation Service, which was reorganized as AALI (see page 28). Academic Search, Inc. replaced Academic Search Consultation Service. Hasselmo is president emerita of Hendrix College where she served from 1992 to 2001. From 1988 until 1992, she was dean of the H. Sophie Newcomb College and associate provost at Tulane University and chair of the Newcomb Foundation’s Board of Trustees. Hasselmo is past chair of the National Association of Independent Colleges and Universities, the Educational and Institutional Insurance Administrators, and the National Association of Schools and Colleges of the United Methodist Church, among other organizations.

**2013 Chief Academic Officer Award**

Rita E. Knuesel, provost of the College of Saint Benedict (CSB) and Saint John’s University (SJU), received the 2013 CIC Chief Academic Officer Award in recognition of her contributions to colleagues at independent colleges and universities. Knuesel has served as provost of both the College of Saint Benedict and Saint John’s University since 2007, preceded by a year as interim provost. She served as dean of the college at CSB from 1994 to 2003 and joint associate provost and academic dean at CSB/SJU from 2003 to 2006. An accomplished saxophonist, Knuesel joined the music faculty ranks at the College of Saint Benedict and Saint John’s University in 1977 and chaired the music department for 11 years.

Knuesel has made numerous presentations at the Institute for Chief Academic Officers and at the CIC Workshops for Department and Division Chairs on faculty development, gender education and development, learning communities, mentoring new faculty members, assessment and program review, and women mentoring women. She also has served as a member and chair of the CAO Task Force. In addition, Knuesel has served as a member of the core committee and on the board for the Collaboration for the Advancement of College Teaching and Learning, a regional organization focused on faculty development.
Recognition for Consecutive Years of Sponsorship

CIC recognized three companies for their sponsorship of the Presidents Institute for 20 years:

- CFB
  Colli-Flynn Brennan
  Architects & Planners

- R.H. Perry & Associates
  Search Counsel to Higher Education

- TIAA CREF
  Financial Services

CIC recognized three companies for their sponsorship of the Presidents Institute for ten years:

- Maguire Associates
- BuffaloCODY
  Your goals. Our passion.
- Stantec
Resource Development

CIC’s fundraising efforts generate three types of revenue—restricted program grants for projects, restricted operating grants earmarked for particular programs, and grants for general operating support. CIC received financial support between July 1, 2013, and June 30, 2014, from the following donors and sponsors:

Academbot
Academic Keys
Academic Search, Inc.
AGB Search
American Academic Leadership Institute
Ann Duffield and Colleagues LLC
Aramark
Art & Science Group, LLC
Austen Group
BCWH Architects
Bentz Whaley Flessner
Bon Appétit Management Company
CampusWorks, Inc.
CapinCrouse, LLP
Capital Education
Capture Higher Ed
Carnegie Corporation of New York
Casagrande Consulting, LLC
Celli-Flynn Brennan Architects & Planners
Christian A. Johnson Endeavor Foundation
Cognitive Marketing, Inc.
Creative Communication Associates
Credo
Derck & Edson
Dick Jones Communications
Diverse: Issues in Higher Education
Dynamic Campus
EFL Associates
Ellucian
EurekAlert!/AAAS
Executive Management Services, Inc.
GDA Integrated Services
Gehrung Associates
Gladys Krieble Delmas Foundation
Gonser Gerber LLP
Hardwick Day
Hastings+Chivetta Architects, Inc.
Henry Luce Foundation
Hyatt-Fennell, Executive Search
IDEA Education
Inside Higher Ed
J. Davis Public Relations
Jenzabar
Jesse Ball duPont Fund
Johnson, Grossnickle and Associates
Kaludis Consulting
Lahti Search Consultants
Leadership Directories, Inc.
Lilly Endowment Inc.
Lumina Foundation for Education, Inc.
Maguire Associates, Inc.
Mason Jay Blacher & Associates
Merit
Metz Culinary Management
Miller/Cook and Associates, Inc.
Mintz, Levin, Cohn, Ferris, Glovsky and Popeo, PC
National Management Resources Corporation
Newswise
Noelker and Hull Associates, Inc.
Noel-Levitz
Nuventive
PlattForm
Registry for College and University Presidents
RHB
R.H. Perry & Associates
Royall & Company
Royall & Company Advancement
RPA Inc.
RuffaloCODY
SAGE Dining Services, Inc.
Samuel H. Kress Foundation
Scannell & Kurz
Scole Education, Inc.
Sodexo
STAMATS
Stantec Architecture, Inc.
Starfish Retention Solutions
Stevens Strategy
The Andrew W. Mellon Foundation
The Chronicle of Higher Education
The Collaborative Inc.
The Dysart Group
The Kresge Foundation
The Lawlor Group, Inc.
The Learning House, Inc.
The Spelman & Johnson Group
The Teagle Foundation
The UPS Foundation, Inc.
TIAA-CREF
TIAA-CREF Institute
TVP Communications
Walmart Foundation
Williams & Company
Witt/Kieffer
Yaffe & Company
## Financial Statement

Statement of revenues, expenses, and change in unrestricted net assets for the year ended June 30, 2014.

### Revenues

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
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<tr>
<td>Membership Dues</td>
<td>3,641,507</td>
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<tr>
<td>Participant Registration Fees</td>
<td>1,549,911</td>
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<tr>
<td>Foundation Grants and Corporate Support</td>
<td>4,680,398</td>
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<tr>
<td>Endowment Distribution</td>
<td>1,825,633</td>
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<tr>
<td>Interest, Dividends, and Other Income</td>
<td>337,067</td>
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<tr>
<td><strong>Total Revenues from Operations</strong></td>
<td><strong>$12,034,516</strong></td>
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Net Realized and Unrealized Gains/Losses on Investments 899,585

**Total Revenues** $12,934,101

### Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Educational Programs, Projects, and Services</td>
<td>5,261,549</td>
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<tr>
<td>Grants/Scholarships to Colleges, Universities, and State Funds Members</td>
<td>3,313,999</td>
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<tr>
<td>Administrative and Supporting Services</td>
<td>2,866,514</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$11,442,062</strong></td>
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### Net Assets

<table>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Change in Unrestricted Net Assets</td>
<td>$1,492,039</td>
</tr>
<tr>
<td>(Net of Realized and Unrealized Gains and Losses on Investments)</td>
<td>$592,454</td>
</tr>
</tbody>
</table>

*A copy of the audited financial statements will be provided upon request.*
Board of Directors  (November 2014)

EXECUTIVE COMMITTEE

Chair
Chris Kimball
President, California Lutheran University

Vice Chair for Programs
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President, Linfield College

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President, Saint Mary’s College

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President, Emerson College

Fred P. Pestello
President, Saint Louis University

Kim Phipps
President, Messiah College

Kenneth P. Ruscio
President, Washington and Lee University

Tim Summerlin
President, Schreiner University

A. Hope Williams
President, North Carolina Independent Colleges and Universities

J.B. Wilson
President, Independent College Fund of New Jersey

Cynthia Zane
President, Hilbert College
Advisory Committees and Task Forces

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Roger Fell  Presidential Spouse, The University of Findlay

Sheila J. Garren  Presidential Spouse, Lynchburg College

Sharon Kazee  Presidential Spouse, University of Evansville

Norman E. Knight  Presidential Spouse, Pacific Union College

Rachelle Labarge  Presidential Spouse, Cornell College (IA)

Cheryl E. Perkins  Presidential Spouse, Virginia Union University

John Przybylski  Presidential Spouse, Regis College

Allan Stern  Presidential Spouse, The Sage Colleges

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Sally Walker  Vice President for Student Affairs and Dean of Students, Albion College

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Sharon Kazee  Presidential Spouse, University of Evansville

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Rachelle Labarge  Presidential Spouse, Cornell College (IA)

Cheryl E. Perkins  Presidential Spouse, Virginia Union University

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  - President, Kalamazoo College
- **Richard Ekman** *(Ex Officio)*
  - President, Council of Independent Colleges
- **A. Hope Williams** *(Ex Officio)*
  - President, North Carolina Independent Colleges and Universities
# 2013–2014 CIC Institutional Members Profile

<table>
<thead>
<tr>
<th>Undergraduate Enrollment by Age Group</th>
<th>Carnegie Classification</th>
<th>Institution Size by Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 22</td>
<td>Doctoral/Research</td>
<td>&lt; 1,000</td>
</tr>
<tr>
<td>10%</td>
<td>Master's</td>
<td>1,000–2,000</td>
</tr>
<tr>
<td>11%</td>
<td>Baccalaureate</td>
<td>2,001–3,000</td>
</tr>
<tr>
<td>13%</td>
<td>Other</td>
<td>&gt; 3,000</td>
</tr>
<tr>
<td>66%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4%</td>
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<tr>
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</tr>
</tbody>
</table>

Total Enrollment by Race and Ethnicity

- CIC Members
  - Asian: 14%
  - Black or African American: 12%
  - Hispanic: 8%
  - White: 62%
  - Other: 3%

- Public Four-Year
  - Asian: 12%
  - Black or African American: 6%
  - Hispanic: 11%
  - White: 58%
  - Other: 13%

Core Revenues per Student FTE

- CIC Members
  - Tuition and Fees: 22%
  - State and Local Appropriations: 36%
  - Government Grants and Contracts: 20%
  - Other: 22%

- Public Four-Year
  - Tuition and Fees: 19%
  - State and Local Appropriations: 30%
  - Government Grants and Contracts: 20%
  - Other: 20%

Core Expenses per Student FTE

- CIC Members
  - Instruction: 65%
  - Research: 10%
  - Public Service: 11%
  - Academic Support: 0%
  - Student Services: 17%

- Public Four-Year
  - Instruction: 30%
  - Research: 8%
  - Public Service: 14%
  - Academic Support: 5%
  - Student Services: 30%
Members of CIC  (June 2014)

CIC continues its steady membership growth and serves 653 independent colleges and universities, including liberal arts, comprehensive, four-year, two-year, and international institutions. In addition, 88 national, state, and regional organizations are Affiliate or State Fund Members.

Alabama
Birmingham-Southern College
Huntingdon College
Oakwood University
Samford University
Spring Hill College
Stillman College
Talladega College
Tuskegee University

Alaska
Alaska Pacific University

Arizona
Prescott College

Arkansas
Central Baptist College
Hendrix College
John Brown University
Lyon College
Philander Smith College
University of the Ozarks

California
American Jewish University
Azusa Pacific University
California Baptist University
California Lutheran University
Chapman University
Concordia University
Dominican University of California
Fresno Pacific University
Golden Gate University
Holy Names University
Marymount California University
Mills College
Mount St. Mary’s College
National University
Notre Dame de Namur University
Pacific Oaks College
Pacific Union College
Point Loma Nazarene University
Scripps College
Simpson University
Thomas Aquinas College
University of La Verne
Westmont College
Whittier College
William Jessup University
Woodbury University

Colorado
Colorado Christian University
Colorado College
Naropa University
Regis University

Connecticut
Albertus Magnus College
Connecticut College
Goodwin College
Mitchell College
Sacred Heart University
Trinity College
University of Bridgeport
University of Saint Joseph

Delaware
Wesley College
Wilmington University

Florida
Beacon College
Bethune-Cookman University
Clearwater Christian College
Eckerd College
Flagler College
Florida Memorial University

New Members in 2013–2014

INSTITUTIONAL MEMBERS
Antioch University, OH 
Coe College, IA
Corban University, OR
Dallas Baptist University, TX
Dowling College, NY
Erskine College, SC
Hardin-Simmons University, TX
Moravian College, PA
National University, CA
Northwest Nazarene University, ID
The King’s College, NY
Wayland Baptist University, TX

INTERNATIONAL MEMBERS
American College of Thessaloniki, Greece
American University in Bulgaria, Bulgaria
Saint Monica University, Cameroon

AFFILIATE MEMBERS
Coalition for College Cost Savings, SC
Yes We Must Coalition, MA

New Members in 2014–2015
(as of November 2014)

INSTITUTIONAL MEMBERS
Antioch College, OH
Baylor University, TX
Bennett College, NC
Biola University, CA
College of Saint Joseph, VT
Saint Catharine College, KY
Saint Louis University, MO
Suffolk University, MA
University of Denver, CO
University of Redlands, CA
Wheaton College, IL
Whitman College, WA
Wilberforce University, OH

INTERNATIONAL MEMBER
Booth University College, Canada

AFFILIATE MEMBER
Educational and Institutional Insurance Administrators, Inc., IL
Lehigh Valley Association of Independent Colleges, Inc., PA

40  COUNCIL OF INDEPENDENT COLLEGES
Jacksonville University
Lynn University
Palm Beach Atlantic University
Rollins College
Saint Leo University
Southeastern University
St. Thomas University
Stetson University
Warner University

Georgia
Agnes Scott College
Berry College
Brenau University
Clark Atlanta University
Covenant College
LaGrange College
Morehouse College
Oglethorpe University
Paine College
Piedmont College
Spelman College
Trinity College
Young Harris College

Hawaii
Chaminade University of Honolulu

Idaho
Northwest Nazarene University
The College of Idaho

Illinois
Augustana College
Aurora University
Benedictine University
Blackburn College
Columbia College Chicago
Concordia University Chicago
DePaul University
Dominican University
Elmhurst College
Eureka College
Greenville College
Illinois College
Illinois Wesleyan University
Judson University
Knox College
Lewis University
Lincoln College
MacMurray College
McKendree University
Millikin University
Monmouth College
National-Louis University
North Central College
North Park University
Principia College
Quincy University
Rockford University
Saint Xavier University
Shimer College
Trinity Christian College
University of St. Francis

Indiana
Anderson University
Bethel College
Butler University
Calumet College of St. Joseph
DePauw University
Earlham College
Franklin College
Goshen College
Grace College and Seminary
Hanover College
Holy Cross College
Huntington University
Indiana Wesleyan University
Manchester University
Marion University
Saint Joseph’s College
Saint Mary-of-the-Woods College
Saint Mary’s College
Taylor University
Trine University
University of Evansville
University of Indianapolis
University of Saint Francis
Valparaiso University
Wabash College

Iowa
Briar Cliff University
Buena Vista University
Central College
Clarke University
Coe College
Cornell College
Dordt College
Drake University
Graceland University
Grand View University
Grimmell College
Iowa Wesleyan College
Loras College
Luther College
Morningside College
Mount Mercy University
Northwestern College

Kansas
Baker University
Benedictine College
Bethany College
Bethel College
Friends University
Kansas Wesleyan University
McPherson College
MidAmerica Nazarene University
Newman University
Ottawa University
Southwestern College
Sterling College
Tabor College
University of St. Mary

Kentucky
Alice Lloyd College
Bellarmine University
Berea College
Brescia University
Campbellsville University
Centre College
Georgetown College
Kentucky Wesleyan College
Lindenwood University
Midway College
Spalding University
Thomas More College
Transylvania University
Union College

Louisiana
Centenary College of Louisiana
Dillard University
Loyola University New Orleans
Our Lady of the Lake College

Maine
Husson University
Saint Joseph’s College of Maine
Thomas College
Unity College
University of New England

Maryland
Capitol College
Goucher College
Hood College
Loyola University Maryland
McDaniel College
Mount St. Mary’s University
Notre Dame of Maryland University
St. John’s College
Stevenson University
Washington Adventist University

Massachusetts
American International College
Anna Maria College
University of the Cumberlands

University of Pikeville
University of the Cumberlands
Massachusetts (cont’d)
Assumption College
Bard College at Simon’s Rock
Bay Path University
Becker College
Cambridge College
Curry College
Eastern Nazarene College
Elms College
Emerson College
Emmanuel College
Endicott College
Fisher College
Gordon College
Hampshire College
Lasell College
Lesley University
Merrimack College
Mount Holyoke College
Mount Ida College
Nichols College
Pine Manor College
Regis College
Simmons College
Springfield College
Stonehill College
Western New England University
Wheelock College

Michigan
Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Cornerstone University
Finlandia University
Hillsdale College
Hope College
Kalamazoo College
Madonna University
Marygrove College
Olivet College
Siena Heights University
Spring Arbor University

Minnesota
Augsburg College
Bethany Lutheran College
Bethel University
College of Saint Benedict
Concordia College
Concordia University-St. Paul
Crown College
Gustavus Adolphus College
Hamline University
Saint John’s University
Saint Mary’s University of Minnesota
St. Catherine University
St. Olaf College
The College of St. Scholastica
University of Northwestern-St. Paul
University of St. Thomas

Mississippi
Millsaps College
Rust College
Tougaloo College

Missouri
Avila University
Central Methodist University
Columbia College

New Hampshire
Colby-Sawyer College
Franklin Pierce University
New England College

New Jersey
Bloomfield College
Caldwell University
Centenary College
College of Saint Elizabeth
Drew University
Felician College
Georgian Court University
Monmouth University
Rider University
Saint Peter’s University

New Mexico
St. John’s College
University of the Southwest

New York
Cazenovia College
College of Mount Saint Vincent
Concordia College
Daemen College
Dominican College
Dowling College
D’Youville College
Elmira College
Eugene Lang College The New School for Liberal Arts
Hartwick College
Hilbert College
Houghton College
Ithaca College
Keuka College
Le Moyne College
Manhattanville College
Marymount Manhattan College
Medaille College
Mercy College
Molloy College
Mount Saint Mary College
Nyack College
Pace University
Paul Smith’s College
Roberts Wesleyan College
St. Bonaventure University
St. John Fisher College
St. Joseph’s College
St. Lawrence University
St. Thomas Aquinas College
The College of New Rochelle
The College of Saint Rose
The King’s College
The Sage Colleges
Utica College
Wagner College
Wells College

North Carolina
Barton College
Belmont Abbey College
Brevard College
Catawba College
Chowan University
Gardner-Webb University
Greensboro College
Guilford College
High Point University
Johnson C. Smith University
Lenoir-Rhyne University
Livingstone College
Mars Hill University
Meredith College
Methodist University
Montreat College
North Carolina Wesleyan College
Pfeiffer University
Queens University of Charlotte
Saint Augustine’s University
Salem College
Shaw University
St. Andrews University
University of Mount Olive
Warren Wilson College
William Peace University
Wingate University

North Dakota
University of Jamestown
University of Mary

Ohio
Antioch University
Ashland University
Baldwin Wallace University
Bluffton University
Capital University
Cedarville University
Defiance College
Denison University
Franciscan University of Steubenville
Franklin University
Heidelberg University
Hiram College
John Carroll University
Kenyon College
Lake Erie College
Lourdes University
Malone University
Marietta College
Mount St. Joseph University
Mount Vernon Nazarene University
Muskingum University
Notre Dame College
Oberlin College
Ohio Dominican University
Ohio Northern University
Ohio Wesleyan University
Otterbein University
The College of Wooster
The University of Findlay
Tiffin University
University of Mount Union
University of Rio Grande
Urbana University
Ursuline College
Walsh University
Wilmington College
Wittenberg University

Oklahoma
Oklahoma City University
Oral Roberts University

Oregon
Corban University
George Fox University
Lewis & Clark College
Linfield College
Marylhurst University
Northwest Christian University
Pacific University
Warner Pacific College
Willamette University

Pennsylvania
Albright College
Allegheny College
Alvernia University
Arcadia University
Bryn Athyn College
Bucknell University
Cabrini College
Carlow University
Cedar Crest College
Chatham University
Chester College
DeSales University
Duquesne University
Eastern University
Elizabethtown College
Gannon University
Geneva College
Gettysburg College
Grove City College
Gwynedd Mercy University
Haverford College
Holy Family University
Immaculata University
Juniata College
Keystone College
King’s College
La Roche College
Lafayette College
Lebanon Valley College
Lycoming College
Marywood University
Mercyhurst University
Messiah College
Misericordia University
Moravian College
Mount Aloysius College
Muhlenberg College
Neumann University
Point Park University
Robert Morris University
Rosemont College
Saint Francis University
Saint Vincent College
Seton Hill University
Susquehanna University
Swarthmore College
Thiel College
University of Scranton
Ursinus College
Washington & Jefferson College
Waynesburg University
Westminster College
Widener University
Wilkes University
Wilson College
York College of Pennsylvania

South Dakota
Augustana College
Dakota Wesleyan University
Mount Marty College
University of Sioux Falls

Tennessee
Aquinas College
Bethel University
Carson-Newman University
Christian Brothers University
Fisk University
Free-Hardeman University
King University
Lance College
Lee University
Lincoln Memorial University
Martin Methodist College
Maryville College
Milligan College
Rhodes College
Sewanee: The University of the South
Southern Adventist University
Tennessee Wesleyan College
Tusculum College

Texas
Austin College
Concordia University Texas
Dallas Baptist University
East Texas Baptist University
Hardin-Simmons University
Huston-Tillotson University
Jarvis Christian College
McMurry University
Texas (cont’d)
Our Lady of the Lake University
Saint Mary’s University
Schreiner University
Southwestern Adventist University
Southwestern University
St. Edward’s University
Texas Christian University
Texas College
Texas Lutheran University
Texas Wesleyan University
University of Dallas
University of St. Thomas
University of the Incarnate Word
Wayland Baptist University
Wiley College

Utah
Westminster College

Vermont
Bennington College
Burlington College
Champlain College
Goddard College
Marlboro College
Norwich University
Saint Michael’s College
Southern Vermont College

Virginia
Averett University
Bluefield College
Bridgewater College
Eastern Mennonite University
Emory & Henry College
Ferrum College
Hampden-Sydney College
Hollins University
Lynchburg College
Mary Baldwin College
Randolph College
Randolph-Macon College
Regent University
Roanoke College
Shenandoah University
Southern Virginia University
Sweet Briar College
University of Richmond
Virginia Intermont College
Virginia Union University
Virginia Wesleyan College
Washington and Lee University

Washington
City University of Seattle
Gonzaga University
Heritage University
Pacific Lutheran University
Saint Martin’s University
Seattle Pacific University
University of Puget Sound
Whitworth University

West Virginia
Alderson Broaddus University
Bethany College
Davis & Elkins College
Ohio Valley University
University of Charleston
West Virginia Wesleyan College
Wheeling Jesuit University

Wisconsin
Alverno College
Cardinal Stritch University
Carroll University
Carthage College
Concordia University Wisconsin
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Lakeland College
Marinette College
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Northland College
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Silver Lake College of the Holy Family
St. Norbert College
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Wisconsin Lutheran College

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American University in Bulgaria
American University of Beirut, Lebanon
American University of Iraq
American University of Kuwait
American University of Nigeria
American University of Paris, France
American University of Sharjah, United Arab Emirates
CETYS University, Mexico
Forman Christian College, Pakistan
Franklin University Switzerland
John Cabot University, Italy
Lebanese American University, Lebanon
Newbold College of Higher Education, England
Philadelphia University, Jordan
Richmond University, the American International University in London, England
Saint Monica University, Cameroon

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Dean College, MA
Hesston College, KS
Jacksonville College, TX
Landmark College, VT
Louisburg College, NC
Maria College, NY
St. Augustine College, IL
Trocaire College, NY

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American Academy of Religion, GA
American Council of Learned Societies, NY
American Councils for International Education, DC
American Historical Association, DC
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Appalachian College Association, KY
Associated Colleges of the Midwest, IL
Associated Colleges of the South, GA
Associated Colleges of the Twin Cities, MN
Association of Advanced Rabbinical and Talmudic Schools, NY
Association of Catholic College and Universities, DC
Association of Independent California Colleges and Universities
Association of Independent Colleges and Universities of Nebraska
Association of Independent Colleges and Universities of Ohio
Association of Presbyterian Colleges and Universities, KY
Association of Reformed Colleges and Universities, SD
Christian College Consortium, MA
Claremont Graduate University, CA
Coalition for College Cost Savings, SC
Colleges of the Fenway, MA
Concordia University System, MO
Conference for Mercy Higher Education, MD
Council for Advancement and Support of Education, DC
Council for Christian Colleges & Universities, DC
Council of American Overseas Research Centers, DC
Council of Colleges and Universities of the Christian Church (Disciples of Christ), IN
Council of Independent Colleges in Virginia
EDUCAUSE, CO
Evangelical Lutheran Church in America, IL
Federation of Independent Illinois Colleges & Universities
Fielding Graduate University, CA
Gilder Lehrman Institute of American History, NY
Hollings Center for International Dialogue, DC
IDEA Education, KS
Iowa Association of Independent Colleges and Universities
Lutheran Educational Conference of North America, SD
Maryland Independent College and University Association
Mennonite Education Agency, IN
Modern Language Association, NY
National Association of Independent Colleges and Universities, DC
National Humanities Alliance, DC
National Institute for Technology and Liberal Education, TX
National Student Clearinghouse, VA
Nazarene Colleges Council of Education, KS
New American Colleges and Universities, MA
North American Coalition for Christian Admissions Professionals, IN
Online Consortium of Independent Colleges & Universities, CO
Society for Classical Studies, PA
Society of Biblical Literature, GA
The Great Lakes Colleges Association, MI
The Phi Beta Kappa Society, DC
Tuition Plan Consortium/Private College 529 Plan, MO
United Methodist Church/General Board of Higher Education and Ministry, TN
Women’s College Coalition, GA
Yes We Must Coalition, MA

State Fund Members
Alabama Association of Independent Colleges and Universities
Arkansas’ Independent Colleges and Universities
Associated Colleges of Illinois
Association of Independent Colleges and Universities of Pennsylvania
Association of Independent Kentucky Colleges and Universities
Florida Independent College Fund
Georgia Independent College Association
Independent College Fund of Maryland
Independent College Fund of New Jersey
Independent Colleges and Universities of Texas Foundation
Independent Colleges of Indiana
Independent Colleges of Washington
Independent Higher Education of Colorado Fund
Iowa College Foundation
Kansas Independent College Fund
Louisiana Independent College Foundation
Michigan Colleges Alliance
Minnesota Private College Fund
Missouri Colleges Fund
Nebraska Independent College Foundation
New Mexico Independent College Fund
North Carolina Independent Colleges and Universities
North Dakota Independent College Fund
Ohio Foundation of Independent Colleges
Oklahoma Independent Colleges and Universities
Oregon Alliance of Independent Colleges and Universities
South Carolina Independent Colleges and Universities
South Dakota Foundation of Independent Colleges
Tennessee Independent Colleges and Universities Association
Virginia Foundation for Independent Colleges
West Virginia Independent Colleges and Universities
Wisconsin Association of Independent Colleges and Universities
CIC Staff and Senior Advisors

(November 2014)

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Connecting Campuses

*CIC connects campus leaders in various ways, including listservs, online communities, and task forces. There also are several ways to reach CIC.*

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**CIC Listservs**
Through listservs, CIC links a national network of people who lead and staff private colleges and universities. The service is free, and the listservs are reserved exclusively for CIC member institutions. In addition, the listservs for presidents and chief academic officers have been archived and include a wealth of information on myriad topics, and they are searchable by date, name, subject, and institution. To join the discussion groups, send your request via email to cic@cic.nche.edu. Include your name, title, and institution. If your request is approved, your name will be added to the appropriate listserv and you will receive an email confirmation.

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CIC’s website—[www.cic.edu](http://www.cic.edu)—is a rich resource of information that draws substantial traffic each year. Visit the site for news about CIC conferences and programs, to view data and resources on the effectiveness of independent higher education, to download and order CIC publications, and for links to member institutions and other sites on higher education.

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Appendix

Presidential Vocation
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Findlay

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President, Bluefield College

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Colloquium on
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<td>Vice President of Student Life, Alma College</td>
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<td>Lori Quigley</td>
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<td>Raylene Rospond</td>
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</tbody>
</table>

**American History Seminar 2014 Participants**

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**Degree Qualifications Profile Consortium 2011–2013 Participating Institutions**

Baldwin Wallace University  
Bay Path University  
Berry College  
Bethel University (MN)  
Chatham University  
Concordia University Wisconsin  
Daemen College  
Davis & Elkins College  
DePauw University  
D’Youville College  
Franklin College (IN)  
Golden Gate University  
Holy Names University  
Juniata College  
Marymount California University  
McKendree University  
Nebraska Methodist College  
Point Loma Nazarene University  
Saint Augustine's University (NC)  
Southern New Hampshire University  
Tiffin University  
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Bucknell University  Concordia College (MN)
Connecticut College/Trinity College  Elizabethtown College
Gordon College  Grand View University
Hiram College  Lesley University
McDaniel College  Moravian College
Otterbein University  Park University
Saint Michael’s College  Saint Vincent College
Susquehanna University  Sweet Briar College
University of St. Francis (IL)  Wartburg College

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Jeffrey R. Docking
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Margaret L. Drugovich
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Elizabeth A. Fleming
President, Converse College

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Todd S. Hutton
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Henry N. Tisdale
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Averett University
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Berry College
Carthage College
Centenary College of Louisiana
Concordia University (CA)
Delaware Valley College
Edgewood College
Elizabethtown College
Emory & Henry College
Fisher College
Franklin College
Furman University
Hampden-Sydney College
Hanover College
Illinois College
Lebanon Valley College
Lindenwood University
Lindsey Wilson College
Marymount University
McKendree University
Mills College
Mitchell College
Mount Ida College
Mount Marty College
Mount St. Joseph University
Muhlenberg College
Oklahoma Baptist University
Radford University
Rhode Island School of Design
Saint Leo University
Saint Mary’s College of California
Samford University
Spring Arbor University
St. Ambrose University
St. Edward’s University
St. Lawrence University
Stetson University
The College of Wooster
The University of Findlay
Transylvania University
Troy University
University of St. Francis (IL)
Washington & Jefferson College
Washington and Lee University
Westminster College (UT)
Whitworth University
Wilberforce University

NetVUE Program Development Grant Recipients, 2014

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Augustana College (SD)
Bellarmine University
Benedictine University (IL)
Blackburn College
Capital University (OH)
Carroll University (WI)
Edgewood College
Erskine College
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