SPECIAL REPORT: 2012 Institute for Chief Academic Officers
Core Responsibilities in a Changing Environment

CIC’s 40th annual CAO Institute featured numerous sessions on the changing roles of chief academic officers who, increasingly, are assuming new responsibilities and wider institutional roles. The Institute, held November 3–6 in San Antonio, Texas, achieved a significant milestone with the largest number of CAOs registered in the history of the conference. The CAO Institute attracts more chief academic officers than any other annual conference of provosts, academic vice presidents, and deans.

Plenary speakers included Lee G. Bolman, who holds the Marion Bloch Missouri Chair in Leadership at the University of Missouri-Kansas City’s Henry W. Bloch School of Management and addressed issues of academic leadership styles; Judith S. Eaton, president of the Council for Higher Education Accreditation, who shared her perspective on what lies ahead and how colleges should respond to issues in assessment, accreditation, and accountability; and Lucie Lapovsky, an economist and principal of Lapovsky Consulting, who spoke about tuition discounting and cost containment in higher education as well as the economic forces at work and what these trends might portend for private colleges and universities. The Honorable Henry G. Cisneros, executive chair of CityView companies and former Secretary of the U.S. Department of Housing and Urban Development and mayor of San Antonio, was unable to be present at the Institute, but he delivered a well-received video message on “Attracting First-Generation and Minority Students to a Liberal Arts Curriculum.” His message was followed by remarks and a question and answer session with Our Lady of the Lake University (TX) President Tessa Martinez Pollack.

Speakers throughout the conference examined the changing demography of the college-going generation, challenges and opportunities posed by increased numbers of first-generation and low-income students, decisions about the allocation of intellectual and financial resources, and anxiety over the expanding presence of the federal government in academic decision making. In addition, sessions featured practical advice on matching strategic planning goals with available resources, prioritizing academic programs, and implementing successful program review models, among other important campus issues.

Podcasts of the plenary presentations as well as PowerPoint presentations and handouts from many Institute presentations have been posted on the CIC website at www.cic.edu/CAOInstitute.

(See Special Report, pages 4–11)
Until recently, I was skeptical of the jeremiads by business leaders and policy officials about Americans’ incompetence. When employers complained about employees’ low skill level, I thought they exaggerated the expected roles of educational institutions, on the one hand, and shirked their own responsibilities, on the other.

Recent surveys, however, document many college graduates’ lack of even the generic skills that are needed in the workforce—a lack of basic ability to compute, write expository prose, and read instruction manuals. Other surveys show an appalling lack of knowledge of even basic facts of American history and government and consequently low levels of voting and other forms of civic participation.

In the past month, I’ve heard business tycoons Lou Gerstner and Eli Broad and Justice Sandra Day O’Connor give conference speeches in which they described the shortcomings of schools and colleges as a crisis of “national security,” “international competitiveness,” and “the survival of democracy.” The rhetoric seems less hyperbolic in light of these surveys.

Generic skills are undeniably those that all schools and colleges are supposed to teach to all students. That U.S. educational institutions are failing so badly is a matter of grave concern. The work by the Lumina Foundation, Association of American Colleges and Universities, many state governments, and others in establishing minimal standards for what graduates should know and be able to do are understandable responses to past failures to hold colleges to higher standards. But the trade-off between assuring high standards of student achievement and protecting the autonomy of colleges and universities remains difficult—precisely because America’s strong educational system has owed a lot to its lack of centralized control and its ample room for innovation.

Despite the diatribes, many successful examples of institutions that produce outstanding graduates can be found among America’s colleges and universities. The most promising educational practices could easily be generalized to all colleges and universities, but the trade-off between assuring high standards of student achievement and protecting the autonomy of colleges and universities remains difficult—precisely because America’s strong educational system has owed a lot to its lack of centralized control and its ample room for innovation.

The success of many independent colleges and universities demonstrates that policymakers ought to take another look.

- Smaller private colleges produce a disproportionate share of career scientists compared with other kinds of institutions.
- The enrollment of low-income and first-generation students in independent colleges and universities occurs at about the same rate as enrollment in state universities, but the timely graduation rates of these underrepresented groups are much higher at independent institutions.
- Even with 25 percent of the total costs offset by state tax funds at public colleges and universities, the level of student debt at independent colleges and universities is comparable to public universities.
• Graduates of independent colleges are more likely to become involved in their communities’ civic life, to vote more frequently, and to donate more often to charity.

Each college is different, of course, and national averages only tell part of the story. Yet for policy makers to ignore the records of success by institutions that account for more than 25 percent of all undergraduate enrollments in four-year colleges is astounding, especially in an era of tight state budgets.

Andrew Ng, the talented and thoughtful co-founder of Coursera, has said that higher education should be a birthright available free to every person in the world. The Coursera model now gives everyone a chance to take a (noncredit) course. So far, however, only about 3 percent of those who enroll actually finish the course and pass whatever exam may exist. This model of access is reminiscent of the early days of state universities, which often coupled open enrollment with the assumption that most students would flunk out during the first year. U.S. higher education has come a long way since then to provide support systems that help students adjust to college, make a successful transition to the sophomore year, and graduate. Independent colleges invest especially heavily in these support systems, and it is these costs of assuring students’ success, including a lower student-to-faculty ratio and more instructional and support services, that are reflected in the higher sticker price. Ng, a computer scientist, would recognize that the cumulative costs of digital storage, conversion of format, and preservation of a geometrically increasing quantity of online information will eventually make even Coursera difficult to sustain without a large amount of revenue. Librarians, who have experience managing the skyrocketing quantities of online information (as well as large quantities of print information), always note how expensive the increasing burden of preserving the record of human memory online really is.

The problems that responsible commentators such as Justice O’Connor and Messrs. Broad and Gerstner describe in such extreme terms can be solved. First, state and federal officials should stop assuming that state-funded colleges and universities serve the “public” whereas independent colleges and universities serve only “individual” interests. Nothing could be further from the truth. Second, the 36 states that now provide portable scholarship funds for use at a college or university of a student’s choice should adjust the terms of use so that independent colleges and universities receive at least equal treatment. Many private institutions enroll large percentages of students who are state residents, and those students are just as likely to remain in the state as the graduates of state-supported institutions. Third, instead of focusing on the cost of attending college, officials should look at the cost per graduate and compare costs among the sectors.

Although it is a national problem that the total amount of student debt has reached $1 trillion, this debt likely is a byproduct of three factors: the remarkable societal achievement of a high percentage of all high school graduates enrolling in college, especially in a time of economic stress; the need for more remedial programs at the college level to compensate for shortcomings in pre-college preparation; and the disinvestment by state and federal governments in scholarship grants and other forms of support for both public and private institutions.

Is college worth it? Absolutely. An average $1 million differential in lifetime earnings is only one of the many advantages college graduates enjoy. Does society need more college graduates? Absolutely. But colleges must enforce high standards of student achievement as our part of the bargain.

The most effective practices of some colleges and universities can inform plans to improve all colleges and universities. We should not undermine the institutions we have on the basis of hope that unproven methods of teaching and learning may eventually provide a panacea.
Reframing the Leadership Role of the CAO

“Leadership is a performing art embedded in contexts and relationships,” said keynote speaker Lee G. Bolman in a lively opening plenary session on “Reframing the Leadership Role of the Chief Academic Officer.” Bolman, who holds the Marion Bloch Missouri Chair in Leadership at the University of Missouri-Kansas City’s Henry W. Bloch School of Management, said that how people lead depends on how they view the organization they are leading, and that their ideas, or frames, determine what they see, understand, and consider when they lead.

Bolman explained that colleges and universities are difficult to lead because their multiple disciplines, constituencies, tasks, and goals can be complex and ambiguous. Higher education leaders often fail when they “see the wrong picture.” This typically occurs, he said, when leaders misread clues and head in the wrong direction or lose key constituents after moving too quickly or violating the institution’s culture.

To increase their chances of success, Bolman suggested leaders reframe the picture—that they “choose to view the same issue from more than one perspective.” In an example, he said that some people view a university as a “factory” that takes in students and produces graduates, whereas other leaders may see the university as an “extended family” embedded in relationships, a “jungle” in which multiple species compete, or a “theater” where performances take place. Leaders who hold different points of view have different leadership styles and strategies. Because any or all of those view points could be true at times, Bolman cautioned that leaders who only see the university in one way are missing the complete picture and thus are more likely to make mistakes.

During the session, Bolman conducted an exercise in which conference participants completed a questionnaire on leadership orientations. Participants then discussed how they ranked among the four leadership types: Structural leaders generally emphasize rationality, analysis, logic, and data; human resources leaders emphasize the importance of people and relationships; political leaders typically believe managers and leaders live in a world of conflict and scarce resources; and symbolic leaders believe that the goal of management is to provide vision and inspiration. He said that symbolic and political leaders are often associated with strong leadership skills, but each type of leader has a way of understanding institutions and “there are learning opportunities” for everyone.

Qualities that typically make a great leader include “focus, passion, courage, wisdom, and integrity,” Bolman said. “Leaders should have a clear sense of direction, and the people around the leader should be able to understand what that direction is.” In addition, great leaders are passionate with a powerful sense
of love for their work and for people. He commented, “If you are passionate, it will be contagious. If you're not, that will be contagious too.” Wisdom helps leaders appreciate the complexity of the situation and understand what needs to be done. Of integrity, Bolman said, “More than anything, people want to be able to trust their leaders” and to know they will lead successfully. He concluded by emphasizing that all of these qualities are important and that participants should think about how to develop them in their own style.

Bolman added, “We’re in a world where we don’t need fewer educated people…. We need more and more people who can think.” And lead.

Attracting First-Generation and Minority Students to a Liberal Arts Curriculum

The Honorable Henry G. Cisneros encouraged CAOs to consider new ways to provide the intellectual and financial resources that will enable first-generation, low-income, and minority students to achieve their educational goals. Following Cisneros’s videotaped message, Our Lady of the Lake University (TX) President Tessa Martinez Pollack expanded on Cisneros’s themes as exemplified by her institution and moderated a question and answer session.

Cisneros, who is executive chair of CityView companies and former Secretary of the U.S. Department of Housing and Urban Development and mayor of San Antonio, began by discussing San Antonio’s emphasis on education—on “preparing its citizens for noble careers.” He explained that the city is in the midst of creating a new educational infrastructure that will improve education from the pre-kindergarten to college levels.

He then discussed the intense challenges that will affect the nation and independent colleges and universities in the coming years, especially those challenges caused by changing demographics and technology. Among the generational, technological, environmental, and economic changes that face the nation today, Cisneros said demographic changes are the most fundamental. “By 2050 America will become a much older place,” but “…we also have a younger immigrant population with larger and younger families. We have growth that other first-world countries simply don't have,” said Cisneros. “Hispanics and other minorities will be an important population in the future; they are creating a fundamentally different population profile.” Having that population growth “is a boon and a treasure for our country,” he said. The unanswered question, however, according to Cisneros is: “Will we have prepared that talent to keep our democracy competitive and prosperous?” Although he is optimistic, he cautioned that the answer to that question turns on whether the country provides the necessary education for racial and ethnic minority populations.

“You are part of that process,” he reminded the chief academic officers. “You will have to rethink everything you're doing to recruit students, provide scholarships, and ensure affordability. You'll need to think through the role of your institution; curriculum and preparation issues; extracurricular and support activities; and your commitment to counseling, mentoring, and graduating low-income, first-generation, and minority students.” The entire education system will have to assist in the process, he said. “Your role at the institutional level and through CIC as an advocacy entity can help change the system of higher education… We need to build human capital, and we are at a threshold moment today when your role and your kinds of institutions—smaller, nimble colleges that provide an up-close education—are key” to realizing that goal.

Chief academic officers also must rethink their role regarding the application of the many new technologies being introduced, Cisneros said. “Some of the most prestigious universities, such as Stanford and Harvard, are already over the threshold in their commitment to online education. Some institutions will offer entire degrees online, and others will integrate technology into classes. Smaller institutions will have to spend time thinking through the application of new technologies in the classroom.” Cisneros said that although he believes that nothing replaces the personal experience of the classroom, he conceded it is not always practical, particularly for students who must work, are unable to go to college full time, or otherwise need part-time options. “It is clear to me that technology has done one fundamental thing—it has opened up multiple possibilities.” He encouraged CAOs to “think through with an open mind” the possibilities that technology offers “but always with a commitment to the student and to learning excellence.”

The challenges brought by changing demographics and new technologies mean that colleges and universities need to start asking hard questions, Cisneros said. He urged CAOs to think through the mission and role of their institution within the spectrum of multiple higher education options (big state universities, master's institutions, community colleges, online education, and for-profit institutions). “Where do you fit and what do you uniquely do? Will the answer to that require hard talk about specializing in a particular discipline? Will it require asking ‘Who are we, and what will we be for our students?’”
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—Tessa Martinez Pollack

Cisneros said Our Lady of the Lake University (OLLU) had to rethink its mission, ask hard questions, and make changes. As a member of the university’s board of trustees, Cisneros said the university analyzed students’ financial and other needs, reshaped the college’s academic curriculum to be more rigorous, established mandatory public service, and created more programs to support students “from their entry as insecure, academically marginal young people to their emergence as graduates with confidence who can speak well, function in the workplace, and are prepared for citizenship—who have the leadership qualities this country will need.” He noted that many CAOs will have similar decisions to make. “Your world is swirling with financial pressures, civic challenges, world changes—and you constantly have to rethink your positioning in the world. The most fundamental uniqueness you have as smaller institutions is a tradition of providing intense support systems for your students. You need to keep that as part of your fundamental mission.”

Following Cisneros’s message, Pollack discussed the process that OLLU went through when she arrived as its president. “Listening to faculty and staff members at that time, it felt as though the institution had an inferiority complex. We were losing enrollment, we had poor student retention and completion rates, and most of the students were poor.” Yet she found that these perceptions were totally at odds with what the students said they felt: that the OLLU community welcomes and respects them, that the institution had a dedicated faculty and staff, and that the students were able to develop relationships with confidants and mentors who helped guide them through college. Pollack convened a national advisory council that included Cisneros, with a charge to guide the board on how OLLU could become an “expanding, relevant Catholic institution.” It became apparent, she said, that the “university was missing the point of its existence: to serve the predominantly first-generation Hispanic students that came to OLLU and to transform them by extraordinary effort.”

The university adopted a vision statement that acknowledged the institution’s expertise in educating Latinos that was based on the concept of enabling students to “grow, graduate, and lead.” The advisory council outlined a series of initiatives to realize the goal of becoming one of the top Catholic colleges in the nation. Many of those initiatives have been (and are) controversial. For example, she said “We are eliminating some programs so we can add new ones for high growth,” and this led to protests by students and faculty. “A vision to grow, graduate, and lead is an easy sell in the abstract...but not if it requires deep and urgent change.” The institution is trying to provide “clarity of expectations to respond to the needs of students today, who are a very different population than [the students who were on campus] when many faculty members entered higher education years ago.”

The OLLU community is making progress, Pollack said. A new High Achievement through Leadership Opportunities program initiated at Cisneros’s suggestion helps students develop leadership skills and provides leadership certification. A family relations program works with the extended family of first-generation students so the college has a better understanding of the family’s desires for the education of their children and can help ensure student success.

“Recognizing that change is very hard—that we are all creatures who mostly do and repeat that which we only know, and that dialogue is creative and liberates us of anger, frustration, and pain in saying goodbye to the old to make way for the new—is enabling us to move toward change and solutions that we craft together,” she concluded.

The Increasing Importance of Public Accountability and Its Implications

Judith S. Eaton, president of the Council for Higher Education Accreditation (CHEA), sympathized with her audience of academic officers when she said, “You are in a maze of assessment, but I can’t do anything about it either.” Speaking about “The Increasing Importance of Public Accountability: Assessment and Implication for Colleges and Universities,” Eaton addressed four key topics: assessment, accreditation, and public
accountability; the federal impact on accreditation; the election and reauthorization; and what academic officers need to do now.

Eaton explained that higher education agreed to become a partner with the federal government about 60 years ago. At the time, the relationship was based upon mutual trust and deference by the federal government to academic judgment. Accreditation managed its own process, and accreditors and institutions of higher education set the standards by which quality would be measured. Accreditation was intended to be a decentralized, non-governmental, peer-based process in which institutional autonomy, academic freedom, and the leadership of faculty were preserved.

Now, Eaton said, “We are seeing accreditation play a subordinate role to the federal government,” and “public accountability is at the heart of assessment.” The emphasis on accountability is replacing collegiality in both assessment and accreditation. Although assessment should be about teaching and learning, about measuring student outcomes, and accreditation should be about institutional performance, “we are now in a very pragmatic era in higher education, a time when jobs and earnings are the measure of quality in colleges and universities.”

“If it happens to accreditation, it happens to institutions,” Eaton continued. The accreditation process depends upon federal recognition of its legitimacy, and institutions depend upon accreditation for institutional legitimacy. Right now, she said, “we are seeing emphasis on compliance with state and federal regulations, yet I have trouble seeing the relationship between regulation and quality.” On the contrary, according to Eaton, higher education has become subordinate to federal oversight; regulation has supplanted collegiality; government review has replaced peer review; and the government, not voluntary accreditation, is determining quality.

“All of this,” said Eaton, “is reaching into colleges and universities and into what has always been our purview.” Federal regulations have penetrated the daily operations of colleges and universities. Subsequently, institutions face more data demands, requirements, and time spent on preparation for accreditation review; greater expense; and less freedom for academic decision making, she explained.

Eaton proclaimed that accountability and regulation “are among the few bipartisan issues in Washington, DC.” The “old normal” was characterized by a concern for improvement of higher education, assessment to improve student learning, deference of the federal government to academe, and academics judging educational quality. This situation contrasts sharply with the “new normal” of emphasis on compliance and regulation, public accountability, higher education as subordinate to federal government, and non-academics determining quality.

Why is this happening? Eaton explained that higher education is now a $460 billion enterprise that captures the attention of state and federal regulators. In addition, the public, including elected officials and their appointees, perceive that the value of higher education is down while the price is up. More than $175 billion is spent for student aid, yet the public believes that student debt and default rates are unacceptably high. These factors plus the deleterious effects of stagnant economic development, the lack of available jobs, and increased competition on the international marketplace cause renewed interest in higher education’s culpability for these developments.

In answer to the question of whether Reauthorization in 2013, 2014, or even later will make a difference in this grim situation, Eaton responded, “no…unless we in leadership positions in higher education assume leadership for accreditation, take political action to roll back federal requirements, move decision making from the federal government to ourselves, and streamline the role of federal recognition…. We in this room are in a better position to judge academic quality than the federal government, Congress, or the Department of Education—government should not be judging quality.”

Eaton warned that if the higher education community does nothing, government influence and authority will continue to expand, accreditation will become an arm of the government, and there will be an erosion of higher education autonomy and authority for quality. She pledged, however, that CHEA would work with higher education to move toward a more desirable future by again taking responsibility for judging quality, to lead public accountability by being willing to place more emphasis on performance, to reinforce institutional leadership through rigorous scrutiny of quality, and to address the current climate for accountability, accreditation, and assessment. She closed with this plea: “If we want change, we need your leadership in accreditation, and we need political action.”

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—Judith S. Eaton
Keeping Higher Education Affordable

The Institute’s closing plenary session, led by Lucie Lapovsky, an economist and principal of Lapovsky Consulting, addressed the question, “Can We Keep Higher Education Affordable?” Lapovsky, who specializes in tuition discounting and cost containment in higher education, believes that institutions can keep college affordable if they make some radical changes. “Some changes can be done gradually, but some may be more significant and difficult to achieve,” she said.

After reviewing the cost of a college education and the impact that the national economy has on the choices families make about undergraduate education, Lapovsky discussed what the nation and institutions can do at the macro level to address the costs of college and keep it affordable. She emphasized that they should help students and their families understand that higher education is a sound investment, and it is not irrational to borrow for higher education. She also recommended that colleges and universities review their costs and consider a change in pricing strategies. Specifically, institutions should consider whether to make adjustments in five areas: academic program structure and faculty deployment; activities; scale; organizational structure; and financial aid spending.

Lapovsky recommended several ways to review the efficiency of academic program structures and faculty deployment. For example, “institutions should examine their curricula to check whether they are offering such a large selection of courses that many classes are underenrolled and review their programs to confirm which are subsidized and which generate surplus.” They also should “assess faculty workload and consider changing models from one that focuses on the number of courses taught to one that focuses on the number of credit hours taught. Focusing on credit hours creates incentives for faculty to teach the larger introductory courses, helps eliminate some of the underenrolled boutique courses, and rationalizes workload across faculty,” she said. In addition, Lapovsky recommended that institutions assess their use of online content and consider whether courses can be redesigned and faculty redistributed to improve efficiency. Besides lowering costs and improving efficiency, online courses can offer students more class options and expose them to a greater diversity of faculty points of view. Lapovsky also recommended that institutions consider collaborations with other colleges to broaden curricular and activity offerings and reduce costs. Furthermore, establishing collaborations with community colleges and high schools will enable more students to graduate sooner at a lower price. Finally, she recommended that institutions consider creating more degrees that are obtainable in three years and consider the advantages of year-round academic calendars in which students can take full loads during the summer term—both of which could allow students to enter the workforce earlier.

Lapovsky recommended that institutions review the efficiency of their organizational structures. She emphasized that providing a “one-stop-shop” where students can register, pay, and meet with an advisor demonstrates that the college puts the needs of students first and creates greater efficiencies. Citing research that found that six staff members to every manager is an efficient ratio, she suggested institutions review their ratio of administrators to faculty members because “the more hierarchical you become, the more expensive your structure is.”

In terms of price and efficient use of financial aid, Lapovsky recommended that institutions determine whether they are priced correctly, are awarding more aid than necessary, and whether they would have more applicants at a lower price. “We are getting tremendous adverse publicity because of sticker price. And we’re not benefitting [from the high sticker price]—our net revenue isn’t going up.” When comparing published tuition rates and net tuition at private four-year colleges from 1995 to 2010, she noted that the sticker price has risen 56 percent, but the actual price paid has risen less than 10 percent.

She concluded with the advice that institutions consider offering non-pecuniary benefits to students—for example, offering a place in the honors college instead of aid—and that institutions compare graduation rates with discount rates.

Successful Campus Programs for First-Generation Students

In “Access and Success for First-Generation Students,” two campuses that received CIC/Walmart College Success Awards in 2008 and 2010 discussed how they used the funds to strengthen programs to enroll, retain, and graduate first-generation students. David Brailow, vice president for academic affairs and dean of the college, and Ellis Hall, dean of students at Franklin College (IN), and Donna Jurick, executive vice president of St. Edward’s University (TX), explained their programs and described effective practices that have resulted in increased retention and graduation rates for first-generation students.

Brailow said that the $100,000 Walmart grant award they received for Franklin’s First Scholars Program “was so transformational that we have found ways to keep the program going.” Hall explained that the retention rate of the first cohort
of students in the program from freshman to sophomore year was 84 percent compared with 77 percent for all freshmen, and the second cohort of first-generation students in the program did even better: 91 percent compared with 76 percent for all freshmen. The retention success with these two cohorts of first-generation students in the First Scholars Program is significant, Hall said. “There is some kind of magic going on.”

First-generation students encounter a different set of challenges when they enter college, Hall said. And as a result of their participation in the First Scholars Program, “both cohorts seem to have a better ability to meet those challenges academically and socially. They didn’t necessarily outperform other students, but when they didn’t do well, they didn’t give up—and that’s a highly significant finding.”

Key elements of the program include a three-day summer experience with intensive academic and social components and a service learning project. The students’ families are involved in the summer program, and they receive newsletters and surveys throughout the year to engage them and help the family members understand the institution. The students continue to meet as a group in the first and second semesters, and each is assigned a faculty or staff mentor as well as a student mentor who works with and monitors the progress of the First Scholar into his or her second and third year.

The program at St. Edward’s University uses a different model, Jurick said. The Walmart grant helped to build on the university’s College Assistance Migrant Program, the oldest migrant program in the country that has been in continuous existence for 35 years. In the 2012 freshman class at St. Edward’s, 27 percent of students are first-generation and 49 percent are minority, Jurick said. The campus developed an intensive Summer Bridge Program that aimed to “radically change the need for first-generation and minority students to take developmental courses” once entering college. Each year the university invited 20 students to participate in the summer program. The students received a stipend and underwent intensive testing to determine their skills and aptitudes. They lived on campus; participated in group instruction supported by one-on-one instruction and tutoring; and attended several campus orientation programs, writing programs, and conversational English groups for non-native speakers. “The students developed the social and cultural skills to navigate college and were able to move into freshmen year ready for college,” Jurick said.

Exploring Smart Internationalization

Smaller colleges—particularly those with limited budgets and infrastructure—that are interested in internationalizing their campus will need to take a strategic, systematic approach, said panelists during a session on “Smart Internationalization.” Kirsten Brecht, vice president for marketing at American Councils for International Education (American Councils), and Robert O. Slater, senior consultant for policy research at American Councils, emphasized that to internationalize successfully, colleges need to build capacity by engaging faculty and staff; create a campus ethos focused on internationalization; and measure outcomes.

“Colleges and universities should select study and training abroad programs based on relevance and application, not opportunistically,” said Brecht. That means developing a strategic plan by surveying students, faculty, and companies to understand interests and strengths. Furthermore, she said, “Colleges should ask which companies are hiring their graduates and where they are located. They also should pay attention to the reality of the international environment and economic drivers.”

“To build capacity for internationalization, colleges should pick a centralized or decentralized study abroad model, engage the leadership so that faculty and administrators are drivers, and institutionalize credit and other requirements. Colleges also can offer new courses with an international focus, add international dimensions to existing courses, and offer support services for international students on campus and American students studying abroad,” she said.

“Colleges and universities will need to talk about internationalization as integral, not extra” to create an international-focused ethos, Brecht stated. She continued, “It’s important for your community to meet your international students and know your international programs. They will see the cultural benefits that international students bring…. The press and media play a role here—get them to cultural and community events…. Your students abroad are ambassadors too, and they impart a message about who Americans are.”

Brecht added that institutions should measure capacity, participation levels, and outcomes to determine the success of their internationalization efforts. Capacity is assessed by reviewing how many support structures are in place, how requirements are being met, who is accountable for the programs, and what their goals are. To assess participation levels, colleges can confirm how many students study abroad, how many faculty members pursue international coursework, and how many courses have an international dimension.

Brecht warned against some of the potential pitfalls of study abroad or other internationalization efforts. Many programs fail when a college rushes into a partnership with an institution or organization in another country without conducting due diligence on the potential partner. Similarly, colleges may rely too heavily on partners for in-country presence and ground operations, when the partner may not have the capacity claimed or may not prioritize quality. Institutions also will encounter problems if they fail to implement proven and tested emergency, safety, and crisis prevention measures. In addition, programs will fail if they lack quality assurance and accountability.

Brecht and Slater concluded by describing the ways in which American Councils could partner with CIC institutions to help run study abroad programs.
2012 Institute for Chief Academic Officers

The 2012 CAO Institute in San Antonio, Texas, featured an opening awards ceremony on Saturday, November 3, honoring individuals who have had a significant impact on independent higher education.

James J. Lakso (left), provost and executive vice president for student development and professor of accounting, business, and economics at Juniata College (PA), accepts the 2012 Chief Academic Officer award from CIC President Richard Ekman. Lakso was recognized for his contributions to independent higher education on topics including internationalization, budget fundamentals, labor market, and industrial organization.

Michael Selmon (left), provost and vice president for academic affairs at Alma College (MI); Judith Muyskens (center), provost at Nebraska Wesleyan University and chair of the CIC Chief Academic Officers Task Force; and Daniel Taddie, provost at University of the Ozarks (AR), received awards for service on the CIC CAO Task Force.

Programming for the 2012 Institute was planned with the assistance of the CAO Task Force: (l-r) Mark Krejci, provost and dean of the college, Concordia College (MN); Daniel Taddie, provost, University of the Ozarks (AR); Sandra Greer, provost and dean of the faculty, Mills College (CA); Michael Selmon, provost and vice president for academic affairs, Alma College (MI); Judith Muyskens, provost; Nebraska Wesleyan University (Chair); Ginny Coombs, vice president for annual programs, CIC; Cheryl Johnson-Odim, provost, Dominican University (IL); Helen Streubert, vice president for academic affairs, Our Lady of the Lake University (TX); J. Bradley Creed, provost and executive vice president, Samford University (AL); B. Connie Allen, provost, Saint Augustine’s University (NC); and Sally Walker, vice president for student affairs, Albion College (MI).
During a session on the CIC Degree Qualifications Profile (DQP) Consortium, panelists (l-r) Letha Zook, provost at University of Charleston (WV); James Lakso, provost and executive vice president for student development at Juniata College (PA); Holiday Hart McKiernan, senior vice president and chief of staff for the Lumina Foundation for Education, Inc.; and David Harvey, vice president for academic affairs at DePauw University (IN), shared information about projects to test the applicability of the DQP at several institutions.
CIC’s 2013 Presidents Institute—which will take place in Palm Harbor, Florida, January 4–7—will feature a wide array of speakers, workshops, and other activities to assist college and university presidents. Focusing on the theme “Catalysts for the Common Good,” the Institute will celebrate the remarkable track record that independent colleges and universities hold in preparing engaged citizens and experts in fields of national priority. The Institute will provide a forum for candid discussion of pressing issues, opportunities to learn from experts, and time to network with colleagues who lead similar institutions.

The largest annual conference of college presidents in the country, the 2013 Institute will feature four plenary sessions. In his keynote address, “Catalysts for the Common Good: Presidential Leadership and the Role of Independent Colleges,” Andrew Delbanco, Mendelson Family Chair of American Studies and Julian Clarence Levi Professor in the Humanities at Columbia University, will consider what is at stake for college presidents in their efforts to ensure that the traditional educational experience offered by independent colleges is preserved for future generations. Diana Oblinger, president and CEO of EDUCAUSE, will discuss the implications of new developments in online education for private residential colleges and universities. Claude Steele, the I. James Quillen Dean of the School of Education at Stanford University, will discuss how college and university presidents can lead educational environments to overcome stereotypes that impede academic success and social mobility. In the closing plenary session The Honorable Carol Browner, distinguished former administrator of the Environmental Protection Agency, will explore what presidents can do to educate students for a more sustainable world.

Concurrent sessions will offer stimulating and practical advice on numerous topics. Session topics will range from how to develop and expand international programs to how to strengthen collaboration among state and regional partners and from engaging the board in fundraising to handling concerns about board relations. Other sessions will share what presidents need to know to stay ahead of the curve in online education, explain how colleges and universities can generate more positive attention from the national media, and discuss how institutions can implement an integrated marketing communications program. Among the many other sessions, speakers will discuss collaborative efforts on student aid and admissions policies, fundraising strategies, aligning senior leadership rewards and retention with performance and mission, faculty tenure and retirement policies, and campus policies for handling faculty misconduct.

Several afternoon workshops will provide hands-on opportunities for presidents to tackle issues in depth. Lucie Lapovsky, principal of Lapovsky Consulting and former president of Mercy College (NY), will lead the workshop “Where to Spend Scarce Resources: The Case of Three Liberal Arts Colleges.” Rebecca S. Chopp, president of Swarthmore College (PA); Eugene M. Tobin, program officer for higher education and the liberal arts colleges program at the Andrew W. Mellon Foundation; and Daniel H. Weiss, president of Lafayette College (PA), will lead the workshop “Building a New Case for Liberal Arts Colleges.”

The interactive workshop “Steering Decisions toward Successful Endowment Management” will help participants chart a course to achieve long-term investment objectives in a low-interest-rate environment, among other issues. Ronald L. Carter, president of Johnson C. Smith University (NC); Thomas L. Hellie, president of Linfield College (OR); along with Scott W. Wise, president and CIO, and Marvin Barth, senior investment manager, both of Covariance Capital Management at TIAA-CREF, will lead the workshop.

The fourth workshop, “Strengthening the Public Purposes of Higher Education,” will offer opportunities to explore and discuss broad initiatives to deepen the public purposes of higher education. Harry Boyte, co-director of the Center for Democracy and Citizenship at Augsburg College (MN); James T. Harris III, president of Widener University (PA); Beverly W. Hogan, president of Tougaloo College (MS); and Paul C. Pribbenow, president of Augsburg College (MN), will provide successful strategies for implementing civic initiatives.

To register for the Presidents Institute, or the New Presidents Program and Presidential Spouses Program, see www.cic.edu/2013PresidentsInstitute.
Nearly 100 presidents who participated in CIC’s annual 
Conversation between Foundation Officers and College 
and University Presidents in New York City on October 9 
learned why the National Endowment for the Humanities 
(NEH) chooses to fund some programs and not others and how 
presidents and faculty members can become involved in NEH. 
They heard about new National Science Foundation (NSF) 
programs for research and development, leadership development, 
and scholarship programs. They also heard from several 
foundation representatives about the ways in which foundations 
have become more strategic in their grant making, the type of 
questions foundation officials ask to determine whether to fund a 
proposal, and how institutions can best approach foundations.

The meeting, held again at the TIAA-CREF Wharton 
Auditorium in New York City, included five sessions that 
addressed the theme, “Sources of Support for Independent 
Colleges and Universities.” Following opening remarks by Ed 
Van Dolsen, executive vice president and president of retirement 
and individual financial services at TIAA-CREF, participants 
heard from Michael Gilligan, president of the Henry Luce 
Foundation and member of the CIC Board of Directors; Michele 
Cahill, vice president of the national program and director of 
urban education for the Carnegie Corporation of New York; 
Douglas Wood, program officer in higher education for the Ford 
Foundation; Barbara Olds, senior advisor and division director 
for research, evaluation, and communication in the education and 
human resources directorate at the Ford Foundation; William Craig Rice, director of the division of education 
programs for the National Endowment for the Humanities; 
Adam Meyerson, president of the Philanthropy Roundtable; 
Stephanie Bell-Rose, TIAA-CREF managing director and head 
of the TIAA-CREF Institute; and Dan E. Davidson, president of 
American Councils for International Education.

Gilligan set the context for the meeting with a wide-ranging 
commentary on national higher education issues. He told 
participants that despite much negative press coverage of higher 
education and its cost, “today’s conversation is a reminder that 
we’re not in this alone. We [foundations and presidents] are 
engaged in a common effort that can lead to greater success for 
institutions and students.”

The Luce Foundation supports independent higher 
education and liberal arts colleges because there is a “match of 
misson” between those institutions and Luce, Gilligan said. 
“Luce has three core interests: to bring important ideas to the 
center of American life; strengthen international understanding; 
and foster innovation and leadership in academic, policy, 
religious, and art communities.” He explained that Luce cares 
about “the transformation of individual lives and their impact 
onsociety” and providing “resources to help prepare the next 
generation of higher education leaders.”

Gilligan noted that due to recent financial setbacks, “we’ve 
had to think about where every dollar is spent, and so Luce has 
focused a triangular lens on scale, innovation, and impact.” The 
foundation has found that it achieves the most impact from 
funds awarded to liberal arts colleges, he said. Luce has provided 
funding to liberal arts colleges for initiatives in the environment, 
Asian studies, women in STEM disciplines, and undergraduate 
research.

Although Luce is rarely able to respond to funding requests 
from individual colleges, Gilligan emphasized that institutions 
in a consortium that is tackling an issue of importance to Luce 
are more likely to receive funding. He suggested that college 
officials present an initiative of specific interest to Luce, and, if 
they do receive funding, they should realize that “new money is 
not sustainable and the funding does not signify the beginning of 
a long-term relationship.” Instead, campus officials should “try 
to think of foundation funds as venture and leverage funds” (that 
is, they should use their funding from Luce as leverage with other 
donors).

Michele Cahill agreed that foundation funding should be 
thought of as venture and leverage funds. “The challenge is how 
to design initiatives that can be scaled to improve innovation and 
productivity in higher education.” The Carnegie Corporation 
focuses on national programs that address two goals: improving 
pathways of opportunity for low-income, minority, and 
immigrant students through high school graduation and degree 
completion in college; and strengthening democracy through 
education for disconnected youth and pathways to citizenship 
for immigrants. Carnegie favors innovative program designs that 
use people, time, money, and technology differently in higher 
education, Cahill said, because the organization sees innovation 
as necessary to achieve its goals.

(continued on page 14)
Carnegie has zeroed in on the assessment of student learning and was an original funder of the Collegiate Learning Assessment. The organization also is concentrating on mathematics as a “barrier or gateway course,” supporting the development of a network of 30 colleges that work together to improve mathematics courses and teaching. More broadly, Carnegie aims to “work with partner organizations to carry out reform at the system level, eradicate barriers to bringing innovation to scale, and increase adoption of documented effective practices aimed at raising graduation rates among historically underserved students,” Cahill concluded.

The Ford Foundation also focuses on improving the college completion rates of underserved students, said Douglas Wood. The foundation’s higher education goals are “to generate policy and institutional reforms that improve standards of teaching and learning and that remove the barriers to successful participation in higher education.” Specifically, Wood said, the foundation seeks to establish stronger links between two- and four-year colleges with an emphasis on first-generation, immigrant, veteran, and incarcerated students.

Wood said investments in the Ford Foundation’s U.S. higher education portfolio are guided by the following questions: Does the portfolio have a clearly defined strategy with objectives that are aligned with Ford’s strategic goals? Can the results be deepened over time, and are they sustainable? To what extent has the program officer or grantee succeeded in engaging other partners? Is the project scalable?

During the question and answer period following Cahill’s and Wood’s remarks, Elizabeth Kiss, president of Agnes Scott College (GA), noted that CIC institutions are, in fact, “providing large-scale solutions for low-income students, granting them access to and through college.... We are partnering with community colleges to create access points.... And we are creating networked communities to improve education for low-income and first-generation students. But we don’t have a good scalable story to share.” She asked whether Carnegie or Ford would be interested in proposals from independent colleges on these issues. Both Wood and Cahill indicated they would consider such proposals. “We would be interested in seeing community college partnerships with a focus on developing entrepreneurial pathways to the regional labor market,” Wood said.

During the session on federal government sources of support, NSF’s Barbara Olds and NEH’s William Craig Rice described their higher education programs, their agency’s goals, and how best to engage with the agencies. Olds said the NSF sponsors fundamental research and human capital development across STEM fields. The education and human resources directorate that Olds directs includes 30 programs for research and development that focus on leadership activities; expeditions (finite programs designed to respond to a new challenge); learning; participation in the sciences; and workforce development programs that focus on developing STEM teachers.

Olds urged participants to learn more about NSF. “Encourage your professors to become NSF proposal reviewers. Think about sending people to NSF as ‘rotators’ [scholars from colleges and universities who serve as NSF program officers for one to four years, with their salaries paid by an NSF grant to the institution]. If you have people with good ideas that are appropriate for NSF programs, start with our solicitations, find the best fit, talk to the program officer, put together a one-page description of the proposal, send it to the appropriate program officer, and follow up with a phone call.... Not every proposal gets a grant, but we will help you prepare the best proposal possible.”

Rice also suggested that participants encourage their faculty members to serve as NEH reviewers. In the division of education programs that he directs, he said, “We rely on peer review in deciding which proposals to fund. It’s an opportunity for faculty to get an inside view of NEH. Peer reviewers assess the intellectual significance of a project, its feasibility, and its local or national impact.”

Rice said professional development grants are given to faculty members at colleges and universities to examine enduring questions that cross cultures, such as “Is there such thing as a just war?” and “What is good government?” The NEH tries to foster a robust relationship with liberal arts colleges through fellowship programs and summer stipend programs that help faculty create new materials. “Most of these grants go to CIC schools,” he said. He urged presidents to review the NEH’s list of seminars and professional development programs and to encourage faculty members to apply.

Resources from the Foundation Conversation, including texts from some presentations, are posted on the CIC website at www.cic.edu/2012FoundationConversation.
CIC Offers Vocation and Mission Program for Presidents

For the first time in five years, CIC in 2013–2014 will offer the Presidential Vocation and Institutional Mission program to current college and university presidents and their spouses. This seminar-based program seeks to help presidents clarify their own sense of personal vocation and weigh it in the context of the missions of the institutions they lead and might lead in the future.

Funded by a generous grant from Lilly Endowment Inc., the program will include up to 20 presidents and their spouses or partners. It will begin with a four-day seminar July 7–10, 2013, at Glendorn, a lodge in the mountains near Bradford, Pennsylvania. A winter seminar will be held in Marco Island, Florida, January 7–8, 2014, in conjunction with the 2014 Presidents Institute.

Through a series of structured conversations, participants will explore the ways in which greater understanding and alignment of personal vocation and institutional mission can be resources for effective presidential leadership. The seminars provide an extraordinary opportunity for those who are inclined to think carefully in terms of “vocation”—being called to one’s work—and the “fit” between one’s vocation and the mission of the institution one serves.

Guiding the discussions will be facilitators who have thought deeply about matters of personal vocation and institutional mission as they relate to the college or university presidency—from both spiritual and secular perspectives. William Frame, CIC senior advisor and president emeritus of Augsburg College (MN), is leading this project. He has recently completed a book based on the program’s experience (see box). Other facilitators will include experienced current and retired college presidents and spouses, including Joel and Trudi Cunningham, chancellor emeritus and former presidential spouse, respectively, of Sewanee: The University of the South (TN). Richard T. Hughes, noted scholar and distinguished professor of religion at Messiah College (PA), will also serve as a facilitator.

Spouses and partners of presidents are strongly encouraged to participate as full members of the program, which operates on the premise that each participant has his or her own vocation. Coming to discern one’s own calling can contribute significantly to a sense of fulfillment, whether in the role of presidential spouse or in any other occupation.

Lilly Endowment’s grant to CIC will cover most participation costs, including accommodations, meals, and a travel stipend. Participants or their institutions are responsible for paying a modest registration fee. Presidents of CIC member institutions are eligible to apply. Applications received before February 8, 2013, will receive priority consideration. For more information and application materials, see www.cic.edu/VocationMission.

The Presidential Vocation and Institutional Mission program also includes separate seminars for prospective presidents and their spouses. Six seminars have been offered since 2005, with a total of 102 senior administrators participating. Of those, 21 participants in the seminars for prospective presidents have been appointed as college and university presidents. CIC will offer one additional seminar for prospective college and university presidents in 2014–2015.

New Book Reflects Upon CIC’s Presidential Vocation and Institutional Mission Program

The American College Presidency as Vocation: Easing the Burden, Enhancing the Joy by William V. Frame, CIC senior advisor and president emeritus of Augsburg College (MN), examines the experience of participants in the Presidential Vocation and Institutional Mission program, which began in 2005. Published by Abilene Christian University Press, the book focuses on the challenge and dynamics of “aligning” one’s personal sense of vocation (or purpose) with the true mission of the institution served.

Thirty-five past program participants (roughly one-third of those who participated, along with their spouses, from 2005 through 2009), were interviewed for the book to evaluate the contributions of the program to the satisfaction of presidents with their lives and work and the durability of presidential tenure in America’s small and mid-sized private colleges and universities. All participants interviewed for the book indicated that the program had changed the way they thought about themselves and their lives, and many returned to campus with a new zest for their work. Frame concludes that the most valuable discovery of the program is the possibility that conceiving and pursuing work as distinctly “vocational” opens unexpected sources of energy and insight that helps presidents bear the demands of the office and give more to their campus communities.
First of Four New Information Fluency Workshops

to Focus on Foreign Language, Literatures, and Cultures

The first of four new Information Fluency in the Disciplines workshops. The “Workshop on Foreign Languages, Literatures, and Cultures” will be held February 14–16, 2013, in Charleston, South Carolina. Made possible through the generous support of the Andrew W. Mellon Foundation, the workshop will help institutions move beyond teaching information literacy in the general education curriculum to infusing information fluency into curricula in foreign languages, literatures, and cultures and related majors.

The workshop will guide teams to create a comprehensive program to help upper-level students better understand the availability, authority, and uses of relevant print and online information resources in their major fields of study. The workshop will provide guidance and time for campus teams—consisting of the chief academic officer or another appropriate senior academic officer; the library director or a librarian with specialized training in foreign languages, literatures, or cultures; and two full-time faculty members—to create a realistic and appropriate action plan that the teams will take back to implement on campus. Participants will learn about topics such as the role of faculty-librarian collaboration in helping students acquire information fluency; the role of chief academic officers in promoting the teaching of information fluency across the campus; new, online, and traditional resources for linguistic, literary, and cultural study; methods of evaluating the success of an information fluency program; the uses of physical space and budgets to promote information fluency; and strategies for implementing change on campus.

Rosemary Feal, executive director of the Modern Language Association, will deliver the workshop’s keynote address. Among the many presenters, Catherine Mardikes, humanities librarian at the University of Chicago, and Deanna Marcum, managing director at Ithaka S+R, will discuss “Resources and Strategies for Information Fluency in Foreign Language, Literature, and Culture.” Susan Perry, library and information technology consultant and director emerita of Mount Holyoke College’s (MA) library, information, and technology services, will lead a discussion on “Planning for Change.” Tom Kirk, library director and coordinator of information services emeritus at Earlham College (IN), and Susan Whyte, library director at Linfield College (OR) and former Association of College and Research Libraries liaison to CIC, will present on “Giving Information Fluency Priority in the Library Budget.” In addition, Richard O’Connor, professor of anthropology and former director of the Center for Teaching at Sewanee: University of the South (TN), will discuss “Measuring Success: Strategies for Evaluating Information Fluency in Upper Level Courses and the Major.”

For the approximately 20 teams that will be selected after the December 3 deadline, there is no fee to participate, and each participating institution will be reimbursed up to $2,000 to offset travel and hotel expenses. All independent colleges and universities are eligible to apply, with preference given to CIC member institutions. Additional workshops that focus on topics in literature and history will be offered in following years.

State Fund Members 2013 Annual Conference Set for Indianapolis

With the theme “Making the Case, Fulfilling Our Mission,” the annual conference for CIC’s State Fund Members will take place at the Omni Severin Hotel in Indianapolis, Indiana, April 28–30, 2013.

Through keynote presentations, workshop sessions, and sharing of best practices, the conference will provide state association executives with opportunities for professional and organizational development. Sessions will focus on “making the case” for private colleges, board development, fundraising strategies, and consortial approaches to help address the challenges that private colleges and universities face in the current economic climate.

Among the keynote speakers will be Jo Young Switzer, president of Manchester University (IN); Douglas Orr, president emeritus of Warren Wilson College (NC); and Holiday Hart McKiernan, senior vice president and chief of staff of the Lumina Foundation.

“Our state associations are in a unique position to help build a statewide and national case for our member colleges and to raise much needed funds for scholarships and programs,” said A. Hope Williams, president of the North Carolina Independent Colleges and Universities and presiding officer for the state fund network. “The speakers and programs lined up for this annual conference will focus on core issues and more effective ways to develop strategies to advance the interests of independent colleges and universities.”

Conference program and registration information will be posted at www.cic.edu/StateFundsConference in February.
Participants in Dutch Art Seminar to Experience Rare Traveling Masterpieces

CIC recently announced a new art history seminar made possible through the generous support of the Samuel H. Kress Foundation. Partnering with the High Museum of Art in Atlanta, CIC will offer a seminar on “Dutch Art, Patrons, and Markets” in June 2013 for faculty members who teach art history at CIC member institutions.

The seminar will be held in conjunction with a rare traveling exhibition of Dutch art—featuring masterpieces by Vermeer, Hals, Rembrandt, and others—that will visit the United States next year. The exhibition, Girl with a Pearl Earring: Dutch Paintings from the Mauritshuis, will be on view at the High Museum beginning in June 2013. Through CIC’s partnership with the High Museum, the seminar will be held at the museum June 23–28.

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 (2003), will lead the seminar. Participants will consider Dutch art during the 17th century, when new subjects such as landscapes, still lifes, and scenes of daily life replaced the formerly dominant religious images and scenes from classical mythology. Art historians in all fields, studio artists, and faculty members who specialize in history, European studies, and related fields will find this seminar of interest. The seminar seeks to strengthen the teaching of art history to undergraduates at smaller colleges and universities.

CIC will select by competitive nomination up to 20 faculty members to participate in the seminar. There is no seminar fee, and lodging and most meals will be covered by the Kress Foundation grant. The nomination deadline is January 18, 2013. For more information, including the nomination guidelines and an electronic version of the nomination form, see www.cic.edu/ArtHistory.

Johannes Vermeer (Dutch, 1632–1675), Girl with a Pearl Earring, ca. 1665, oil on canvas, 17½ x 15 inches, Mauritshuis Collection.

CIC Welcomes New and Experienced Department Chairs to 12th Annual Workshops

CIC welcomes new and experienced chairs to participate in the 2013 Workshops for Department and Division Chairs, which will take place in four cities this spring (see box).

To help independent colleges and universities strengthen leadership at the departmental level, the workshops focus on the distinctive challenges of department leadership in small and mid-sized independent institutions. The workshop format provides a mix of small group and plenary discussions on each topic. Workshop sessions are led by experienced chief academic officers who are knowledgeable about the work of chairs, experienced department and division chairs, and an attorney who specializes in the legal issues that chairs at independent colleges and universities are likely to encounter.

Past participants have found the workshops valuable for thoughtful and informative presentations and for the opportunities to connect with and learn from colleagues who share similar concerns. All participants receive ample resource materials during the conference.

Who Should Participate?
Campuses are encouraged to send several department or division chairs to the workshop so they can support one another in instituting improvements upon their return to campus. A single representative from an institution, and deans and associate deans who work closely with chairs, also would find the program beneficial and are welcome to participate.

Hotel information is available on the CIC website. More information about workshop programming will be posted at www.cic.edu/DepartmentChairWorkshops in January 2013.

MARK YOUR CALENDARS!

April 4–6  May 14–16
Philadelphia, PA  Cincinnati, OH
May 21–13  June 4–6
St. Paul, MN  Albuquerque, NM
CIC Announces American History Seminar on the Gilded Age

In summer 2013, 25 full-time faculty members from CIC member institutions will have the opportunity to participate in a new seminar on the Gilded Age. The seminar, made possible through the generous support of the Andrew W. Mellon Foundation and cosponsored by the Gilder Lehrman Institute of American History, will be held at Stanford University in California, July 14–19, 2013.

This marks the first time a seminar in this series will take place on the West Coast.

The Gilded Age, the long period from the end of the Civil War to roughly the turn of the 20th century, has moved from being an embarrassing backwater of American history to one of the most fruitful sources of new scholarship. Encompassing the so-called Greater Reconstruction in the West and the South, mass immigration, industrialization, violent class conflict, transformative new technologies, and explosive growth, the era created the foundation for the modern United States. Richard White, the Margaret Byrne Professor of American History at Stanford University and a Pulitzer Prize finalist for his 2011 book, Railroaded: The Transcontinentals and the Making of Modern America, will lead the seminar. Participants will examine the era in its own right and explore the larger pedagogical problem of how to teach an era of the past with so many parallels to contemporary times.

This seminar offers a superb opportunity for faculty members in CIC institutions to strengthen their courses and recharge their intellectual batteries. CIC will select participants by competitive nomination. There is no fee for the seminar program, room, board, or books. The only expense to participants or their institutions will be transportation to and from Stanford, although CIC will offer reimbursements of up to $200 toward travel-related expenses. The nomination deadline is February 1, 2013. For more information about the seminar, including the nomination form, see www.cic.edu/AmericanHistory.

CIC Offers Seminar on the Iliad

CIC and the Center for Hellenic Studies will cosponsor an eighth seminar on the classics, to be held on the Center’s Washington, DC, campus, July 23–27, 2013. 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 (TN), will lead the seminar on the Iliad, which the “Ancient Greece in the Modern College Classroom” seminars last examined in 2006.

Designed for non-specialists, the seminar addresses the challenge of keeping alive in undergraduate education classical texts such as the Iliad, Odyssey, Homeric Hymns, poetry of Hesiod, and Histories of Herodotus that a generation ago every college graduate read and understood. Full-time faculty members in all disciplines at CIC member colleges and universities who might have occasion to use classical texts in their courses are encouraged to apply.

This seminar will provide an opportunity to examine the many dimensions of the Iliad in its various historical contexts and explore how the poem (to be read in translation) can be studied in courses that address a variety of literatures and disciplines. Participants will discuss diverse topics ranging from the exchange of luxury goods to the adjudication of disputes arising from athletic contests. Along with providing information and background for understanding Homeric poetry in its ancient contexts, the seminar will devote a substantial portion of each day to reading and analyzing the poem itself.

CIC will select by competitive nomination 20 faculty members to participate in the seminar. The cost of rooms, most meals, and the seminar program itself will be met by generous support from the Andrew W. Mellon Foundation. Participants or their institutions will be responsible for transportation to and from Washington, although CIC will offer reimbursements of up to $200 for travel expenses. The nomination deadline is February 1, 2013. For more information, including guidelines and online nomination materials, see www.cic.edu/AncientGreece.
Engaging Evidence Workshop Advances Plans to Improve Student Learning Outcomes

Teams from 40 CIC colleges and universities, totaling 121 campus representatives, participated in the Engaging Evidence Consortium workshop held August 5–7 in Washington, DC. Institutions in the Consortium were chosen on the merits of their project proposals to use assessment data and other evidence to improve student learning. The Consortium and workshop were made possible by funding from the Teagle Foundation.

Each Consortium member institution is engaged in a project that uses existing data to guide curricular and instructional changes to improve student learning. Each project also has a plan that includes additional steps to enhance student learning.

During the workshop, national experts offered presentations on pertinent assessment topics, campus leaders shared information about successful projects, and campus teams discussed in small groups how they are implementing what they are learning. In her compelling keynote address, Peggy Maki, who runs Peggy Maki Associates, encouraged participants to take a problem-based approach to assessment to improve students’ learning. Charles Blaich, director of the Center of Inquiry in the Liberal Arts at Wabash College (IN) and the Higher Education Data Sharing Consortium, encouraged participants to speed the pace of evidence-informed change “because ‘glacial’ isn’t good enough.”

Two key features of the Consortium meeting were the incorporation of interactive sessions to encourage the exchange of promising practices among Consortium members and working sessions for campus teams. Before the meeting, each team created a poster to display the objectives, timelines, sources of evidence, and challenges of their project. Participants had the opportunity during the workshop to review and comment on each poster and learn about new ideas they might want to incorporate into their own projects.

Sessions led by Mary Ann Coughlin, CIC senior advisor for the Engaging Evidence Project, Maki, and Blaich demonstrated how participants could expand the use of qualitative and quantitative data to improve their projects and enhance student learning. Consortium members led three additional discussion sessions. William Deeds, vice president for academic affairs and dean of the college at Morningside College (IA), led a session on “Creating Meaningful Discussions about Assessment Data”; Marilyn Sutton-Haywood, vice president for academic affairs at Shaw University (NC), discussed how to elicit faculty support; and Bryon Lee Grigsby, senior vice president and vice president for academic affairs at Shenandoah University (VA), spoke about providing academic leadership for improved student learning.

Consortium members left the workshop with new ideas about how to use evidence to make meaningful change. Members mentioned that deep learning occurs over time and with repetition; students (and faculty) have a tendency to hold onto incorrect concepts even after they have been proven incorrect; an important distinction exists between data and evidence; and rubrics allow colleges and universities to provide opportunities for student accountability.

The workshops and discussion sessions—together with the opening plenary, the poster session, and informal discussions with colleagues—helped institutional teams develop action plans for the upcoming academic year that will focus on improving student learning outcomes. For more information about the CIC Engaging Evidence Consortium, contact Coughlin at mcoughlin@cic.nche.edu or see the CIC website at www.cic.edu/EngagingEvidence.
The CIC Degree Qualifications Profile (DQP) Consortium held its second meeting in Washington, DC, October 18–20. Participants shared their discoveries about improving academic quality at the event. The consortium is a two-year project in which 25 institutional teams are examining the usefulness of the Lumina Foundation’s DQP to improve student learning and increase the successful completion of baccalaureate degrees at independent colleges and universities.

George Kuh, project director of the National Institute for Learning Outcomes Assessment (NILOA) and Chancellor’s Professor Emeritus of Higher Education at Indiana University Bloomington, gave the opening plenary address on “Using the DQP to Improve Student Learning: the View from NILOA.” He discussed NILOAs work in “harvesting” data from the more than 120 DQP projects around the country and provided a general view of how the DQP is used by groups other than CIC. He noted that CIC/DQP campus projects have led to improved communication across departmental and institutional lines and have made it easier for faculty and administrators to focus campus discussions on issues critical to improving student learning. Kuh also said the CIC/DQP campus projects show that applying the DQP inevitably starts with curriculum mapping and aligning assessment with academic curricula.

Paul L. Gaston III, one of the four authors of the Lumina Foundation DQP document and Trustees Professor at Kent State University, moderated a panel discussion about a series of summer regional meetings of the CIC/DQP institutions. Joel Frederickson of Bethel University (MN), Mimi Harris Steadman of Daemen College (NY), and Erica Russell of Saint Augustine’s University (NC) reported lessons learned from the regional gatherings. Panelists emphasized the importance of keeping DQP projects limited and focused, of communicating frequently with campus constituencies, and of being strategically thoughtful in the way the DQP is introduced on campuses.

A plenary presentation led by Sylvia Manning, president of the Higher Learning Commission (HLC), North Central Association of Colleges and Schools, addressed “The DQP and Accreditation.” She provided examples of some of the current uses of the DQP in the reaffirmation process. She said that these institutions expressed positive feedback on the DQP, saying it can be a catalyst for cross-program discussions, help create or strengthen a culture of assessment, provide an understanding of the big picture, and be flexible enough to serve the needs of various institutions. Manning also noted that concerns or reservations about the DQP are very specific, which suggests that institutions are focused on the useful aspects of the DQP and not on a wholesale rejection of the concept. During discussions following her address, Manning reminded participants that regional accreditors are owned by the institutions in their regions and support them in their efforts to maintain academic quality, even though they must answer to mandates from the U.S. Department of Education.

After a session in which members of all institutional teams evaluated posters presenting each institution’s DQP project, Peter Ewell, vice president of the National Center for Higher Education Management Systems, spoke on the topic “Getting It Done: Some Tips for Managing Change.” He urged campus DQP teams to present the DQP not as a complete replacement for all existing campus programs, but as a mirror to reflect and clarify current successful practices that might lead to insights for improving what is in place. He also said that the DQP should help institutions move beyond the traditional mindset that general education is a separate program completed in the first two years of college toward the understanding that student learning outcomes must drive the whole college experience, including courses in the major and co-curricular learning.

A panel discussion on “Strategies for Developing Faculty Buy-in for the DQP Project” featured Tami Eggleston, associate dean and professor of psychology at McKendree University (IL); William E. Lenz, Pontius Professor of English at Chatham University (PA); and Joseph Roitd, vice president for academic affairs at Davis & Elkins College (WV). They discussed the apparent contradiction between the view that institutional teams should be transparent and direct in presenting the DQP to their campuses and the view that the DQP should be introduced gradually in small doses. The panelists agreed that the way discussions of the DQP begin depends on the individual campus culture and the recent history of change initiatives. Participants also recalled advice Peter Ewell told participants earlier—that the DQP will not work if it is presented as a way to change the way everything is done on campus.
Another plenary session by Gaston and Marcus Kolb, program officer at the Lumina Foundation, provided an update on Lumina DQP projects, including a forthcoming revision of the Lumina DQP document and the addition of pamphlets designed for communicating with various campus constituencies. Kolb offered assurance of Lumina’s long-term commitment to the DQP and the likelihood of further funding for DQP projects.

In a final session, cluster groups of participants with similar DQP projects met to talk about continuing issues with their projects and next steps, possible ways that CIC and Lumina could assist them in carrying out their projects, and suggestions for the third and final meeting of the consortium in August 2013.

SAVE THE DATE! 2013 College Media Conference Set for June


The preconference workshop on June 26 will focus on “Crisis Communication in a Digital Age” and will feature reporters, editors, and bloggers who have covered a campus crisis. The workshop also will feature college communications officers who have weathered a significant crisis on their campus and used social media and traditional communication channels to disseminate information.

The journalists will participate in preconference and conference panel discussions and explore how colleges and universities can interact effectively with them as they report on higher education issues and crises. In addition, college and university public relations professionals will share best practices and approaches to publicizing campus activities and pitching stories to the media. Participants often mention having an opportunity to network with colleagues from around the country as one of the major benefits of participating in the conference.

Communications officers, public and media relations directors, writers, university relations vice presidents, assistant deans for external relations, and other interested administrators from all colleges and universities are invited to attend. The conference seeks to help campus communications professionals develop techniques that work, prepare news materials that produce results, and make contacts with some of the nation’s top higher education reporters, editors, freelance writers, producers, bookers, educational correspondents, and campus news professionals.

Conference program information and registration will be available on the website at www.CollegeMediaConference.org in late January 2013.
CIC Launches Campaign for the Liberal Arts; Selects Georgia Nugent to Lead Campaign

CIC announced in November a multi-pronged initiative to promote the liberal arts, liberal arts colleges, and the effectiveness of independent higher education to increase the likelihood that the next generation of Americans will be prepared for the top-priority jobs in the United States and for leadership in a democratic society. As the major national service organization for these uniquely American independent liberal arts colleges, CIC is well positioned to direct renewed attention to the compelling evidence that smaller independent colleges produce graduates who are among the best prepared for success in their personal, career, and community lives.

In announcing the initiative, CIC President Richard Ekman said, “CIC’s campaign to strengthen and support independent higher education will include research and data that dispel persistent and false stereotypes about independent colleges, feature prominent graduates of independent colleges and universities in all walks of life, and develop more compelling language to describe the advantages of a liberal arts education, especially at independent institutions.”

Campaign plans will evolve over the next several months, and CIC has taken the important first step of appointing S. Georgia Nugent, president of Kenyon College (OH) and chair of the CIC Board of Directors, as CIC Senior Fellow to lead the campaign. As president for the past decade of one of the nation’s leading independent liberal arts colleges and a staunch advocate of the importance of the liberal arts to individuals and to society, Nugent is especially well qualified to lead this new initiative. Nugent led Kenyon to become one of the most selective colleges in the Midwest, attracting more diverse and international students. She also chairs the board of Higher Education Resource Services and has served on the board of the National Association of Independent Colleges and Universities.

In discussing the campaign, Nugent said, “I am passionate about the value of the liberal arts, and I believe it is critical that we find more effective ways of articulating that value to the public. In my decade at Kenyon, I have seen over and over the power of an outstanding liberal arts education. Yet, our public discourse about higher education shows little understanding of this value. I look forward to applying my experience as a college president to the national conversation about this issue.”

Ekman said, “Given the pressing national priority to increase the number of college graduates who have mastered both the skills that employers say they want and the equally urgent skills to re-engage productive use of our democratic institutions, America’s smaller independent colleges and universities have a vital role to play.” He emphasized, “In an era when many state university systems are forced to increase tuition and limit enrollment, independent colleges offer a cost-effective alternative that accounts for higher rates of degree-completion and postgraduate satisfaction. Independent colleges are more likely to enroll and graduate low-income and first-generation college students. Their emphasis on the liberal arts is correlated with higher percentages of students who perform well on tests of learning outcomes and who succeed in science and engineering careers. Graduates of these colleges have lower levels of debt than other students, are more involved in their communities, and complete their degrees on time. Even Academically Adrift concedes that ‘students of the liberal arts do better than others in gaining the skills that lead to success in later life.’”

The facts are these:

- The graduation rates at independent colleges are much higher than those at public and for-profit institutions. Nearly 60 percent of students who graduate from independent institutions do so in four years—compared with just 38 percent at state universities.
- Low-income and first-generation students and students of color enrolled at independent colleges are more likely to graduate than their peers in other sectors of higher education.
- Independent colleges are affordable because they raise and distribute six times as much of their own money for student scholarships than the federal government provides in aid.

Nugent stressed that the distinctive features of independent higher education are the keys to the success of students. “These colleges offer small classes taught by full-time faculty members who have earned the highest degrees possible in their disciplines; an array of co-curricular experiences that supplement in-class learning; face-to-face interaction among students and between students and faculty members; a multiplicity of teaching approaches that meet the range of student learning styles; and opportunities for students to learn and exercise leadership skills.”

Ekman added, “At a time when the federal government and major foundations recognize the urgency of producing more college graduates with high-quality degrees, the country cannot afford to overlook precisely the kind of higher education that gets results.” What’s more, he said, “There has been a frenzy of rhetoric advocating for the wholesale adoption of online courses (continued on page 24)
CIC Releases New Research Countering Myths and Providing Facts about Student Debt

CIC released in September new research to set the record straight by countering myths and providing facts about student debt. A fact sheet, “Student Debt: Myths and Facts,” is available at www.cic.edu/MakingTheCase/StudentDebt. Many presidents shared the information with their trustees, and many others used the data in op-ed pieces that were published in local newspapers.

In announcing the release of the new information, CIC President Richard Ekman said, “So many of the ‘facts’ about student debt and the cost of college that have been invoked by policy officials and journalists are simply not true. These critics are hypothesizing that student loans could be the next financial bubble to burst—and they claim that borrowing for higher education is not worth the financial risk, especially for students who enroll in independent institutions. It is very much a concern that student loan debt reported on consumer credit reports is now nearing $1 trillion and that the delinquency rate for student loans has increased to 8.7 percent. But the misinformation on this issue presents an inaccurate picture of the debt levels of students who graduate from independent colleges and sidetracks efforts to solve the problem.”

A number of charts and graphs accompany the key points on the fact sheet, which includes myths and facts as well as other factors that should be understood about the cost of college:

- Over the past decade, tuition at public institutions has risen faster than tuition at independent institutions;
- The graduation rates at independent colleges are much higher than those at public and for-profit institutions, even for low-income students; and
- Students at independent colleges graduate much sooner (about ten months earlier) than do their peers at public institutions and four years earlier than students at for-profit institutions—which means fewer years of paying tuition and an earlier start to earning a salary.

The website, www.cic.edu/MakingTheCase/StudentDebt, also includes media coverage of student debt issues and editorials written by CIC member presidents.

Myth: Only wealthy families can afford to send their children to independent colleges.
Fact: Independent colleges enroll students of all financial backgrounds and at about the same percentages as public institutions for low- and middle-income students. In fact, the percentage of Pell Grant recipients at independent colleges is 30 percent compared with 23 percent at public research universities.

Myth: It is very difficult to receive financial aid at independent colleges.
Fact: A larger percentage of students at independent colleges receive financial aid than students at other types of institutions. Students enrolled at independent colleges are twice as likely to receive grants from their institutions as students enrolled at public institutions and more than three times as likely to receive institutional grants as students at for-profit institutions.

Myth: Many students owe more than $100,000 when they graduate.
Fact: One third of students who graduated with a bachelor’s degree did not have any educational debt. The average debt level of bachelor’s degree recipients who borrowed for college is $20,000—about the price of a modest automobile. Moreover, the gap between the debt levels for students at public versus independent institutions is not very large: $17,700 versus $22,380, respectively. Students who attend for-profit colleges (approximately 11 percent of all students) account for nearly half of all defaults, and their median debt is $32,650.
and pedagogies and discarding the traditional model of higher education. After years of false assumptions about the presumed high cost of independent education, the alleged loss in value of a liberal arts education in contemporary society, and the purported high debt carried by graduates of these institutions, CIC plans to take steps to correct both the record and the perception in people’s minds. I am delighted that Georgia Nugent has accepted the challenge of leading this campaign.”

Woodrow Wilson Visiting Fellows Priority Deadline Is March 15

CIC is accepting applications from campuses that wish to host a Woodrow Wilson Visiting Fellow in the 2013–2014 academic year. The priority application deadline is March 15, 2013, but CIC will continue to accept applications after that date.

Administered by CIC since 2007, the Woodrow Wilson Visiting Fellows program receives consistently positive reports from Fellows and campuses alike. The week-long visits result in benefits far beyond those of traditional college lectures. Fellows advise students about potential careers, involve students in their projects, suggest internships in their fields, and even invite students to stay in touch with them long after the visit has ended. The extended visit allows campuses to foster intellectual dialogue among campus communities and connect students to broader social issues.

For example, a September visit by former Foreign Service Officer Stevenson McIlvaine to the College of Saint Rose (NY), sparked a comment by the campus liaison Michael C. Brannigan, Pfaff Endowed Chair in Ethics and Moral Values: “Stevenson’s visit was a true success in so many ways. After listening and learning from him in classes, small groups of students and faculty members, public forums, and lunch meetings, we are spurred on as a community to explore in more detail the theme of his visit, cultivating global and international awareness.”

—Michael C. Brannigan, Woodrow Wilson Visiting Fellows Program Campus Liaison, College of Saint Rose (NY)

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Network for Vocation in Undergraduate Education Expands

The Network for Vocation in Undergraduate Education (NetVUE) continues to mature in its fourth year of operation through a thriving network of 177 college and university members and an expanding range of program opportunities. Administered by CIC with generous financial support from Lilly Endowment Inc., NetVUE fosters the intellectual and theological exploration of vocation among students at independent colleges and universities.

National Conference

NetVUE leaders are planning for the forthcoming national conference, which will take place March 14–16, 2013, in Indianapolis, Indiana. With the theme of “Enriching the Theological Exploration of Vocation,” plenary session speakers will include Sharon Daloz Parks, principal of Leadership for the Commons and senior fellow at the Whidbey Institute, who will discuss how colleges and universities can cultivate a deepened capacity for critical thought in students; Tim Clydesdale, professor of sociology at the College of the Holy Cross, who will present findings from his study of vocational exploration programs; and Craig Dykstra, formerly of the Lilly Endowment’s grant to CIC with generous financial support.

In addition, Robert M. Franklin, Jr., president of Morehouse College (GA), will moderate a panel on “Educating for Vocation: Aligning Mission, Culture, and Resources” that will feature James L. Edwards, president of Anderson University (IN); Marianne E. Inman, president of Central Methodist University (MO); and Carol Ann Mooney, president of Saint Mary’s College (IN).

Teams from member campuses may still register on a space-available basis. For the NetVUE conference schedule and additional program information, see www.cic.edu/2013NetVUEconference. Conference and accommodation expenses are supported by the Lilly Endowment’s grant to CIC for NetVUE.

Scholarly Resources Project

A NetVUE Scholarly Resources Project was launched this fall. The goal of the project is to develop vocational resources over the next several years that address three central questions:

- How can colleges and universities better educate undergraduates about vocation in an ever-changing context?
- How can vocational considerations be integrated into diverse fields of study, creating bridges between the humanities and applied fields?
- How can vocational discernment and practices be advanced in a multi-religious world?

David Cunningham, professor of religion and director of the Crossroads Project at Hope College (MI), is leading this project for CIC. Cunningham has assembled scholars who through seminars, readings, research, and writing will develop resources to address the first of these questions—namely, the institutional need for fresh resources that increase students’ vocational exploration. The first NetVUE Scholarly Resources Project team includes Gail Bowman, college chaplain and director, Willis D. Weatherford Jr. Christian Center, Berea College (KY); Quincy Brown, vice president for spiritual life and church relations, LaGrange College (GA); William Cavanaugh, professor of theology, DePaul University (IL); Douglas Henry, associate professor of philosophy in the Honors College, Baylor University; Thomas (Tal) Howard Baylor, associate professor of history, Gordon College (MA); Kathryn (Kit) Kleinhans, professor of religion, Wartburg College (IA); Charles Pinches, professor and chair of theology and religious studies, University of Scranton (PA); Darby Ray, director, Harvard Center for Community Partnerships, Bates College; C. Hannah Schell, associate professor of religious studies, Monmouth College (IL); Paul Wadell, professor of religious studies, St. Norbert College (WI); Stephen Webb, professor of religion and philosophy, Wabash College (IN); and Cynthia Wells, assistant professor of higher education and program director, MA in Higher Education, Messiah College (PA).

Consultants and Campus Visit Programs

Ongoing NetVUE member opportunities include the NetVUE consultants program. Four NetVUE campus consultants are available to serve member campuses: Carter Aikin, director of the Center for Vocation, Faith, and Service at Hastings College (NE); Julie Massey, director of the Program of Faith, Learning, and Vocation at St. Norbert College (WI); Bill Millard, executive director of the Center for Life Calling at Indiana Wesleyan University (IN); and Roger Ward, director of the Center for Christian Discernment and Academic Leadership at Georgetown College (KY). In addition, a campus visit program provides for grant-supported on-campus visits among NetVUE member teams.

Online Resources Library

An online resource library is accessible to all member campuses through the NetVUE community website. It includes more than 400 books, course syllabi, and films on vocation, and it can be searched by keywords such as “calling,” “social justice,” and “interfaith.”

For more information about NetVUE membership and benefits contact Shirley Roels, CIC senior advisor for NetVUE, at sroels@cic.nehe.edu or (616) 526-7819, or visit www.cic.edu/NetVUE.
Leadership Development Programs Show Encouraging Results

Numerous participants in CIC’s most recently established leadership development programs—the Executive Leadership Academy (ELA), which prepares provosts and vice presidents in all divisions of the institution to be effective presidents, and the Senior Leadership Academy (SLA), which prepares mid-level administrators in all divisions to assume and execute the responsibilities of mid-level administrators—have already moved into higher level positions as a result of their participation in these programs. While enhancing engagement outside the classroom, participants also discussed student debt and cost/affordability issues and strongly agreed with Pérez Peña’s assessment that CIC colleges are a great value that need to be better known.

In addition, they discussed the next Student News Editors Workshop, which will take place at the Times on Friday, April 12, 2013, for student editors of institutions that are members of the CIC/NYT Partnership. (For information about joining the Partnership, contact Kathleen O’Connell, national education director for the Times, at oconkm@nytimes.com or (203) 779-5239.)

Randy Helm, president of Muhlenberg College (PA), was elected 2013 chair of the Partnership, succeeding Jake Schrum, president of Southwestern University (TX).

In addition, O’Connell and Susan Mills, vice president for education at the Times, provided participants with information about two new projects: The New York Times in the First Year and The New York Times in Leadership. Both of these projects seek to develop students’ competencies and skills while learning and doing. Through news articles, discussion questions, on-campus events, and video conferences, among other resources, students will expand their understanding of how the world works in the 21st century.

Faculty resources include:

• Daily articles with discussion questions linked to various competencies;
• Case studies that have been developed from actual New York Times stories;
• Video conferences with Times journalists;
• Inside the Times for information to use in orienting students to Times journalism;
• Times sponsorship of campus events; and
• Comment area to share thoughts and ideas with faculty members at other participating institutions.

For more information on The New York Times in the First Year and The New York Times in Leadership, email O’Connell at oconkm@nytimes.com.
CIC in October awarded grants to 13 colleges and universities that are members of the Pathways to Educational and Economic Opportunity in Urban Colleges and Universities Project (Pathways Project). The $7,000 grants, made possible by funding from the Carnegie Corporation of New York, will help the institutions create new strategies to improve learning outcomes for students enrolled at urban colleges and universities, many of whom are from historically underserved populations. (For the list of institutions that received grants, see the box below.) The institutions are actively applying lessons learned from the CIC/Collegiate Learning Assessment Consortium (CLA) to enhance strategies to improve student learning outcomes.

Over the past three years, 29 CIC member colleges and universities have participated in the Pathways Project. The institutions developed action plans that outlined how they would improve upon existing programs, start new initiatives, and consider additional opportunities to improve the learning outcomes of underrepresented students. The 13 campuses selected for this final phase of the project will fulfill one or more of the objectives in their action plans, track the progress of the implementation, and share lessons learned with other institutions.

To date, institutions have reported several key findings from involvement with the Pathways Project:

- Institutions have developed a clearer understanding of the profile and needs of first-generation and low-income students.
- The Pathways Project has stimulated on-campus dialogue. One institution commented that strategies to raise student learning outcomes often cross academic and administrative departmental lines, creating opportunities to break down managerial silos and leading to more effective collaboration.
- Many faculty members have incorporated CLA in the Classroom techniques into their courses. Two-thirds of Pathways institutions sent faculty teams to a CLA in the Classroom Performance Task Academy so that teams could learn and share the skills acquired with campus colleagues.
- Institutions have found that social integration of underrepresented students is just as important as academic integration of these students.
- Institutions emphasize that initiatives designed to help first-generation and low-income students succeed in college are likely to help other students succeed as well.
CIC in September awarded State Fund Members in Illinois, Michigan, Nebraska, and North Carolina First Opportunity Partners grants to benefit independent colleges in those four states. For use in 2013, the four grants total $92,500 and require state consortia to raise matching funds. The grants will support collaborative programs to enhance first-generation or minority student access to, or success at, independent colleges. Funded initiatives include two statewide college preparation programs for minority high school students, a program to identify and recruit more first-generation students for the state’s independent colleges, and a peer mentoring program designed to enhance success and graduation rates for minority students.

The grant to the Associated Colleges of Illinois (ACI) will continue support for its Dreams to Degrees initiative. In the initiative, ACI will partner with inner-city schools to enhance target students’ preparation for, as well as successful transition to, private colleges and universities in Illinois.

A grant to the Michigan Colleges Foundation will help the consortium expand its Third 90 Network, a statewide program designed to prepare minority, often first-generation high school students from urban areas to succeed in college-level studies.

As an opening project in its 60th Anniversary Campaign, the Nebraska Independent College Foundation is working with member colleges to develop and implement a collaborative plan to identify and recruit minority students, economically disadvantaged students, and first-generation students and to generate additional scholarship funds to support them.

The North Carolina Independent Colleges and Universities (NCICU) will use the grant to implement a Minority Mentoring Initiative aimed at “connecting the dots” of access, retention, and success for minority student populations on its member college and university campuses. The initiative will use mentoring programs designed specifically to address the needs of minority student populations, which comprise up to 31,000 students across all 36 NCICU institutions.

The CIC/UPS First Opportunity Partners grant program supports initiatives coordinated by State Funds that involve multiple colleges and universities in a collaborative approach to increase college educational opportunities for first-generation, minority, and lower-income students. Grant support from the UPS Foundation funded these projects.

CIC Awards Scholarship Challenge Grants to Four State Fund Members

In the second year of the Scholarship Challenge Grant program, CIC in July approved four grants of $25,000 each for State Fund Members. To receive the grants, the consortial fundraising associations must raise at least the challenge amount in additional gifts and grants for student scholarships at their member colleges. The challenge grant program is designed to increase private gifts for scholarship support for CIC member colleges. It also helps State Fund Members attract new money and broaden their donor base.

“One of the highest priority needs at our member colleges is additional scholarship aid for students,” said Richard Ekman. “Our State Fund Members are in a unique position to help address this need by raising both corporate and foundation funding that otherwise might not be available to the colleges. We know the challenge grant approach works. Last year’s grant recipients raised over $500,000 in new scholarship money for their colleges.”

State Fund Members presented proposals to participate in the program, and a selection committee reviewed the proposals on a competitive basis. The State Fund Members selected for Scholarship Challenge Grants were:

- Alabama Association of Independent Colleges and Universities—Paul Hankins, president;
- Independent Colleges of Washington—Violet Boyer, president;
- Tennessee Independent Colleges and Universities Association—Claude Pressnell, president; and
- Virginia Foundation for Independent Colleges—Tom Morris, president.

THE 2012 KEY INDICATORS TOOL (KIT) RELEASED IN MID-DECEMBER

The 2012 KIT was released in mid-December (instead of October, when it is typically released) due to a delay in the release of data by the U.S. Department of Education’s Integrated Postsecondary Education Data System. The KIT provides a customized, confidential benchmarking report for each CIC member president with 20 indicators of institutional performance in four key areas: student enrollment and progression, faculty, tuition revenue and financial aid, and financial resources and expenditures. The KIT is aimed at improving the capacity of member institutions to gain access to and use data to enhance institutional decision making and improve institutional effectiveness. For more information about KIT and other benchmarking services, visit www.cic.edu/KIT.
such traditional constraints as location and time, credits and credentials, and knowledge creation and sharing. Readers can discover different approaches to using technology to advance higher education.

Published by Educause, readers can download a free ebook from www.educause.edu/books or purchase the book in paperback for $19.95 from www.amazon.com.

No Longer Invisible: Religion in University Education
Douglas Jacobsen and Rhonda Hustedt Jacobsen
© 2012
Drawing on conversations with hundreds of professors, co-curricular educators, administrators, and students from institutions spanning the entire spectrum of American colleges and universities, the authors illustrate how religion is constructively intertwined with the work of higher education in the 21st century. No Longer Invisible documents how, after decades when religion was marginalized, colleges and universities are re-engageing matters of faith. Using the categories of historic religion, public religion, and personal religion, the book offers a new framework for understanding the emerging religious terrain. The authors state that the framework can help colleges and universities—and the students who attend them—interact with religion more effectively, and religious discussions can allow a much broader and more nuanced college education.

The book is available in hardcover for $29.95 from Oxford University Press (www.oup.com/us).

Faculty Support and Undergraduate Research: Innovations in Faculty Role Definition, Workload, and Reward
Nancy H. Hensel and Elizabeth L. Paul, editors
© 2012
American colleges and universities are embracing undergraduate research as a powerful learning pedagogy. Although many professors consider undergraduate research as a central part of their faculty role, finding time to work with undergraduates can be difficult. The authors discuss many aspects of supporting faculty members who involve undergraduates in research. Essays address topics such as exploring the critical role of faculty in undergraduate research, balancing life and undergraduate research, exposing hidden barriers for faculty of color, building undergraduate research into the curriculum, and more. Through this book, the editors aim to inspire and encourage administrators and faculty to design solutions to related challenges that can be integrated into campus practices and cultures.

The book is available in paperback for $25 from the Council on Undergraduate Research (www.cur.org).

Game Changers: Education and Information Technologies
Diana G. Oblinger, editor
© 2012
Game Changers: Education and Information Technologies is a collection of chapters and case studies—contributed by college and university presidents, provosts, faculty, and other stakeholders—that presents strategies that institutions can use to reach more learners more effectively and with greater impact. Institutions are finding new ways to achieve higher education’s mission without being crippled by (continued on page 30)
Success on the Tenure Track: Five Keys to Faculty Job Satisfaction
Cathy Ann Trower
© 2012
The Collaborative on Academic Careers in Higher Education at the Harvard Graduate School of Education in 2005–2006 surveyed more than 15,000 tenure-track faculty at 200 participating institutions to assess their job satisfaction.

The survey was designed around five key themes for faculty satisfaction: tenure clarity, work-life balance, support for research, collegiality, and leadership.

Success on the Tenure Track positions the survey data within the context of actual colleges and universities and real faculty and administrators who talk about what works and why. Best practices at the institutions rated most highly in the survey give administrators practical advice on how to increase employee satisfaction. Additional chapters discuss faculty demographics, trends in employment practices, what leaders can do to create a good workplace for faculty members, and what the future might hold for tenure. Trower stresses that an actively engaged faculty is crucial for American higher education to retain its global competitiveness.

The book is available in hardcover or as an ebook for $45 from the Johns Hopkins University Press (www.press.jhu.edu).

Cultivating Inquiry-Driven Learners: A College Education for the 21st Century
Clifton Conrad and Laura Dunek
© 2012
Increasingly influenced by market forces, many universities focus on preparing students for entry into the workforce. As a result, students remain unprepared for a world in which much of the knowledge they acquire will have a short shelf life.

Revitalizing the notion of a well-rounded education, Cultivating Inquiry-Driven Learners proposes that a college education prepare students to be innovative and adaptable by developing four signature capabilities: core qualities of mind, critical thinking skills, expertise in divergent modes of inquiry, and the capacity to express and communicate ideas. These capabilities empower students to explore ideas that will prepare them to navigate constant change successfully, capitalize on career opportunities, enrich their personal lives, and engage in public life. The book also explores a wide range of initiatives and practices for educating inquiry-driven learners.

Published by the Johns Hopkins University Press, the book is available in hardcover for $50 and in paperback and as an ebook for $24.95 at www.press.jhu.edu.

Funding the Future: Preparing University Leaders to Navigate the Coming Change
Stephen T. Beers, Timothy W. Herrmann, and Paul Blezien, editors
© 2012
In recent years, higher educational leaders have faced unanticipated financial challenges and have questioned the sustainability of the current financial model. Organized into three sections, this book aims to guide a conversation on the sustainability of the current financial model—a critical question for private colleges and universities. Section One, “Gaining a Vantage Point,” includes a literature search that reviews decision-making processes in light of complex financial pressures and reports results from a qualitative research project that surveyed senior-level executives of private higher educational institutions from across the United States. Section Two, “Understanding Higher Educational Finances,” provides a primer on higher education’s budgeting nomenclature and processes. Section Three, “Preparing for Change,” focuses on vital leadership principles for navigating change and includes a list of the critical issues that educational leaders face as they look to the future.

Published by Abilene Christian University Press, the book is available in paperback for $15.99 at www.abilenechristianuniversitypress.com.

Sacred Ground: Pluralism, Prejudice, and the Promise of America
Eboo Patel
© 2012
In the decade following the 9/11 attacks, suspicion and animosity toward American Muslims has increased, and alarmist, hateful rhetoric has become mainstream. In Sacred Ground, author and interfaith leader Eboo Patel writes that this prejudice is not just a problem for Muslims but a challenge to the very idea of America. Patel shows that Americans
from George Washington to Martin Luther King Jr. have been “interfaith leaders,” illustrating how the forces of pluralism in America have repeatedly defeated the forces of prejudice. Now, the author stresses, a new generation needs to rise up and confront the anti-Muslim prejudice of our era. To this end, Patel offers a primer in the art and science of interfaith work, bringing to life the expanding body of research on how faith can be a bridge of cooperation rather than a barrier of division and sharing stories from the frontlines of interfaith activism.

Hardcover copies of the book are available at Beacon Press (www.beacon.org) for $24.95.

Soul Care: Christian Faith and Academic Administration
Harold Heie and Mark Sargent, editors
© 2012
In Soul Care, several academic leaders reflect, in personal and candid essays, on how their Christian faith informs their approach to academic administration. Each essay explores theoretical and theological foundations for administrative work and then considers one or more specific applications or scenarios. Part One explores underlying virtues and values in academic leadership, including humility, administration as pastoral care, and the cultivation of joy. Part Two delves more intricately into the dynamics of academic governance, including difficult personnel decisions, strategic planning, and tough financial choices. Part Three explores relationships in the academy—the continual need to find that personal touch in administrative work.

Published by Abilene Christian University Press, the book is available in paperback for $24.99 at www.abilenechristianuniversitypress.com.

The Sustainable University: Green Goals and New Challenges for Higher Education Leaders
James Martin, James E. Samels & Associates
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Many colleges and universities are at the forefront of efforts to preserve the earth’s resources for future generations. That said, nearly 700 chief executive officers have signed the American College and University Presidents’ Climate Commitment, while several thousand have yet to do so. The Sustainable University identifies four of the most formidable challenges facing college presidents and leadership teams along with solutions to address them: effectively institutionalizing sustainability thinking; developing an efficient, flexible system of sustainability benchmarks; implementing an accountable university budget model; and engaging boards of trustees in the campus sustainability agenda. The volume’s contributors, including recognized authorities on sustainability as well as campus executives with broad-ranging experience, consider these challenges and discuss specific action plans, best practices, and emerging trends in sustainability efforts. They offer sustainability solutions for several major operational areas of campus and consider what sustainability means for colleges and universities—and the legacy of those entrusted with shaping their future.

Published by Abilene Christian University Press, the book is available in paperback for $24.99 at www.abilenechristianuniversitypress.com.

Thriving in Leadership: Strategies for Making a Difference in Christian Higher Education
Karen A. Longman, editor
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In Thriving in Leadership, nearly 20 senior leaders from faith-based colleges and universities across North America—collectively bringing with them hundreds of years of leadership experience—share fresh insights into the theory and practice of Christian higher education leadership. These authors speak honestly about the successes, failures, and demands that have shaped their current leadership decisions and their visions for the future. Part One and Part Two of the book explore the interior life and social intelligence of thriving leaders, respectively. Part Three examines how leaders can shape a thriving organizational culture.

Published by Abilene Christian University Press, the book is available in paperback for $24.99 at www.abilenechristianuniversitypress.com.
Celebrating Achievements

The Rhodes Trust in November chose 32 American students as winners of Rhodes Scholarships for 2013. Three CIC member institutions produced scholarship winners: Luther College (IA), the College of Idaho, and Wofford College (SC). Created in 1902, Rhodes Scholarships provide all expenses for at least two years of study at the University of Oxford in England.

Marking its second time to host a U.S. vice presidential debate, Centre College (KY) hosted the 2012 vice presidential debate on October 11. The debate took place on campus in the Norton Center for the Arts. Earlier that day, Centre College also hosted “Our Voice, Our Future,” a live interactive webcast for high school and postsecondary students and teachers to discuss the presidential race and role of debates. Lynn University (FL) hosted the presidential debate on October 22—the final of four general election debates—at the university’s Keith C. and Elaine Johnson Wold Performing Arts Center. Many other CIC member institutions sponsored election and voter registration events, including Misericordia University (PA), which hosted a two-day voter registration drive on campus, and the University of Richmond (VA), which hosted evening conversations between the university’s president, Ed Ayers, and U.S. Senate candidates George Allen and Tim Kaine before a live audience on October 7.

The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education recently recognized the national and state winners of the 2012 U.S. Professors of the Year awards, which honor professors for their influence on teaching and commitment to undergraduate students. Six of the state-level winners are faculty members from CIC member colleges: Centre College (KY), DePauw University (IN), Nebraska Wesleyan University, Pacific University (OR), University of Puget Sound (WA), and Wofford College (SC).

In October Messiah College (PA) was recognized as one of 31 organizations from across the nation to be named a Together for Tomorrow Challenge winner for the 2012–2013 academic year. Together for Tomorrow is a joint initiative of the White House Office of Faith-based and Neighborhood Partnerships, U.S. Department of Education, and Corporation for National and Community Service that recognizes community-led partnerships to support struggling schools. Messiah was recognized for its ongoing relationship with the Harrisburg School District.

The Institute of International Education recently released its Open Doors 2012 report, which contains data on international exchange during the 2011–2012 academic year. Several CIC member institutions topped the list of colleges with the highest undergraduate participation rates in study abroad. Of master’s-level institutions, CIC members Arcadia University (PA), Lee University (TN), Loyola University Maryland, University of Dubuque (IA), Chatham University (PA), and Whitworth University (WA) reached the top ten. All of the top ten...
baccalaureate institutions are CIC member institutions: Centre College (KY), Taylor University (IN), Austin College (TX), Wofford College (SC), St. Olaf College (MN), Goucher College (MD), Colorado College, DePauw University (IN), Luther College (IA), and Kalamazoo College (MI).

Ten colleges and universities were chosen to participate in the third cohort of AAC&U’s Preparing Critical Faculty for the Future, a project that supports women of color faculty members in science, technology, engineering, and mathematics (STEM) disciplines to become strong academic and administrative leaders. Funded by the National Science Foundation’s (NSF) Historically Black Colleges and Universities–Undergraduate Program, two of the selected institutions are CIC members: Lane College (TN) and Tougaloo College (MS).

Creating Partnerships

In a global partnership, this fall St. Edward’s University (TX) launched a professional science master’s degree in environmental management and sustainability. The two-year program will be conducted in Austin, Texas, and Angers, France, and graduates will receive a joint degree from St. Edward’s and the Université Catholique de l’Ouest. In addition, this fall St. Edward’s established an international exchange partnership with Wu Yee Sun College, one of the constituent colleges of the Chinese University of Hong Kong. The first exchange of students between the two universities will take place in fall 2013. All courses will be taught in English, but students studying in Hong Kong will have the opportunity to learn Mandarin Chinese.

Bethany College (WV) and Carnegie Mellon University’s (CMU) H. John Heinz III College have partnered to create an accelerated master’s degree program in six areas of study: management, public policy and management, health care policy and management, biotechnology and management, information systems management, and information security policy and management. The program allows qualified applicants to graduate with both a bachelor’s degree from Bethany and a master’s degree from CMU in five years.

Dominican College (NY) and New York Medical College have established a partnership to help students enter professions in the biomedical sciences. An articulation agreement will allow Dominican College undergraduate students to take graduate courses at the New York Medical College’s Graduate School of Basic Medical Sciences (GSBMS). New York Medical College course credits will be applied to Dominican College bachelor’s degree requirements and toward graduate degree requirements in the GSBMS. The agreement may reduce the time spent earning a master’s degree by one year. Benedictine University (IL) and the College of DuPage are partnering to offer a new bachelor of science in nursing 3+1 program. The program will be open to DuPage students and alumni who have earned an associate of applied science degree in nursing. Students will take three years of classes at DuPage, with the fourth year taught by Benedictine University faculty on DuPage’s campus.

Marian University (IN) and Indiana University-Purdue University Indianapolis have established a dual-degree engineering program. Students who complete the program earn degrees from both institutions—a bachelor of science or bachelor of art degree from Marian and a bachelor of science in engineering, biomedical engineering, electrical engineering, or mechanical engineering from Purdue. The program allows residence and enrollment at Marian University for the duration of the program. Rockhurst University (IN) is partnering with the University of Missouri-Kansas City (UMKC) to offer an engineering, computing, and information technology program. Bachelor of science degrees will be offered in five subjects: civil, electrical, and mechanical engineering, computer science, and information technology. Students will pursue the core curriculum at Rockhurst and complete specialized engineering courses at UMKC.

Mount St. Mary’s College (CA) and MyCollege Foundation are launching the Portmont College at Mount St. Mary’s to offer high-quality, low-cost, transfer-level associate degrees to students with “the will but not the way” to succeed in college. Portmont College will offer four blended associate degree programs in business administration, computer science, liberal arts, and pre-health science. The program will begin in Denver, Colorado, and San Francisco, California, in March 2013.

Westminster College (MO) has signed a transfer student agreement with the Maricopa Community Colleges, making it easier for Maricopa students to continue their higher education at Westminster. According to the agreement, all applicable associate degrees successfully completed at any of the colleges within the Maricopa Community College system will transfer to Westminster, and credits taken at any Maricopa college will transfer to Westminster. Students can attend classes at Westminster’s Fulton, Missouri, campus in spring 2013 or the
Independent • Fall 2012

Central Methodist University (MO) reopened its century-old Classic Hall in August 2012 after a $5 million renovation. Shuttered for 30 years, the rejuvenated facility now houses much of the university’s Swinney Conservatory of Music, its Ashby-Hodge Gallery of American Art, and some general classroom space. The building was formally rededicated October 13.

Mesa, Arizona, campus in fall 2013.

Indiana Wesleyan University together with Fairbanks—a nonprofit drug and alcohol treatment center in Indianapolis—and Hope Academy—a recovery high school at Fairbanks—recently formed the Adolescent Addiction, Learning, and Recovery Project. The five-year project will investigate the impact that substance-use disorders and personal recovery have on student learning and school success.

New, Planned, and Recently Renovated Facilities

Becker College (MA) in September held a dedication and ribbon cutting ceremony for the George F. and Sybil H. Fuller Campus Center. The $9.5 million 35,727-square-foot center includes a 254-seat dining hall, a fitness center, game room, study space with computers, and more. Benedictine University (IL) in October unveiled its new $2.5 million welcome center, anchored by the historic Neff Farmhouse built in 1852. The 2,700-square-foot center will serve as the new home for the university’s freshmen enrollment operations. The center displays photographs and memorabilia of the university’s history and has a lounge area with an adjacent meeting room as well as event space, offices, and a conference room.

Mercyhurst University (PA) inaugurated the new $10.5 million Center for Academic Engagement in September. The 31,000-square-foot high-tech center hosts the intelligence studies, hospitality management, and applied politics departments. Taylor University (IN) dedicated its $41.4 million Euler Science Complex in October. At 137,000 square-feet, the complex is the largest single building project in Taylor’s history—both in terms of physical size and cost. The complex houses many sustainability features: a four-story circular atrium hosts a heliostat that directs natural light throughout the center of the building, and a geothermal heating and cooling system, wind turbines, and solar panels run the building. Robert Morris University (PA) recently celebrated the successful completion of the largest fundraising campaign in the university’s history and the opening of the Wheatley Center, the new building for the School of Communications and Information Systems. The 50,000-square-foot facility includes an art gallery, a 3-D design room, a screening room, computer labs, a café, and more. It was named for Phillis Wheatley (1753–1784) a slave, poet, and the first African-American woman to publish a book.

The newest building at Saint Leo University (FL) is a residence hall that houses nap pods, an electronic gaming area with four flat-screen televisions, an arcade room, and a 2,100-gallon saltwater aquarium. The building, which opened in September, houses 154 students in suite-style rooms, and the first floor serves as a community gathering space for students and faculty. A twin residence hall with a multipurpose room that can be used as a theater or a classroom is scheduled to open next fall.

Major Gifts, Grants, and Campaign Successes

The U.S. Department of Education in September awarded Saint Augustine’s University (NC) a Strengthening Historically Black Colleges and Universities grant. The five-year grant totaling more than $2.4 million focuses on Student Aid and Fiscal Responsibility Act and Title III activities. Also in September, the U.S. Department of Education and the International and Foreign Language Education office announced the award of 23 Fulbright-Hays Group Projects Abroad (GPA) international education grants, two of which were awarded to CIC member institutions. Johnson C. Smith University (NC) received a Fulbright-Hays GPA Long-Term Foreign Language award of more than $133,000 for its Chinese program. Morehouse College (GA) won a Fulbright-Hays GPA Short-Term award of more than $83,000 for its program in Brazil.

A few CIC member institutions recently celebrated successful fundraising campaigns. Utica College (NY) announced that its three-year “Achieve: A New Era, A New Dream” campaign—the largest and most successful in the college’s history—exceeded the $25 million goal and raised $34.1 million in support of increasing scholarships, enhancing teaching, and funding state-of-the-art building improvements and construction. Westminster College (PA) in September launched the public phase of what is already the most successful fundraising campaign in the college’s 160-year history with a campus-wide celebration and announcement that Westminster had already raised $36.4 million toward the “Ever Higher: The Campaign for Westminster College” $40 million goal. Mount Saint Mary College (NY) kicked off the public phase of “A Call to Excellence: The Campaign for the Dominican Center” in September, announcing that the college is almost two-thirds of the way toward its $10 million goal.
Champlain College (VT) received a $10 million gift from Robert P. Stiller, founder of Green Mountain Coffee Roasters, and Christine Stiller through the Stiller Family Foundation. The gift will support the newly named Robert P. Stiller School of Business, including two faculty chairs and capital projects. Lynn University (FL) received a $6 million gift this fall toward the construction of the new home for Lynn’s College of Business and Management—the $12 million International Business Center. The gift is from an anonymous alumni donor who also will provide a $3 million challenge grant after the school has raised an additional $3 million to complete the $12 million needed for construction.

During a groundbreaking ceremony for the initial phase of its new Eden Hall Campus, Chatham University (PA) announced that it received a $7.5 million gift from the Richard King Mellon Foundation for the new campus. Eden Hall Campus is designed to serve more than 1,000 students in a carbon and water resources neutral, zero-net energy integrated facility, and it will feature high-performance green buildings and the latest in sustainable land, energy, and water management techniques.

Transylvania University (KY) recently received a $5 million restricted endowment matching grant from the William R. Kenan, Jr. Charitable Trust to establish the William R. Kenan, Jr. Endowment Fund for Student Scholarships. One of the largest single gifts the university has ever received, the endowment grant supports the awarding of Kenan scholarships to incoming Transylvania students based on merit.

The University of Saint Joseph (CT) recently received a $3 million gift from E. Clayton (Skip) Gengras, Jr., CEO of Gengras Motor Cars, Inc. and long-time member of the university’s board of trustees. One of the largest gifts in the university’s 80-year history, the donation will help expand and enhance the Gengras Center, a special education facility that currently serves 120 special needs children, and the Institute for Autism and Behavioral Studies, an interdisciplinary center that offers a graduate certificate program in autism spectrum disorders and provides continuing educational opportunities.

Benedictine University (IL) has received a $1.2 million Robert Noyce Teacher Scholarship Grant from NSF to help prepare students to become high-quality math and science teachers. Beginning in January 2013, the College of Science will boost recruitment efforts for students with strong math and science backgrounds who are considering teaching as a profession as part of the NSF initiative, “Expanding and Strengthening the Secondary STEM Teacher Training Program.” More than 100 qualified students may receive up to $10,000 annually to apply toward tuition for a maximum of two years if they agree to work in a “high-needs” school for at least two years.

The University of Puget Sound (WA) recently announced a $1.1 million commitment from the Names Family Foundation to support a new $17.5 million athletics and aquatics center. The pledge will help Puget Sound upgrade and expand the athletics facilities in Memorial Fieldhouse and Pamplin Sports Center and build an aquatics center on the west side of the building.

The Health Resources and Services Administration, an agency of the U.S. Department of Health and Human Services, recently awarded Bay Path College (MA) a five-year grant for nearly $1 million for its physician assistant training in primary care program. Awarded to Bay Path’s master of science in physician assistant studies program, the grant aims to increase the number of primary care practitioners, particularly in underserved regions; provide opportunities for physician assistants in community partnerships with the program to have a dual role as clinical faculty; and facilitate the recruitment and retention of minorities and veterans.

Announcing New Majors and Programs

The Indiana Wesleyan University board of trustees announced in October the creation of the School of Health Sciences as the university’s fifth principal academic unit and dedicated a five-story science and nursing building that is scheduled to open in fall 2014. As the centerpiece of the university’s health sciences initiative, the new school will create several graduate degree programs in health sciences fields, including a doctor of physical therapy degree, a doctor of occupational therapy degree, an entry-level master’s degree in athletic training, and a master’s degree in public health. One other degree, the doctor of nursing practice, will be a part of the School of Nursing.

Saint Mary’s College (IN) began the 2012–2013 year with a new academic department, the Department of Global Studies, which offers a new major and minor in global studies. The interdisciplinary major offers seven possible concentrations: gender and women’s studies, global business administration, global economics, global postsecondary education administration, intercultural studies, international development, and modern European culture. Students in the major must demonstrate proficiency in at least one world language and spend at least five weeks in a college-sponsored study or internship abroad program.

A new master’s degree program in leadership at the University of Indianapolis (IN) will emphasize human resources and problem-solving skills. The master of science in strategic leadership and design is the first graduate program to be offered by the university’s School for Adult Learning, which specializes in evening programs for working adults. The new program includes courses on performance appraisal and conflict resolution, and courses are offered in a hybrid format of online activities and evening meetings. Goshen College (IN) will offer a new MA degree in intercultural leadership, starting in January 2013. The 18-month program with residential sessions and online coursework is designed for mid-career working professionals—including business managers, educators, health care professionals and nonprofit leaders—who want to understand how culture
informs effective approaches to leadership.

**Dominican College** (NY) recently announced two new master’s degree programs in education: MS in adolescence education and MS in adolescence education and students with disabilities. Adolescence education is designed for students who seek certification to teach grades 7–12. The dual adolescence education and students with disabilities program will prepare students who seek both general and special education certification for grades 7–12.

**Bellarmine University** (KY) this fall launched a new master’s degree in taxation. All courses will be offered during evenings and weekends, and students can obtain the degree in one year. **Lourdes University** (OH) has added a new part-time option for their master of business administration program. Beginning this fall, individuals interested in pursuing an MBA are able to choose between a full-time, 12-month option or a part-time, evening, 24-month option.

Undergraduates at **Messiah College** (PA) can select three new majors for the 2012–2013 academic year: public relations, film and media arts, and musical theater. The public relations BA program will instruct students in facilitation of effective, strategic, and ethical communication; the film and media arts BA program will teach film and high-definition video production; and the musical theater bachelor of fine arts program will provide extensive training in theater, dance, and music.

**St. Joseph’s College** (NY) this fall began offering a BA in journalism and new media studies at its Brooklyn campus. To augment the new degree, the college has partnered with several leading media outlets. **Mount Saint Mary College** (NY) this fall launched a new major in digital media and a pre-physician’s assistant concentration. The interdisciplinary technology and digital media major emphasizes hands-on experience with skills to succeed in web content, corporate communications, health care, engineering, and higher education.

**Gettysburg College** (PA) has launched three new academic programs: a bachelor of science in mathematical economics, a bachelor of science in computer science, and a minor in Middle Eastern and Islamic studies (MEIS). The study of Arabic language is a centerpiece of the MEIS program, and demonstrated proficiency in Arabic or another Middle Eastern/Islamic world language is a requirement. The program emphasizes the study of languages and cultures, histories, identities, and the world views of people in the greater Middle East, contributing to a broader understanding of Islam and how the peoples of the Middle East have shaped human experience.

**Husson University** (ME) this fall launched a new undergraduate degree program in its College of Business—a bachelor of science in business with a concentration in retail management. The College of Business developed the new program with input from Walmart, which plans to encourage retail employees and students in Maine to take courses in the new concentration. The new degree offers courses that address selling and service, supply chain management, human resources, organizational management, financial reporting, and marketing.

**Blackburn College** (IL) launched an environmental studies major this fall. With coursework focused on natural sciences, social sciences, and the humanities, the major will prepare students for careers in resource planning and management, natural resource conservation, environmental education, waste management and recycling, and environmental law and policy.

**Calvin College** (MI) began offering a major and minor in public health. The interdisciplinary major engages students in the diverse field of public health and serves as a foundation for students interested in a broad range of related careers. **Park University** (MO) launched a bachelor of science degree in fitness and wellness this fall. The program will focus on health promotion and lifestyle modification.

**Ursinus College** (PA) recently opened the Ursinus Center for Science and the Common Good, a program with a mission to produce citizen-scientists who can confront the ethical implications of their work. Funded by an $800,000 grant from the Howard Hughes Medical Institute, the center will present seminars, host a science writer in residence, and provide opportunities for students to consider the impact of science on society.
CIC Members Participate in Education Department, White House Conference on Productivity

CIC members were well represented at the October conference on “Innovation to Drive Productivity in Postsecondary Education,” an invitational event organized by the U.S. Department of Education and the White House Office of Science and Technology Policy. Among the 150 invitees were presidents and CAOs of Bennington College (VT), Carlow University (PA), Grinnell College (IA), Marlboro College (VT), Regis College (MA), Seton Hill University (PA), Southern New Hampshire University (NH), Spelman College (GA), Sweet Briar College (VA), University of Saint Joseph (CT), and Westminster College (UT). Richard Ekman, president of CIC, also participated, as did W. Joseph King, executive director of the National Institute for Technology and Liberal Education.

Rosemarie Nassif, president emerita of Holy Names University (CA), who is now special advisor to the assistant secretary of postsecondary education at the U.S. Department of Education, was instrumental in designing and leading the conference. The conference included presentations by the leaders of companies that produce many of the newest technology-based forms of instruction, all intended to increase productivity, reduce cost, or raise quality. It was clear that the U.S. Department of Education favors greater use of massive open online courses (MOOCs) and other technology-based methods to increase the number of college graduates with high-quality degrees in affordable ways.

“It was valuable to hear directly from the leaders of these innovations, but some CIC members expressed anxiety that the presenters had insufficient appreciation for the importance of coherence in a bachelor’s degree,” Ekman said. “Their enthusiasm for disaggregated courses, certificates, and badges failed to recognize that in a high-quality education the whole is more than the sum of the parts.” The Education Department indicated that more will be forthcoming on this subject in coming months.

Summit on Higher Education Features Perspectives from Government, Philanthropy, Business Leaders

The Carnegie Corporation of New York, TIME Magazine, and the Gates Foundation sponsored a “Summit on Higher Education” on October 18. Four major topics were discussed: the economics of higher education, access and success, expansion of American higher education through digital classrooms and global campuses, and perspectives on higher education from government, philanthropy, and business. Of the approximately 100 invited participants, CIC member institutions were represented by MaryAnn Baenninger, president of the College of Saint Benedict (MN); Roger Casey, president of McDaniel College (MD); Lynn Pasquerella, president of Mount Holyoke College (MA); Steve Friedman, president of Pace University (NY); Michael Lomax, president of the United Negro College Fund; and Richard Ekman, president of CIC.

TEAC President Honored

St. John’s College (MD) recently honored Frank Murray, former president of the Teacher Education Accreditation Council (TEAC), and noted TEAC’s work to link teacher preparation and the liberal arts during a recent board meeting in Annapolis. CIC was instrumental in the 1997 founding of TEAC, a nonprofit organization dedicated to improving academic degree programs for professional educators. Murray was presented with the Award of Merit 2012 with the words: “By these presents, let it be known that Frank B. Murray, in recognition of his achievements in the field of education, especially as it regards the reform of teacher education and accreditation and involvement of the liberal arts in these fields, has been deemed a most worthy recipient of the Award of Merit, given under our hand and seal this 29th day of September, two thousand twelve by authority of the Board of Directors.”
CIC in the News

Several sessions at CIC's 2012 Institute for Chief Academic Officers were covered by reporter Kevin Kiley in an Inside Higher Ed story, “Growing Populations of Underprepared Students Provide a New Challenge for Private Colleges” (November 6). As a result of Kiley's attendance at a breakfast discussion on the liberal arts at the conference, Kiley also interviewed Richard Ekman and others for a story on CIC's Liberal Arts Campaign and similar efforts by other organizations in “Making the Case” (November 19). A CIC fact sheet and press release on student debt data released widely on September 12 to member presidents, (and similar efforts by other organizations in “Making the Case” for At-Risk Students Helps College, November 19). A CIC fact sheet and press release on student debt data released widely on September 12 to member presidents, CAOs, and public relations officers, the Higher Education Secretariat, and the media generated coverage in U.S. News & World Report (“Council of Independent Colleges Debunks Student Loan Myths,” September 17) and Inside Higher Ed (“Private Colleges Take on Debt Myths,” September 13). CIC presidents have used the data for op-ed pieces in their local newspapers, including Noreen Carrocci, president of Newman University (KS), “Be Skeptical of Claims about College Cost, Debt” (Wichita Eagle, November 6), and Francesco Cesareo, president of Assumption College (MA), “Debt Myths Versus Real Value” (Worcester Telegram & Gazette, October 16).

Richard Ekman was interviewed on November 16 by Paul Fain of Inside Higher Ed (“Another Push on Prior Learning,” November 19); by Kathleen Kerr of Newsday (“Dowling College Struggles with Enrollment, Finances,” September 15) and again on November 16 for a follow-up story on Dowling and the composition of boards of trustees of colleges. In addition, Ekman was quoted in two Chronicle of Higher Education stories, “Program for At-Risk Students Helps College, Too,” (September 17) and “MOOC’s Could Hurt Smaller and For-Profit Colleges, Moody’s Report Says” (September 12); a Huffington Post op-ed, “Finding (and Keeping) the Right College President” (September 12); an Inside Higher Ed story, “Mission-Driven, Market-Smart” (August 15); a Huffington Post piece, “Higher Education Institutions Are in Deep Financial Trouble: Bain & Company, Sterling Partners Analysis (July 31); and a Chronicle of Higher Education story on the same study, “One-Third of Colleges Are on Financially ‘Unsustainable’ Path, Bain Study Finds” (July 23).

CIC was mentioned in several news stories, including “First Things First” (Inside Higher Ed, October 2); “University of the Ozarks to Host Renowned Columnist Eleanor Clift” (Southwest Times Record, September 4); “The Accomplished Among Us” (Boca Raton Tribune, July 13); “Finding an Efficient Formula for Distributing Student Financial Aid” (Citizen Voice, July 13); “Labor Board Is Offered Starkly Different Views of Faculty Influence on Colleges” (Chronicle, July 9); and “College Associations and Faculty Unions Argue Over Collective Bargaining at Private Institutions” (Inside Higher Ed, July 9).


Staff News and Notes

CIC President Richard Ekman served as the fall convocation keynote speaker at Lewis University (IL) on August 21 and as a facilitator at the Guilford College (NC) board of trustees retreat on October 4, where he led a discussion of trends and institutional expectations for promotion and tenure, and appropriate institutional support for faculty members.

CIC has appointed a new senior advisor, Judith Phair, to serve as communications consultant. In this role she will work on the College Media Conference, Presidents Institute, media activities, and the new Campaign for the Liberal Arts, among other communications activities. She will take office in July 2013, when CIC Senior Advisor for Communications Keith Moore retires. Phair is a senior public relations executive with extensive experience in strategic planning, public relations and marketing, media relations, and government relations. She is president of PhairAdvantage Communications, LLC, an independent consulting firm with a special focus on education and nonprofit associations. She served as vice president of communications for the Graduate Management Admission Council from 2006 to 2010 and has helped manage public relations at several colleges and universities. She was 2005 president and CEO of the Public Relations Society of America (PRSA), and in October 2010 she received the PRSA's highest individual award, the 2010 Gold Anvil.

The board of directors and staff of CIC welcome the following new members since summer 2012:

New Institutional Members
- Central Baptist College, AR
- Crown College, MN
- Lewis and Clark College, OR

New Associate Members
- Jacksonville College, TX
- Trocaire College, NY

New Affiliate Members
- American Student Assistance, MA
- The Phi Beta Kappa Society, DC
Christoph Kunkel has been promoted to chief of staff and vice president for operations. The new title formalizes Kunkel’s ongoing efforts to translate CIC’s ambitious goals as an organization into clear, actionable plans. He is responsible for CIC’s administrative and financial operations, plays a key role in shaping CIC’s technology and investment activities, and works closely with the CIC Board of Directors.

Michelle Friedman was promoted to director of programs in recognition of the higher level of responsibility she has assumed in managing the Woodrow Wilson Visiting Fellows program and several CIC meetings and events, including the Presidents Institute and the Presidential Vocation and Institutional Mission program.

STAFF SPOTLIGHT—People Who Make CIC Work

Wei Song is CIC’s director of research projects. She oversees a range of research and assessment projects, including CIC’s annual benchmarking reports, the Key Indicators Tool and Financial Indicators Tool, CLA Pathways Project, Making the Case website, Degree Qualifications Profile Consortium, and Engaging Evidence Consortium. She recently co-wrote with Harold V. Hartley III, CIC senior vice president, the July 2012 report A Study of Presidents of Independent Colleges and Universities.

Prior to joining CIC, Song served in ACE’s GED Testing Service for five years, first as research associate and then as assistant director for data management and research. Before that, she was a research and policy analyst for the Montgomery County Council in Maryland. Song holds a PhD in public administration and an MA in international development from American University. She earned a bachelor’s degree in economics from Guangdong Commercial College in her native China. In addition to her research interests, Song enjoys landscape photography, traveling, movies, and reading.
# 2013 Calendar of Events

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<td>January 3–4</td>
<td>New Presidents Program</td>
<td>Palm Harbor, FL</td>
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<tr>
<td>January 4–7</td>
<td>Presidents Institute</td>
<td>Palm Harbor, FL</td>
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<td>February 14–16</td>
<td>Information Fluency in the Disciplines Workshop</td>
<td>Charleston, SC</td>
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<td>February 25–26</td>
<td>Presidential Vocation and Institutional Mission Seminar</td>
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<td>March 14–16</td>
<td>Network for Vocation in Undergraduate Education Conference</td>
<td>Indianapolis, IN</td>
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<tr>
<td>April 4–6</td>
<td>Workshop for Department and Division Chairs</td>
<td>Philadelphia, PA</td>
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<td>April 12</td>
<td><em>New York Times</em> Student News Editors Workshop</td>
<td>New York, NY</td>
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<td>April 28–30</td>
<td>State Fund Members Annual Conference</td>
<td>Indianapolis, IN</td>
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<td>May 14–16</td>
<td>Workshop for Department and Division Chairs</td>
<td>Cincinnati, OH</td>
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<td>May 21–23</td>
<td>Workshop for Department and Division Chairs</td>
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<td>June 4–6</td>
<td>Workshop for Department and Division Chairs</td>
<td>Albuquerque, NM</td>
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<td>Senior Leadership Academy Closing Seminar</td>
<td>Washington, DC</td>
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<td>June 19–21</td>
<td>Executive Leadership Academy Closing Seminar</td>
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<tr>
<td>June 23–28</td>
<td>Teaching Pre-Modern European Art in Context Seminar</td>
<td>Atlanta, GA</td>
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<tr>
<td>June 26–28</td>
<td>College Media Conference</td>
<td>Washington, DC</td>
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<tr>
<td>July 7–10</td>
<td>Presidential Vocation and Institutional Mission Seminar</td>
<td>Bradford, PA</td>
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<tr>
<td>July 14–19</td>
<td>CIC/Gilder Lehrman American History Seminar</td>
<td>Stanford, CA</td>
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<tr>
<td>July 23–27</td>
<td>Ancient Greece in the Modern College Classroom Seminar</td>
<td>Washington, DC</td>
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<tr>
<td>July 29–31</td>
<td>Executive Leadership Academy Opening Seminar</td>
<td>Washington, DC</td>
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<tr>
<td>August 1–3</td>
<td>Degree Qualifications Profile Consortium Meeting</td>
<td>Indianapolis, IN</td>
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