Liberal Arts in Action Symposium Showcases Alumni Successes

Speakers at CIC’s recent “Liberal Arts in Action” symposium made clear throughout the day-long event that graduates of smaller independent colleges with liberal arts degrees “can do anything they set their minds to,” said CIC Senior Fellow S. Georgia Nugent, interim president of the College of Wooster (OH), during her opening remarks. She and CIC President Richard Ekman welcomed the nearly 200 participants to the Phillips Collection art museum in Washington, DC, on September 17.

In setting the stage for the day, Nugent said, “This gathering is intended as a very tangible answer to the question we often hear today: What can you do with a liberal arts education?”

“Today we’re here both to celebrate the liberal arts and to explore the impact of a liberal arts education in the lives of people long after, and shortly after, their college days,” Ekman said. “Our distinguished speakers have not only accomplished many things so far in their lives, but they’ve also been unusually insightful about the relationships between education grounded in the liberal arts and the small college and the trajectory of their professional and personal lives.”

The symposium was the capstone event in CIC’s multi-year public information campaign, *Securing America’s Future: The Power of Liberal Arts Education*, led by Nugent. “From the early planning stages, we were determined that this would not be a conference by academics for academics. Instead of focusing on the history or the philosophy of liberal arts and independent higher education, this symposium focuses...on outcomes,” Nugent said.

Pulitzer-Prize winning author and *New York Times* columnist James Stewart, an alumnus of DePauw University (IL), delivered an inspiring, humorous address at the symposium.

Speakers of national prominence in technology, business, the arts, government, social entrepreneurship, and journalism examined the role that their education has played in their lives and careers. Dorothy Kosinski, director of the Phillips Collection, welcomed participants to the museum, and Murray Horwitz, National Public Radio commentator and playwright, director, and lyricist, served as the symposium host.

(See story, page 28)
Research Results That Should Not Be Ignored
By Richard Ekman

Many components of CIC’s public information campaign for the liberal arts have focused on the general public, including efforts to correct common misperceptions about our sector. The research reports that CIC has written or commissioned as part of the campaign and the Project on the Future of Independent Higher Education, however, are also important resources for presidents and other campus leaders who may be asked about the efficacy of private, nonprofit liberal arts colleges and universities. The empirical research findings by distinguished scholars (many of whom are based at public universities and have no obvious motivation to advocate for private colleges) provide solid data upon which to build a compelling narrative of the superior opportunities for students that private colleges provide.

Thanks to guidance by the presidents who serve on the Steering Committee for the Project on the Future of Independent Higher Education, CIC already has released four research reports and four research briefs in recent months—and will release additional studies this fall and winter. (For the list of publications, see page 22.) The first report, published in March, analyzes the educational experiences and outcomes of first-generation and low-income students at small and medium-sized independent colleges and universities. Although CIC has addressed the topic previously, this report provides the most comprehensive evidence to date of the superior record of our institutions in providing engaging college learning and living environments and ensuring positive educational outcomes for these students.

A second, related report examines students’ interactions with faculty members and satisfaction with teaching practices. Here, too, previous studies have documented the advantages of smaller private institutions. The report published in June, however, shows in great detail that CIC institutions continue to perform far better than other institutions in these two critical dimensions of education.

The third report, issued in July, addresses head-on the prevailing yet misplaced perception that liberal arts colleges are resistant to institutional change and wedded to outmoded practices. Based on a survey of member presidents, the mission-driven innovation study establishes that adaptation and change at independent colleges have been robust. A companion report in late fall will build on the broad findings with case studies of nine institutions that are implementing exemplary and highly effective mission-driven innovations.

The fourth report, published in September, tackles another major public issue—namely, the costs savings and other benefits of relying on private colleges and universities to fulfill the societal need for expanded higher-education opportunities. The social return of independent higher education study reaches dramatic conclusions, including that private nondoctoral institutions are far more efficient producers of baccalaureate degrees than their public counterparts and consume fewer taxpayer resources in the process (see story, page 20).

There has been a lot of hand-wringing about changes in the composition of the faculty and faculty roles but little understanding of the differences between smaller private colleges and other institutions. In late fall 2015, CIC will distribute a descriptive and comparative study of the use of contingent, nontenured or tenure-track faculty.

And sixth, as a follow-up to CIC’s 2014 report on the astounding contributions of small and mid-sized independent colleges to the production of STEM professionals, CIC is wrapping up a study that focuses specifically on women and other underrepresented student groups in STEM fields and examines the performance of smaller institutions in producing STEM professionals. This report will be distributed in early 2016.

In addition, CIC has prepared several short and easily accessible research briefs that orient campus leaders to relatively new or evolving phenomena in higher education, with suggestions for additional reading and resources. The briefs are designed to be widely shared on campus—for example, with faculty committees, mid-level administrators, and trustees—to provide a grounding on what has been done, what is possible, and what the trend lines are with respect to five important developments in higher education. The briefs focus on Competency-Based Education; Interdisciplinary Undergraduate Education; Career Preparation and the Liberal Arts; Living-Learning Communities; and Online Learning. The first four briefs are available; CIC will issue the fifth brief later this fall.

CIC’s overarching goal in commissioning and developing the reports and briefs is to bolster the empirical base for the claims we all make regarding the superior effectiveness of independent higher education.

Deciding which topics and questions to explore and guiding the projects to publication are only the first two components of CIC’s efforts to emphasize that research results should influence actual campus practice as well as regulatory and legislative
action. This reminder seems more necessary today than ever as journalists and policy officials continue to ignore documented truths. During CIC’s liberal arts campaign, the journalists we approached have been grateful for fresh, compelling data; and their increasing familiarity with the data and truths about independent higher education and the liberal arts has influenced coverage. But the effect of these educational efforts seems to wear off quickly unless it is continuously reinforced. To make messages stick, CIC together with its member campus leaders must continue to provide powerful data to journalists along with stories about individual students and campuses that make good copy.

Those who ignore the policy implications of empirical research are a bigger challenge. CIC has seen policy officials act as if the data we present are utter news to them. Some of these officials appear to overlook, discount, or forget important private-sector data on a regular basis. Moreover, state and federal policy makers rarely change their stances on legislative and regulatory matters in light of the data. It would be naive not to recognize that political considerations complicate the ability of policy officials to act strictly on data implications. But that understanding doesn’t make the resulting inaction and misdirection of funds less of a concern. Take, for example, the issue of the almost universal, bipartisan, nationwide recognition that our country needs more STEM professionals to remain economically competitive. Local, state, federal, and private-sector interest in this national priority ought to make it easier to act on the basis of initially counterintuitive, yet factually unambiguous data to bolster the institutions that produce STEM professionals most efficiently. Yet the extraordinary data included in CIC’s 2014 report, *Strengthening the STEM Pipeline: The Contributions of Small and Mid-Sized Independent Colleges*, has attracted little attention and, to date, has led to no changes in public policy or in government funding.

We need to keep trying. And with the follow-up STEM report that CIC will distribute this winter, the comprehensive information should help persuade policy officials to advance the national interest in producing more STEM professionals by supporting CIC member institutions in their demonstratively effective efforts to contribute to this national goal. At a time when the nation’s ability to spend public funds for this purpose is constrained, we in the private-college sector have a workable solution. Let us hope that the data will speak loud enough to be heard by those who try hard not to listen.

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Vitality of Independent Colleges to Be Addressed at CIC’s 2016 Presidents Institute

Whether in a plenary session on leading organizational transformation, a workshop on tuition resets, a presentation of results from research projects conducted as part of CIC’s Project on the Future of Independent Higher Education, or an informal discussion with colleagues, CIC’s 2016 Presidents Institute will provide ample opportunities to learn from experts, engage in candid discussions, and network with private college presidents.

The 2016 Institute, to be held in Miami Beach, Florida, January 4–7, will explore the theme, “Securing America’s Future: The Vitality of Independent Colleges,” and other important issues of presidential leadership, drawing on the lessons learned by experienced presidents and the perspectives of other distinguished speakers. Four plenary sessions will anchor the program agenda:

- Roger W. Ferguson, Jr., president and CEO of TIAA-CREF and former vice chairman of the U.S. Federal Reserve System Board of Governors, will discuss the nonprofit college and university president’s role in “Leading Organizational Transformation in a Changing Economy.”
- A panel of accomplished CIC presidents including Esther L. Barazzone of Chatham University (PA), Paul J. LeBlanc of Southern New Hampshire University, Elizabeth J. Stroble of Webster University (MO), and John S. Wilson of Morehouse College (GA), will explore “The Future of Independent Higher Education: What’s Essential and What’s Negotiable.” Holiday Hart McKiernan, chief of staff and general counsel for the Lumina Foundation, will moderate the panel.

NEW PRESIDENTS PROGRAM TO ANSWER PRACTICAL, STRATEGIC QUESTIONS

CIC will again offer its long-standing program for recently appointed college presidents and their spouses or partners January 3–4, 2016, in Miami Beach, Florida, preceding the Presidents Institute. The interactive New Presidents Program will address practical and strategic questions for success in leading independent colleges and universities. Sessions facilitated by experienced college presidents, many themselves alumni of the program, will explore financial strategies, enrollment and marketing, board relations, and the new environment for presidential strategic and entrepreneurial leadership.

Mary Pat Seurkamp, president emerita of Notre Dame of Maryland University and director of the program, commented, “The agenda focuses on providing the ‘need to know’ tools and the counsel that will keep a young presidency on a smooth course.”

A concurrent program for spouses and partners of recently appointed college presidents will focus on finding one’s niche on campus and in the community and providing opportunities to expand a supportive network.

Past participant Ronald L. Carter, president of Johnson C. Smith University (NC), remarked, “The New Presidents Program has an open, problem-solving atmosphere.” And Marjorie Hass, president of Austin College (TX), said of the program, “I appreciated the focus on getting a presidency started on firm footing.”

For information about the program and to register, visit www.cic.edu/NewPresidentsProgram.

Panelists in the closing plenary session will examine the role of presidents in shaping their campus cultures and in helping society learn from and respect the increasing diversity on campus and in the world. “Campus Civility and First Amendment Freedoms: Presidential Leadership in Times of Controversy” will be addressed by Eboo Patel, founder and president of Interfaith Youth Core and author of Sacred Ground: Pluralism, Prejudice, and the Promise of America (2013); Ken Starr, president and chancellor of Baylor University and former U.S. solicitor general; and Eileen B. Wilson-Oyelaran, president of Kalamazoo College (MI). Sanford J. Ungar, distinguished scholar in residence, Georgetown University; former president, Goucher College (MD); former director, Voice of America; and former host of NPR’s All Things Considered, will moderate the panel.

CIC will honor leading educators and supporters of private higher education at the annual Awards Reception and Banquet on January 6. W. Robert Connor, senior advisor to the president and former president of the Teagle Foundation, will receive the Allen P. Splete Award for Outstanding Service. For their generosity to higher education institutions, O. Jay and Patricia Tomson will receive the Award for Philanthropy (Individual), and the Bonner Foundation will receive the Award for Philanthropy (Organization).

The 2016 Institute includes the New Presidents Program (see page 4) on January 3–4, the Presidents Governance Academy (see right) January 3–4, and a full Spouses and Partners Program January 4–7.

All program sessions will take place at the Loews Miami Beach Hotel. The registration and hotel reservation deadline is December 3, 2015. Hotel reservations at the special CIC rate of $239 single/double per night may be made by calling the hotel at (877) 563-9762 or reserving online. For more information and to register, visit www.cic.edu/2016PresidentsInstitute.
CIC Invites Nominations for 2016–2017 Presidential Vocation and Institutional Mission Program

CIC is now accepting nominations for the 2016–2017 Presidential Vocation and Institutional Mission program. Senior administrators who currently serve CIC member institutions and who are contemplating a college presidency are encouraged to participate in this useful professional development opportunity. The seminar-based program seeks to help participants—and their spouses or partners—clarify their own sense of personal vocation and consider it in the context of the missions of the institutions they might lead in the future.

Instead of providing a basic “how to” for presidential aspirants, the program offers an engaging opportunity for those who are inclined to think carefully about their professional futures in terms of “vocation”—being called to one’s work—and the alignment of vocation with institutional mission. The 2016–2017 program will focus on such topics as “The Vocation of a College President,” “Vocation, Mission, and Saga in Institutional Life,” and “Finding Resources in Friendship and Faith to Strengthen Vocation.”

Twenty senior administrators will be selected to participate in the year-long program, which opens with a summer seminar July 10–13, 2016, in Woodstock, Vermont, and concludes with a winter seminar February 27–28, 2017, in Peachtree City, Georgia. Participants are selected from nominations by current CIC presidents who believe their senior administrators have the potential to become effective presidents and may benefit from the program. Nominations received by February 8, 2016, will receive priority consideration.

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 religious and secular perspectives. Frederik Ohles, president of Nebraska Wesleyan University and CIC senior advisor, directs this project and will be accompanied by his spouse, Rosemary Ohles, as a program facilitator. Other facilitators will include experienced current and retired college presidents and spouses; Joel and Trudy Cunningham, vice chancellor emeritus and former presidential spouse, respectively, of Sewanee: The University of the South (TN); Donna Carroll, president of Dominican University (IL); and Tim and Mary Ellen Summerlin, president and presidential spouse, respectively, of Schreiner University (TX). The program’s first director, William V. Frame, president emeritus of Augsburg College (MN) and author of The American College Presidency: Easing the Burden, Enhancing the Joy, will serve as special consultant.

“Among those of us who’ve been program facilitators over the years, we’ve heard participants repeatedly discuss the deep impressions that the readings and discussions make on them. The Presidential Vocation and Institutional Mission program generates bountiful reflection in people poised for leadership…. We’re grateful that nearly one-third of former participants have been selected as college or university presidents.”

—Frederik Ohles, Nebraska Wesleyan University president and CIC senior advisor

The program is funded by a generous grant from Lilly Endowment Inc. This grant to CIC will cover most participation costs, including program readings, accommodations, meals, and a travel stipend. Participants or their institutions are responsible for a modest registration fee. For more information and nomination materials, see www.cic.edu/VocationMission or contact Harold V. Hartley III, CIC senior vice president, at (202) 466-7230 or hhartley@cic.nche.edu.
CIC Holds Second Presidents Governance Academy in Napa

A diverse group of presidents explored both time-tested and new approaches to strengthen board membership, organization, effectiveness, and the board’s relationship with the president and with other constituencies during the second offering of CIC’s Presidents Governance Academy. The Academy, held July 27–28 at the Meritage Resort in Napa, California, was designed for campus chief executives who want to compare their own college’s governance with state-of-the-art policies and practices.

The Academy addressed the distinctive circumstances under which private colleges and universities operate. CIC President Richard Ekman explained, “In recent years, the strains on presidents and governing boards have been severe, often resulting in adverse consequences for the colleges they serve and for the president’s tenure. The premium that some trustees place on ‘disruptive innovation’ has sometimes been difficult for presidents to temper. The roots of these problems often have been traceable to certain characteristics of a college’s governance system.”

During the Academy, presidents considered important questions about president-board relations, such as “What are some of the most vexing challenges presidents may face in working with their boards of trustees?” and “What levers, strategies, and resources are available to presidents to strengthen the board?” Participants also reviewed the bylaws of their respective governing boards and spent considerable time in large and small group discussions of significant topics. In preparation for the Academy, presidents were assigned a set of carefully selected readings.

“I found the readings extremely helpful. They put the workshop in context,” said Lester C. Newman, who is in his third year as president of Jarvis Christian College (TX). Now in her second year as president of York College of Pennsylvania, Pamela J. Gunter-Smith remarked, “The Academy’s focus on individual bylaws was essential and the work on board and presidential assessment was vital.” Elizabeth J. Stroble, who has served as president of Webster University (MO) since 2009, found the advance readings, bylaws review, and table discussions with other presidents beneficial and said the Academy was “one of the most rewarding and helpful programs I’ve done.”

The Presidents Governance Academy is led by Richard T. (Tom) Ingram, CIC senior advisor for president-board relations and former president of the Association of Governing Boards of Universities and Colleges, and Richard J. Cook, president emeritus of Allegheny College (PA) and chair of the board of directors of Second Nature, which manages the Presidents’ Climate Commitment.

Thanks to a generous grant from the Henry Luce Foundation, the registration fee for this program is modest. The Academy will be offered again January 3–4 in Miami Beach, Florida, in conjunction with the 2016 Presidents Institute. Additional information is available at www.cic.edu/GovernanceAcademy or by contacting Harold V. Hartley III, CIC senior vice president, at (202) 466-7230 or hhartley@niche.edu.
“Presidents’ lives are not going to get any easier,” CIC President Richard Ekman cautioned participants in the 2015–2016 Executive Leadership Academy (ELA) opening seminar. He noted the increasing complexities of the position but emphasized that “leading a campus remains an incredibly rewarding professional opportunity.” Twenty-nine provosts and vice presidents of member institutions of CIC and the American Association of State Colleges and Universities participated in the program’s opening seminar, which took place in Washington, DC, July 16–18. The one-year leadership development program is designed to prepare cabinet officers to become presidents of independent and public colleges and universities.

In his opening comments on “Trends and Challenges in Higher Education,” Ekman identified key challenges facing higher education such as the nature of shared governance, budgetary and financial pressures related to unsustainable discount rates and the decline of state and federal funding, an intensifying regulatory environment, dramatic changes in student demographics, rising demand for online learning, and the need to increase degree completion rates. He added that the concept of “disruptive innovation” should rarely be applied to higher education and that shared governance is usually the best approach. Nonetheless, he said, “Each of you will have to gauge which trends will affect your institution and what you are going to do in response.” Even if participants decide not to pursue a presidency following the Academy, Ekman said, they should prepare to take on tough issues because presidents increasingly assign vice presidents to assume more visible responsibility for such unpopular tasks as decreasing faculty size, eliminating tenure, reducing academic programs, and cutting departmental budgets.

Speakers at the opening seminar discussed various topics including how to present oneself for a presidential position by preparing effective cover letters and curriculum vitae that address specific criteria listed in president and chancellor job announcements. Scott Miller, president of Virginia Wesleyan College and former president of Bethany College (WV), and Michael Fiorentino, Jr., president of Lock Haven University, offered advice about preparing for a smooth presidential transition, and Daniel Carey, president emeritus of Edgewood College (WI) and former president of Benedictine College (KS), described “what a president really does.” Sessions also explored topics such as “Development Demystified,” “What a President Looks for in a Cabinet,” and “Top Legal Issues in Higher Education.”

To make the most of their individualized experiential plans, participants discussed the formation of small regional groups to work together during the year, visiting one another’s institutions, to learn more about such special interests as corporate fundraising, Title IX issues, and higher education fundraising. They also discussing forming reading groups to review recent higher education literature that might help them “fill the gaps” in their higher education experience.

Fiorentino, who is a member of the 2009–2010 ELA cohort, provided a “Perspective from a Former Participant.” He urged seminar participants to take full advantage of the year as one of the finest professional development opportunities available and to use fully the invaluable resources that exist within the cohort’s collective experience and expertise. “This program can build for you a base of professional support that you will be able to use during the rest of your professional
career," he emphasized. Fiorentino offered participants specific recommendations:

- Experience aspects of campus management and operations that they aren’t familiar with now;
- Engage in frequent interaction with mentors;
- Seek out opportunities for immersive and practical learning experiences;
- Take the professional development plan seriously and broaden horizons by learning about athletics, other higher education sectors, and different forms of governance structures as well as how to build relationships with board members, strengthen conflict resolution abilities, and manage collective bargaining situations; and
- Don’t hesitate to make mid-year corrections.

Fiorentino emphasized that the ELA program helps participants take a hard look at themselves to understand their personal strengths and weaknesses. If taken seriously, participants will come out the other end “in a different place.” That will be needed, he said, because a college presidency “is a job that demands time, energy, commitment, and excellence. You have to go into it with your eyes wide open.”

A session on intercollegiate athletics in the academy was led by Robert Malekoff, a faculty member in the sports science department at the University of North Carolina, former chair of the sport studies department at Guilford College (NC), and former athletic director at the College of Wooster (OH). He stipulated that athletics, like other co-curricular activities, can have a positive impact on campus culture and student learning and personal growth. He emphasized, however, that balance among the various dimensions of college life is essential for both the institution and the athlete, and it is the president’s responsibility to ensure that athletics plays a healthy role at the college. Malekoff advised the group to be intentional about every decision made regarding athletics and to conduct regular analyses of which teams contribute most to the mission of the college.

The 2015–2016 ELA closing seminar will take place in Washington, DC, June 20–22, 2016—after a year of readings, webinars, individualized experiential activities, and structured mentorship experiences.

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**SAVE THE DATES! CIC’s 2016 Workshops for Department and Division Chairs**

**THE JOYS AND CHALLENGES OF LEADING FROM THE MIDDLE**

Valuable for experienced and new chairs of departments and deans of divisions at independent colleges and universities, the workshops will focus on the distinctive challenges—and joys—of department and divisional leadership in small and mid-sized independent institutions. Additional information about the workshops, including registration materials, is available at [www.cic.edu/2016DepartmentChairWorkshops](http://www.cic.edu/2016DepartmentChairWorkshops).
Consortium on Digital Resources for Teaching and Research Gathers for Inaugural Workshop

Documents and photographs related to the Ottawa tribe, artifacts from the Civil War, and papers and video interviews related to the Holocaust—these are some of the archival materials that CIC member institutions are working to digitize and share with the global community.

Teams from the 42 institutions selected to participate in CIC’s Consortium on Digital Resources for Teaching and Research gathered in Washington, DC, September 10–12, 2015, for the first of three annual workshops. During the workshop, participants shared ideas, collections, research projects, and teaching strategies. They met their fellow Consortium members and CIC and Artstor staff for the first time and received technical instruction on archiving their works. Each institution’s team consists of a librarian and the staff or faculty member most knowledgeable about the institution’s collection.

Announced in January and supported by the Andrew W. Mellon Foundation, the Consortium intends to improve teaching and learning, enhance faculty and student/faculty research, and streamline administrative capabilities through a uniform and cost-effective system. Each institution in the Consortium has identified at least one collection on campus that will be made more accessible—and more valuable—to others for teaching and research purposes through the use of Shared Shelf. Shared Shelf is a cloud-based platform developed by Artstor that will allow each team to digitize and manage the digital resources they create and to share these collections on campus or beyond through the Digital Public Library of America (DPLA).

During the inaugural meeting, moderated by CIC senior advisor and Consortium director Susan Barnes Whyte, teams learned about best practices in archival standards, in copyright standards for digital archives, and in digitization of images, video, and audio files. Emily Gore, DPLA’s director for content, introduced the Digital Public Library of America to participants, and teams had time to meet with their Artstor implementation managers.

Presentations included advice from three Consortium colleges—Caldwell University (NJ), University of Puget Sound (WA), and Wheaton College (MA)—that are experienced with the Shared Shelf platform. Amy Bocko, digital initiatives librarian at Wheaton College said in her presentation, “What brings me here today is that I saw the potential for Shared Shelf to be a resource outside of our traditional collections of art and archival materials and that we could use this tool to highlight and provide access to other unique materials on our college campus. … The project of archiving our collection [of 3,500 seashells of biological importance] signifies the importance of developing rich, teaching image collections in multiple disciplines and our library’s dedication to cultivating
partnerships campus-wide and providing innovative teaching resources to the scholarly community.”

Gregg Silvis, associate university librarian for information technology and digital initiatives at the University of Delaware and veteran user of Artstor and Shared Shelf, reassured the participants that their projects don’t have to be perfect—that what’s important is to make these collections available.

In other presentations, Trevor Bond, head of manuscripts, archives, and special collections and instructor of history at Washington State University, discussed how to use digital primary sources in the classroom and how to foster original research and experiential learning by engaging undergraduates with unique local collections. Rachael Woody, archivist at Linfield College (OR), explored how to work with undergraduates as understudies in the archives. Teams from several institutions presented their projects, detailing their work thus far and what they hope to achieve over the next few years: Gettysburg College (PA) has an extensive map collection, many from 17th century atlases and maps illustrating the creative work of 16th through 19th-century cartographers; University of Saint Mary (KS) has a collection of Lincoln memorabilia, including a lock of Lincoln’s hair purportedly taken from his head at the time of his death; and Washington and Lee University (VA) has research and digital images of each section of the “Great Wall of Los Angeles,” a half-mile long mural in the San Fernando Valley that depicts the story of California from pre-history to the 1960s.

Participants reported that they particularly enjoyed meeting with other Consortium participants as well as Artstor implementation managers who are assigned to each institution to offer guidance and assistance as the projects get underway. Consortium participant Jenny Barker-Devine, associate professor of history at Illinois College, remarked: “One of the best parts of the workshop was the networking. Everyone there came from institutions with similarities in staffing, budgets, and a focus on undergraduate teaching—and with fascinating projects. The scope and interdisciplinary range of projects are inspiring, as the librarians and faculty are transforming scholarship and student learning with digital tools. Even better is the fact that the Consortium is a four-year project...so we get to meet everyone again next year.”

During the coming year, teams will advance the digitization and organization of their collections. The second workshop for the Consortium will be held in fall 2016 again in Washington, DC. For more information on the Consortium, including members and their projects, see www.cic.edu/Summer2015.
Campus Teams Explore Online Humanities Instruction at National Workshop

How can small independent colleges meet the rising challenge of MOOCs and other forms of online education and maximize student learning and their use of instructional resources in the process? Campus teams from the 21 colleges and universities participating in CIC’s Consortium for Online Humanities Instruction gathered in Washington, DC, on August 10–12 to consider that question. This was the project’s second national workshop, which followed an initial cycle of upper-level humanities courses developed for the Consortium and offered in online or hybrid format during the spring 2015 semester. Over three days, participants reviewed evaluation data on student learning outcomes and instructional costs collected for each course; planned revisions to the original courses, which will be offered a second time in spring 2016; addressed the practical challenges of cross-enrolling students in these online courses that will be open to students from all participating institutions next year; and discussed strategies for sharing more online humanities courses among CIC member institutions.

The workshop began with reports from the campus teams of faculty members and administrators, who described the impact of the new online courses on their instructors, students, and institutions. Most faculty members welcomed the challenge to experiment with new technologies and teach with a broader range of online sources. “It forced me to explore new tools as a learner,” observed Margaret Koehler, associate professor of English at Otterbein University (OH). Her teammate, assistant professor of history Jonathan DeCoster, quickly added, “It forced me to focus on the question, ‘What is good pedagogy?’” Many of the administrators noted that participating in the Consortium has spurred or advanced conversations about online learning and the role of technology in liberal arts instruction on their own campuses. Some administrators stated that the consortium already provided a broader model for online course development and evaluation.

During a dinner presentation Kenny Morrell, associate professor of Greek and Roman studies at Rhodes College (TN) and a veteran of nearly three decades of projects that use information technology in humanities instruction, addressed the reluctance of many faculty members, institutions, and even students to embrace new learning technologies. He stipulated that “online learning has become the primary modality for learning today.” He also rallied the group by reminding them that “collaboration takes courage” and “innovation is risky,” but it is worth it because it can make the learning experience of students and teaching experience of faculty members significantly better.

Later in the workshop, participants reviewed evaluation data collected by CIC’s project partner Ithaka S+R, one of the nation’s leading research and consulting groups for digital innovation in higher education. Principal evaluator Rebecca Griffiths summed up her findings by observing that the Consortium courses achieved a breadth and depth of student learning that met and in some cases exceeded the outcomes of traditionally taught humanities classes (see figure above). Both students and faculty members, however, considered limited face-to-face interaction opportunities a drawback in the online courses.

STUDENT LEARNING OUTCOMES

Q: How did student learning in the online/hybrid courses compare to student learning in traditional face-to-face instructional settings?

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The mid-project evaluation found that online upper-level humanities courses result in comparable or better student learning outcomes than traditional classes.

Source: Ithaka S+R. Figure created by CIC.
Ithaka S+R senior advisor Richard Spies presented preliminary data on faculty time and other resources devoted to the online and hybrid courses—data he characterized as too inconclusive at this early stage of the project to fully answer the question, “Can we add instructional capacity without adding faculty positions?” During a panel discussion of academic administrators that followed Spies’s presentation, George Connell, chair of the humanities division at Concordia College (MN), proposed to broaden the assessment perspective of the Consortium work by also considering the question: “Can we conserve small academic programs through online instruction and shared courses as institutional resources move away from the humanities?”

Kevin Guthrie, president of ITHAKA, further explored the impact of new digital and networking technologies on the future of small liberal arts colleges. “Every college and university finds itself in competition with the commercial web,” he began, which “sets expectations for everything from the price of things, to acceptable website response times, to the beauty of a website’s graphical interface.” This competitive environment presents a number of challenges to traditional higher education. The challenges include alternative providers who are eager to commoditize valuable teaching resources; cloud computing that makes it easy to standardize and share content; social networks that turn users (including students) into consumers and producers at the same time; the ability for many students to interact with many other students simultaneously; and the fact that “everything users do leaves a trail,” which makes customized experiences a user expectation. One possible future, he concluded, is the “unbundling of the [college] course from the institution where it is taught.” Another possible future, which the workshop participants received more sympathetically, is that small colleges can focus on the unique benefits of place-based opportunities while faculty members “design [and share] learning programs for students from what is available all over the world.”

Participants broke into two smaller working groups. Faculty members met with Bryan Alexander, a prominent consultant and writer on how technology transforms education, to discuss course structures, content, teaching tools, and pedagogy in light of the evaluation results and to begin to revise their online courses (see figure, right). Academic administrators focused on the logistical and policy issues involved in sharing courses and cross-enrolling students during the spring 2016 semester.

Workshop speaker Bryan Alexander used this fanciful illustration of a “Future School” from a 1910 series on “France in the Year 2000” to facilitate a discussion about education technology and student learning.

Participants addressed nuts-and-bolts issues, such as recording grades, to faculty concerns about competition for on-campus enrollments. John Smetanka, vice president for academic affairs at Saint Vincent College (PA), remarked, “The experimental nature of this project and the ability to learn from it have been selling points to the majority of the faculty.”

The final morning of the workshop was devoted to sustaining the Consortium’s momentum and considering opportunities and procedures for more sharing of online courses in the future. The directors of two other consortia of independent colleges and universities—Beth Moy of the Southeastern Pennsylvania Consortium for Higher Education and Adam Samhouri of the Online Consortium of Independent Colleges and Universities—described how their organizations address the challenges of institutional cooperation. In addition, a panel of project participants led a conversation about the lasting impact of the Consortium, despite its relative youth. Karen Talentino, vice president for academic affairs at Saint Michael’s College (VT), concluded, “The Consortium has already had a lasting impact by facilitating a conversation about the use of digital tools for liberal arts instruction.”

Consortium participants will meet for a final workshop in summer 2016. CIC will share final evaluation results and a summary of best practices and recommendations with all member institutions at the conclusion of the two-and-half-year project, which is generously supported by the Andrew W. Mellon Foundation.
Faculty Members Explore Athenian Drama in 10th Ancient Greece Seminar

Eighteen CIC faculty members from a variety of disciplines—including English, religion, and theatre—participated in the "Song Culture of Athenian Drama" seminar that was held at the Center for Hellenic Studies (CHS) campus in Washington, DC, July 20–26. This was the tenth seminar in CIC’s Ancient Greece in the Modern College Classroom series, which is cosponsored by CHS and generously supported by the Andrew W. Mellon Foundation. Designed for nonspecialists, the seminars address the challenge of keeping alive in the undergraduate curriculum classical texts that a generation ago were read and understood by every college graduate. All of the seminars have been led by Center director 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).

This summer’s seminar explored Athenian drama, a unique part of the multifaceted song culture of ancient Greece. In particular, Athenian drama presented choral lyric compositions that reflected Athens’s distinctive place in the larger constellation of Greek city-states as well as the social and religious concerns that animated choral performances in communities throughout the Hellenic world. During the seminar, participants examined the performative aspects of plays by Aeschylus, Sophocles, Aristophanes, and especially Euripides, the great tragedian of the fifth century BCE. Participants considered the ways that Euripides drew upon, adapted, and transformed a range of song traditions.

Seminar sessions focused on topics such as choral poetry and the evolution of Athenian drama, the historical and cultural context, and choruses in Athenian drama and beyond. Participants drew parallels and identified contrasts between events and ideas in different historical and cultural settings. For example, they compared the context of a choral performance in sixth century BCE Lesbos with the context of choral performances in the Athenian Greater Dionysia festival and contrasted the production of Sophocles’s Oedipus at Colonus in 401 BCE with an adaptation of Sophocles’s play by Americans Lee Breuer and Bob Telson in 1985.

2015 “SONG CULTURE OF ATHENIAN DRAMA” PARTICIPANTS

- **Alderson Broaddus University (WV)**
  - Irina Rodimtseva
  - Assistant Professor of English

- **Augustana University (SD)**
  - Mitchell Harris
  - Associate Professor of English

- **Beacon College (FL)**
  - William Nesbitt
  - Associate Professor of Interdisciplinary Studies

- **Bellarmine University (KY)**
  - Megan Burnett
  - Assistant Professor of Theatre

- **Berea College (KY)**
  - Kate Egerton
  - Associate Professor of English

- **Birmingham-Southern College (AL)**
  - Alan Litsey
  - Professor of Theatre Arts

- **Colby-Sawyer College (NH)**
  - Paul Robertson
  - Assistant Professor of Humanities

- **Elizabethtown College (PA)**
  - Richard Wolf-Spencer
  - Associate Professor of Fine and Performing Arts

- **Georgetown College (KY)**
  - Kristin Czarnecki
  - Associate Professor of English

- **Hillsdale College (MI)**
  - Patricia Bart
  - Associate Professor of English

- **Huntington University (IN)**
  - Travis Derico
  - Visiting Assistant Professor of Bible and Religion

- **LaGrange College (GA)**
  - Amanda Ogden Kellogg
  - Assistant Professor of English

- **Monmouth College (IL)**
  - Robert Holshuh Simmons
  - Assistant Professor of Classics

- **North Carolina Wesleyan College**
  - W. Lee Templeton
  - Associate Professor of English

- **Saint Mary’s University of Minnesota**
  - Judy Myers
  - Associate Professor of Theatre and Dance

- **Silver Lake College of the Holy Family (WI)**
  - Kathleen Walkner
  - Instructor of Humanities

- **St. Edward’s University (TX)**
  - Sheila Gordon
  - Associate Professor of Performing Arts
2015 Teaching Interfaith Understanding Seminars Conclude in Chestnut Hill and Chicago

Approaches to religious diversity and comparative theology, religious literacy in 21st-century America, models for teaching interfaith understanding, and the practical work of translating these ideas into courses across disciplines were among the themes of the CIC and Interfaith Youth Core (IFYC) seminars on Teaching Interfaith Understanding. Two seminars for faculty members at CIC member colleges and universities, the third and fourth in a series of four workshops, were held at Boston College in Chestnut Hill, Massachusetts, June 21–25, and at DePaul University in Chicago, Illinois, August 2–6 (for the participant lists, see pages 16–17). Designed for faculty members in the humanities and social sciences who are committed to teaching interfaith understanding, the seminars helped participants strengthen and develop related courses and resources. Support for the 25 faculty members selected for each seminar—including lodging, most meals, reading materials, and the seminar itself—was generously provided by the Henry Luce Foundation.

While the seminars in Chestnut Hill and Chicago shared common goals and examined similar theoretical questions inherent to teaching interfaith understanding, each was shaped by the expertise and research interests of the seminar leaders.

The Boston College seminar was led by Catherine Cornille, the Newton College Alumnae Chair of Western Culture at Boston College, where she also is chair of the department of theology and professor of comparative theology, and Noah Silverman, director of faculty partnerships at IFYC. During the course of the seminar, participants considered several approaches to religious diversity and comparative theology. They also examined various models for teaching interfaith understanding, including those that IFYC employs as well as other successful approaches. Special guest speaker Stephen Prothero, professor of religion at Boston University, visited the seminar for a day and opened a discussion on the complicated landscape of religious diversity and literacy in 21st-century America. Before the end of the week, seminar participants had the opportunity to visit the Islamic Society of Boston Cultural Center and share a prasadam feast (a spiritual vegetarian meal) at the International Society for Krishna Consciousness Center in Boston. As one participant noted, the site visits were beneficial because they showed her how to prepare students for a visit to an unfamiliar house of worship.

The Chicago seminar, led by Eboo Patel, founder and president of IFYC, and Laurie Patton, noted scholar of South Asian religions and incoming president of Middlebury College, opened with a dinner hosted by IFYC during which participants broke into small groups to begin discussing themes and questions from individual case studies. This work continued throughout the seminar as faculty members explored their case studies and drew examples from personal narratives while examining the substantial theoretical questions involved in teaching interfaith understanding and the practical work of translating these ideas into the classroom. The case studies covered a wide range of issues, such as how to appreciate the differences that make religions unique, how to achieve the full potential of interfaith dialogue, and how to manage religious exclusivism, evangelical zeal, and the emotions they generate.

Jason A. Mahn, associate professor of religion at Augustana College (IL) and a Chicago seminar participant remarked, “This seminar offered a robust opportunity for learning and exchange. Augustana College plans to propose a new course on interfaith understanding within the upcoming academic year. The seminar has enabled me to envision the new course, which will now include ample case studies and may be taught from an interdisciplinary perspective.”

CIC and IFYC are working together with seminar participants to develop a curated online resource library that will allow other faculty members to access syllabi, teaching tools, sample activities, and other resources for teaching interfaith understanding. The library is scheduled to be completed and accessible by fall 2016.
As a direct result of the seminar, some faculty members are redesigning student trips abroad to Greece and planning articles about the influence of Greek and Roman drama on the letters of Saint Paul and on the influence of Greek choral song on the development of early Christian hymnody. Faculty members from three institutions in Kentucky—Georgetown College, Berea College, and Bellarmine University—are planning student visits to one another’s campuses, beginning with a presentation of Euripides’s Medea at Berea College this fall. Participation in the seminar will have a direct impact on classrooms, with some participants developing new courses or revising current courses.

Paul Robertson, assistant professor of humanities and multidisciplinary studies at Colby-Sawyer College (NH), said, “There are two main courses that I am teaching this fall that will benefit from this seminar through inclusion of new material and perspectives. I teach a course on ancient Western literature that can seem philosophy-heavy. As such, I plan on incorporating one or more Greek tragedies instead of additional Greek philosophy, and I will pair the themes of evolving justice found in the Oresteia trilogy with my existing lesson plans on differing forms of justice arising from readings of The Code of Hammurabi.”

The theme for the 2016 Ancient Greece in the Modern College Classroom seminar will be announced this winter. For more information, visit www.cic.edu/AncientGreece.
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<thead>
<tr>
<th>University</th>
<th>Name</th>
<th>Title</th>
<th>State</th>
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<tbody>
<tr>
<td>Alvernia University (PA)</td>
<td>Victoria Williams</td>
<td>Associate Professor of Political Science</td>
<td>PA</td>
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<tr>
<td>Augsburg College (MN)</td>
<td>Martha Stortz</td>
<td>Professor of Religion</td>
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<tr>
<td>Augustana University (SD)</td>
<td>John Pennington</td>
<td>Professor of Music</td>
<td>SD</td>
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<td>Bellarmine University (KY)</td>
<td>Justin Klassen</td>
<td>Assistant Professor of Theology</td>
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<tr>
<td>Bethany College (KS)</td>
<td>Adam Pryor</td>
<td>Assistant Professor of Religion</td>
<td>KS</td>
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<tr>
<td>Cabrini College (PA)</td>
<td>Nicholas Rademacher</td>
<td>Associate Professor of Religious Studies</td>
<td>PA</td>
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<tr>
<td>California Lutheran University</td>
<td>Rose Aslan</td>
<td>Assistant Professor of Religion</td>
<td>CA</td>
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<td>Coker College (SC)</td>
<td>John Foster</td>
<td>Associate Professor of Communication,</td>
<td>SC</td>
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<td>College of Saint Benedict/</td>
<td>Hans Gustafson</td>
<td>Associate Director of the Jay Phillips</td>
<td>MN</td>
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<td>Saint John's University (MN)</td>
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<td>Center for Interfaith Learning</td>
<td>MN</td>
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<td>D'Youville College (NY)</td>
<td>Craig Tyson</td>
<td>Assistant Professor of Religious Studies</td>
<td>NY</td>
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<tr>
<td>Immaculata University (PA)</td>
<td>Annette Pelletier</td>
<td>Instructor of Theology</td>
<td>PA</td>
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<tr>
<td>King's College (PA)</td>
<td>Janice Thompson</td>
<td>Associate Professor of Theology</td>
<td>PA</td>
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<td>Le Moyne College (NY)</td>
<td>Elliott Bazzano</td>
<td>Assistant Professor of Religious Studies</td>
<td>NY</td>
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<td>Meredith College (NC)</td>
<td>Margarita Suarez</td>
<td>Associate Professor of Religious and</td>
<td>NC</td>
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<tr>
<td>Methodist University (NC)</td>
<td>Jeremy Hustwit</td>
<td>Assistant Professor of Religion and</td>
<td>NC</td>
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<tr>
<td>Mount Marty College (SD)</td>
<td>Paul Anders</td>
<td>Assistant Professor of Religious Studies</td>
<td>SD</td>
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<td>and Philosophy</td>
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<tr>
<td>Norwich University (VT)</td>
<td>Timothy Parker</td>
<td>Assistant Professor of Architecture and</td>
<td>VT</td>
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<td>Art</td>
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<tr>
<td>Notre Dame College (OH)</td>
<td>Louise Prochaska</td>
<td>Professor of Theology, Philosophy,</td>
<td>OH</td>
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<td>and Women's Studies</td>
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<tr>
<td>Queens University of Charlotte (NC)</td>
<td>Suzanne Henderson</td>
<td>Associate Professor of Philosophy</td>
<td>NC</td>
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<td></td>
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<td>and Religion</td>
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<tr>
<td>Sacred Heart University (CT)</td>
<td>June-Ann Greeley</td>
<td>Associate Professor of Theology and</td>
<td>CT</td>
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<td>Religious Studies</td>
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<tr>
<td>Seton Hill University (PA)</td>
<td>David von Schlichten</td>
<td>Assistant Professor of Religious Studies</td>
<td>PA</td>
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<td>and Theology</td>
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<tr>
<td>St. Edward's University (TX)</td>
<td>Jennifer Veninga</td>
<td>Assistant Professor of Theological and</td>
<td>TX</td>
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<tr>
<td>Ursinus College (PA)</td>
<td>Nathan Rein</td>
<td>Associate Professor of Philosophy and</td>
<td>PA</td>
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<tr>
<td>Valparaiso University (IN)</td>
<td>Slavica Jakelić</td>
<td>Assistant Professor of Humanities and</td>
<td>IN</td>
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<tr>
<td>Westminster College (MO)</td>
<td>Clifford Cain</td>
<td>Professor of Classics, Philosophy,</td>
<td>MO</td>
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<td></td>
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Participants Examine École des Beaux-Arts Masterpieces in French Art Seminar

Old Master prints as well as paintings, sculptures, and drawings by renowned French artists from the late 17th to early 19th centuries drew 23 faculty members who teach art history at CIC member institutions into the realm of French art for a week this summer. CIC’s Teaching European Art in Context seminar, “The Art of Storytelling in French Painting and Sculpture 1600–1850,” featured the works of Nicolas Poussin, Jean-Antoine Watteau, Jacques-Louis David, Jean-Auguste-Dominique Ingres, and others. The seminar, held in late July at the Portland Art Museum in Portland, Oregon, was organized around a special traveling exhibition, Gods and Heroes: Masterpieces from the École des Beaux-Arts, Paris.

Throughout the week, participating faculty members (see page 19)—many from institutions without large campus museums or proximity to major art museums—were able to spend hours in the exhibition galleries, exploring the museum’s Kress Collection and other collections. Participants refined and shared teaching strategies for visual analysis, conversation, slow looking, and digital interpretation.

Dawson Carr, the Janet and Richard Geary Curator of European Art at the museum, and Mary Tavener Holmes, an independent scholar specializing in French art of the 17th and 18th centuries, led the seminar. Together with visiting scholar Kathleen Nicholson, professor of art history at the University of Oregon, Carr and Holmes discussed the development and aims of the French Academy, the role of allegory, and the official hierarchy of genres in art during the period. Education staff members at the Portland Art Museum also led participants through selected visual analysis and learning exercises in the galleries, allowing them to gain additional experience with successful teaching tools. During afternoon hours, participants were granted special access to the museum’s Crumpacker Library as they worked in small groups on presentations for the seminar.

Susan Lee, associate professor of art at Concordia College (MN), remarked, “The information and insight imparted by our three generous experts filled gaps in my knowledge about late 17th to early 19th-century French painting with particular emphasis in the Academy. I’ll be able to teach my courses—both the general survey and my class on 18th and 19th-century art—with greater authority and insight. In addition, the visual thinking strategies that the staff in the education department shared with us will be invaluable. I’m sure that the pedagogical tools that they introduced will enliven my classes and help me encourage all students to engage with the material on a deeper level.”

The seminar was generously supported by the Samuel H. Kress Foundation. CIC will announce the 2016 Teaching European Art in Context seminar this winter. For more information, visit www.cic.edu/ArtHistory.

“The information and insight imparted by our three generous experts filled gaps in my knowledge about late 17th to early 19th-century French painting with particular emphasis in the Academy. I’ll be able to teach my courses—both the general survey and my class on 18th and 19th-century art—with greater authority and insight.”

—Susan Lee, associate professor of art, Concordia College (MN)
2015 “THE ART OF STORYTELLING IN FRENCH PAINTING AND SCULPTURE” PARTICIPANTS

Anderson University (SC)
Candace Weddle
Assistant Professor of Art and Design

Aurora University (IL)
Jessica Thurlow
Associate Professor of Art History

Bennington College (VT)
Stephen Shapiro
Faculty of the Isabelle Kaplan Center for Languages and Cultures

Bucknell University (PA)
Christiane Andersson
Professor of Art and Art History

Centre College (KY)
Allison Connolly
Associate Professor of French

Concordia College (MN)
Susan Lee
Associate Professor of Art

Cornell College (IA)
Christina Penn-Goetsch
Professor of Art History

Daemen College (NY)
Laura Watts Sommer
Associate Professor of Visual and Performing Arts

DePauw University (IN)
Michael Mackenzie
Associate Professor of Art and Art History

Dordt College (IA)
Matt Drissell
Associate Professor of Art and Design

George Fox University (OR)
Karen Bowdoin
Assistant Professor of Art and Design

Grand View University (IA)
Rachel Merrill-Schwaller
Assistant Professor of Art

Kansas City Art Institute (MO)
Sherman Reed Anderson
Associate Professor of Liberal Arts

Lindsey Wilson College (KY)
Tim Smith
Professor of Art

Lourdes University (OH)
Mary Robinson
Associate Professor of History, Geography, and Political Science

Luther College (IA)
Kate Elliott
Assistant Professor of Visual and Performing Arts

Milligan College (TN)
Kayla Walker Edin
Assistant Professor of Humane Learning

Neumann University (PA)
Maria Traub
Associate Professor of Modern Languages

Randolph College (VA)
Leanne Zalewski
Assistant Professor of Art

Saint Mary’s University of Minnesota
Preston Lawing
Associate Professor of Art and Design

Simmons College (MA)
Eduardo Febles
Associate Professor of Modern Languages and Literatures

Willamette University (OR)
Abigail Susik
Assistant Professor of Art History

Wofford College (SC)
Peter Schmunk
T.R. Garrison Professor of Humanities, Department of Art History
CIC’s New Research Reports and Research Briefs Demonstrate Effectiveness of Independent Colleges

Two complementary initiatives, the Project on the Future of Independent Higher Education and the Securing America’s Future: The Power of Liberal Arts Education public information campaign, are producing research reports and briefs that demonstrate the strengths of smaller independent colleges (for the full list, see page 22). The publications aim to help presidents and other campus leaders make informed choices about the future directions for their institution and can be downloaded from www.cic.edu/ResearchFuture. CIC encourages leaders of member institutions to share the publications with faculty and staff colleagues, trustees, and supporters as well as local media. Additional reports and briefs will be published in late fall and early winter.

REPORTS

CIC’s latest report, The Cost-Effectiveness of Undergraduate Education at Private Nondocorial Colleges and Universities: Implications for Students and Public Policy, shows that private nondocorial institutions play a large role in producing graduates with high-quality baccalaureate degrees—and they do so more effectively and at much lower cost to taxpayers than comparable public institutions. Published in September, the report has important implications for state policies. The report proposes that if states made modest grant increases to aid-eligible students who choose a private college, significant numbers of students would switch from public to private colleges. Such a shift could, in principle, help states reduce operating appropriations to public institutions and save costs on student aid programs in states where student aid grants now go primarily to public college students. Moreover, students who switched from a public to a comparable private institution would, in most cases, graduate more quickly, resulting in additional savings.

William Zumeta, a leading higher education scholar from the University of Washington in Seattle, and Nick Huntington-Klein, a researcher at California State University, Fullerton, conducted the study using 2005–2012 data from the U.S. Department of Education’s Integrated Postsecondary Education Data System and other federal sources. The study provides unique comparisons between a matched set of private nondocorial institutions and public institutions.

The major findings of the study include:

• Private nondocorial colleges and universities have a 22 percentage point edge over comparable public institutions in four-year graduation rates (see figure, page 21) and a nearly 12 point advantage in six-year graduation rates.

• Students who enter public nondocorial colleges with an initial interest in pursuing degrees in STEM or health fields are much more likely to earn degrees in those majors, at rates (41 percent) approaching twice the rates of public doctoral and nondocorial institutions (24 and 23 percent, respectively).

• Private nondocorial degrees are an effective public investment, costing society approximately 9 percent less than degrees from comparable public institutions—which rises dramatically to nearly 30 percent less when the additional social opportunity cost of the extended time to degree at public institutions is taken into account.

• Private nondocorial colleges have a lower loan default rate (7.7 percent) compared with their matched public institutions at 9.7 percent. Thus, on average, loans to private nondocorial students are less costly (more profitable) to the government than loans to public-sector students.
This report is fourth in a series supported by funders of the Project on the Future of Independent Higher Education and CIC’s liberal arts campaign, Securing America’s Future: The Power of Liberal Arts Education (see box, page 20). Three more reports in the series will be released in the coming months.

CIC’s July report, Mission-Driven Innovation: An Empirical Study of Adaptation and Change among Independent Colleges, documents the initiatives and innovations that smaller private colleges have implemented in response to economic pressures, rising costs, and increased competition. Contrary to the prevailing views of many policy makers and the media, this report shows that the nation’s independent colleges are not tradition-bound and resistant to change, but rather are engaged in varied and aggressive change efforts on multiple fronts. Survey data collected from CIC presidents reveal that almost all colleges are engaged in at least one project focused on either optimizing campus revenue or controlling costs, with nine out of ten pursuing initiatives that concentrate on both. Two-thirds of presidents say they are “aggressively” focused on mission-driven innovations.

Among the major findings of the study:

- Popular strategies for revenue enhancement and diversification included opening new undergraduate (83 percent) and graduate (74 percent) programs and expanding online courses and programs (65 percent).
- The most frequent cost-control measures taken by independent college presidents included leaving open faculty positions unfilled (64 percent), freezing salaries (61 percent), reducing other staff (61 percent), restructuring or closing academic programs (57 percent each), and outsourcing some operations (49 percent).
- College presidents also indicated a wide range of other initiatives and innovations, including changes to admissions strategies (77 percent), financial aid practices (71 percent), and fundraising approaches (70 percent); expansion of athletic programs and facilities (62 percent); increased recruitment of international students (58 percent); and reforms to resource-allocation systems (47 percent).

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**Differences in Average Graduation Rates between Matched Private Nondoctoral and Matched Public Colleges (Entering Classes 1999–2006)**

**FOUR-YEAR GRADUATION RATES**

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<th>PND (Matched)</th>
<th>Public (Matched)</th>
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<tbody>
<tr>
<td>All Students</td>
<td>44.2%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Men</td>
<td>22.1%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Women</td>
<td>48.3%</td>
<td>58.1%</td>
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<tr>
<td>White</td>
<td>46.5%</td>
<td>29.3%</td>
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<tr>
<td>Black</td>
<td>50.4%</td>
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<tr>
<td>Asian</td>
<td>43.4%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16.5%</td>
<td>16.5%</td>
</tr>
</tbody>
</table>

Notes: PND = private nondoctoral colleges.
Responding presidents predominantly viewed these innovations as congruent with their institutions’ missions and reported largely favorable acceptance of those innovations.

The study was conducted by James C. Hearn, professor and associate director of the Institute of Higher Education at the University of Georgia, and his colleague Jarrett B. Warshaw, with support from the TIAA-CREF Institute. The report was commissioned as a component of CIC’s Project on the Future of Independent Higher Education, which is led by a steering committee of CIC member presidents and chaired by Chris Kimball, president of California Lutheran University. A second report based on follow-up interviews by Hearn and colleagues on nine CIC campuses will be released in late fall.

BRIEFS

Along with these original research reports, the research agenda for the Project on the Future of Independent Higher Education calls for five shorter papers that summarize recent innovations in teaching and learning at independent colleges and universities. The individual research briefs are designed as practical resources for institutions that are considering new challenges and new opportunities. Collectively, they aim to help CIC members reflect on the distinctive pedagogy of independent higher education. Each brief includes a review of recent research, identifies examples of proven and promising innovations at CIC member institutions, and poses questions for further discussion. The first four briefs are accessible on the CIC website at www.cic.edu/ResearchFuture.

CIC’s late-summer brief, Career Preparation and the Liberal Arts, explores the central question “How does the independent sector of higher education balance expectations for job preparation with the preparation of students for full lives as educated citizens?” Debates about the role of liberal arts institutions in preparing students for careers often ignore the demonstrated success of smaller independent colleges with a liberal arts focus in preparing students for careers: Graduates of such institutions are at least as likely to find jobs in the first six months, will earn about as much in their lifetimes, and will enjoy a higher level of career satisfaction than their peers who graduate from other institutions. This brief shows that smaller private institutions achieve these outcomes through undergraduate programs with a professional emphasis that incorporates substantial liberal arts content; liberal arts degree programs that integrate career preparation; experiential learning opportunities; and innovative career preparation activities that supplement the liberal arts curriculum.
New Report Shows Continued Improvement in Fiscal Health of Colleges

CIC member institutions, as a whole, are continuing to show improvement in their financial condition, according to the latest data collected for CIC’s Financial Indicators Tool (FIT), a confidential benchmarking report prepared exclusively for CIC institutional member presidents. The ninth annual edition of the FIT was released in July. The report shows that for 2012–2013, the most recent fiscal year for which data are publicly available, small and mid-sized independent colleges and universities demonstrated improved financial health as measured by the Composite Financial Index (CFI)—revealing continued recovery from the recent recession.

CIC member presidents use their custom FIT reports to monitor fiscal operations and for planning, including benchmarking financial performance, budgeting, and overall strategic planning. The report seeks to help presidents and other senior campus leaders track resources, operations, indebtedness, and investment performance and to provide an overall portrait of their institution’s financial condition. Many presidents also share their FIT reports with their trustees and accrediting agencies.

The national median CFI for baccalaureate and master’s-level private institutions reached 3.7 in 2012–2013, up from 2.5 in 2011–2012 and 1.1 in 2008–2009, reflecting effective strategic management of resources and operations by CIC member institutions (see figure below).

The FIT report uses publicly available data—IRS Form 990 and the U.S. Department of Education’s Integrated Postsecondary Education Data System—to create a set of financial performance measures that rely on the CFI. The CFI was developed by Prager, Sealy & Co.; KPMG; and BearingPoint.

TIAA-CREF generously supports this benchmarking project, enabling the reports to be provided at no cost to CIC members. The Austen Group gathers the data and prepares the FIT reports for CIC. For more information about FIT and other benchmarking services, visit www.cic.edu/FIT.

The next iteration of the complementary Key Indicators Tool benchmarking reports will be available in early spring 2016.

Composite Financial Index (CFI) by Region

[Graph showing Composite Financial Index (CFI) by Region]

Source: CIC 2015 Financial Indicators Tool
NetVUE Update: New Professional Development Awards and Chaplaincy Grants Funded; Book Published

PROFESSIONAL DEVELOPMENT AWARDS

This summer, the Network for Vocation in Undergraduate Education (NetVUE) selected 21 of its college and university members to receive Professional Development Awards (see below). The selected institutions each received $5,000–$10,000 for the 2015–2016 academic year to help campus leaders advance the exploration of vocation among their students. The awards are administered by CIC and generously funded by Lilly Endowment Inc. These grants to campuses are one part of the larger NetVUE effort to deepen the understanding of the intellectual and theological dimensions of vocational exploration and to share knowledge, best practices, and reflections on experiences across participating institutions.

Each of the award recipients proposed a professional development initiative to help faculty and staff members more fully engage students in their quest for identity, meaning, and purpose. Some institutions are focusing on teaching faculty and staff leaders about an integrated framework, vocabulary, and program for vocational exploration. Others are addressing the need to orient newer faculty and staff members to existing campus vocational programming. Still others, conscious of changes in institutional leadership, are working to integrate senior administrative leaders into vocation-related engagement with undergraduates. Grant recipients are developing seminars, workshops, reading circles, and other initiatives to support professional development.

Three additional rounds of annual Professional Development Awards will be available to NetVUE members in subsequent academic years. The next opportunity to submit proposals will be announced in spring 2016.

NetVUE membership includes more than 190 colleges and universities across a broad spectrum of institutions with Catholic, Protestant, and nonsectarian roots. Institutions can join NetVUE at any time. For more information on NetVUE’s programs and services, visit www.cic.edu/NetVUE. For questions, contact Shirley Roels, CIC senior advisor and NetVUE director, at (616) 526-7819 or sroels@cic.nche.edu.

CHAPLAINCY IMPLEMENTATION GRANTS

NetVUE in July selected 25 of its college and university members to receive Chaplaincy Implementation Grants, which are administered by CIC and generously funded by Lilly Endowment Inc. (see page 25). The institutions each received up to $20,000 for the 2015–2016 academic year to strengthen campus chaplaincy in support of their undergraduate emphasis on developing a life of meaning and purpose. Each award builds on the selected institution’s participation in one of the 2014 NetVUE Chaplaincy Conferences.

The grant recipients each proposed a plan to help campus chaplaincy leaders deepen their engagement with students around questions of identity and purpose that connect faith with vocational exploration. Some institutions are focusing their efforts on fostering deeper connections to their founding religious traditions while others are working to broaden engagement with other religious faiths. Some initiatives are using student reflections on theology and service to those in need as paths to vocational exploration. Other programs support at-risk students.

2015 NETVUE PROFESSIONAL DEVELOPMENT AWARD RECIPIENTS

Avila University (MO)  
Bethany College (KS)  
Bluffton University (OH)  
Calvin College (MI)  
Carthage College (WI)  
Catawba College (NC)  
Columbia College (SC)  
Earlham College (IN)  
Edgewood College (WI)  
Elmhurst College (IL)  
Grand View University (IA)  
Lindsey Wilson College (KY)  
Malone University (OH)  
Northwest Christian University (OR)  
Pacific Lutheran University (WA)  
Pfeiffer University (NC)  
Saint Mary’s University of Minnesota  
Trinity Christian College (IL)  
University of Saint Francis (IN)  
Warren Wilson College (NC)  
Wartburg College (IA)
students or enhance general education coursework. Several grantees emphasize a reinvigoration of campus worship and scripture studies as well as interfaith understanding and service. Grant recipients are using workshops, retreats, residence hall programs, service initiatives, and innovative campus worship strategies that support the central role of chaplaincy in vocational exploration.

NetVUE will share the lessons learned from Chaplaincy Implementation Grant projects with all member institutions and will highlight the projects at a gathering for NetVUE campus chaplains in January 2016. For more information, visit www.cic.edu/NetVUE-Regional-Gatherings.

NEW NETVUE BOOK ON VOCATION AND HIGHER EDUCATION

Oxford University Press published At This Time and In This Place: Vocation and Higher Education in September. Written by the first cohort of NetVUE Scholarly Resources Project scholars and edited by David S. Cunningham, project director, the book champions vocation and calling as key elements of undergraduate education. The book offers a historical and theoretical account of vocational reflection and discernment and recommends how these endeavors can be implemented through specific educational practices.

The 12 NetVUE Scholarly Resources Project scholars, nearly all of whom teach at CIC institutions, met together three times over the past two years under the leadership of Cunningham, who also serves as professor of religion at Hope College (MI). The scholars developed their chapters in close collaboration, and the result is an integrated volume that explores the role of vocational reflection as a form of intellectual inquiry and pedagogical practice in higher education.

Against the backdrop of the current national conversation about the purposes of higher education, the book argues that the undergraduate years can provide relatively unfettered time—and a “free and ordered space”—in which students can consider their callings. The book is divided into four sections: Part one explores broader contexts within which undergraduate vocational reflection takes place; part two examines the contours of vocation from historical, theological, and philosophical perspectives; part three considers the relationship between vocation and virtue, both of which encourage habits that support a fulfilled and fulfilling life; part four examines vocational discernment beyond the classroom, including student development and co-curricular activities and community engagement initiatives. The book’s epilogue summarizes the various pedagogies of vocation that are developed throughout the book and suggests that vocation can provide an organizing principle to encourage undergraduates to examine larger questions of meaning and purpose.

At This Time and In This Place is the first of three projected volumes developed by the NetVUE Scholarly Resources Project. The book can be purchased from the Oxford University Press website: https://global.oup.com/academic. CIC and NetVUE members qualify for a 30 percent discount off the book’s list price. For more information, contact Shirley Roels at (616) 526-7819 or sroels@ic.nche.edu.
Woodrow Wilson Visiting Fellows Available to Engage Campus Communities

The Woodrow Wilson Visiting Fellows (WWVF) program is based on the premise that academic institutions are places for wide-ranging inquiry. Hosting a CIC Woodrow Wilson Visiting Fellow is one way colleges and universities can engage students, faculty members, and the greater campus community in conversations about challenging issues.

Administered by CIC since 2007 and in operation for more than 40 years, the WWVF program brings prominent artists, diplomats, journalists, business leaders, and other nonacademic professionals to campuses across the U.S. for substantive dialogue with students and faculty members. What differentiates the program from the more common one-night, one-speech approach is that Fellows have expertise in subject areas that enable them to engage with students on a variety of topics over several days. Because the program runs for a week, a Fellow can visit several classrooms and address topics that complement different academic disciplines. Fellows include senior military officers who can discuss both political strategy and ethical decision making, lawyers who can address both racial discrimination and the art of public speaking, and filmmakers who can discuss both movie scripts and gender identity.

- Fellow Peter Hart runs a research firm that has conducted public opinion polls and focus groups for numerous corporate and political clients. His personal focus is on the relationship between data, statistics, public opinion, and public policy. Hart has appeared on Meet the Press and the Today Show to discuss public policy issues.
- Hina Shamsi is director of the American Civil Liberty Union’s National Security Project, which is dedicated to ensuring that U.S. national security policies are consistent with the Constitution, civil liberties, and human rights. She has litigated cases that uphold the freedoms of speech and association and that challenge watchlists, targeted killing, torture, unlawful detention, government secrecy, and discrimination.
- Mike Lehnert is a retired major general in the U.S. Marine Corps who helped build and run the Guantanamo Bay detention center. He was the subject of Karen Greenberg’s book, The Least Worst Place, used in many military and law schools as a study in ethical decision making. The National Conflict Resolution Center honored him with their 2010 National Peacekeeper Award.
- Ernesto Nieto is founder and president of the National Hispanic Institute, Inc., a nonprofit organization that seeks to improve the Latino community’s future by developing a human talent pipeline of highly skilled, creative future leaders.
- Amber Tamblyn, perhaps most known for her acting roles on the television show Joan of Arcadia and the movie Sisterhood of the Traveling Pants, also is an accomplished writer. She is a published author, co-founder of the nonprofit Write Now Poetry, which works to build an audience for unique poetry events, and curates an annual poetry series at the Getty Museum.

A successful visit from a Woodrow Wilson Visiting Fellow can contribute to the development of shared understanding and trust among members of the campus community, encourage an atmosphere of civility when participating in an exchange of ideas, and help students become citizens who will keep democracy robust.

Institutions can apply now to host visits in the 2015–2016 and 2016–2017 academic years. The fee for a week-long residency is $5,950 for CIC member institutions and $6,550 for nonmembers. The fees have not increased in several years and are lower than most Fellows usually command for a single lecture. CIC covers the Fellow’s honorarium, travel, and other incidental expenses, and the host campus provides the Fellow’s housing and meals.

For more information about the program, including the searchable roster of Visiting Fellows and online campus request form, visit the program website at www.cic.edu/VisitingFellows. CIC Woodrow Wilson Visiting Fellows program staff is available to help match campuses with Fellows based on areas of expertise or specific scheduling needs.
UPS Scholarships Support 19,000 Students and Counting

Over the summer, CIC distributed $1.5 million in grants for “UPS Scholarships” for first-generation or low-income students who attend private colleges and universities across the nation. CIC provided the grants to its 31 State Fund Members, which distributed the scholarships to their respective 585 member colleges and universities, most of which are also CIC members. Each college and university will award one UPS Scholarship to a deserving student.

Over the years, the partnership between CIC and the UPS Foundation has provided scholarships to more than 19,000 students. “But what’s sometimes lost in the big picture is that the UPS Scholarships change lives, one student at a time,” noted Frank Romeo, vice president of the UPS Foundation, when introducing UPS Scholar Maggie Cavender at the 2015 CIC State Fund Members Annual Conference this spring.

Cavender, a junior at Lipscomb University at the time, introduced herself as “one of the lucky recipients” of a UPS scholarship and noted: “As a child I always had big dreams for the future. I’ve always enjoyed taking care of others and dreamed of making a difference in the world.” After being part of a medical mission team to Honduras during her senior year of high school, “the path for my future became clear. I decided I wanted to become a nurse practitioner and medical missionary.” But affording college and obtaining a nursing degree seemed out of reach financially. “Thanks to the UPS scholarship, I am now in my third year at Lipscomb University and first year of nursing school.”

The annual UPS Scholarships are funded from a drawdown from the CIC State Funds Endowment, which developed from the UPS Educational Endowment that the UPS Foundation established in the 1970s to support programs that benefit underserved populations.

Scholarship Challenge Grants Benefit CIC Institutions

“Our college presidents are telling us that securing more scholarship funding is one of their most pressing priorities, but raising new money for scholarships, particularly from new donors, is a major challenge in today’s philanthropic world,” assessed Jack Jones, president of the Iowa College Foundation, one of CIC’s State Fund Members. “That’s one reason that CIC’s Scholarship Challenge Grant program has proven to be so valuable.”

Designed to generate “new and additional” gifts and grants for scholarships, the CIC program provides at least four Challenge Grants to State Fund Members each year. To receive the grants, these consortial fundraising associations must first raise at least the challenge amount in additional gifts and grants for student scholarships at their member colleges. The program has generated $1.5 million in scholarship support during its first four years and has tangibly expanded the ongoing donor base for participating State Fund Members.

After a selection committee reviewed the proposals for the 2015–2016 academic year, CIC offered Scholarship Challenge Grants to five State Fund Members:

• Associated Colleges of Illinois;
• Independent College Fund of Maryland;
• Independent Colleges and Universities of Texas Foundation;
• Michigan Colleges Alliance; and
• Minnesota Private College Fund.

“It’s rewarding to see these State Fund Members take the lead in meeting their colleges’ need for scholarships by raising corporate and foundation funding that would unlikely be available to the institutions otherwise,” said Richard Ekman, president of CIC. “This is an important issue for member institutions, so it’s encouraging that the challenge grant approach has proven so successful.”
Audience participants included college presidents and deans, national policy officials, heads of learned societies, journalists, college counselors, and advocates for liberal arts education. Many were effusive in their praise of the event. St. Lawrence University (NY) President Bill Fox said the symposium was “a complete triumph by every possible measure. It was the best and most poignant one-day conference I’ve ever attended.”

Opening remarks by keynote speaker U.S. Senator Susan Collins (R-ME) (St. Lawrence University) began with a pointed question: “Why do we need to keep reminding ourselves—and more to the point, to keep reminding the public—of the value of a liberal arts education? The importance of the liberal arts to a free and democratic society was known to antiquity.”Citing Plato, James Madison, Thomas Jefferson, Margaret Chase Smith, Eugene McCarthy, the Bible, and even Spiderman, Collins inspired participants with quotations and stories that “demonstrate the power of the humanities to connect people across the ages with the noblest ideals of the human spirit. Studying the liberal arts helps us develop the habits of mind that prepare us for lifelong learning.”

Collins noted, “Liberal arts graduates have filled critical leadership roles at all levels and branches of government. Add to that the contributions made by liberal arts graduates in business, the arts, law, medicine, and every sector of our society, and the question becomes why the value of a liberal arts education is the least bit in doubt.”

In particular, the political arena—with its increasing ideology, partisanship, obstructionism, base motives, and dysfunction—needs liberal arts and humanities graduates who understand “that differences are not to be feared, but understood,” Collins said. “In Congress and in our communities, we often speak of finding common ground when confronting divisive issues. That’s awfully hard to do when opposing sides don’t even seem to be on a common planet. The humanities provide the common ground we need by connecting us to all times, to all places, and to each other.”

While the political environment poses tremendous challenges and, for a long time, we had our heads deep in the sand.” Higher education must embrace change, as the newspaper industry was forced to do, he said. “You’ve got to figure out a way to deliver [a high-quality education] in ways in which people want to receive it, and when they want to receive it... while recognizing the changing demographics, technology, and economics.” That said, he emphasized the value of a liberal arts degree that instills a love of learning and a broad education that inspires curiosity, critical thinking, and leadership skills—all the skills that a good journalist must possess.

Like Moore, James Cuno (Willamette University, OR), president and CEO of the J. Paul Getty Trust, drew on his liberal arts college experience to lead successfully. When asked how the liberal arts prepared him for his stellar museum and philanthropic career, Cuno said his professors “provoked in me curiosity about what is new and interesting in the world, taught me how to exercise keen judgements about people and situations, and helped me understand how to articulate a vision and persuade people to follow that vision.”

Both panelists acknowledged that the liberal arts and higher education in general face genuine challenges. Moore said that the media is “as raw and decentralized as it’s ever been in history... What’s left of mainstream media focuses on where the money is...so there’s very little room to tell a nice, touchy-feely...
story about superior graduation rates [at a liberal arts college].” He exhorted participants to be aggressive about telling positive, liberal arts success stories. “Keep inviting a geographically, economically, racially diverse class of students...who will tell your story. They are the best evangelists that you can have.”

Telling stories about the success of liberal arts graduates was a major theme running throughout the symposium. As he reflected on the unfavorable views and misunderstandings about a liberal arts education today, Pulitzer Prize-winning author and New York Times columnist James Stewart (DePauw University, IL) also urged participants to tell more stories about successful graduates. “I think stories are the way to combat [the myths and misunderstandings about the liberal arts]—vivid stories, appealing characters that others want to emulate. We cannot do too much of that.” During his undergraduate years at DePauw, Stewart said he learned that “the answers aren’t as important as the questions.” His education taught him “to ask questions, and that’s what I do for a career. I look for paradoxes. I’m always asking the questions: Why? How could that happen? What explains this? Why is somebody doing what they do? Why is Donald Trump the way he is?”

Stewart began his humorous, intellectually-engaged, story-filled address with the comment, “I really am the liberal arts in action!” And, like Moore, he equated the difficulties faced by the field of journalism with those facing higher education today and said higher education needs to embrace the same sense of urgency. “There’s no doubt in my mind that high-quality journalism is going to survive. Storytelling is going to survive. Cavemen put stories on the walls of their caves. The need to convey information, to hand down the truths of civilization from one generation to another, is deeply embedded in human nature.... This is what the liberal arts does,” said Stewart. “Liberal arts go back at least to ancient Greece. They’re not going to go away now. But we have to fight every day to make sure that the flame keeps burning.”

Another theme running throughout the day was that a liberal arts education instills confidence in graduates to take risks and to “oscillate” between varied interests. David Rose, author of Enchanted Objects: Design, Human Desire, and the Internet of Things, CEO of Ditto Lab, and instructor at the MIT Media Lab, said his education in physics and fine arts at St. Olaf College (MN) gave him the confidence that he could make a difference in the world and widened his world view. As an undergraduate, he developed an "aptness at oscillating between roles" that helps him flourish today in an entrepreneurial career across five companies. Rose’s work focuses on the network of physical objects equipped with software and sensors and that are connected to the internet—and how these technologies will affect the ways we live and work. “Oscillating between learning and teaching, raising money and investing, mentoring and being a mentee—that sort of oscillation may be the [key to a] good life,” he said.

Making a difference in their chosen fields was exemplified by all the symposium speakers. Renowned Stanford University neuroscientist William Newsome, director of the Stanford Neurosciences Institute and former co-chair of the White House BRAIN initiative, developed sophisticated views on the juncture between humanities, religion, and science and their compatibility during his undergraduate years at Stetson University (FL). The humanities classes he took helped him develop ethical research methods, taught him to ask important questions before conducting animal testing, and opened the door to integrative rather than reductionist thinking in the sciences.

“The miraculous nature of our brains...is something that people have marveled about for a long time. What’s different now is that technologies that have been invented in the last ten years are so powerful that we are now getting good data sets able to measure the activity of thousands of
neurons simultaneously.... It is truly a sea-change that’s going to impact the whole field.” Newsome said, “As we understand the brain more deeply, it’s going to have ripple effects in terms of how we educate students...it’s going to affect how we think about personal responsibility and personal ethics.” He said he encourages undergraduates interested in neurobiology to study subjects such as mathematics, probability and statistics, physics, chemistry, or even psychology and engineering. “Multi-disciplinary education needs to start at the undergraduate level” so that, in graduate school, students can make innovative contributions to the future of brain research.

Solving the nation’s problems through social entrepreneurship was exemplified by two millennial generation speakers—Medic Mobile co-founder Isaac Holeman (Lewis & Clark College, OR) and Our Time co-founder Matthew Segal (Kenyon College, OH). Both have leveraged the convergence of media and new technologies to create a business that produces a social good. The social justice community at Lewis & Clark inspired Holeman to focus on health-care reform and to use social media to advance advocacy organizations. To gain work experience before going on to medical school, he joined college friends working in Africa “to help community-based, minimally trained lay health workers engage with a digital information system.” He parlayed that experience into building the nonprofit technological and health care company Medic Mobile that is lauded for improving the care of 3 million people in more than 20 countries.

Segal’s frustration with 12-hour-long lines to vote at Kenyon College in 2004 during the Kerry-Bush election prompted him to learn the political process and start a student organization, OurTime.org (now one of the largest voter registration organizations in America). Later, he realized that the bigger problem was low civic participation in America, and so he set out to “create entertaining, informative media that would help break down the issues for young people in a non-condescending, accessible way.” That was the genesis of ATTN:, a new media company that Segal co-founded to inform, educate, and empower the millennial generation as well as encourage social change.

When asked how to foster more social entrepreneurship on campuses, Holeman said “college entrepreneurship...
programs with venture accelerators...can enable students to experiment and build their confidence” so that they can become “changemakers.” Segal suggested that colleges provide “modest seed funding—$5,000 to $10,000 per organization or company—for students with an entrepreneurial idea to apply for and win. This can enable great ideas to come to fruition.”

Other ways that colleges can help students prepare for the business world, said Deanna Oppenheimer (University of Puget Sound, WA), founder of CameoWorks and former CEO of Barclays Bank, U.K. and Western Europe, are to “require students to live on campus for at least two years, offer students internships and practical work experience, and establish active alumni associations that connect students to businesses.” Oppenheimer and Jeffery Boyd (New England College, NH, and St. Lawrence University, NY), chair of the board of directors of the Priceline Group, Inc. and founder and managing director of Brothers Brook, LLC, discussed “Building Global Businesses” in a session moderated by Jamienne Studley (Barnard College, NY), deputy undersecretary of the U.S. Department of Education and former president of Skidmore College.

Studley noted that while business and liberal education are often considered counterpoints, they are not. “It’s critical that we understand [that liberal arts colleges] are preparing many graduates for lives as leaders and ethically responsible business people,” she said. Boyd, who has worked in many industries, said, “The preparation that I received in college enabled me to quickly learn what these new businesses and industries were about.” When Oppenheimer interviews job candidates, she looks for people “who can learn and expand, who are willing...to take calculated risks, and who have communication, critical thinking, and problem-solving skill sets.” Both Oppenheimer and Boyd emphasized that mentoring, college career centers, and LinkedIn are valuable tools for seniors to employ as they begin their job searches, but perhaps more importantly, they said colleges should begin preparing students for careers in their first year of college.

The full program, a photo slideshow, and videos of the symposium and speaker interviews are available on CIC’s website at www.cic.edu/Symposium. Videoclips also are featured on social media platforms: YouTube.com/LiberalArtsPower, Twitter.com/SmartColleges, and Facebook.com/SmartColleges. CIC will issue a print and digital publication of the proceedings in the late fall.

Libby and Art, the student and counselor avatars and voices of CIC’s liberal arts campaign Twitter feed, @SmartColleges, are itching to travel this fall. They’d love to see for themselves what CIC member campuses look like—the iconic buildings and picturesque grounds—as well as what’s happening—hands-on learning, career preparation, civic education, and student activities.

To give these hardworking liberal arts education advocates time away from the office—and to give students, parents, and high school guidance counselors a glimpse of college life at CIC member campuses—we’ve included a Libby and Art cut-out so you can take the duo around campus and document their tour. Snap an engaging photo with the cut-out on campus and share it with us using the directions below. We’ll post it on the campaign’s Twitter and Facebook page. The three most creative or inspiring photos also will be featured on the campaign website and in the spring issue of CIC’s newsletter.

**DIRECTIONS**

1. **Tear out** the perforated Libby and Art insert (see opposite flap) and trim the figures. You might want to tape them to a pen or ruler so it’s easier to take a great photo.

2. **Show** them around campus!

3. **Share** photos of their adventures on Twitter using the hashtag #LiberalArts, and @SmartColleges will retweet the photo and share it in an album on the campaign Facebook page, www.Facebook.com/SmartColleges.

If you’d prefer to email your photos for CIC to post them, please send them to Cecily Garber at cgarber@cic.nche.edu. For more information and a pdf of the Libby and Art cutout image, visit www.LiberalArtsPower.org/LibbyArt.

Libby and Art look forward to experiencing what makes CIC campuses so special!
A Compendium of Recent Research and Books of Interest to Higher Education Professionals

**BOOKS**

**At This Time and in This Place: Vocation and Higher Education**
David S. Cunningham, editor
(Oxford University Press, 2015)

Developed during a year-long seminar sponsored by CIC and its Lilly Endowment-supported Network for Vocation in Undergraduate Education, the 13 essays in this book examine vocational reflection and exploration during undergraduate education and activities that consider the purpose of life, an individual’s role in the world, and the common good. These contributions from faculty members at independent colleges and universities explore the history, theology, and philosophy behind such reflection as well as practices that campuses can implement inside and outside the classroom (see page 25 for more information about this book).

**Off to College: A Guide for Parents**
Roger H. Martin
(University of Chicago Press, 2015)

Roger H. Martin, president of Academic Collaborations, Inc. and former president of Randolph-Macon (VA) and Moravian (PA) Colleges, provides advice for parents who want to know more about their children’s experience of their first semester on a college or university campus. He writes about five very different institutions—public and private, large and small, elite and non-elite—and offers advice on how parents can be supportive without interfering in their children’s development.

**Changing Leviathan: A Memoir and Primer**
John B. Muller
(Dog Ear Publishing, 2015)

Former president of Bellevue University (NE), John B. Muller, outlines how higher education institutions can survive and thrive in the face of changing social and economic conditions. Muller recounts how he brought Bellevue from bankruptcy to a position of financial strength and educational leadership by expanding the university’s online programs targeted to working adults. The book offers two strategies for meeting financial challenges, a boutique model, which targets market niches, and a commodity model, which offers education at a high volume with narrow margins.

**Redefining the Paradigm: Faculty Models to Support Student Learning**
Nancy H. Hensel, Lynn Hunnicutt, and David A. Salomon, editors
(New American Colleges and Universities, 2015)

Rather than evaluating faculty members on the traditional distinct categories of teaching, research, and service, departments should recognize recent shifts in pedagogy and faculty responsibilities and evaluate work more holistically, argue the authors. Mentoring students and organizing learning communities as well as fostering civic engagement are examples of activities that could be better recognized. The monograph recommends how departments can reorganize themselves and their programs to promote more faculty-undergraduate collaboration. The text also is available as a free pdf at www.teaglefoundation.org.
In the Face of Inequality: How Black Colleges Adapt
Melissa E. Wooten
(State University of New York Press, 2015)

Drawing on historical data and sociological research, University of Massachusetts Amherst professor Melissa E. Wooten emphasizes the enduring relevance of historically black colleges and universities today. Wooten analyzes how public policy has “strategically underfunded” black colleges from the early 20th century through today, which has led to unequal opportunities for graduates. She also examines how HBCUs have acted collectively to respond to challenges, through curriculum changes and creation of organizations such as the United Negro College Fund.

University Ethics: How Colleges Can Build and Benefit from a Culture of Ethics
James F. Keenan, SJ
(Rowman & Littlefield, 2015)

Despite offering many ethics courses for students, many faculty members and administrators at colleges and universities are not themselves well trained in the professional ethics of their own sector, argues James Keenan, director of the Jesuit Institute at Boston College. Examining key areas of concern including adjunct faculty, cheating, athletics, commodification of higher education, and misbehavior among undergraduates, he outlines best practices to shape an ethical culture on campus and integrate ideas among different campus groups.

America Needs Talent: Attracting, Educating & Deploying the 21st-Century Workforce
Jamie Merisotis
(RosettaBooks, 2015)

Jamie Merisotis, president and CEO of the Lumina Foundation, believes that America is facing a talent shortage and needs to revamp its education system to remain competitive. He proposes reforms in higher education, the federal government, immigration policy, and urban planning to usher in a new era of innovation. Merisotis believes that too many institutions of higher education today serve their own needs more than those of students and society. A more effective system, he argues, would be “scalable, high-quality, low-cost accelerated post-secondary programs” with “no courses, no classrooms, and no professors.” Such programs will train students in specific competencies that fill marketplace needs and assure America’s competitiveness.

The Provost’s Handbook: The Role of the Chief Academic Officer
James Martin, James E. Samels, and associates
(Johns Hopkins University Press, 2015)

This handbook addresses changes in the role of the chief academic officer and today’s best practices in faculty leadership, strategic planning, curriculum development, technology use in the classroom, and governance. With essays written by current CAOs, college presidents, policy makers, higher-education researchers, and institutional partners, the compendium is designed to be a practical resource for deans, presidents, trustees, and chief academic officers. CIC President Richard Ekman contributed an essay on the value of professional development programs.
Where You Go Is Not Who You’ll Be: An Antidote to the College Admissions Mania
Frank Bruni
(Grand Central Publishing, 2015)

In his latest book, New York Times columnist Frank Bruni urges prospective college students and their parents to worry less about and spend fewer resources on seeking admission into elite colleges and universities. Through data and stories, Bruni shows the success of graduates from a range of institutions as well as some less discussed drawbacks of Ivy-League universities. One chapter focuses on unusual programs and practices at smaller institutions and includes examples from several CIC member colleges.

The Purposeful Graduate: Why Colleges Must Talk to Students about Vocation
Tim Clydesdale
(University of Chicago Press, 2015)

Drawing on data from programs funded by the Lilly Endowment on 88 campuses, Clydesdale demonstrates that encouraging students to consider their vocational calling can result in greater intellectual development, community involvement, and forward thinking. He addresses the roles of students, faculty members, and staff in programs at institutions ranging from research universities to small liberal arts colleges.

REPORTS

Presidential Perspectives: Innovative Concepts to Achieve Campus Transformation
Marylouise Fennell and Scott D. Miller, editors.
(Aramark, September 2015)

Presidents of both public and private colleges and universities have contributed essays to this tenth-anniversary edition of Presidential Perspectives, which explores current developments in higher education. Editors Marylouise Fennell, RSM, CIC senior counsel, and Scott D. Miller, president of Virginia Wesleyan College, asked contributors to define transformation, offer their perspectives on innovation in the field, and explain how their campuses are innovating. CIC President Richard Ekman and American Association of State Colleges and Universities President Muriel A. Howard contributed a forward to the volume. The first chapter, which considers strategy and is authored by Dennis Holtschneider, president of DePaul University (IL), may be downloaded now. Nine additional chapters will become available throughout the academic year: http://presidentialperspectives.org/chapter_archive.asp.

The 2014 NACUBO Tuition Discounting Study
National Association of College and University Business Officers (August 2015)

The National Association of College and University Business Officers (NACUBO) surveyed 411 private institutions regarding their discounting practices for first-year students and all undergraduates. The study found that tuition discounting at private nonprofit colleges and universities increased slightly over the year—up from 39.8 in 2013 to 41.6 percent in 2014—as did the percentage of undergraduates who received institutional aid—up from 88 to 89 percent (see Figure 1). The report also examined the success of discounting strategies. On average, net tuition revenue growth has slowed greatly and enrollment has declined at the surveyed institutions. To download the report, visit www.nacubo.org/Research/NACUBO_Tuition_Discounting_Study.html.
The 2015 Survey of College and University Business Officers
*Inside Higher Ed* (July 2015)

Sixty-four percent of college and university business officers think that their institutions’ business models are sustainable over the next five years, but 20 percent believe their institutions are at risk of shutting down in the near future, according to *Inside Higher Ed*’s fifth annual survey of business officers (see Figure 2). The survey, conducted with Gallup, examines strategies used by institutions to increase financial health as well as long-term predictions of future viability. CFOs at 403 public and private institutions completed the survey. To download the report, visit www.insidehighered.com/news/survey/closure-concerns-and-financial-strategies-survey-college-business-officers.

Good Jobs Are Back: College Graduates Are First in Line
Georgetown University Center on Education and the Workforce (August 2015)

This new study written by Anthony P. Carnevale, Tamara Jayasundera, and Artem Gulish found that 2.8 of the 2.9 million “good jobs” (full-time jobs paying over $53,000 a year) that have been created since 2010 have gone to candidates with at least a bachelor’s degree (see Figure 3). Employing new methodology that categorizes jobs by occupation rather than industry, the study counters the widespread belief that most jobs created since the 2008 recession have been low-paying and part-time. Most of the growth occurred in managerial, STEM, and health care professions. For the report, visit https://cew.georgetown.edu/cew-reports/goodjobsareback.

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**FIGURE 1: Private College Tuition Discount Rates Hit High**

Average discount rates for both first-time, full-time freshmen and all undergraduates reached all-time highs in the 2014–2015 academic year.

*Source: NACUBO Tuition Discounting Survey, 2003 to 2014. Figure recreated by CIC.*
Race, Class, and College Access: Achieving Diversity in a Shifting Legal Landscape
American Council on Education (July 2015)

This study examines the practices that admissions officers and enrollment managers use to increase diversity at their institutions. Drawing on survey responses from 338 nonprofit four-year colleges and universities, the study found that the strategies most widely reported in the media, such as decreasing emphasis on legacy and making standardized test scores optional, are the least used. In contrast, the most common strategies, such as targeted recruitment of ethnic minority students and outreach to community college transfers, are least publicized. The report analyzes the effectiveness of different strategies. For the report, see www.acenet.edu.

Rethinking College: The Graduation Gap
PBS NewsHour (August 2015)

In August, PBS NewsHour, in partnership with the Hechinger Report and Inside Higher Ed, broadcasted a series of reports that examined why college graduation rates in the U.S. have increased only slightly, despite significant increases in college enrollment. Students from families in the top quartile of income have made large gains over the past 40 years, whereas those from families in the lowest quartile experienced gains only in the low single digits. Reports focused on Pell Grants, early-college programs, changing degree requirements, and merit versus need-based scholarships, among other issues. To access the series online, visit www.pbs.org/newshour/tag/rethinking-college.

FIGURE 3: Good Jobs Are Back for College Grads

College-educated workers filled the overwhelming majority of good jobs created in the recovery, while less educated workers lost good jobs.

FIGURE 2: Business Officers Assess Financial Models

Nearly one-fifth of college and university chief business officers are worried that their institutions are at risk of shutting down in the foreseeable future.

My institution is unlikely to shut down at any point in the foreseeable future.

- Private nonprofit: 89%
- Public: 81%
- All: 81%

My institution is unlikely to shut down in the near term, but may have to in the coming decades.

- Private nonprofit: 27%
- Public: 11%
- All: 18%

My institution may have to shut down within the next five years.

- Private nonprofit: 1%
- Public: 0%
- All: 1%

Source: The 2015 Inside Higher Ed Survey of College and University Business Officers. Figure recreated by CIC.
Mount St. Mary’s University (MD) is one of the first universities in the nation to use an autonomous humanoid robot as a pedagogical tool in the liberal arts classroom. The initiative is directed by Patrice Flynn, Morrison Professor of International Studies in the Bolte School of Business. With a prototype robot named PARO, an artificial intelligence machine in the form of a baby harp seal programmed to respond to and interact with humans, Mount students hone their critical thinking skills and creativity as they examine the potential for artificial intelligence and humanoid robotics in business applications as well as larger implications for society.

CELEBRATING ACHIEVEMENTS

CIC member institutions were again well represented in the Chronicle of Higher Education’s annual “Great Colleges to Work For” rankings. The 2015 survey was based on responses from nearly 44,000 employees at 281 colleges and universities. Only 42 institutions achieved Honor Roll status by being recognized in multiple categories. Of four-year institutions on the Honor Roll, CIC members include Centre College (KY), Gettysburg College (VA), John Brown University (AR), and Texas Lutheran University (small college category); Biola University (CA), McKendree University (IL), Rollins College (FL), Texas Christian University, and University of the Incarnate Word (TX) (medium-sized college category); and Baylor University (TX), Saint Leo University (FL), and Southern New Hampshire University (large institutions).

Culver-Stockton College (MO) was a summer 2015 honoree in University Business magazine’s Models of Efficiency program. The program honors institutions that have implemented innovative, effective, and interdepartmental initiatives that bolster student success. Culver-Stockton won in the Improving Retention category for its Passport to Success program.

This summer, the College of New Rochelle (NY) was one of five institutions to receive a 2015 Innovation Award from the National Association of College and University Business Officers for process improvement or resource enhancement. The college received the award for developing a shared-services model for technological advancement in collaboration with Marist College.

This summer Second Nature, a national nonprofit organization that works to build a sustainable and positive global future by working with leadership networks in higher education, announced the finalists for its sixth annual Climate Leadership Awards. Three of 12 four-year institutions are CIC members: Agnes Scott College (GA), Furman University (SC), and Huston-Tillotson University (TX). The awards are a national competition among higher education institutions that are signatories of the American College & University Presidents’ Climate Commitment.
SPECIAL PROJECTS

A diverse group of more than 80 colleges and universities launched the Coalition for Access, Affordability and Success in September. The coalition aims to recast the admissions process, broaden college access, and encourage a college-going mindset for all students and will open a free platform of online tools to streamline the process of planning for and applying to college in January 2016. A number of CIC member institutions joined the initiative, including Colorado College, Connecticut College, Grinnell College (IA), Haverford College (PA), Mount Holyoke College (MA), Oberlin College (OH), St. Olaf College (MN), and Swarthmore College (PA).

Joining a small but rising number of colleges that are experimenting with ways to make higher education more affordable, in September two CIC member institutions announced plans to reduce tuition by nearly half for incoming first-year students next year—moving from a “high price, high discount” model to a “low cost, low discount” model. Rosemont College (PA) will reduce tuition from $32,620 to $18,500, a 43 percent decrease; and Utica College (NY) will lower tuition from $34,466 to $19,996, a 42 percent decrease.

CREATING PARTNERSHIPS

Major League Soccer (MLS) this summer announced a multi-year partnership with Southern New Hampshire University (SNHU) that makes the university the league’s exclusive education partner. Through the partnership, SNHU will provide educational scholarships for MLS players and staff, and current SNHU students will engage with key MLS officials through coursework integration and league-based internships.

In September, the Springfield College (MA) School of Social Work and the Peace Corps launched the Paul D. Coverdell Fellows Program, which will provide graduate school scholarships to returning Peace Corps volunteers. Program fellows will serve as interns in local, underserved communities while they complete their studies, allowing them to bring home and expand upon the skills they learned as volunteers.

In conjunction with the Boston-area hospice service, Care Dimensions, this fall Regis College (MA) began offering two programs that train new and experienced nurses in hospice care. A nurse residency program will enhance mentorship, and online learning modules will provide new ways for clinical staff to update their skills.

Saint Mary’s College (IN) and the University of Notre Dame recently announced a partnership that enables Saint Mary’s non-business majors to be admitted into the university’s master of science in management program in the Mendoza College of Business. Notre Dame will guarantee seats to four qualified Saint Mary’s students each academic year through June 2018.

Hilbert College (NY) and St. Bonaventure University (NY) announced in August that they will collaborate to offer bachelor of science degree programs in cybersecurity beginning in fall 2016. The two institutions will share faculty resources, taking advantage of the expertise in Hilbert’s Department of Computer Security and Information Assurance and St. Bonaventure’s Department of Computer Science. No travel between campuses will be necessary for students or faculty members, as shared courses will be offered via distance-learning technology.

Through a partnership with the University of North...
Dakota, Principia College (IL) began offering a new dual-degree engineering program on campus this fall. Students will spend five years on Principia’s campus, taking a combination of on-campus courses and streaming video courses from the University of North Dakota. After completing the program, students will earn a BS in engineering science from Principia and an ABET-certified BS in civil, chemical, electrical, mechanical, or petroleum engineering from North Dakota. This fall, Heritage University (WA) began a partnership with Washington State University Tri-Cities to enable Heritage students to graduate with a bachelor’s degree in engineering. Students will first complete a two-year pre-engineering associate degree at Heritage and then transfer to Washington State to complete their bachelor of science degree.

New England College (NH) recently launched a dual-acceptance program, “CC2NEC,” in which the college will accept community college students in good standing from anywhere in the United States. Centenary College (NJ) and Middlesex County College recently signed agreements to facilitate the transfer of Middlesex students into Centenary’s BS in accounting and BA in criminal justice programs.

In September, Indiana Wesleyan University partnered with Launch Fishers to open the Refinery Business Center, a co-working environment that offers entrepreneurs and students an affordable work environment. The partnership enables IWU students to intern for a variety of businesses.

Ohio Dominican University (ODU) has partnered with Education First Credit Union to develop and offer free seminars on financial literacy to Central Ohio high school students, as well as ODU students, faculty members, and staff.

**MAJOR GIFTS, GRANTS, AND CAMPAIGN SUCCESSES**

In September, the U.S. Department of Justice Office on Violence Against Women awarded 27 colleges and universities a total of $8.5 million to enhance victim services and develop programs to prevent, investigate, and respond to sexual assault, domestic violence, dating violence, and stalking on campus. Seven CIC member institutions received awards: Augustana University (SD), Avila University (MO), Cabrini College (PA), Juniata College (PA), Mars Hill University (NC), Messiah College (PA), and Saint Joseph’s College (IN).

Washington and Lee University (VA) recently concluded a seven-year campaign in which it raised $542.5 million, 9 percent more than the university’s $500 million goal. This summer, the university also received project grants that totaled nearly $1 million from the Andrew W. Mellon Foundation—one grant to develop new methods of teaching the humanities using technology and another grant to study how the lessons of history help interpret contemporary issues.

The University of Puget Sound (WA) concluded its One [of a Kind] campaign with $131.6 million in gifts from more than 28,000 alumni, parents, faculty and staff members, and friends—exceeding the university’s $125 million goal.

Hendrix College (AR) recently received a $26 million gift from the estate of Mary Ann Dawkins of Little Rock. The largest gift in the college’s history will support scholarships, promote college affordability, and help launch a fundraising campaign for a new welcome center. With the gift, the Hendrix endowment has surpassed $200 million for the first time.

Gustavus Adolphus College (MN) recently received a $25 million gift, the largest single contribution in the college’s history. The gift will serve as the cornerstone of a $65 million complete renovation and 50 percent expansion planned for the Alfred Nobel Hall of Science.

The Davis & Elkins College (WV) board of trustees recently accepted a $25 million challenge from James S. McDonnell III and the McDonnell family foundations. The challenge funds and all matching gifts will be included in the college’s ten-year, $100 million Secure the Future campaign that concludes in 2018.

Newberry College (SC) achieved its second consecutive year of record-breaking fundraising, bringing in more than $4.2 million in gifts and pledges for fiscal year 2015, which ended June 30, 2015. The total surpassed the previous fundraising record of nearly $4.1 million.
NEW PROGRAMS AND MAJORS

**St. Edward’s University** (TX) launched a new master of science degree in leadership and change this fall. The accelerated, low-residency program will develop students’ skills in entrepreneurial thinking, leadership, technology, and social enterprise.

**Avila University** (MO) began offering two new programs in its school of education this fall. A master's degree in international education and leadership will focus on the use of education as a means to enhance international development and cross-cultural understanding. A bachelor's degree in international education and advocacy will prepare graduates to work with children and their families from different cultures around the world.

**Regis College** (MA) now offers a master's degree in counseling psychology with two tracks. One track concludes in a terminal degree that prepares students for licensure as a mental health counselor; the other track prepares students to enter doctoral study.

**Mount Saint Mary’s University** (CA) began two new master's degree programs this fall. The master of science in health policy and management prepares students to become effective health care administrators, and the master of science in nursing program focuses on providing holistic care and promoting healthy lifestyles.

**High Point University** (NC) welcomed the first cohort of its new physician assistant studies program this summer. The master’s degree program includes an integrated set of educational experiences that focus on core medical sciences, critical thinking, cultural values, public policy issues, research applicable to the needs of the physician assistant profession, and service learning opportunities.

**Franklin College** (IN) has received approval to offer its first ever master’s degree program in its 181-year history. The college will offer a master of science in athletic training beginning in summer 2016.

**New England College** (NH) recently launched a Center for Sales Excellence and added strategic sales management concentrations to its graduate and undergraduate business administration programs.

**Ohio Wesleyan University** announced that its economics department will add a business administration major in fall 2016 with concentrations available in management and marketing.

**Carroll University** (WI) began offering a bachelor’s degree in music therapy this fall. The program’s coursework integrates music performance, history, and theory with humanities, psychology, and health sciences courses and prepares students for the music therapy board certification exam.

**Heritage University** (WA) launched a new bachelor of science in nursing this fall to prepare students to work as registered nurses. The BSN will replace the university’s practical nursing certificate and associate degree programs.

**Westminster College** (MO) now offers a bachelor’s degree in security studies. The major will focus on four areas: international security, homeland security, science and technology security, and environmental health and occupational safety.
NEW, PLANNED, AND RECENTLY RENOVATED FACILITIES

**Carlow University** (PA) opened its new University Commons building in August. The 82,500-square-foot facility houses a Center for Digital Learning and Innovation, library, three computer labs, study and shared work spaces, offices for student services and organizations, art gallery, bookstore, and more. It is the first LEED-certified building on campus.

**Gannon University** (PA) recently opened a new Center for Advanced Engineering to serve as a launchpad for research and application of advanced technology. The building houses the biomedical engineering and industrial engineering laboratories—which are equipped with cutting-edge technology used for teaching and research—as well as classrooms and offices.

**Daemen College** (NY) opened a new Academic and Wellness Center in September. The $5.6 million refurbishment project provides state-of-the-art learning facilities for Daemen’s physical therapy, athletic training, and health care studies programs as well as a 2,400-square-foot modern fitness center and recreational space for the college community.

**Endicott College** (MA) opened the academic year with a new student apartment-style residence hall that will house 294 upper-class students in four or six-person units, and the new 40,572-square-foot Raymond J. Bourque Arena that will house Endicott’s men’s and women’s ice hockey teams and be open to community programs.

CAMPUS CHANGES

On September 1, Augustana College (SD) officially changed its name to **Augustana University**. Midway College (KY) officially changed its name to **Midway University** on July 1.

This summer, Widener University’s School of Law became two distinct law schools, Widener University Delaware Law School, based in Wilmington, Delaware, and Widener University Commonwealth Law School, based in Harrisburg, Pennsylvania. The Delaware law school will focus on corporate and business law, and the Commonwealth law school will focus on government and environmental law.

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**Woodrow Wilson Visiting Fellows**

For more than 40 years, the Woodrow Wilson Visiting Fellows program has brought prominent artists, diplomats, journalists, business leaders, and other nonacademic professionals to campuses across the United States for substantive dialogue with students and faculty members. Through a week-long residential program of classes, seminars, workshops, lectures, and informal discussions, the Fellows create better understanding and new connections between the academic and nonacademic worlds. Learn more at [www.cic.edu/WoodrowWilsonFellows](http://www.cic.edu/WoodrowWilsonFellows).

Pictured Fellows are (left to right) Frances Cairncross, former senior editor, *The Economist*, journalist, and head of Exeter College, Oxford University; Julius E. Coles, director, office of global education and Andrew Young Center for International Affairs, Morehouse College, and former president, Africare; Richard Blanco, U.S. inaugural poet; Anita Perez Ferguson, former president, National Women’s Political Caucus; Callie Crossley, journalist, radio host, and documentary filmmaker; and R.J. Zlatoper, former commander in chief, U.S. Pacific Fleet.
CIC Launches New Listserv Platforms, Welcomes New Staff Members

CIC LAUNCHES NEW LISTSERVS

In an effort to improve service to members, CIC has moved all of its listservs to a new and improved platform called CIC Connect. As part of this transition, CIC has launched two new listservs for member institutions: CIC-Dean (open to deans, associate provosts, and other academic officers) and CIC-PrezAssistant (open to the assistant to the president at each institution). For a full list of listservs, visit www.cic.edu/Listservs.

CIC IN THE NEWS

CIC’s September 17 “The Liberal Arts in Action” symposium was covered by various publications, including the Chronicle of Higher Education, Inside Higher Ed, and LinkedIn Pulse.

This summer, several local papers reported on college participation in CIC’s Consortium on Digital Resources for Teaching and Research: the Morning Call (PA), Harrison Daily Voice (NY), Patch (NJ), Tap into West Essex (NJ), Hartsville Messenger (SC), North Country Now (NY), Gaffney Ledger (SC), and Reading Eagle (PA). In September, the Artstor Blog also featured a related story, “Writing a Book in a Digital Age.”

Several publications interviewed CIC President Richard Ekman about college business models and financial issues. Ekman was quoted in Bloomberg Business, “Can Small Colleges Save Themselves from the 'Death Spiral’?” (September 30); Inside Higher Ed, “Closures to Triple” (September 28) and “Mergers on the Rise?” (July 7); the Associated Press, “Saved for Now, Sweet Briar College Looks for a Long-Term Fix” (August 23); Buffalo Business Journal, “Colleges Graduate to the Future” (August 7); and the ACE Presidency, “The Highly Endangered Business Model (and How to Fix It)” (summer 2015).

All stories are available at www.cic.edu/CIC-in-the-News.

THE BOARD OF DIRECTORS AND STAFF OF CIC WELCOME THE FOLLOWING NEW MEMBERS SINCE SUMMER 2015:

New Institutional Members
Campbell University (NC)
College of the Ozarks (MO)
Newbury College (MA)
Reinhardt University (GA)
St. Louis College of Pharmacy (MO)
Universidad del Sagrado Corazón (PR)

New International Members
American University Duhok Kurdistan (Iraq)
Universidad de Monterrey (Mexico)
Universidad de Tijuana (Mexico)

New Affiliate Members
Council on Library and Information Resources (DC)
Project Pericles (NY)
Tennessee Independent Colleges and Universities Association

STAFF NEWS AND NOTES

Loyola University Maryland hosted a symposium on “Democracy and the Humanities” on September 25–26 to mark the 50th anniversary of the founding of the National Endowment for the Humanities. CIC was a sponsor of the event, along with the American Council of Learned Societies (NY), Phi Beta Kappa Society (DC), Council of Graduate Schools, and National Humanities Alliance (DC). CIC President Richard Ekman was a speaker, as was Mount Holyoke College (MA) President Lynn Pasquerella.

CIC Senior Vice President Barbara Hetrick worked with American Association of State Colleges and Universities’ (AASCU) Grants Resource Center staff to develop the Partnership Engagement Conference, which was held August 17–19 in Washington, DC. AASCU generously opened registration to participants from CIC member institutions at AASCU member rates. Hetrick co-presented the keynote address for the conference on Partnerships to Leverage, Enhance, and Sustain Internal and External Support, with Elizabeth Ambos, executive director of the Council on Undergraduate Research.

Christopher Dodds, formerly CIC’s director of web communications and manager of State Fund programs, was appointed as CIC’s director of digital communications and strategy in August.
Erin Mezgar joined CIC as development manager in August 2015. Her duties focus on CIC’s relations with corporations and foundations, and she maintains and processes all development records. Mezgar also works on CIC’s leadership development programs, including the Executive Leadership Academy and Senior Leadership Academy. Prior to her work at CIC, she was a major gift officer for Catawba College (NC) and worked as associate director of annual giving for Guilford College (NC). In addition to her work in development, Mezgar brings years of sales and marketing experience to CIC. Mezgar earned a BA in political science at the University of North Carolina at Greensboro. As a student she worked as an undergraduate research assistant conducting qualitative studies on North Carolina Latino-serving nonprofits.

Natalie Pullaro Davis joined CIC as director of research projects in June 2015. She manages several CIC research projects, oversees the annual Key Indicators Tool and Financial Indicators Tool reports, and develops content for the Making the Case website and Liberal Arts Campaign. Previously, Davis spent five years as the manager of research and policy analysis at the National Association of College and University Business Officers (NACUBO), where she was responsible for shaping and expanding the annual NACUBO Tuition Discounting Study. Earlier, she worked in policy research at the American Council on Education, was a project coordinator at the University System of Maryland, and started her career in education as a K–12 classroom teacher. Davis holds a bachelor’s and master’s degree from the University of Florida as well as an advanced graduate specialist certificate in higher education from the University of Maryland, College Park and a certificate in project management from Georgetown University. She also is a certified project management professional and sits on the advisory board for the Common Data Set.
2015 CALENDAR OF EVENTS

NOVEMBER 7–10, 2015
Institute for Chief Academic and Chief Advancement Officers
Baltimore, MD

NOVEMBER 19–20, 2015
NetVUE Regional Gathering at Avila University
Kansas City, MO

JANUARY 3–4, 2016
Presidents Governance Academy
Miami Beach, FL

JANUARY 3–4, 2016
New Presidents Program
Miami Beach, FL

JANUARY 4, 2016
CIC Board of Directors Meeting
Miami Beach, FL

JANUARY 4–7, 2016
Presidents Institute
Miami Beach, FL

JANUARY 28, 2016
NetVUE Regional Gathering at Calvin College
Grand Rapids, MI

FEBRUARY 4–6, 2016
NetVUE Regional Gathering at Eckerd College
St. Petersburg, FL

FEBRUARY 11–13, 2016
NetVUE Regional Gathering at Our Lady of the Lake University
San Antonio, TX

MARCH 10–12, 2016
Information Fluency in the Disciplines Workshop
Louisville, KY

APRIL 7–9, 2016
Workshop for Department and Division Chairs
Louisville, KY

FEBRUARY 4–6, 2016
NetVUE Regional Gathering at Eckerd College
St. Petersburg, FL

MAY 1–3, 2016
CIC State Funds Annual Conference
Baltimore, MD

MAY 10–12, 2016
Workshop for Department and Division Chairs
Portland, ME

MAY 10–12, 2016
Workshop for Department and Division Chairs
Portland, ME

MAY 24–26, 2016
Workshop for Department and Division Chairs
Minneapolis, MN

JUNE 13–15, 2016
Workshop for Department and Division Chairs
Portland, OR