To explore the theme, “Collaboration for Student Success,” CIC invites chief academic officers and chief student affairs officers of all independent colleges and universities to participate in the 2013 Institute for Chief Academic and Chief Student Affairs Officers, which will take place November 2–5 in Pittsburgh, Pennsylvania. The Institute will provide opportunities for CAOs and CSAOs from across the country to help their institutions strengthen pathways for students’ success; share ideas, practical solutions, and best practices; and enhance collaborative work on issues that matter to both senior officers. The Institute is co-sponsored by ACPA-College Student Educators International and NASPA-Student Affairs Administrators in Higher Education.

(continued on page 6)
Our fascination with numbers, itself the byproduct of promoting “evidence-based” assessment of the effectiveness of colleges, stems from our faith that numbers are more precise than words. But journalists and public officials, eager for eye-catching tidbits, too often use numbers that are so simplified as to be misleading. The quick numbers on low salaries and high unemployment rates for liberal arts graduates, for example, suggest the opposite picture from what the details reveal, as careful studies by Georgetown University’s Anthony Carnevale have shown. That is, brand-new graduates who majored in liberal arts fields may earn less at first than classmates who majored in professional fields, but over time the liberal arts graduates close the gap. And, because of high unemployment overall in a weak economy (that institutions other than colleges caused), brand-new graduates may not be the best group on which to focus since graduates in all fields take longer to find their first jobs these days. Carnevale has disaggregated these glib statistics to reveal more informative patterns just below the surface. Meanwhile, other simple numbers—without a Carnevale to probe them—fester to create myths of their own.

Here’s one. Forty percent of all college students today are adults. In the minds of some policy officials, this statistic translates into an assumption that the trend toward greater percentages of adults in college will continue for a long time, and public policy therefore should relegate to a much lower priority the education of 18–22 year olds. What is overlooked is that the increase in the number of adult students is the result of one long-proven phenomenon—when unemployment increases, people return to college—and one temporary phenomenon—the push by the White House and several major foundations to increase the number of Americans with college degrees in order to increase America’s international workforce competitiveness.

Will the surge of adult students last long? Or will the backlog of adults with the potential to complete degrees be absorbed in a few years? If college-going rates among traditional 18-year olds remain high and the number of adults who could enroll in college-completion programs plummets, it will be especially important to educate traditional students who learn best in residential college settings. It’s worth noting that most students who enroll in MOOCs and other online programs are adult students, while the traditional residential college experience retains the best degree-completion rate for all students, even for low-income, minority, and first-generation students.

A second myth arises from the frequent complaint that the “sticker” price—often cited as $40,000–$50,000—is much more than a family can afford. This is a misleading figure because students at private institutions on average pay about half that amount. Moreover, the “net” price paid at private colleges has actually decreased in recent years. And the increases in sticker prices have been smaller than the increases in student aid. Policy officials and journalists who use the “sticker” price as their yardstick rarely acknowledge these closely related facts. And one needs to retain a sense of proportion: People readily finance $25,000 for a modest-priced automobile that depreciates immediately and requires replacement in a few years, while questioning the wisdom of a similar level of debt for an education that gains in value over time and promises a solid, long-term return on investment.
“Journalists and public officials, eager for eye-catching tidbits, too often use numbers that are so simplified as to be misleading. The quick numbers on low salaries and high unemployment rates for liberal arts graduates, for example, suggest the opposite picture from what the details reveal.”

Here’s a third statistic with even more consequential misuse. **Student debt is out of control and now totals $1 trillion.** Some officials conclude from this solitary statistic that if colleges rolled back prices, all would be well. These observers ignore the massive increase in the number of Americans who attend college, the much larger percentage of low-income students in college today, and the increases in financial aid from both institutions and state and federal governments. By viewing this number as a sign of overcharging by colleges, observers then too readily jump from the $1 trillion figure to the erroneous conclusion that aid is not being awarded to the students who need it most.

Here are the facts. Twenty-eight percent of private college graduates have no debt at all. Another 29 percent of private college graduates have total debt under $20,000, a small amount in relation to the premium on their lifetime earnings potential. Although all student borrowers have an average accumulated debt of $28,000, those who graduate have an average debt of only $20,000. Lest anyone conclude that financial aid awards favor academic superstars, the pattern indicates that aid is distributed in ways that track family income. In other words, the $1 trillion in student debt is a sign of an aggressive and laudable societal commitment to expand access to higher education.

The fourth myth to dispel is that **only wealthy families can afford to send their children to independent colleges.** In fact, independent colleges enroll students of all financial backgrounds and in about the same percentages as public institutions for low- and middle-income students. At private colleges, 22 percent of students come from families with incomes below $25,000 and another 19 percent come from families with incomes of $25,000–$50,000. (At public universities, the percentage of students in these two income brackets is only marginally higher.) Financial aid for students in these two income groups at both public and private colleges is generous—awarded so that the net price paid by students is less than half the total. In fact, the average family income of students at smaller, non-doctoral private colleges and universities is lower than the average family income of students at four-year public research universities. Private colleges commit more than six times the amount of their own money to student aid than their students receive from federal aid programs.

Remember that the economy has been weak; the college-goers of today are less affluent than those of the past; state budgets have starved state universities; and endowment returns have been modest. Yet colleges and universities have expanded access, raised massive amounts of money for financial aid, and distributed aid in accordance with principles that are honorable. That is, the financially most vulnerable students receive the most aid, and students who have shown persistence in their studies and complete their degrees have much less debt than others.

A century ago, clinching a point in an argument meant citing an unassailable authority such as Aristotle, Thomas Jefferson, or the Bible. In our era the way to win arguments is to cite statistical evidence. Yet the dangers of imprecision in how statistics are used is at least as great as it is with high-flown rhetoric. Basing policy decisions on a 30-second sound bite and a summary statistic won’t suffice.

**DEAR MR. PRESIDENT...**

Many of the ideas expressed in Richard Ekman’s column for this issue of the *Independent* were further developed in an Open Letter to President Obama that was published August 12, 2013, in *Inside Higher Ed*. The piece has received considerable positive response. The full letter is available at www.insidehighered.com.
2014 Presidents Institute to Examine Wise Leadership in Times of Change

Exploring the theme, “Leading Wisely: Linking Tradition and Innovation,” CIC’s 2014 Presidents Institute will take place January 4–7 in Marco Island, Florida. The largest annual gathering of college and university presidents, the Institute provides a forum for candid discussion of important issues as well as opportunities to network with colleagues who lead similar institutions.

During the Institute, participants will explore the major challenges that confront presidents of independent colleges and universities—such as pressures to cut costs, increase financial aid, adopt new online delivery methods, and focus on students’ job preparation more than on a general education in the liberal arts. Participants also will learn about the practical successes of many college presidents, hear from distinguished plenary speakers, and gain insights from experts who bring fresh outlooks to independent higher education.

“The Presidents Institute is my favorite professional development meeting of the year,” said Beverly Daniel Tatum, president of Spelman College (GA). “I appreciate CIC’s work in keeping us updated on what is happening—and what should be happening—in the larger world of higher education and in giving us tools to deal with the challenges of smaller private institutions,” she continued.

The Institute’s keynote address will be delivered by Ann M. Fudge, former chair and CEO of Young & Rubicam Brands, trustee of the Brookings Institution and the Rockefeller Foundation, and chair of the U.S. Program Advisory Panel for the Bill & Melinda Gates Foundation, who will address ways that presidents of independent colleges and universities can position their institutions to thrive in the current economic climate.

David Brooks, renowned op-ed columnist of the New York Times and author of The Social Animal: The Hidden Sources of Love, Character, and Achievement, will deliver a plenary address on the role of liberal arts colleges in fostering a life of inquiry, virtue, and social commitment. In a plenary session on the third day, Judith S. Eaton, president of the Council for Higher Education Accreditation, will discuss the increasing pressures for public accountability and government regulation based on her advocacy for voluntary accreditation and quality assurance to the U.S. Congress and Department of Education.

A special closing plenary session will feature an expert panel discussion on the role of technology in teaching and learning at liberal arts colleges, including consideration of MOOCs. Panelists will include Edward L. Ayers, president of the University of Richmond, distinguished historian, and developer of an innovative digital teaching tool used in thousands of classrooms around the world; Arthur F. Kirk, Jr., president of Saint Leo University, one of the earliest national leaders in online learning among private colleges, who tripled the university’s enrollment to more than 16,000 students; Candace Thille, assistant professor, Graduate School of Education, Stanford University and former director of Carnegie Mellon University’s Open Learning Initiative, who developed the precursor to MOOCs that combines open high-quality courses, continuous feedback, and research to improve learning and transform higher education; and Robert Zemsky, professor and chair of the Learning Alliance for Higher Education at the University of Pennsylvania, a self-described contrarian and advocate of transforming higher education from within, and author of A Checklist for Change: Making American Higher Education a Sustainable Enterprise.

A range of other presenters, including experienced college presidents and knowledgeable consultants, will offer stimulating and practical sessions and special workshops on numerous topics, including innovative approaches to raising funds, working with trustees, managing enrollment, and developing new revenue streams.

“I have attended the Presidents Institute for 18 years in a row, and during each of those years the Institute has provided great opportunities to learn, reconnect with colleagues, and build relationships. Interacting with colleagues—those who have been around many years and those who are newer—is a valuable part of the Institute,” said Dan Carey, president of Edgewood College (WI).

CIC will honor leading educators and friends of private higher education at an awards reception and banquet on January 6. Sandy Baum, professor emerita of economics at Skidmore College and an independent policy analyst for the College Board, and Michael McPherson, president of the Spencer Foundation, have been selected to receive the 2014 Allen P. Splete Award for...
CIC’s long-standing New Presidents Program, a comprehensive leadership development program for newly appointed college presidents in their first or second year and their spouses or partners, will take place January 3–4 in Marco Island, Florida, immediately prior to the Presidents Institute. The program will address the practical needs and strategic questions for success in leading independent colleges and universities. It will feature experienced presidents and their spouses—many of whom are alumni of the program—as presenters and will offer opportunities to meet and exchange ideas with others who are new to the office.

This year’s program for new presidents includes sessions on financial fundamentals and strategies, enrollment and marketing, board relations, institutional advancement, and strategic and entrepreneurial presidential leadership. In addition, presidential facilitators will guide small-group discussions.

Mary Pat Seurkamp, president emerita of Notre Dame of Maryland University and director of the New Presidents Program, commented: “Each participant is paired with a seasoned presidential colleague who participates in the program and often continues to serve in an informal advisory capacity. These experienced campus leaders help new presidents negotiate perils and pitfalls while making the most of opportunities in the first year.”

CIC’s New Presidents Program is the oldest of the programs serving new chief executives and their spouses and partners. Since 1989, more than 750 new presidents have benefited from the sessions.

Kevin P. Quinn, SJ, president of the University of Scranton (PA), remarked, “I highly recommend CIC’s New Presidents Program, which was of great value to me. The program helped me navigate the strategic and practical questions that I encountered as a newly appointed president with a new set of responsibilities. Through the program, I also developed a network of colleagues and friends that remains strong.”

A concurrent program for spouses and partners of recently appointed college presidents will be led by experienced presidential spouses Laird Hanson of Hamline University (MN) and Lynne C. Joyce of Brevard College (NC). It will provide opportunities to form a network among others who are new to the role of presidential spouse or partner and to share early experiences. The program will include sessions on the varied roles of the presidential spouse or partner, finding one’s niche on campus and in the community, institutional advancement, and other topics. It also will offer small group discussions, an “open mike” question and answer session, and tips on making the most of the program.

Seurkamp, who recently completed 15 years of service as a university president, added, “The work of a college president was the most energizing and rewarding that I have ever done. But I also remember the challenges during my first years as president. And I vividly recall how CIC’s New Presidents Program and Presidents Institute provided invaluable opportunities to learn from seasoned independent college and university leaders and to make friends who became a network of informal advisors for many years.”

The conference will take place at the Marco Island Marriott. For information on program registration and hotel reservations, visit www.cic.edu/2014NewPresidentsProgram. The registration deadline is December 3, 2013.
The Institute will begin with a keynote presentation by George D. Kuh, Chancellor’s Professor of Higher Education Emeritus at Indiana University Bloomington and adjunct professor of education policy at the University of Illinois at Urbana-Champaign. He will explore why a challenging, coherent undergraduate experience is essential if students are to develop the constellation of skills, competencies, and dispositions they need to survive and thrive during and after college. He also will offer practical suggestions from his extensive research to help CAOs and CSAOs think productively about these challenges and opportunities. Kuh is widely recognized for his development of the National Survey of Student Engagement and his landmark research on student engagement and how colleges and universities can support students and encourage learning.

Henry Chung, vice president and chief medical officer of Care Management Company of Montefiore Medical Center and associate professor of clinical psychiatry at the Albert Einstein College of Medicine, brings the perspective of a former associate vice president for student health and executive director of the Student Health Center of New York University to the issues of student health care. Chung will address the increasing problem on many campuses of depression and other mental health issues among students and describe partnership models between health and counseling services, on the one hand, and academic and student affairs, on the other.

Cathy N. Davidson, Ruth F. Devarney Professor of English and John Hope Franklin Humanities Institute Professor of Interdisciplinary Studies at Duke University and author of Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn (2011), will speak about cognition, crowdsourcing, and “collaboration by difference” and how all of these factors affect learning in the digital age.

Alejandro Portes, Howard Harrison and Gabrielle Snyder Beck Professor of Sociology and director of the Center for Migration and Development at Princeton University, will discuss his groundbreaking work on the assimilation of immigrants and the patterns of upward mobility—including participation in higher education—of second-generation immigrants, the support that immigrant parents and ethnic communities need to educate their children, and how CIC colleges and universities can help in these efforts.

“The CAO Institute’s programming has shaped so many of us serving as CAOs. During the Institute, we hear from legal experts on effective faculty hiring and evaluation practices and from leaders in the national conversation about issues in higher education. In addition, the Institute’s participants share their expertise with one another and often become life-long friends. I wouldn’t miss this annual event,” said Rita Knuesel, provost, College of Saint Benedict/Saint John’s University (MN).

Concurrent sessions will provide advice and examples for CAOs and CSAOs on such topics as challenges faced by first-generation college students, enriched experiences for international students on campus, the design of first-year programs, retention, and how to use institutional data to improve student learning. In panel presentations CAOs and CSAOs will discuss honor systems and academic integrity, living-learning communities, partnerships between academics and athletics, and how to help students faced with difficult issues. Sessions on incorporating undergraduate research into the curriculum, revising the general education program, and “flipping” the classroom will provide fresh perspectives on curricular issues. Institute participants also will have the opportunity to join in an “open mike” session moderated by a CAO-CSAO team.

A number of workshops will be offered throughout the Institute. “Budget Fundamentals for the CAO/CSAO,” led by experienced colleagues, will help academic and student affairs officers gain a greater understanding of the budget process and of financial statements and reports. “Sophomore to Junior Year Retention” will provide insight into the issues sophomores face as they decide whether to continue for the last two years of college. The “Workshop for New CAOs” and “Workshop for CAOs in Their Third or Fourth Year of Service” will address the key issues chief academic officers face at these stages in their work.

Registration materials and the preliminary program are available at www.cic.edu/2013CAOInstitute.
CIC will hold the 25th annual Conversation between Foundation Officers and College and University Presidents on October 15 at the TIAA-CREF Wharton Auditorium in New York City. The meeting helps CIC college and university presidents engage in candid conversation with foundation officers and learn more about private, federal, and other sources of support.

This year, CIC presidents will have a rare opportunity to learn from and have conversations with relative newcomers to leadership positions in several major foundations. All of the leaders are highly experienced in the philanthropic world. Among the newer appointments are Earl Lewis, president of the Andrew W. Mellon Foundation, and Judith Shapiro, president of the Teagle Foundation.

“CIC is fortunate that Lewis and Shapiro have agreed to meet with member presidents during their first year as presidents of their respective foundations. They are expected to discuss the directions that the foundations will be taking in the future and whether there will be significant changes in focus,” said CIC President Richard Ekman.

Other Foundation Conversation speakers who are still relatively new to their current positions are John Ettinger, chief executive officer of the Leona M. and Harry B. Helmsley Charitable Trust, and Daniel Greenstein, director of the Postsecondary Success Program at the Bill & Melinda Gates Foundation. The Helmsley Trust seeks to increase the number of American students who succeed in college and can compete in the 21st century global marketplace. The foundation has a special interest in improving the retention of majors in science, technology, engineering, and mathematics disciplines in addition to improving college graduation rates more broadly. Helmsley’s ultimate goal is that more students nationally will graduate from high school prepared for college and complete college ready for globally competitive careers; it also strives for greater growth and achievement for a diverse cross-section of students.

A much larger foundation with an international presence, the Gates Foundation focuses on developing partnerships to advance global health, development, policy, and advocacy. Within higher education, Gates supports innovation that can improve K–12 schools to ensure that students graduate from high school ready to succeed in college. The foundation also aims to ensure that all low-income young adults have affordable access to a quality postsecondary education that is tailored to their individual needs and educational goals and leads to timely completion of a degree or certificate with labor-market value.

Barbara Chow, director of the Education Program at the William and Flora Hewlett Foundation, has been with the foundation since 2008. She will discuss the foundation’s Open Learning Resources, its emphasis on the Common Core, and its goal of increasing the participation of low-income and first-generation students in higher education. She also will address how CIC colleges and universities can contribute more visibly to solving the national problem of too few well-prepared college students, especially those from low-income and first-generation backgrounds.

Eugene R. Tempel, long-serving executive director of the Center on Philanthropy at Indiana University, was appointed founding dean of the Indiana University Lilly Family School of Philanthropy in 2012. As founding dean, he is leading the planning and organization of the world’s first school dedicated to the study and teaching of philanthropy, and as president emeritus of the Indiana University Foundation and professor of philanthropic studies and higher education, Tempel is uniquely qualified to offer a summation of the day’s proceedings and offer his views on the current relationship between independent private higher education and philanthropy.

Exploring the theme, “New Leadership in the World of Philanthropy,” presenters at the 2013 Foundation Conversation also will discuss what changes they see coming to philanthropy in general and the impact of those changes on private colleges and universities. The plenary sessions will be followed by small-group conversations with foundation leaders over lunch.

The Foundation Conversation offers an unusual opportunity for foundation officers to meet with approximately 100 invited college and university presidents who participate in this annual event. No other campus officials, including development officers, are permitted to participate. Interaction is exclusively between presidents and foundation officers.

CIC has found that college and university presidents are better equipped to guide both academic affairs and development offices in making thoughtful approaches to foundations when they think about the hard issues well before a particular grant idea surfaces. This annual discussion is CIC’s contribution to nurturing those habits of thought at the leadership level.

For more information and to register, see www.cic.edu/2013FoundationConversation. Registration is limited.
Presidents Explore Alignment of Personal Vocation, Institutional Mission

Discussing texts as varied as the second inaugural address of Abraham Lincoln, the autobiography of Jill Ker Conway, and the writings of Dietrich Bonhoeffer, 16 college and university presidents, most with their spouses, recently considered the powerful impact that the alignment of personal vocation and institution mission can have on presidential leadership. The opening seminar in the year-long Presidential Vocation and Institutional Mission program for college and university presidents took place in Bradford, Pennsylvania, July 7–10.

Engaging in discussion with one another as well as with a team of experienced facilitators, participants considered the diverse readings to explore varied questions: “Which is best—the centered or the balanced life?” “What role does institutional saga play for the vocational president?” and “What makes the alignment of vocation and mission difficult in our time?” Now in its ninth year, the program, funded by Lilly Endowment Inc., inherently differs from other programs for presidents that focus more on the operational issues of presidential leadership.

The seminar mixes large and small group discussions with time for individual reflection. Participants meet one-on-one with a facilitator who serves as their guide through the year-long program and beyond. William V. Frame, CIC senior advisor and president emeritus of Augsburg College (MN), leads the program. Other facilitators include Donna M. Carroll, president of Dominican University (IL); Joel L. Cunningham, vice chancellor and president emeritus, and Trudy Cunningham, former presidential spouse of Sewanee: The University of the South (TN); Anne Frame, former presidential spouse of Augsburg College (MN); and Richard T. Hughes, distinguished professor of religion at Messiah College (PA).

Thomas K. Ries, president of Concordia University (MN), reflected on the July seminar, “I found the preparation for the Presidential Vocation and Institutional Mission seminar to be enlightening, the conversations at the seminar stimulating, and the collegiality with peers at other institutions most heartwarming and rewarding. I left that four-day event with even more enthusiasm for my vocation as college president and the mission of my institution, both of which were already at high levels.”

To date, nearly 65 presidents and 100 senior administrators, along with their spouses, have participated in parallel programs for current and prospective presidents. Twenty-six of the senior administrators have already been appointed as college presidents. A program for prospective presidents will be held in 2014–2015. For more information, visit www.cic.edu/VocationMission.

Robert Pearigen, president of Millsaps College (MS), shared his final thoughts during the July 2013 Presidential Vocation and Institutional Mission seminar.
Department Chair Workshops Focus on the Chair as Leader and Faculty Peer

More than 325 department and division chairs—from colleges in 36 U.S. states as well as Nigeria and Pakistan—recently participated in CIC workshops on “The Chair as Leader and Faculty Peer.” The 2013 Workshops for Department and Division Chairs, supported by the American Academic Leadership Institute and AcademicKeys, examined how chairs can assist colleagues, advocate for their departments from an institutional perspective, and interact effectively with other administrators.

Led by experienced chief academic officers, department chairs, and higher education attorneys, the workshops were held April 4–6 in Philadelphia, Pennsylvania; May 14–16 in Cincinnati, Ohio; May 21–23 in Saint Paul, Minnesota; and June 4–6 in Albuquerque, New Mexico. The workshops were framed by an opening session on the typical job descriptions of a chair and a closing session on the institutional leadership opportunities available for chairs. David Evans, vice president for academic affairs and dean of the faculty at Buena Vista University (IA), urged chairs at the Cincinnati workshop to align departmental goals and mission with those of the institution. Lily McNair, provost and vice president for academic affairs at Wagner College (NY), wrapped up the Albuquerque workshop by having chairs set short and long-range goals for themselves and for their departments.

In a session on understanding data, Richard Ray, provost of Hope College (MI), discussed how to tell a compelling story rooted in publicly available, consistently collected, and clearly presented data—a theme echoed by all of the presenters. Discussions about department and division budgets began with the basics (what a budget is and what it isn’t), continued with conversations focused on real-life case studies, and ended with a list of ten common budget errors that are easily avoided. The errors included failure to plan, make connections to the institutional mission and initiatives, monitor the budget, compromise, prioritize, focus on data, discuss the budget with the department, consider alternatives, and turn in vouchers. The top error to avoid is hiding budget problems.

Led in Albuquerque by Leanne Neilson, provost and vice president for academic affairs at California Lutheran University, participants in a session on handling difficult conversations with colleagues practiced their negotiating skills with each other using role-playing scenarios. In the Saint Paul workshop, participants learned to “name the behavior, not the faculty member” as a conflict-avoidance strategy with Jeanine Stewart, provost and dean of the faculty at McDaniel College (MD).

Each of the workshops included sessions on legal issues and featured an attorney who discussed best practices in the faculty hiring and evaluation processes. An “open mike” session moderated by an experienced chair provided opportunities to share effective practices and ask for advice on practical matters. Tim Sherwood, professor and chair of the chemistry department at Westminster College (PA), shared his philosophy of transparent and shared leadership with the participants in Albuquerque: “The squeaky wheel gets the assignment.” All chairs emphasized clear communication and the ability to facilitate the work of other faculty members as key to success as a chair.

Workshop materials are available on the CIC website at www.cic/2013WorkshopResources. CIC will announce the 2014 Workshops for Department and Division Chairs this fall.
College Media Conference Reveals Keys to Media Coverage, Tools for Crisis Communication

During the 27th annual College Media Conference, which focused on “Communicating with Journalists: The Key to Coverage,” participants heard from, met, and pitched stories to more than 30 top journalists, bloggers, and producers. Participants also received strategic advice on communicating during a campus crisis from university PR experts. The conference drew a record of 310 participants who hailed from 38 U.S. states and Canada. CIC and the American Association of State Colleges and Universities co-hosted the June 26–28 conference in Washington, DC.

During the one-day preconference session, “Crisis Communication in a Digital Age,” specialists—who had handled crises involving superstorms, protests, school shootings, harassment, hazing, and molestation charges—explained what a campus crisis communications plan should include and how to manage and use social media effectively. Speaker Peggy Fox, reporter and anchor at WUSA 9 TV who covered the Virginia Tech shootings in 2007 and 2011, emphasized the importance of colleges getting in front of the story when a crisis breaks by using crowd control measures. She recommended that a dedicated communications team use multiple social media platforms, establish and use Twitter hashtags, encourage the community to share the college’s information with others, and send the campus community and public frequent updates—even if the updates merely confirm that there is no further information to report. Colleen Brennan-Barry, assistant director of college and community relations and director of web communication for Monroe Community College, which suffered a major power outage after a severe snow storm, said that campuses should have a regimented communication plan in both electronic and print form, a web-enabled alert system, redundant systems with geographic diversity, an alternate “lite” homepage, and “well-worn” social media accounts. Josh Fitzwater, director of social media at Kenyon College (OH), emphasized the importance of monitoring social media and quickly correcting false information that is spreading. He also suggested that colleges identify and use “social champions”—often notable alumni who champion the college’s cause—to help spread the college’s message online.

Providing a journalist’s perspective, Susan Snyder, higher education reporter for the Philadelphia Inquirer, recommended that colleges and universities work to build trusting relationships with reporters before a crisis hits and keep the lines of communication open after the event occurs. She said if bad news hits, “Don’t put up a wall—reporters will find a way to tunnel under it anyway…. You can’t control everything, but colleges should do all they can to show their side of a story by providing as much information as possible.”

A special evening program sponsored by the Chronicle of Higher Education focused on “How the College of Tomorrow Can Communicate Its Value.” Jacques Steinberg, former higher education reporter for the New York Times and senior consultant at Say Yes to Education, moderated the event, which featured panelists Kathleen deLaski, member of George Mason University’s Board of Visitors; Richard Ekman, president of CIC; and Jeffrey Selingo, editor at large of the Chronicle and author of College (Un)Bound: The Future of Higher Education and What It Means for Students. The panelists discussed Selingo’s new book and higher education issues such as MOOCs, diversity, student debt, graduation rates, and assessment outcomes. Ekman emphasized that although many problems affect higher education today, higher education is fairing much better than Selingo’s book asserts. (A podcast of the panel discussion is available at www.cic.edu/2013MediaConferenceResources.)

Conference sessions on Thursday focused on best strategies to get coverage in new and traditional media. All presenters

during the 2013 College Media Conference evening program, Jacques Steinberg of Say Yes to Education (left) moderated a discussion with panelists Jeffrey Selingo of the Chronicle, Kathleen deLaski of George Mason University, and Richard Ekman of CIC.
emphasized the importance of social media as part of a comprehensive communications strategy. Tom Evelyn, vice president for communications at St. Lawrence University (NY), said that most reporters still rely on news releases to an extent, but that press releases must have a clear news angle, be timely and concise, and avoid jargon. He said that a press release shouldn’t say the news is ground breaking but should show how it’s ground breaking. Furthermore, email subject lines should be short, clear, and compelling; and the email should avoid attachments but include links to background information, photos, or graphics.

Michael Smart, president of MichaelSmartPR, advised how to make a pitch stand out. Colleges should customize pitches to appeal to an individual reporter—by becoming familiar with the reporter’s past stories, tailoring the email to fit the reporter, and explaining the relevance of the pitched story. He also suggested that institutions take advantage of new media outlets and build a list of related blog and media sites. Smart explained that because top reporters receive at least 60 story pitches a day and judge whether a story is worth covering in the first two sentences, institutions must keep their pitches brutally brief and do some legwork for the journalists by listing possible experts to interview and visuals to enhance the story.

In other sessions, journalists, bloggers, and producers offered tips on how to make campus coverage easier for reporters. Suggestions ranged from clarifying the best way to reach the campus PR staff, posting a directory of faculty experts online, providing a campus map that indicates relevant buildings and parking areas, knowing which campus leaders need to sign off on an interview in advance so the news piece can be finalized, and knowing which TV studio or radio station the campus uses.

Concurrent sessions featured Chronicle of Higher Education and Inside Higher Ed journalists who described the news stories that they are likely to cover—and how to pitch stories to them. Scott Jaschik, editor and cofounder of Inside Higher Ed, said that instead of repeating the same messages, he would like to see college leaders write more commentaries on tough issues. He added, “Rather than rushing to be the first quoted, be less desperate and more focused.” Conference attendees were able to pitch story ideas to nine Chronicle reporters during a break-out session.

As part of the pre- and post-conference activities, roughly 100 participants visited the newsrooms of AP, Chronicle, C-SPAN, Inside Higher Ed, National Public Radio, and Washington Post. On Friday afternoon, more than 20 participants toured the Newseum.

Conference presentations and resources are available at www.cic.edu/2013MediaConferenceResources.
2012–2013 Executive, Senior Leadership Academies Conclude; New Sessions Begin

Ann Die Hasselmo, retiring president of the American Academic Leadership Institute (AALI), and Thomas R. Kepple, Jr., the incoming president of AALI, recently shared the reins leading the closing seminars for the 2012–2013 Executive Leadership Academy (ELA) and Senior Leadership Academy (SLA) in Washington, DC.

Cosponsored by CIC and AALI, the 2012–2013 SLA closing seminar took place June 16–18. The SLA prepares mid-level administrators in all divisions for vice presidencies. More than 55 percent (36 of 66) of the participants in the first two cohorts of the SLA (2010–2011 and 2011–2012) already have been promoted or achieved advanced positions, most commonly vice presidencies. Two participants in the 2012–2013 cohort have advanced to higher-level positions.

“The Senior Leadership Academy is valuable on a professional level in many ways. We learned how to think about issues through an institutional lens and how to interact with other vice presidents in a cabinet-level position. We also obtained different perspectives on what presidents look for in a cabinet member and valuable information in preparing for the search process. It was a great experiential learning opportunity to improve performance in the positions we currently serve as well as to prepare us for the positions we aspire to,” said Christopher Delaney, associate vice president and associate treasurer at Gettysburg College (PA).

Cosponsored by CIC, AALI, and the American Association of State Colleges and Universities, the closing seminar for the 2012–2013 ELA was held June 19–21. The ELA prepares provosts and vice presidents for presidencies. Among the first two cohorts of participants in the ELA (2009–2010 and 2011–2012) 27 percent or 22 of 83 participants have been appointed as presidents or chancellors. Forty-eight percent (40 participants) have experienced career advancement. Three members of the 2012–2013 already have been appointed to presidencies.

THOMAS KEPPLE APPOINTED DIRECTOR OF CIC/AALI LEADERSHIP DEVELOPMENT PROGRAMS

Thomas R. Kepple, Jr. assumed direction of two of CIC’s leadership development programs in July. He was appointed president of the American Academic Leadership Institute (AALI) to succeed Ann Die Hasselmo, who retired in June. As AALI’s president, Kepple will direct CIC’s Senior Leadership Academy (SLA) and Executive Leadership Academy (ELA), which is cosponsored by the American Association of State Colleges and Universities. Hasselmo had led those programs since their inception in 2009. To acknowledge her extraordinary accomplishments as founding president of AALI, the AALI board of directors elected Hasselmo as Director Emerita upon her retirement.

CIC President Richard Ekman said, “I am delighted that AALI chose Tom Kepple as its new president. He is eminently well qualified to build on the work that CIC began with Ann Die Hasselmo to prepare the next generation of leaders for independent higher education. Both ELA and SLA (and ELA’s predecessor program, Provost to President, 2009–2010) have produced amazing results.”

Kepple served as president of Juniata College (PA) from 1998 through June of this year. Earlier, he served for nine years as vice president for business and community relations at Sewanee: The University of the South (TN) and for 14 years in various capacities, including dean of administrative services and provost at Rhodes College (TN). In addition, Kepple was the founding chair of the Tuition Plan Consortium (MO), a national nonprofit organization established to develop and market the Private College 529 Plan—a prepaid tuition plan for private colleges and universities—and he was the founding chair of the new Landmark NCAA Division III athletic conference. He is a 1970 graduate of Westminster College (PA) and holds a master of business administration and a doctorate in higher education from Syracuse University.

Hasselmo began serving as president of AALI in Washington, DC, in 2006. Previously, she was the managing director of Academic Search Consultation Service and is president emerita of Hendrix College (AR), where she served from 1992 to 2001. Ekman said that under Hasselmo’s direction, CIC’s leadership development programs flourished. “She is a visionary leader. Her charismatic style and attentiveness to the details of each participant’s situation have led to highly effective programs—and participants themselves have been effusive in their praise of her individualized efforts on their behalf.”

As chair of Academic Search, Inc.’s (ASI) board of directors, Scott Miller, president of Bethany College (WV), said, “ASI is the only search firm to take leadership development seriously enough that it has devoted its profits to support AALI—and thereby CIC’s and AASCU’s leadership development programs. This investment of resources assures that the collaborative work of AALI and ASI will continue at its customary high level of effectiveness and success.”
“The ELA was extremely valuable in providing inspiration and practical advice on pursuing a presidency. Whether I end up in a presidency or remain at a cabinet-level, I believe I will be a much better institutional leader,” said Marie S. Morris, provost of Anderson University (IN).


**Summer Seminar on Ancient Greece Examines the *Iliad***

CIC and the Center for Hellenic Studies cosponsored a seminar on Ancient Greece in the Modern College Classroom this summer. CIC selected 19 faculty members from 52 nominations to participate in the seminar, which explored “The *Iliad.*” Held at Harvard University’s Center for Hellenic Studies in Washington, DC, July 23–27, the seminar was made possible through the generous support of the Andrew W. Mellon Foundation.

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), led the seminar. Designed specifically for non-specialists, the seminar allowed participants the opportunity, through intensive reading and focused discussion of the *Iliad*, to learn more about Homeric poetry and ancient Greece and to apply what they had learned to a range of general education courses back home.

During the intensive week, participants initiated plans to put their seminar experience to use at their institutions by restructuring world literature courses, using the *Iliad* as the foundation to develop a great books inspired honors program, and providing a new perspective to thinking about concepts such as ritualized lament in Sir Thomas Malory’s *Le Morte d’Arthur*. In addition, seminar participants Amy Cohen of Randolph College (VA), Randall Cluff of Southern Virginia University, and Susannah Clements of Regent University (VA), have been invited to speak about their experience at the Classical Association of Virginia’s September meeting in a presentation on “Sharing the Wealth: the *Iliad* and Inter-Disciplinary Outreach at the Center for Hellenic Studies.”

**“THE ILIAD” SEMINAR PARTICIPANTS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Seemee Ali</td>
<td>Associate Professor of English and Liberal Studies Carthage College (WI)</td>
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<tr>
<td>Ronald Boling</td>
<td>Associate Professor of Language, Literature, and Fine Arts Lyon College (AR)</td>
</tr>
<tr>
<td>Julia Chavez</td>
<td>Assistant Professor of English Saint Martin’s University (WA)</td>
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<tr>
<td>Karen Cherewatuk</td>
<td>Professor of English St. Olaf College (MN)</td>
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<tr>
<td>Susannah Clements</td>
<td>Associate Professor of Languages and Literature Regent University (VA)</td>
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<tr>
<td>Randall Cluff</td>
<td>Associate Professor of English Southern Virginia University</td>
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<tr>
<td>Mary Dengler</td>
<td>Professor of English Dordt College (IA)</td>
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<tr>
<td>Kimberly Flint-Hamilton</td>
<td>Professor of Sociology and Anthropology Stetson University (FL)</td>
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<tr>
<td>Elaine Glanz</td>
<td>Professor of English Immaculata University (PA)</td>
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<tr>
<td>Angelo Mercado</td>
<td>Assistant Professor of Classics Grinnell College (IA)</td>
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<tr>
<td>Michael Modarelli</td>
<td>Assistant Professor of English Walsh University (OH)</td>
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<td>Annette Parks</td>
<td>Associate Professor of History University of Evansville (IN)</td>
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<tr>
<td>Smita Rahman</td>
<td>Assistant Professor of Political Science DePauw University (IN)</td>
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<tr>
<td>David Tenenbaum</td>
<td>Assistant Professor of Humanities Shaw University (NC)</td>
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<tr>
<td>J.D. Thayer</td>
<td>Associate Professor of English Gonzaga University (WA)</td>
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<tr>
<td>Beverly Thurber</td>
<td>Senior Member of the Faculty, Department of Humanities Shimer College (IL)</td>
</tr>
<tr>
<td>Nicolette Trahoulia</td>
<td>Professor of Art History American College of Greece</td>
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<tr>
<td>Bryan Wagoner</td>
<td>Assistant Professor of Religious Studies and Philosophy Davis &amp; Elkins College (WV)</td>
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Faculty Members Participate in Special Seminar on Dutch Art Masterpieces

A rare traveling exhibition of Dutch art featuring works by Vermeer, Hals, Rembrandt, and other masters made one of just three U.S. stops at the High Museum of Art in Atlanta, Georgia, this summer and provided the focus for a CIC faculty development seminar held at the museum June 23–28.

Twenty-one faculty members who teach art history at CIC member colleges and universities participated in “Dutch Art, Patrons, and Markets: A Seminar on Teaching European Art in Context.” CIC planned the seminar to coincide with the exhibition, *Girl with a Pearl Earring: Dutch Paintings from the Mauritshuis*, which is organized by the Royal Picture Gallery Mauritshuis in the Hague, Netherlands, and is touring the United States while the museum undergoes extensive renovations. The seminar was made possible through the generous support of the Samuel H. Kress Foundation.

Catherine Scallen, chair of the department of art history and art at Case Western Reserve University and author of *Rembrandt, Reputation, and the Practice of Connoisseurship*, led the seminar. Discussions explored the idea that Dutch artists more readily embraced paintings of everyday subjects than their southern European contemporaries by focusing on commonplace scenes of daily life. Participating faculty members, many from institutions without large campus museums or proximity to major art museums, also shared teaching strategies during organized discussions and informal gatherings.

Jane Long, professor of art history at Roanoke College (VA), said, “The seminar at the High Museum not only offered an excellent opportunity for in-depth study of works of art that I had never seen before, but it also provided an outstanding experience in the ‘back stage’ workings of a major exhibition. Moreover, I learned some useful teaching strategies, both from the experts on Dutch art who came to speak with us and from my fellow participants in the seminar.”

Inspired by new materials and ideas gained at the seminar, including insights into exhibition planning afforded by the traveling show, several participant colleges have begun collaborating to launch a “Digital Engagement Exhibition Project” in spring 2014. The project is being developed by seminar participants Heidi Kraus, assistant professor of art and art history at Hope College (MI); Lindsay Twa, assistant professor of art at Augustana College (SD); Sylvia Rohr, associate professor of art and art history at Carlow University (PA); Leanne Zalewski, assistant professor of art at Randolph College (VA); and Andrea Lepage, assistant professor of art history at Washington and Lee University (VA). The project will help students at each institution develop education materials, audio guides, and promotional materials, and conduct research in order to launch an online “exhibition.”

**“DUTCH ART, PATRONS, AND MARKETS” SEMINAR PARTICIPANTS**

- **Jeffrey Baldus**
  Instructor of Art
  Briar Cliff University (IA)

- **Beverly Carter**
  Professor of Music and Fine Arts
  Grove City College (PA)

- **Rick Cary**
  Professor of Art
  Mars Hill University (NC)

- **Garth Claassen**
  Professor of Art
  The College of Idaho

- **Perry Johnson**
  Assistant Professor of Art
  Virginia Intermont College

- **Libby Karlinger-Escobedo**
  Assistant Professor of Art
  Aurora University (IL)

- **Heidi Kraus**
  Assistant Professor of Art and Art History
  Hope College (MI)

- **Andrea Lepage**
  Assistant Professor of Art History
  Washington and Lee University (VA)

- **Jane Long**
  Professor of Art History
  Roanoke College (VA)

- **Ted Murphy**
  Professor of Art
  Houghton College (NY)

- **Morgan Page**
  Assistant Professor of Art
  Lyon College (AR)

- **Sylvia Rohr**
  Associate Professor of Art and Art History
  Carlow University (PA)

- **Gabrielle Rose-Curti**
  Assistant Professor of Art
  Simpson College (IA)

- **Emily Stokes**
  Assistant Professor of Art
  Northwestern College (IA)

- **Montana Torrey**
  Assistant Professor of Art
  Lane College (TN)

- **Virginia Troy**
  Associate Professor of Art
  Berry College (GA)

- **Lindsay Twa**
  Assistant Professor of Art
  Augusta College (SD)

- **Carolyn Watson**
  Professor of Art
  Furman University (SC)

- **Gregory Winterhalter**
  Associate Professor of Art
  Southern Vermont College

- **Leanne Zalewski**
  Assistant Professor of Art
  Randolph College (VA)

- **Ann Zerger**
  Associate Professor of Art
  McPherson College (KS)
Historians Explore the Gilded Age in CIC Seminar at Stanford

Twenty-seven faculty members from CIC member institutions participated in a new American history seminar on “The Gilded Age.” Held July 14–19 at Stanford University in Palo Alto, California, participants explored the period from the end of the Civil War to roughly the turn of the 20th century that was once considered a backwater of American history. Recently, the Gilded Age has become one of the most fruitful sources of new scholarship.

Railroaded: The Transcontinentals and the Making of Modern America, by seminar leader Richard White, Margaret Byrne Professor of American History at Stanford University, was the basis for conversation as it describes the history of the transcontinental railroads and the rise of the modern corporation during the age. Participants also discussed the development of markets, corruption, government expansion, mass immigration, and the first great age of modern technology in the United States.

Fran MacDonnell of Southern Virginia University, commented, “The seminar upended some easy generalizations that likely occur in many history classes that cover the period. The seminar discussions will help me offer my students a more nuanced picture of the period, one that gets at the untidiness that marks historical development.”

In addition to seminar sessions, independent and small-group study sessions enabled participants to use Stanford’s libraries and begin crafting new courses related to the seminar themes. Participants have since planned several collaborative projects, including a panel being organized by Damon Akins of Guilford College (NC) and Adam Dean of Lynchburg College (VA), for the 2014 Western History Association on the connection between land use practices and ideas about citizenship in 19th century America.

“I appreciated the opportunity to work with Richard White, to connect with colleagues interested in similar issues from across the country, and to have great discussions with like-minded scholars,” said Emily Mieras of Stetson University (FL).

The seminar was made possible through the generous support of the Andrew W. Mellon Foundation and in partnership with the Gilder Lehrman Institute of American History.
The CIC State Funds Annual Conference, which took place April 28–May 1 in Indianapolis, Indiana, focused on the theme, “Making the Case, Fulfilling Our Mission.” The conference explored how to enhance fundraising programs, with speakers and best practices sessions addressing issues such as major gift solicitations, corporate and foundation relations, scholarship fundraising, and sponsorships. Speakers also discussed how State Fund leaders can participate in CIC’s campaign to promote independent liberal arts colleges. Other sessions explored new concepts for collaborative programs and new media tools to increase institutional visibility.

In her keynote address, Jo Young Switzer, president of Manchester University (IN), praised the value of a liberal arts education and encouraged the state private college association leaders to take an active role in CIC’s recently launched campaign, “Securing America’s Future: The Power of Liberal Arts Education.” In a follow-up session, CIC President Richard Ekman and Vice President for Communications Laura Wilcox updated members on the status of the campaign and invited State Fund executives to share their ideas about the messages, audiences, and media that the campaign should feature. State Fund leaders, many of whom are already focused on making the case for the colleges in their associations, expressed strong interest in participating in the national campaign and offered ideas for effective, coordinated state and national approaches.

Other plenary speakers offered valuable advice on developing more effective associations. Douglas W. Orr, president emeritus of Warren Wilson College (NC), shared best practices of dynamic boards in a session on effective board development. Orr noted key steps associations should take, such as outlining clear expectations to prospective board members, having an orientation program for new trustees, and finding a way to engage each board member in the work of the group. David Brandt, president emeritus of George Fox University (OR), who served as evaluator of the State Funds’ $500,000 Walmart First Opportunity Partners grant, discussed what he learned in his review of the nine State Fund projects designed to enhance college access and success for students from underserved populations. Among his findings were that carefully developed collaboration is essential to assure effective programming for first-generation students. Collaborations can be between the student affairs offices of colleges or between the colleges and regional nonprofit organizations.

A fourth plenary speaker, Holiday Hart McKiernan, chief of staff and general counsel of the Lumina Foundation, closed the two-day meeting with a discussion of her vision of issues that face higher education today. She discussed the pressing needs to close attainment gaps for underserved students and to develop new models for access and education that will enable a significantly higher percentage of Americans to earn a college degree. Lumina’s strategic goal, she noted, is to spearhead a decade-long national effort to increase dramatically the proportion of Americans with high-quality degrees. McKiernan invited CIC’s State Fund Members to work with their colleges to develop programs that will help meet this critical need.

State Fund executives led best practices sessions on a few fundraising topics: improving scholarship fundraising, securing corporate sponsorships, and enhancing foundation relations. Speakers in these sessions relayed various trends, such as that consortial fundraising is moving away from broad-based annual fund appeals and toward seeking major gifts and grants. Speakers also indicated that consortia are now attractive for grants from major corporations and foundations as these donors seek broader reach and scale in the impact of their giving.

Hope Williams, president of the North Carolina Independent Colleges and Universities, said, “This conference was packed with practices and strategies for making the State Funds both effective and productive. There was something of value for everyone.”

“This was one of the best annual conferences yet,” said J.B. Wilson, president of the Independent College Fund of New Jersey. “This conference is evidence that the merger of the Foundation for Independent Higher Education and the Council of Independent College is working well and offers greater staff and network expertise to the State Funds and the colleges they serve.”

The next State Funds Annual Conference will take place in Chicago, Illinois, April 27–29, 2014.
To strengthen campus chaplaincy, CIC will offer two conferences through the Network for Vocation in Undergraduate Education (NetVUE) in 2014. The parallel events with a common theme—“Strengthening Campus Chaplaincy: New Models of Leadership and Practice”—will give teams of presidents, chaplains, and other campus leaders who oversee chaplaincy the opportunity to identify ways to strengthen the role of campus chaplains. NetVUE member institutions may apply to send three-person teams to either conference: March 28–29 at the Q Center in St. Charles, Illinois, or September 26–27 at the Dolce Peachtree Center near Atlanta, Georgia.

“Chaplaincy at independent colleges and universities is in a state of flux. New models of leadership and practice are emerging, and time-honored approaches are subject to new considerations. These conferences will help campus teams share how chaplaincy is evolving on their campuses and learn how other NetVUE campuses are developing new approaches for vocational exploration, religious and spiritual formation, and interfaith engagement of students,” said Shirley Roels, CIC senior advisor for NetVUE. The conferences also will explore missional, strategic, and structural considerations, including staffing patterns, areas of responsibility, integration of chaplaincy with curricular and co-curricular programs, faculty engagement, and relationships with multiple religious traditions.

Conference speakers include L. Gregory Jones, professor of theology at Duke Divinity School and senior strategist for leadership education; Perry L. Glanzer, professor of educational foundations at Baylor University; and Jonathan Hill, assistant professor of sociology at Calvin College (MI). Opening panel discussions led by college and university presidents will frame the strategic issues at each conference. A closing address will feature Bobby Fong, president of Ursinus College (PA), at the March conference and Christopher B. Howard, president of Hampden-Sydney College (VA), at the September conference. Additional sessions will address matters of student religious dynamics, campus structures for chaplaincy, relations with denominational bodies, and the assessment of chaplaincy outcomes.

CIC founded NetVUE in fall 2009 as a network of colleges and universities committed to fostering the intellectual and theological exploration of vocation in their campus communities. The resulting membership network now includes 178 colleges and universities. Conference application materials will be available to NetVUE member institutions in early fall 2013. The NetVUE chaplaincy conferences are generously supported by Lilly Endowment Inc. For more information, visit www.cic.edu/NetVUEChaplaincy.

UPCOMING NetVUE REGIONAL GATHERINGS IN 2013–2014

- **Vocational Explorations in a Multi-Faith World:** Cultivating Informed Engagement across Faith Traditions in Undergraduate Education will take place September 20–21, 2013, at Calvin College (MI);
- **Weaving Vocation into Campus Life:** The Warp and Weft of Holistic Education will occur October 25–26, 2013, at Seattle Pacific University (WA);
- **Building a “Culture of the Call” in Your College and Your Church** will take place February 20–21, 2014, at Southwestern College (KS);
- **Vocation and the Common Good:** Mentoring and Advising Students will occur February 27–28, 2014, at Fontbonne University (MO);
- **Interreligious Reflection on the Vocation of Sustainability** will occur March 7–8, 2014, at Luther College (IA); and
- **Called and Equipped:** Cultivating Purpose and Skills among Undergraduates will be held March 21–22, 2014, at Gordon College (MA).

NetVUE members are encouraged to participate in one or more of these events in the upcoming academic year. Although participants are usually NetVUE members, representatives from other CIC members with interests in NetVUE’s objectives may participate.

The next NetVUE national conference will be held in March 2015.

(For more NetVUE news, see pages 20–21.)
New Woodrow Wilson Visiting Fellows Available for Campus Visits

“T he roster of Woodrow Wilson Visiting Fellows is expanding. Whatever their fields, Fellows share a passion for higher learning, an eagerness to share their insights with students and faculty members, and a desire to communicate important lessons to the wider public. Given the program’s overall success at a diverse range of campuses in past years, I hope colleges and universities will make plans to bring a Fellow to their campus this year,” said Roger Bowen, CIC senior advisor and director of the Woodrow Wilson Visiting Fellows program.

The Woodrow Wilson Visiting Fellows program brings prominent artists, diplomats, journalists, business leaders, and other professionals to campuses across the United States for a week-long residential program of classes, seminars, workshops, lectures, and informal discussions. The program has a roster of more than 135 Fellows who offer a wide range of perspectives on life, society, community, and achievement. New Visiting Fellows are added throughout the year. Among the most recently added Fellows are the following.

Michael Lehnert, a retired Marine Corps major general, participated in combat operations in Panama, Kuwait, and Iraq during his 37 years of active duty. In 2003, he led 5,000 Marines and sailors during the initial invasion of Iraq. He also commanded the joint task forces charged with overseeing the turnover of the Panama Canal, served in Guantanamo Bay Cuba during the Cuban migrant crisis, and built and ran detention facilities for Al Qaida and Taliban terrorists. He later spoke publicly about the conditions at Guantanamo Bay. Lehnert was the subject of the book, The Least Worst Place, used as a study in ethical decision making. In 2010, the National Conflict Resolution Center honored him as the recipient of the National Peacekeeper Award. He currently serves as vice chair of the board for the Student Veterans of America.

Richard Blanco is the poet who read “One Today” at President Barack Obama’s second inauguration. He is the author of several poetry books, including City of a Hundred Fires, which received the prestigious Agnes Starrett Poetry Prize; Directions to the Beach of the Dead, which won the 2006 PEN/American Beyond Margins Award; and Looking for the Gulf Motel. His work has appeared in The Best American Poetry 2000 and Great American Prose Poems and has been featured on National Public Radio’s All Things Considered.

Debra Houghtaling serves as executive director of the Grow Iowa Foundation, a nonprofit organization that provides capital for small business and affordable housing development. Grow Iowa has financed more than $9.2 million in projects in southwest Iowa. These activities have resulted in over $18 million in public and private investments and the creation or retention of more than 1,300 jobs and 110 affordable housing units. Houghtaling has worked for housing and economic development agencies in several urban cities and completed development finance consulting projects with national clients such as Oxfam America, Neighborhood Reinvestment Corporation, and the U.S. Treasury Department.

Patrick Harbron’s photography of rock and roll luminaries has been featured as album and DVD covers, in publicity and tour booklets, books, and magazines. His editorial and advertising work has appeared in several magazines including LIFE, Rolling Stone, Time, Forbes, and People and for clients such as Apple, IBM, American Express, GTE, AT&T, Pepsico, and Nabisco. Harbron also has been commissioned for television programs including House of Cards, Smash, and Boardwalk Empire. He has received numerous photography awards for his work, and his photos have been exhibited in various group collections and solo shows.

Applications for the Woodrow Wilson Visiting Fellows program are accepted on a rolling basis; therefore, campuses can still make arrangements for the 2013–2014 academic year or plan ahead for future engagements. For more information about the program including the hosting fees, searchable roster of Visiting Fellows, and online Campus Request Form, visit the program website at www.cic.edu/VisitingFellows.
The seventh annual edition of the Financial Indicators Tool (FIT) report, which CIC released in July, indicates that many CIC colleges and universities are returning to stronger financial footing following the recent economic recession. For 2010–2011, the most recent period for which data are publicly available, independent small and mid-sized institutions posted a second consecutive year of improvement as measured by the Composite Financial Index (CFI), suggesting that the sector as a whole has experienced a steady financial recovery.

Member institutions use the FIT for benchmarking financial performance, budget projections, and strategic planning. The report helps presidents and other college and university leaders track operations, indebtedness, investment performance, and overall financial condition of their institutions.

The national median CFI for baccalaureate and master’s level private institutions continued to climb above the threshold for financial health of 3.0 to its highest point in four years—3.9—a marked improvement over the previous low of 1.1 recorded in 2008–2009 (see figure). Recovery appears to be broad in scope, as median scores for all six geographic regions rose above the 3.0 threshold for the first time since the recession. Gains were most dramatic among institutions in the Far West region, which witnessed a CFI improvement from 2.8 in 2009–2010 to 4.3 in 2010–2011. Although based on this report they had not yet reached their pre-recession levels, it is clear that most independent small and mid-sized colleges and universities were gaining a more solid financial position.

The FIT report uses a set of financial performance measures that rely on the CFI, developed for the National Association of College and University Business Officers by Prager, Sealy & Co.; KPMG; and BearingPoint. The CFI is based on four core financial ratios, each representing a particular domain of financial operations. The primary reserve ratio indicates resource sufficiency; the viability ratio is a gauge of debt management; the return on net assets ratio tracks financial asset management and performance; and the net operating revenues ratio measures operating results. These ratios are then placed on a standardized scale, weighted, and combined into a single index score—the CFI—to indicate the overall financial health of the institution. CFI scores range from -4 to 10. A score of 3.0 is considered the threshold for institutional financial health. CIC relies on data publicly available from GuideStar, using IRS Form 990, and the U.S. Department of Education’s Integrated Postsecondary Education Data System to avoid a reporting burden for member institutions.

Jay McGowan, president of Bellarmine University (KY), said of the report, “The Financial Indicators Tool provides valuable data to me and my senior administrative team. Each year, we review the FIT report together and share the results with our Board of Trustees.”

TIAA-CREF generously supports this benchmarking project, enabling the reports to be provided at no cost to CIC Institutional 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 or contact P. Jesse Rine, CIC’s director of research projects, at jrine@nche.edu. The next iteration of the complementary Key Indicators Tool report will be available in late fall.

FIGURE: Composite Financial Index (CFI) by Region

- Threshold
- Far West (53)
- Mid East (135)
- Midwest (179)
- New England (77)
- Southeast (180)
- West (78)
- National Median
NetVUE Opportunities Multiply, Heat Up in Summer

In its fifth year of operation, Network for Vocation in Undergraduate Education (NetVUE) programs and services continue to increase. Administered by CIC and generously supported by Lilly Endowment Inc. along with membership dues, NetVUE fosters the intellectual and theological exploration of vocation among students at independent colleges and universities.

Program Development Grants
NetVUE Program Development Grants help member institutions expand or further develop their campus vocational initiatives. Institutions that meet certain criteria may request grants ranging from $25,000 to $50,000 for use over two years to offset one-time costs of program development and implementation. The second round of Program Development Grant proposals are due September 15, 2013. The 33 NetVUE campuses already awarded first-round grants have been busy implementing their plans. Several campuses have noted that they are gaining considerable momentum in creating capacity to support undergraduate vocational exploration both within and beyond the classroom.

Consultants and Campus Visit Programs
A number of NetVUE colleges and universities took advantage of the NetVUE Consultant and Campus Visit Programs during the summer months. NetVUE Consultants are college and university leaders who have broad experience in developing and sustaining campus programs for the exploration of vocation. These consultants have conferred with member campuses about plans and strategies for advancing vocational exploration through such programmatic aspects as internships, career advising, and curricular change.

The NetVUE Campus Visit Program provides support for a three- or four-member team from a NetVUE member college or university to visit another NetVUE member campus to learn about effective practices in programs for undergraduate exploration of vocation. The program helps the visiting team strengthen its own program by learning from well-established programs. Recent campus visits have enhanced learning about global engagement and effective service-learning strategies.

Online Resource Library
The online NetVUE Resource Library provides NetVUE members with a treasure trove of resources. The library, searchable by keyword, includes a valuable listing of books, movies, and course syllabi on vocation and calling.

Scholarly Resources Project
In June, the NetVUE Scholarly Resources Project held its first meeting under the leadership of David Cunningham, CIC project director and professor of religion at Hope College (MI). The project aims to develop vocational resources over the next several years that address three central questions:

- As the members of each generation of students think about their futures in different ways, what new resources are needed to encourage deep engagement in the theological and intellectual exploration of vocation by the newest and next generation of students?
- How can vocational exploration be integrated into the programs that are needed for entry into professions such as business, law, medicine, and engineering?
- As the world becomes more interdependent and American campuses become more pluralistic in their religious composition, how can vocational discernment be advanced?

During the next year, the 12 scholars who met in June will continue their collaboration to write fresh and compelling
The Walmart Foundation has awarded CIC a $250,000 grant to put the finishing touches on a significant project to improve college access of first-generation students that has spanned the last five years and involved 50 member institutions, their faculty members, staff, and students. A conference, best practices website, and report will complete the CIC/Walmart College Success Awards project.

CIC in 2008 received a $2.3 million grant to establish the CIC/Walmart College Success Awards. Twenty member colleges and universities that were already deeply committed to the education of first-generation students each received awards of $100,000. The awards helped the selected institutions build on demonstrated successes and develop the enrollment, retention, and graduation rates of first-generation college students. The grant program also included a summer conference in July 2009 in which faculty and staff members from each of the award-winning institutions came together to learn from experts in the field and share successes and challenges with each other. Nearly 220 institutions applied for the awards.

The Walmart Foundation in 2010 provided a second grant in the amount of $3 million to support an additional 30 institutions, 20 receiving $100,000 and ten receiving $50,000. As was the case with the original 2008 recipients, all 30 institutions were selected competitively based upon institutional commitment to the support and success of first-generation students. This second grant emphasized demonstrated success in retaining and graduating first-generation college students. A second conference to bring together the original 20 institutions and the newly awarded 30 institutions took place in July 2011. The second phase of funding also coincided with the development of the CIC/Walmart College Success Consortium and Online Community Website—an online community network for participating institutions.

With the Walmart Foundation's latest support, CIC will “tie a ribbon around” this highly successful program by offering a Symposium on First-Generation College Students that will serve as a summative experience for institutions that participated in the CIC/Walmart College Success Awards program. The symposium also will provide an opportunity for faculty and staff members from other institutions of higher education, higher education associations, and members of the press to learn about the practical services and programs that private colleges and universities provide and that are effective in enrolling, retaining, and graduating first-generation students. The two-day Symposium on First-Generation College Students will take place in Washington, DC, during summer 2014. The 50 CIC/Walmart College Success Award recipient institutions will be invited to send one faculty or administrative staff member, preferably the chief academic or student services officer or the program's director, to the Symposium to serve as advisors and presenters. CIC will then announce the Symposium to the presidents of its 621 member institutions and will accept, on a first-come, first-served basis, a member of the faculty or staff of another 185 institutions to learn from the programmatic successes of the CIC/Walmart College Success Award institutions.

At the Symposium, CIC will officially unveil a comprehensive public website to guide institutions and organizations interested in initiating a new or strengthening an existing program to help first-generation students earn their baccalaureate degrees. CIC also will distribute a publication on best practices gleaned from the experiences of participating institutions, written by Kerry Strand, Andrew J. Truxal Professor of Sociology at Hood College (MD).

For more information about the CIC/Walmart College Success Awards program, visit www.cic.edu/CollegeSuccess.
CIC to Plan Community College Transfer Project

CIC recently received a $150,000 grant from the Kresge Foundation to plan a national network of best practices to increase the number of transfer students from community colleges to four-year private colleges and universities.

Building on the results of a survey of member institutions’ agreements with community colleges and transfer students, CIC plans to convene a meeting of leaders of two-year and four-year higher educational institutions, consortia, and associations that are engaged in efforts to increase the number of students who transfer from community colleges to four-year private liberal arts colleges and graduate from those institutions with baccalaureate degrees. The planning group will work to identify the most common barriers and challenges faced by community college students before, during, and after transferring to four-year institutions; identify best transfer practices in higher education, especially those that have been proven to overcome those challenges; develop ways to share these best practices throughout higher education; and develop strategies to change state policies to facilitate the attainment of baccalaureate degrees at independent four-year nonprofit colleges and universities by students who begin their studies at community colleges.

The meeting will take place March 21–22, 2014, in Alexandria, Virginia. Further details will be available in early fall.

CIC Awards $1.5 Million in UPS Scholarships

CIC and the UPS Foundation in July announced grants of nearly $1.5 million in UPS Scholarships for first-generation or low-income students attending private colleges and universities across the nation. CIC provided the grants to state associations for private colleges in 32 states. These State Fund Members of CIC will distribute the funding to more than 600 private colleges and universities, each of which will award one $2,400 UPS Scholarship for a qualified student.

The UPS Scholarships are made possible by the CIC-UPS Educational Endowment Fund, which is held and administered by CIC. The UPS Foundation established the Endowment in the 1970s to support programs to benefit underserved populations. Since its inception, the Endowment has generated over $50 million in scholarship support for more than 17,000 students at independent colleges and universities.

“Through this national scholarship program, CIC and UPS are delighted to make it possible for 609 deserving young men and women to attend the private college or university of their choice,” said Richard Ekman, president of CIC. “By directly assisting students with significant financial need, CIC and UPS are helping a new generation of students achieve their dreams of a college education.”

“UPS is proud to continue that spirit of giving by partnering with CIC to support thousands of students working to become the leaders of tomorrow by obtaining an education from our nation’s independent colleges,” said Eduardo Martinez, president of the UPS Foundation. “We are proud, too, that the UPS Foundation and UPS employees directed $97.5 million in philanthropy and in-kind services, including more than 1.8 million hours of volunteer service, to local communities around the world.”

Scholarship Challenge Grants Awarded to State Fund Members

In the third cycle of a program designed to increase private gifts for student scholarships, CIC has approved challenge grants of $25,000 each for five State Fund Members. 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 stimulates State Funds to attract new money and broaden their donor base.

“Additional scholarship aid for deserving students is one of the highest priority needs at our member colleges,” said Richard Ekman, president of CIC.

“Our State Fund Members continue to address this need by raising both corporate and foundation funding that might not be available to the colleges otherwise. The challenge grant approach has proven successful. Since the inception of the program in 2011–2012, grant recipients raised more than $600,000 in new scholarship money for their colleges.”

Following the selection committee’s review of the proposals, the State Fund Members selected for the 2013–2014 Scholarship Challenge Grants include the Association of Independent Kentucky Colleges and Universities, Independent Colleges of Indiana, Iowa College Foundation, Missouri Colleges Fund, and Nebraska Independent College Foundation.

Funding for the challenge grants was made possible by support from corporations and foundations to the Foundation for Independent Higher Education (FIHE), which merged with CIC three years ago. FIHE’s historical mission, continued now as a program area of CIC, is to support and enhance the work of the State Funds through grant programs and member services.
Books of Note

Five recently published books and one report may be of interest to presidents and other leaders of small and mid-sized independent colleges and universities.

Higher Education in the Digital Age
William G. Bowen
© 2013

In *Higher Education in the Digital Age*, William G. Bowen details the economic challenges that confront higher education and surveys new technology-based teaching and learning initiatives to explore whether online courses could help rein in higher education costs without negatively affecting student learning. Bowen—former president of Princeton University and the Andrew W. Mellon Foundation, economist, and author—argues that such technologies could transform traditional higher education, allowing it to increase productivity and curb costs while preserving quality and protecting core values. Based on the 2012 Tanner Lectures delivered at Stanford University, the book includes responses from Stanford president John Hennessy, Harvard University psychologist Howard Gardner, Columbia University literature professor Andrew Delbanco, and Coursera cofounder Daphne Koller.

Published by Princeton University Press, the book is available in hardcover for $26.95 from the publisher (http://press.princeton.edu) or as an e-book from Amazon or Barnes and Noble.

Presidencies Derailed: Why University Leaders Fail and How to Prevent It
Stephen Joel Trachtenberg, Gerald B. Kauvar, E. Grady Bogue
© 2013

*Presidencies Derailed* explores the reasons why university presidencies fail and how university and college leadership can prevent such failures. George Washington University (GWU) President Emeritus Stephen Joel Trachtenberg, GWU Research Professor Gerald B. Kauvar, and former Chancellor of Louisiana State University E. Grady Bogue, include personal testimonies from “derailed” university presidents and 16 case studies to show how good presidencies go bad. The authors organize, classify, and explain patterns of leadership failures and offer advice on how institutions, their boards, and their leaders can avoid acrimonious battles.

Published by the Johns Hopkins University Press, the book is available in hardcover or ebook for $34.95 from the publisher (www.press.jhu.edu/index.html).

Social Works: How #HigherEd Uses #SocialMedia to Raise Money, Build Awareness, Recruit Students and Get Results
Michael Stoner, editor
© 2013

*Social Works* provides concrete examples of how colleges and universities from around the world have created successful campaigns around a core of social media and consequently accomplished important goals for their institution. The book’s 25 case studies demonstrate that social media have the maturity and reach to be an integral component of campaigns focused on building awareness, recruiting students, engaging alumni, raising money, and accomplishing university goals. The book is useful for communications and marketing staff who seek examples for their own campaigns as well as for leaders who may need convincing that social media are essential to achieve many institutional goals.

Published by EDUniverse Media (http://eduniverse.org/socialworks), the book is available in paperback for $39.99 and in Kindle and iBook format for $19.99.
The Heart of the Matter
American Academy of Arts & Sciences Commission on the Humanities and Social Sciences
© 2013

The American Academy of Arts & Sciences Commission on the Humanities and Social Sciences in June released a report that warns against declining emphasis on humanities and social sciences in the United States. The Heart of the Matter focuses on five areas of concern—K-12 education; two- and four-year colleges; research; cultural institutions and lifelong learning; and international security and competitiveness. The report makes recommendations to achieve three goals: educate Americans in the knowledge, skills, and understanding needed to thrive in a 21st century democracy; foster an innovative, competitive, and strong society; and equip the nation for leadership in an interconnected world.

Published by the American Academy of Arts & Sciences, the report is available as a free downloadable PDF at www.amacad.org.

The Rising Costs of Higher Education: A Reference Handbook
John R. Thelin
© 2013

Written from a historian’s perspective, The Rising Costs of Higher Education explains the economics of higher education in a clear, logical manner that encourages readers to participate in the discussion about how to control tuition costs. The book explains the essential concepts in the debate regarding the costs of higher education, supplying ten original essays by higher education policy experts, an historical narrative that provides context to current issues, and systematic guides to finding additional sources of information on the subject. The book likely will help both college-bound students and their parents appreciate the complexities of paying for college and grasp the crucial differences between “cost” and “price” in the specific economics of colleges and universities.

Published by ABC-CLIO (www.abc-clio.com), the book is available in hardcover for $58 and as an ebook.

What College Trustees Need to Know: Important Questions Sometimes Asked Too Late…Or Never at All
George J. Matthews, Norman R. Smith, Bryan E. Carlson
© 2013

Written by three veteran higher education leaders to inform college and university trustees who oversee independent institutions, What College Trustees Need to Know “aspires to equip Trustees with the basics, especially those basics essential to the vital functions of the institution.” The book covers topics such as admissions, financial aid, retention, branding, administrative staff, faculty, athletics, libraries, online learning, and fundraising. By giving trustees the fundamental knowledge they need to understand the essential vital signs of their institutions, the authors hope trustees will be able to ask management the right questions to help the institution avoid fiscal problems and thrive.

Published by iUniverse, Inc., the book is available in hardcover from the publisher (https://bookstore.iuniverse.com) for $30.95.
Teams from Ohio Northern University’s Department of Technological Studies garnered two gold awards and one bronze during the National Robotics Challenge at the Veteran’s Memorial Coliseum in Marion, Ohio, in April. The gold awards were for a robotic work-cell that autonomously manufactured chess pieces and for a fully autonomous robot that detected and removed another robot from the sparring ring.

Celebrating Achievements

The President’s Higher Education Community Service Honor Roll, launched in 2006, annually highlights the role colleges and universities play in solving community problems and placing students on a lifelong path of civic engagement and recognizes individual institutions that have achieved meaningful, measurable outcomes in the communities they serve. This spring CIC member institution Gettysburg College (PA) made the list of top 2013 Presidential Awardees, and six CIC members were Honor Roll Finalists: Defiance College (OH), John Carroll University (OH), Kalamazoo College (MI), Spelman College (GA), Stetson University (FL), and Widener University (PA). Forty-one other CIC member institutions received the recognition of Honor Roll with Distinction—the third-highest honor. Roughly 200 CIC member institutions were named to the general Honor Roll. The Corporation for National and Community Service, which administers the program, admitted a total of 690 institutions.

President Barack Obama in July announced 12 winners of the 2012 National Humanities Medal, which honors individuals or groups whose work has deepened the nation’s understanding of the humanities, broadened citizens’ engagement with the humanities, or helped expand Americans’ access to important resources in the humanities. Edward L. Ayers, historian and president of University of Richmond (VA), won a medal for his commitment to make U.S. history widely available and accessible through his innovations in digital humanities.

This summer Second Nature, a national nonprofit organization that works to create a healthy and sustainable society by transforming higher education, selected ten academic institutions to receive its 2013 Climate Leadership Awards. Three Climate Change Award Winners were CIC member institutions: Chatham University (PA), Goddard College (VT), and Oberlin College (OH). The awards are presented annually to signatory institutions of the American College & University Presidents’ Climate Commitment that demonstrate innovative leadership in education for sustainability and climate mitigation.

Davis & Elkins College (WV) was featured in a lengthy Chronicle of Higher Education article in August. The more than 3,600-word article, “A College’s Savior Steps Down—Now What?” describes the successful leadership of G.T. (Buck) Smith, who on June 30 stepped down from the presidency to become an advisor and fundraiser for the college and passed on the reigns to Michael P. Mihalyo, Jr., who previously had served as provost. Smith’s emphasis on “hope and care” are credited for turning the financially struggling college around.

Russell Martin, Westminster College (PA) professor of history, was awarded a medal by the Head of the Russian Imperial House, Grand Duchess Maria of Russia, in Moscow this March. Martin received the “Anniversary of the Ending of the Time of Troubles, 1613–2013” commemorative medal, which is awarded to leading researchers of Russian art and culture, during the Imperial House of Romanov: 400 Years of Service to Russia conference.

CIC Colleges Dominate “Great Colleges to Work For” Honor Roll

The Chronicle of Higher Education’s annual “Great Colleges to Work For” survey helps identify which job practices employees appreciate most from categories such as collaborative governance, confidence in senior leadership, compensation and benefits, diversity, facilities, and career development. The 2013 survey, which drew responses from nearly 45,000 employees at 300 institutions, recognized 97 colleges and universities nationwide for outstanding performance in at least one of 12 workplace categories. Many CIC member institutions made the top 2013 Honor Roll list. Six of the ten institutions listed at the top
of the small four-year institution category were Gettysburg College (PA), Juniata College (PA), Manchester University (IN), Milligan College (TN), Nebraska Methodist College, and Texas Lutheran University. Fully seven of the institutions in the medium four-year institution category were CIC’s College of Saint Rose (NY), Endicott College (MA), Lee University (TN), Nyack College (NY), Rollins College (FL), Texas Christian University, and the University of the Incarnate Word (TX). Even in the “large” category, two CIC members made the Honor Roll list—Saint Leo University (FL) and Southern New Hampshire University.

Special Projects
This summer Westminster College (MO) broke new ground in the field of online study by offering the first courses in online and hybrid formats taught to Turkish high school students at their own school. Westminster’s Center for Engaging the World operated a program known as the Westminster College-Bilfen Schools Undergraduate “Early Start” program at two high schools in Istanbul, Turkey, June 12–July 3.

Augustana College (IL) President Steven C. Bahls and his wife, Jane, have joined with other presidents of Lutheran colleges and universities in the United States and Canada to fund the construction of a water well in Ethiopia. The effort is led by the presidents’ association, Lutheran Educational Conference of North America. The project might serve as a litmus test for other, more locally funded wells to deliver water resources to rural areas of the country—and to inspire students. Students at four Lutheran colleges—Concordia University Texas, Texas Lutheran University, Concordia University Irvine (CA), and Wartburg College (IA)—already have undertaken projects to construct wells in Ethiopia.

King University (TN) was accepted into the Lautenschläger Azekah Expedition, an Israeli-German led archaeological expedition of the Biblical site of Tel Azekah in Israel. King joined with 15 other universities from across the globe to participate in the Tel Azekah project this summer. Separately, King University also launched the King University Museum of Fine Arts this spring, a web-based art gallery at museum.king.edu comprised of the Neal and Alice Caldwell Art Collection. The museum features more than 360 original pieces of art including works by such masters as Chagall, Corot, Dalí, Marsh, Matisse, Picasso, Rembrandt, Toulouse-Lautrec, Turner, and Whistler.

This fall, Elmhurst College (IL) will admit the first participants in its President’s Leadership Academy, a new four-year program that develops leadership skills in a select group of students—including first-generation students and students from underrepresented groups—and provides them with crucial support to succeed in college, graduate, and enter the world as principled citizen leaders.

This summer, nine members of the Geneva College (PA) community bicycled across the United States. Sponsored by the college’s Office of Student Development, participants on the Geneva Across America trip traveled 3,708-miles from San Francisco, California, to Bethany Beach, Delaware, for the purpose of raising $50,000 to establish an endowed scholarship for students in need. On the cross-country adventure, the cyclists also developed community friendships and spiritual growth. Additional alumni and community members, as well as Geneva College President Kenneth Smith, joined the team for various portions of the journey.

Creating Partnerships
The Georgia Independent College Association and the Technical College System of Georgia signed a transfer articulation agreement earlier this year to ease the way for technical college graduates to enter many four-year private colleges in Georgia with transfer of credit hours. CIC members participating in the agreement include Berry College, Brenau University, Covenant College, LaGrange College, Paine College, Piedmont College, Thomas University, Wesleyan College, and Young Harris College.

Webster University (MO) is opening a new campus in Ghana. Ghana’s Ministry of Education has accredited Webster University’s new campus in Accra, Ghana, and once the Higher Learning Commission approves the campus, graduates can earn degrees recognized by both U.S. and Ghanaian accreditors. Undergraduate programs will include international business, international relations, and media communications; the first graduate program offered will be a master of business administration.

Westmont College (CA) launched its inaugural study abroad program in Jerusalem this spring. Based at Jerusalem University College, the program focuses on Israel/Palestine relations and
includes excursions to neighboring countries to explore the culture, traditions, and history of the region.

Lebanon Valley College (PA) is partnering with Capital Normal University to expand its study abroad programs this fall by launching a Chinese-language and contextual course program in Beijing. Lebanon Valley also is partnering with Kingston University in London to add a new location for students to pursue general education, major, minor, and elective courses.

Rockhurst University (MO) joined forces with Catholic Charities Kansas City-St. Joseph and Kansas City Full Employment Council this summer to open a Prosperity Center for Financial Opportunity on the Rockhurst campus. Designed as a new resource for low- and moderate-income individuals and families, the center’s services will focus on employment counseling and placement, financial education and coaching, and public benefits access.

Benedictine University (IL) and the University of Health Sciences Antigua, a private medical school in the Caribbean, signed a memorandum of understanding in June to offer Benedictine’s online master of public health program to Antiguan students. In addition, Benedictine University and Morton College recently announced a new 3+1 bachelor of science degree in nursing open to Morton students and alumni who have earned an associate of applied science degree in nursing.

Westminster College (MO) and Logan College of Chiropractic/University Programs signed a 3+3 articulation partnership agreement. The program enables qualified students to earn both a bachelor of arts degree from Westminster and a doctor of chiropractic degree in just six years, one year fewer than traditional doctor of chiropractic degree programs require.

Central Methodist University (MO) and St. Charles Community College announced a partnership to offer a bachelor of science in nursing degree. St. Charles Community College will host the program, which is designed to help learners with a registered nurse certification earn their four-year BSN degree from Central Methodist.

Hilbert College (NY) and Erie Community College have established new transfer articulation agreements. The agreements cover Erie’s associate of applied science paralegal and Hilbert’s baccalaureate paralegal programs and Erie’s digital forensics certificate and Hilbert’s computer security and information assurance programs.

Upper Iowa University and Central Louisiana Technical Community College (CLTCC) in June affirmed a partnership to provide a course-by-course articulation agreement that allows for a seamless transfer process for CLTCC students who want to further their education at Upper Iowa University.

Major Gifts, Grants, and Campaign Successes

In July Centre College (KY) received one of the largest single gifts in higher education history, a $250 million all-stock donation from the A. Eugene Brockman Charitable Trust. The college will use the money to endow scholarships for students majoring in natural sciences, economics, and computational sciences.

The University of Evansville (IN) in April received a $39 million gift from the late William L. Ridgway, a life trustee and retired ophthalmologist who passed away in March. An initial portion of the gift, which is the largest single gift ever made to the university from an individual or corporation, will be used to create the Ridgway Endowment for Faculty Excellence. The endowment will support the university’s teachers and scholars by providing funds for travel, research, and curricular innovation.

Norwich University (VT) recently announced receipt of the largest gift in its 194-year history. In April, J.N. Pritzker, president of the Tawani Foundation and a retired Army lieutenant colonel, committed $25 million in advance of the university’s bicentennial campaign. Colonel Pritzker served on Norwich’s Board of Trustees from 1997 to 2007, is a trustee emeritus, and is the founder of the Pritzker Military Library in Chicago.

This spring, McDaniel College (MD) announced the largest bequest for scholarships in the college’s history: approximately $6.7 million from the estate of 1891 alumnus Philip Henry Dorsey. Dorsey was one of 18 students to earn a bachelor’s degree from Western Maryland College (now McDaniel) in 1891.

Indiana Wesleyan University recently completed a $5 million gift agreement, one of the largest donations ever received in the university’s 92-year history. The gift will lead to the creation of the DeVoe School of Business. The gift comes from the family of the late James F. DeVoe, a one time Grant County resident who owned DeVoe Chevrolet and later became the founder of J.D. Byrider, a nationwide franchise of used car dealerships. Also marking the single largest gift in the college’s history, Salem College (NC) announced in May a $5 million planned gift to the college from an anonymous donor.

The renovation of the John Stewart Memorial Library at Wilson College (PA) received a boost, thanks to a gift of up to $3.6 million from Marguerite Lenfest, a Wilson College alumna, long-time supporter, and former member of the board of trustees. Lenfest and her husband received the 2008 CIC Award for Philanthropy.

Centenary College (NJ) this spring was awarded $2.2 million through New Jersey’s higher education capital financing grant programs. The funds will help build state-of-the-art biology, chemistry, and physics laboratories at the college and purchase laboratory equipment for the college’s new Environmental Science Center at the Charles O. Hayford Fish Hatchery.

The Give Something Back Foundation recently awarded three CIC member institutions funds to aid students who have high character, a high level of academic achievement, eligibility for a full Pell Grant, and attend one of the foundation’s preferred school districts in Will County, Illinois. Partners in the endeavor, the University of St. Francis (IL), Lewis University (IL), and
Blackburn College (IL), each received $1 million to offer qualifying students full tuition scholarships at their institutions.

Two anonymous $1 million gifts helped Southwestern University (TX) complete its $150 million fundraising campaign this summer—two years ahead of schedule. The gifts were in honor of Jake B. Schrum, who retired from Southwestern at the end of June after serving as president of the university for 13 years. Westminster College (MO) received a $1 million gift from the Wallace H. Coulter Foundation to fund improvements in health care through medical research and engineering. William Woods University (MO) announced in July that it received a $1 million challenge grant from the J.E. and L.E. Mabee Foundation toward completion of its Imagine Campaign that features three projects: an alumni and visitors’ center, the Center for Ethics and Global Studies, and a sorority circle and amphitheater.

In May, Merrimack College (MA) received a grant of nearly $500,000 from the National Science Foundation (NSF) for the college’s Foundations for STEM Success program. The award is part of a $10 million public-private funding initiative between NSF, Intel, and GE that supports institutions implementing programs to engage and retain undergraduates in engineering and computer science.

Announcing New Majors and Programs

Benedictine University (IL) announced in July the addition of a sixth college to serve its expanding overseas community. The new Global College will coordinate and develop the university’s many programs and services abroad, including administration of master’s programs in China and Vietnam and partnerships with colleges and universities throughout the world. Also in July, the University of Pikeville (KY) announced the establishment of a third college—the Burlin Coleman College of Business. The new college is named for trustee emeritus Burlin Coleman, a business leader who spent more than 50 years developing the banking industry in eastern Kentucky and who recently donated $1 million to the college of business.

Rivier University (NH) launched a doctorate of psychology in counseling and school psychology this spring—becoming the first college or university in the state of New Hampshire to offer a combined doctoral program. Pace University (NY) launched its first PhD program in mental health counseling, designed to provide master-level students with advanced professional training, opportunities for intensive research, and the ability to advance the field of mental health. Viterbo University (WI) will begin offering a doctor of nursing practice degree this fall. The degree is a clinical doctorate structured to provide evidence-based care to meet regional health care needs.

The School for Professional Studies at Elmhurst College (IL) will launch several new graduate programs this fall, including a doctor of pharmacy/master of public health, professional science master in computer information systems, and master in communication sciences and disorders. St. Thomas Aquinas College (NY) has expanded its graduate degree options to include a master’s degree in special education with a specialization in autism. Coursework will cover applied behavior analysis, curriculum and instruction for students with autism spectrum disorders, and language and social communication development in students with autism spectrum disorders.

Alverno College (WI) expanded its master of science in nursing program by launching a new mental health nurse practitioner track this fall. The new degree marks the seventh master’s degree program or licensure-to-master’s specialization developed by the college in the last seven years.

North Park University (IL) will offer new or enhanced academic programs for graduate and undergraduate study this fall. The School of Education will offer a program for certified school teachers leading to a principal endorsement and a master of arts in educational leadership. The School of Business and Nonprofit Management will offer a BA and BS in nonprofit management. The Department of Communication Arts will offer new majors in communication studies, media studies, and theater and performance studies.

Trinity College (CT) approved a new program that will allow students who have demonstrated academic excellence in neuroscience to obtain both their BA and master’s degree in five years. This fall Trinity College will offer an urban studies major that provides an interdisciplinary understanding of how urban dynamics shape both global interdependence and local spaces.

Loyola University Maryland this fall launched a master of arts program in emerging media, with courses primarily offered online, and Western New England University (MA) introduced a master’s program in communication with a concentration in public relations.

Cedarville University (OH) this fall will offer a master of business administration program that includes online courses as
well as an international component.

**Grace College** (IN) will offer two new majors, a health science major with added pre-professional tracks; and a mathematics and computing major. The health science major will provide specific concentrations of study for future medical doctors, chiropractors, dentists, veterinarians, physician’s assistants, pharmacists, physical and occupational therapists, optometrists, and podiatrists. The mathematics and computing major is designed for students who want to study mathematics and have an interest in technology and those who want to study technology but are more interested in mathematics than business.

**California Baptist University** plans to launch a bachelor of science program in nutrition and food science. The program will prepare students for careers in health care and wellness organizations as well as food, beverage, and nutrition industries.

**Sacred Heart University** (CT) this fall added a new communication studies major with two concentrations: advertising media/public relations and sports media. The new programs will feature courses in specialties as varied as sports journalism and broadcasting, advertising, social media, public relations, and digital publications.

**Colorado College** has added a new undergraduate major in education. The new major places the study of education within the liberal arts and recognizes education as a discipline with historical, social, political, and economic connections. Taking a lead in cyber security education, **Fontbonne University** (MO) launched a new undergraduate degree in cyber security this fall. Within the full-time degree program, students will enroll in mathematics and computer science courses as well as network and security management, wireless communications and mobile forensics, and computer forensics. And **Chestnut Hill College** (PA) is starting an undergraduate major in digital forensics. Coursework for the track prepares students for the ACE (AccessData Certified Examiner) certification in digital forensics.

**New, Planned, and Recently Renovated Facilities**

**Elms College** (MA) announced that its Center for Natural and Health Sciences, a $13.5 million, five-story, 22,000-square foot facility designed to complement the traditional architecture of adjacent buildings at the heart of the campus, will open in January 2014. The building will provide a computer information technology lab, high-tech lecture hall, eight laboratories, plus research, clinical, and classroom space for existing programs in biology, chemistry, and nursing.

**Name Changes and Expansions**

Several colleges and universities have changed names in recent months. In August, Mars Hill College (NC) officially changed its name to **Mars Hill University**, and Marymount College (CA) became **Marymount California University**. Effective in July, Mount Mary College (WI) officially became **Mount Mary University**, Northwestern College (MN) became **University of Northwestern-St. Paul**, and Rockford College (IL) changed its name to **Rockford University**. In June, Alderson-Broaddus College (WV) officially changed its name to **Alderson Broaddus University**, and in February Carson-Newman College (TN) changed its name to **Carson-Newman University**.

**Grace College** (IN) in August opened its third location—in Detroit, Michigan. Grace College Detroit will offer AA and AS degrees in general studies (liberal arts) for traditional students seeking to live at home and save money while completing their first two years of college.

**Midland University** (NE), in partnership with Krejci Development LLC, completed its acquisition of the former Dana College campus in July. The two institutions had a shared heritage as Lutheran colleges in eastern Nebraska for decades before Dana College closed in 2010.
CIC Advances Liberal Arts Campaign

The campaign to promote the value of the liberal arts and liberal arts education gained significant momentum over the summer, starting with the selection of a name for the initiative, “Securing America’s Future: The Power of Liberal Arts Education.”

As of July 1, former Kenyon College (OH) President Georgia Nugent officially joined the campaign as Senior Fellow and is leading the effort. CIC also has been working with a major public relations firm based in New York City on messaging, media training, meetings with key journalists, speeches, op-eds, and related activities.

CIC has selected a social media firm to assist with the creation and development of several social media platforms to communicate campaign messages more thoroughly. In addition, with the help of a pilot group of 50 member colleges and universities, CIC is beginning to compile written and video testimonials from prominent and recent alumni, trustees, civic leaders, and other “stars” to support the campaign by connecting their educational experiences with their careers and personal lives. The testimonials will be featured on social media and website platforms. Several research projects designed to document the effectiveness of independent liberal arts colleges also are in the works. Topics to be addressed include the affordability of independent colleges and their economic impact; the proven capacity of small and mid-sized independent colleges to produce a disproportionate number of graduates in STEM fields; the positive outcomes of a liberal arts education for low-income and first-generation students; and alumni perspectives on liberal arts education.

In June, the American Academy of Arts and Sciences Commission on the Humanities and Social Sciences released its long-awaited report, *The Heart of the Matter*, that warns against declining emphasis on humanities and social sciences in the United States (see Books of Note, page 24). CIC President Richard Ekman issued a statement about the report, saying “The goals and recommendations offered in the report will certainly spark a much-needed national conversation about the imperative to foster the critical thinking, complex problem-solving, and written and oral communication skills of all Americans.” Ekman and CIC Vice President for Communications Laura Wilcox participated in an event on Capitol Hill to release the report to members of Congress, the media, and the public.

To help CIC refine campaign messages and data as well as develop effective strategies and tactics to disseminate the messages, CIC conducted two focus groups with a select group of CIC public relations officers during the College Media Conference in June. CIC will convene several additional focus groups with CIC chief academic officers and presidents during the annual meetings in November and January, respectively.

Upcoming campaign activities also include a September 11 meeting convened by CIC of other organizations that are pursuing related goals for the liberal arts and humanities; a September 26 meeting of the campaign’s Advisory Committee of member presidents, chief enrollment officers, and chief public relations officers; an October 7 speech by Ekman at the Metropolitan Club in New York City titled, “Myths and Reality about Student Debt and the Cost of Higher Education”; and talks by Nugent about the campaign at several State Fund Member meetings, including the Minnesota Private College Fund (September 12), Independent College Fund of New Jersey (October 30), and Associated Colleges of Illinois (December 10).

CIC in the News

*University Business* magazine published a column by Thomas L. Hellie, president of Linfield College (OR), titled “Fixing the Higher Ed System Requires a Balanced Approach” (July 2013).

A story in the Philadelphia Inquirer on Arcadia University (PA) quoted CIC President Richard Ekman about the institution’s decision not to start a presidential search following the departure of President Oxholm in May (July 28). Two Chronicle of Higher Education articles from a special report on the Gates Foundation quoted Ekman in “In the Foundation ‘Echo Chamber’” and “Strategic Philanthropy Comes to Higher Education” (both July 14). Two stories in the Chronicle and *Insider Higher Ed* cited a session at CIC’s 2013 Presidents Institute as the impetus for a Justice Department letter to a few private colleges regarding federal antitrust regulations (both June 18).

A Chronicle article, “College Leader Takes Over Effort to Train New Campus Chiefs” (May 20) announced that Thomas R. Keppe, Jr. will become president of the American Academic Leadership Institute (AALI) in July and will direct the CIC and AALI cosponsored Executive Leadership and Senior Leadership Academies. Another Chronicle story, “Eboo Patel Has a Dream,” discussed the new interfaith-studies program that CIC is developing with the assistance of the Interfaith Youth Core (April 29).

Two stories referenced CIC’s liberal arts campaign: a Boston Globe article, “Bowdoin President Defends School after Report” (April 11), and an *Inside Higher Ed* story, “Study Backs Liberal Arts, but Questions Graduates’ Competence” (April 9). In
addition, Harold V. Hartley III, CIC senior vice president, discussed tuition discount rates in an Inside Higher Ed article, “Price of a Bad Economy” (May 7), and college financial ratings in a Chronicle article, “New Gauge of Colleges’ Financial Health Comes Up Short” (August 5); American Public Media’s Marketplace radio program interviewed Ekman in “Taking the Sting out of Tuition” (April 8); Inside Higher Ed quoted Ekman in “Jobs, Value and Affirmative Action: A Survey of Parents about College” (March 20); and the Washington Monthly College Guide blog quoted Ekman in “Why the Sticker Price of College Is Really Important” (March 20).

An Associated Press story quoting Ekman, “Columbia College Emerges from Mizzou’s Shadow” (March 23), appeared in dozens of newspapers nationwide. Several news sources picked up a March 20 PRWeb story on Robin Sanders, former U.S. ambassador to Nigeria, visiting Westminster College (MO) as part of the CIC-administered Woodrow Wilson Visiting Fellows program. And the Chicago Daily Herald ran an item (March 26) on Woodrow Wilson Visiting Fellow Stephen Vetter’s visit to Aurora University (IL).

Staff News

Richard Ekman spoke at the opening meeting of the faculty and staff at Felician College (NJ) on August 22.

P. Jesse Rine joined CIC as director of research projects in July. In the position he oversees a range of research and assessment projects, including CIC’s annual benchmarking reports as well as the Making the Case website. Previously, he served on the staff of the Council for Christian Colleges & Universities (CCCU). Rine was a postdoctoral research associate in the Curry School of Education at the University of Virginia. He also taught Latin and Greek at the middle and high school levels in Kentucky and Missouri. Rine is a graduate of Grove City College (PA). He earned an MA at Washington University in St. Louis and a PhD in higher education at the University of Virginia.

This summer, Christopher Dodds was promoted to director of web communications and manager of state fund programs and Kate Webber was promoted to director of membership services.

STAFF SPOTLIGHT—People Who Make CIC Work

Paula M. Miller joined CIC as communications manager in February 2012. In the position she acts as writer and editor and focuses on CIC’s Independent newsletter as well as other reports and publications. Previously, Miller worked at the U.S.-China Business Council as deputy director of communications and publications and editor of the China Business Review magazine. In addition to editing and writing for the magazine, she managed various newsletters, reports, and website projects. Earlier, she was a China program officer for CET Academic Programs—the study abroad division of Academic Travel Abroad in Washington, DC—and a researcher at Voice of America. Miller holds a master’s degree in Asian studies from the University of Michigan and a graduate certificate in Chinese studies from the Johns Hopkins University-Nanjing University Center for Chinese and American Studies. She earned a bachelor’s degree in Chinese language and literature from Michigan State University. In her free time, Miller is an illustrator and is creating a website dedicated to the lost art of letter writing. She also enjoys travel, photography, hiking, and gardening.
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<tr>
<th>Date</th>
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<td>October 14, 2013</td>
<td>CIC/New York Times Presidents Council Meeting</td>
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<td>October 15, 2013</td>
<td>Foundation Conversation</td>
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<td>November 1–3, 2013</td>
<td>Senior Leadership Academy Opening Seminar</td>
<td>Pittsburgh, PA</td>
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<td>November 2–5, 2013</td>
<td>Institute for Chief Academic and Chief Student Affairs Officers</td>
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<td>January 3–4, 2014</td>
<td>New Presidents Program</td>
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<td>January 4–7, 2014</td>
<td>Presidents Institute</td>
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<td>January 7–8, 2014</td>
<td>Presidential Vocation and Institutional Mission Seminar</td>
<td>Marco Island, FL</td>
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<td>January 30–February 2, 2014</td>
<td>NetVUE Scholarly Resources Project (Seminar 1, Session 2)</td>
<td>Phoenix, AZ</td>
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<td>February 13–15, 2014</td>
<td>Information Fluency in the Disciplines Workshop</td>
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<td>March 21–22, 2014</td>
<td>Community College Transfer Project Planning Meeting</td>
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<td>NetVUE Chaplaincy Conference</td>
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<td>April 27–29, 2014</td>
<td>State Fund Members Annual Conference</td>
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<td>June 16–18, 2014</td>
<td>Executive Leadership Academy Closing Seminar</td>
<td>Washington, DC</td>
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<td>June 16–20, 2014</td>
<td>NetVUE Scholarly Resources Project (Seminar 2, Session 1)</td>
<td>Holland, MI</td>
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<td>June 25–27, 2014</td>
<td>College Media Conference</td>
<td>Washington, DC</td>
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