Few topics in higher education continue to generate as much attention as online learning. To assess the effectiveness of online and hybrid courses as feasible alternatives to traditional, often under-enrolled, upper-level courses in the humanities, CIC launched the Consortium for Online Humanities Instruction this year. The three-year project has three main goals: explore how online humanities instruction can improve student learning outcomes; determine whether smaller, independent liberal arts institutions can make more effective use of their instructional resources and reduce costs through online humanities instruction and inter-institutional collaboration; and provide an opportunity for CIC member institutions to build their capacity for online humanities instruction and share their successes with other liberal arts colleges. The project is generously supported by the Andrew W. Mellon Foundation. Ithaka S+R, the nation’s leading research and consulting service for academic innovation in the digital environment, will work closely with the participating institutions and evaluate the project’s effectiveness.

(See story, page 19.)
The U.S. Department of Education is federalizing another aspect of American education. The latest objects of its attention are the college and university programs that prepare school teachers. While the Department is appropriately concerned about the quality of these programs, it is making unnecessary work for itself by ignoring the success of the voluntary, nonfederal efforts that have in recent years already made significant progress in improving teacher preparation.

For at least two generations, Americans have complained about the quality of the teachers in public schools but allowed conditions to worsen. School teachers have been drawn from ever-lower segments of colleges’ graduating classes. Low salaries, dwindling prestige, shortages of textbooks and supplies, lack of intellectual control in one’s own classroom, bureaucratic procedures for handling discipline, low standards of student achievement, and excessive testing have made school teaching a far less attractive profession for many young people who want to make a difference.

There has been no shortage of efforts to improve the quality of schools. Standards for student attainment in many subject areas and in more general intellectual capacities abound. For many years, state governments have authorized every college that wishes to offer a program to prepare school teachers.

In 1997 a new organization for accreditation, the Teacher Education Accreditation Council (TeAC), began operations. Recognizing that states’ authorization had set too low a standard and emphasized “inputs” rather than results, the emphasis in TeAC’s approach was, first, to assure that teachers need deeper study of the subject matter that they are preparing to teach than is typically included in a college program. And second, TeAC emphasized practical training in the craft of teaching. To obtain TeAC accreditation, a college needed to demonstrate that its graduates are in fact effective classroom teachers. CIC played a major role in incubating and developing TeAC.

Eventually TeAC and the National Council for Accreditation of Teacher Education (NCATE), the prior sole national accreditor for teacher education, agreed to merge. The resulting organization, the Council for the Accreditation of Educator Preparation (CAEP), began formal operations in 2013. Although standards for accreditation of teacher preparation programs are a blend of the two prior organizations, TeAC’s emphasis on evidence of demonstrated classroom effectiveness remains prominent.

In April 2014 the U.S. Department of Education announced its intention to improve teacher preparation, noting that the current federal regulations focus on information that is unhelpful to teachers, their employers, and the colleges that prepare teachers. So far, so good. But rather than eliminate the regulations, the Department will propose new rules and collect additional information. The Department also will fund experiments. A White House announcement spotlights six programs that are “new and innovative” as examples of encouraging models. CAEP is one of the six.

The problem is that CAEP is the only one of the six spotlighted programs that is national in scope and, because its founding organizations have operated for more than a decade, it isn’t truly “new.” In fact, its founding organizations already have accredited hundreds of campus programs on the basis of evidence that their graduates can teach...
effectively. The Department should endorse this successful process of assuring quality and refrain from imposing additional regulations. Why bother to support experiments of limited scope when a proven national approach already exists? Why insist on federal control when a voluntary nationwide approach is already getting results?

A cursory review of the history of educational reform makes it clear that when change is organic—when it grows out of the willing commitment of those affected to make the change—it is more likely to be long-lasting than change that is imposed by external forces. And to treat a national solution that is not controlled by a federal agency as merely equivalent to several unproven, new, state-level or single-institutional projects—however promising they are—diminishes the significance of the thousands of hours of effort by hundreds of volunteers nationwide to improve teacher preparation. It’s remarkable how much Americans can accomplish without relying on the blunt instrument of more federal regulation.

The Board of Directors and staff of CIC welcome the following new members since March 2014:

**New Institutional Members**
- Biola University (CA)
- College of Saint Joseph (VT)
- Saint Louis University (MO)
- Saint Catharine College (KY)
- Wilberforce University (OH)

**New Affiliate Member**
- Lehigh Valley Association of Independent Colleges, Inc. (PA)
2015 Presidents Institute to Explore the Power of Independent Colleges

Exploring the theme, “Power of Independent Colleges: Better Education, Better Outcomes,” the 2015 Presidents Institute will be held January 4–7 at the Hotel del Coronado in San Diego, California. The largest annual gathering of college and university presidents in the country, the Institute provides a forum for candid discussion of controversial issues, opportunities to learn from experts, and time to network with colleagues who lead similar institutions.

The power of independent colleges lies in their ability to provide a high-quality education and superior outcomes for students. These institutions prepare tomorrow’s leaders, provide access for students from underserved populations, prepare graduates for successful careers and meaningful lives, are more affordable than the public perceives, and strengthen our democracy. Presidents of independent colleges and universities must speak persuasively about the quality and value of the education that their institutions provide and must confront major challenges facing their institutions—pressures to cut costs, increase financial aid, adopt new online delivery methods, and focus more on students’ job preparation than general education in the liberal arts. The Institute will examine these and other issues of presidential leadership, drawing on the lessons learned by experienced presidents and on the perspectives of other distinguished speakers.

“The Presidents Institute is the single best annual meeting for new and experienced presidents. I benefit not only from relevant sessions on important current topics, but also from informal networking. I appreciate the chance to share ideas and brainstorm about solutions to top higher ed issues. No other program combines so many opportunities for campus CEOs,” said Scott D. Miller, president of Bethany College (WV).

Cathy N. Davidson will deliver the keynote address. She is Distinguished Professor of English and newly appointed director of the Futures Initiative at the Graduate Center, City University of New York, and cofounder of HASTAC (Humanities, Arts, Science and Technology Alliance and Collaboratory). Davidson will discuss the future of learning and higher education institutions in the digital age and the lead role to be played by independent colleges and universities.

In a plenary session on the second day, Michael T. Nettles, senior vice president and Edmund W. Gordon Chair of the Policy Evaluation and Research Center at Educational Testing Service, will report on the academic success of underrepresented students at independent colleges and the new challenges to maintaining a commitment to access during lean economic times.

In an unusual approach to understanding presidential leadership, on the third day two eminent scholars will draw lessons from their respective fields of study—American history and classics—and apply them to the leadership challenges faced today by presidents of independent colleges. David W. Blight, Class of 1954 Professor of American History and director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University, and Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and director of the Center for Hellenic Studies at Harvard University, will discuss “Lessons from the Deep Past for Leadership Today.” Rebecca S. Chopp, former president of Swarthmore College (PA) and newly appointed chancellor of the University of Denver, will serve as the session’s interlocutor and lead a discussion with audience members.
In the closing plenary session on Wednesday, a distinguished panel will address how presidents can improve institutional governance, facilitate its adaptation to rapidly changing expectations of trustees, and strengthen presidential leadership. Three seasoned college presidents and one former president—all with exceptional experience in governance—will lead a wide-ranging and stimulating discussion. Thomas F. Flynn of Alvernia University (PA) and Lee Pelton of Emerson College (MA) will be joined by Susan Resneck Pierce, president emerita of University of Puget Sound (WA) and author of *Governance Reconsidered: How Boards, Presidents, Administrators and Faculty Can Help Their Institutions Thrive* (2014). William E. Troutt, president of Rhodes College (TN), will moderate the session.

The 2015 Institute includes the New Presidents Program on January 3–4, 2015, and a full Spouses and Partners Program.

All program sessions of the Presidents Institute will be held at the Hotel del Coronado. For more information and to register, see [www.cic.edu/2015PresidentsInstitute](http://www.cic.edu/2015PresidentsInstitute). The registration deadline is December 3, 2014.

CIC ANNOUNCES PRESIDENTS GOVERNANCE ACADEMY—
TO BE OFFERED TWICE IN 2015

CIC’s *Presidents Governance Academy* is a new and distinctive program to help CIC member presidents strengthen governance policies and practices and to sustain effective president-board relations. The Academy provides the opportunity to learn about both time-tested and new approaches to strengthening board members’ effectiveness and the president’s relationship with the board and with other constituencies. The program is unique in that it focuses exclusively on the perspective of the independent college president and, while it respects the division of authority on which shared governance depends, the program starts with the premise that the president must have both the tools and the mandate to exercise effective leadership.

The Presidents Governance Academy is a two-day intensive and highly participatory workshop for presidents only. Offered twice in 2015, the first Academy will take place January 3–4, immediately preceding the 2015 Presidents Institute, at the Hotel del Coronado in San Diego, California. The second Academy is a free-standing event that will be held July 27–28, 2015, at the Meritage Resort in Napa, California. The program is made possible through the generous support of the Henry Luce Foundation.

The Academy addresses the circumstances under which private colleges and universities operate. The strains on presidents and governing boards have been severe, often resulting in adverse consequences for the colleges they serve and for the president’s tenure. The premium that some trustees place on “disruptive innovation” has sometimes been difficult for presidents to temper. The roots of these problems often have been traceable to certain characteristics of a college’s governance system, particularly those that substitute process for strong presidential leadership.

Richard T. (Tom) Ingram, CIC senior advisor for president-board relations and president emeritus of the Association of Governing Boards of Universities and Colleges, and Richard J. Cook, president emeritus of Allegheny College (PA), will lead the program.

This program is not intended for brand-new presidents; it will be most valuable for those who have participated in CIC’s New Presidents Program and those a few years into their presidencies who may have not taken advantage of that opportunity. Registration is limited to 25 presidents in each of the two 2015 programs and is available on a first-come, first-served basis. For more information and to register, visit [www.cic.edu/GovernanceAcademy](http://www.cic.edu/GovernanceAcademy).
2015 New Presidents Program Helps Presidencies Get Off to a Smooth Start

Conferences

CIC’s long-standing New Presidents Program, a leadership development program for newly appointed college presidents and their spouses or partners, will take place January 3–4, 2015, in San Diego, California, at the Hotel del Coronado immediately prior to CIC’s Presidents Institute. The program addresses the practical needs and strategic questions for success in leading independent colleges and universities. The program also offers, as Marjorie Hass, president of Austin College (TX), commented, “a forum for frank conversation about the joys and challenges of the presidency.”

This year’s expanded program for presidents in their first or second year includes sessions on financial fundamentals and strategies, enrollment and marketing, board relations, institutional advancement, and the changed environment for presidential strategic and entrepreneurial leadership. Experienced presidents and their spouses—many of whom are alumni of the program—will serve as presenters and offer timely advice from the perspective of “I wish I had known then what I know now!” They also will guide small-group discussions and serve as informal advisors during the program and the Presidents Institute.

Mary Pat Seurkamp, president emerita of Notre Dame of Maryland University and director of the New Presidents Program, commented: “The experienced campus leaders who serve on the faculty and as informal advisors help new presidents negotiate perils and pitfalls while making the most of opportunities in the first year. We focus on providing the ‘need to know’ tools and the counsel that will keep a young presidency on a smooth course.”

CIC’s New Presidents Program is the longest running of the programs serving new chief executives. Since 1989 more than 800 new presidents have benefited from the sessions, and participants often comment that the program provides an exceptionally productive use of a new president’s time. Because it takes place approximately six months after many new presidents begin their new roles, the program combines theory with actual experience faced by new presidents.

Ronald L. Carter, president of Johnson C. Smith University (NC), remarked, “The New Presidents Program—like the Presidents Institute—has an open, problem-solving atmosphere in which presidents freely exchange ideas with each other and with seasoned leaders in independent higher education.”

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.

For more information and to register, visit www.cic.edu/2015PresidentsInstitute. The registration deadline is December 3, 2014.

“At the 2014 New Presidents Program, Douglas Orr, president emeritus of Warren Wilson College (NC), moderated a session on working with the board. Mary Marcy, president of Dominican University of California, and other program participants engaged speakers and fellow participants with questions and responses.”

“The New Presidents Program—like the Presidents Institute—has an open, problem-solving atmosphere in which presidents freely exchange ideas with each other and with seasoned leaders in independent higher education.”

—Ronald L. Carter, president, Johnson C. Smith University (NC)
CIC’s 2014 Institute for Chief Academic and Chief Financial Officers will focus on the ways these two key senior members of a college’s executive team provide leadership in program planning and resource allocation. The Institute will take place November 1–4 in Portland, Oregon, and will provide an opportunity for CAOs and CFOs from across the country to share ideas, practical solutions, and best practices in frank and open discussions. The theme of the Institute, “Fostering CAO-CFO Partnerships for Institutional Success,” provides a framework for reflection and action on pressing issues of mutual concern for both of these officers. The Institute is co-sponsored by the National Association of College and University Business Officers (NACUBO).

Arthur Levine, president of the Woodrow Wilson National Fellowship Foundation, will deliver the keynote address. Levine will explore his distinctive perspective on the present generation of college students and what they have in common with and how they differ from previous generations of students. He will offer concrete suggestions from his extensive research to help CAOs and CFOs think productively about the challenges and opportunities presented by today’s students.

Plenary speaker Diana G. Oblinger, president and CEO of EDUCAUSE, will address new tools, processes, and technologies that can improve the quality, flexibility, and scalability of higher education. She also will discuss how CAOs and CFOs can work together to distinguish between fleeting trends and permanent advances and embrace those that will have the greatest positive impact on campus/community connectedness, achievement of student learning goals, and cost control.

Plenary speaker Caroline M. Hoxby is Scott and Donya Bommer Professor of Economics at Stanford University, director of the Economics of Education Program at the National Bureau of Economic Research, and a senior fellow of the Hoover Institution and the Stanford Institute for Economic Policy Research. In her work with the Expanding College Opportunities Project, she has written extensively about how low-income, high-achieving students select colleges and how to help them make choices that are a good fit for them and for the colleges they attend. Hoxby will discuss the project’s findings and give practical advice, drawn from her research, on how to attract these students and support them through graduation.

A plenary panel discussion on tuition discounting, resetting, and planning will include the president of NACUBO and three CIC presidents who have developed and implemented innovative approaches to control costs and tuition levels. Donald J. Farish, president of Roger Williams University (RI) since 2011, launched the Affordable Excellence initiative and is a leading contributor to the national dialogue regarding cost, debt, and job-preparedness for today’s college graduates. Elizabeth A. Fleming, president of Converse College (SC), led the plan to reset tuition for fall 2014 at 43 percent below the level for fall 2013 to emphasize Converse’s affordability and transparency. The reduced tuition was accompanied by a reduction in tuition discounting. John M. McCardell, Jr. is vice-chancellor of Sewanee: The University of the South (TN). In 2011, Sewanee reduced the total cost of attendance for students by 10 percent and continues to modify its pricing model. John D. Walda has been president of NACUBO since 2006, following a career in public policy and law that spanned three decades.

“At last year’s Institute in Pittsburgh, the chief academic officers met in conjunction with student affairs officers on the theme ‘Collaboration for Student Success,’” said Mark J. Braun, provost and dean of the college at Gustavus Adolphus College (MN). “I invited our dean of students to attend, and it was a wonderful opportunity to hear nationally recognized experts, network with peers, and attend sessions on common interests. This year in Portland we will be meeting in conjunction with chief financial officers, which we last did in 2010 in Williamsburg. I am looking forward to the opportunity to focus on the financial challenges and opportunities that affect academic affairs at institutions like ours and have once again invited our CFO to participate.”

Concurrent sessions at the 2014 Institute will provide take-home advice for CAOs and CFOs to consider on such topics as competency-based education, the quantitative and human sides of curriculum analysis, Title IX compliance and best practices, and the adjunct unionization trend. In panel presentations

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Department Chair Workshops Focus on the Chair as Strategic Partner

Featuring the theme, “The Chair as Strategic Partner,” the 2014 Workshops for Department and Division Chairs examined how chairs can support colleagues, advocate for their departments from an institutional perspective, and interact effectively with other administrators. More than 340 chairs from colleges in 36 states as well as Canada, Morocco, and Nigeria participated in the workshops, which were supported by the American Academic Leadership Institute and AcademicKeys.

Experienced chief academic officers, department chairs, and higher education attorneys led the workshops in four cities this spring: April 3–5 in Charlotte, North Carolina; May 13–15 in Baltimore, Maryland; May 20–22 in St. Louis, Missouri; and June 3–5 in Spokane, Washington. The workshops were framed by an opening session on the typical job descriptions of a chair—both written and unwritten—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 Charlotte workshop to align departmental goals and mission with those of the institution.

Marilyn Sutton-Haywood, vice president for academic affairs at Shaw University (NC), wrapped up the Spokane workshop by having chairs set short and long-range goals for themselves and for their departments.

In the session at the St. Louis workshop designed to help chairs understand and use data effectively, Richard Ray, provost of Hope College (MI), demonstrated how to tell a compelling story rooted in publicly available, consistently collected, and clearly presented data—themes echoed by all of the presenters on this topic. Discussions about department and division budgets began with the basic budget questions and continued with conversations focused on real-life case studies. Bill Deeds, vice president for academic affairs and dean of the college at Morningside College (IA), reminded participants at the Charlotte workshop that “we can do anything we want, but we can’t do everything we want.”

Peggy A. Thelen, associate professor of education at Alma College (MI), who participated in the Spokane workshop, said, “It was a lively and informative workshop. And it was wonderful to meet so many other people working through the same trials and triumphs as department chairs at Alma.”

Led in Baltimore by Jeanine Stewart, provost and dean of the faculty at McDaniel College (MD), a session on handling difficult conversations with colleagues helped participants learn to “name the behavior, not the faculty member” as well as strategies for productive conversations.

Each of the workshops included sessions on legal issues that 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 for chairs to share effective practices and ask for advice on practical matters. James Kirkley, associate professor of religion and ethics and chair of the religion and philosophy department at Shaw University (NC), suggested in the Spokane workshop that chairs get intimately acquainted with their institution’s policies and procedures. All presenters emphasized the importance of 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.edu/2014CAOInstitute.

For information about the 2015 Workshops for Department and Division Chairs, visit www.cic.edu/DepartmentChairWorkshops.
Representatives from the 50 CIC-member colleges and universities that received CIC/Walmart College Success Awards met in Baltimore, Maryland, July 7–9, to share the lessons they and their colleagues learned, the challenges they overcame, and the successes they achieved through their institutions’ exemplary programs for first-generation students. During the CIC/Walmart Foundation Symposium on First-Generation College Students, representatives shared with faculty and staff members from nearly 200 other institutions the many concrete and cost-effective techniques they used to produce remarkable improvements in students’ grade-point averages, retention rates, and other important measures of student success.

CIC President Richard Ekman, CIC Senior Vice President Barbara Hetrick, and Walmart Director of Community Affairs Nina Albert delivered opening remarks, after which Patrick T. Terenzini, Distinguished Professor of Education and senior scientist emeritus at Pennsylvania State University, opened the Symposium. Terenzini, who spoke at the first gathering of College Success awardees in July 2009, addressed the “complicated process” of thinking systemically about pathways to first-generation student success. Later that evening, participants celebrated the achievements attained during the project with a reception, dinner, and viewing of a collection of videos of first-generation student activities on several campuses.

Laurie A. Schreiner, chair of the doctoral programs in higher education at Azusa Pacific University (CA), started the second day off with a well-received presentation on “Beyond the Transition to College: The Second Year and Beyond.” Schreiner urged participants to build upon the positive outcomes of the programs and services established by the College Success Awards programs—and the strengths and resiliency that first-generation students typically bring with them to college—to help students thrive in the final three years of college and after graduation.

Throughout the Symposium, panels of faculty and staff members from the “Walmart 50” discussed many of the strategies that led to greater levels of retention and graduation, such as recruiting and orienting first-generation college students, acknowledging and easing financial pressures on students and their families, and using faculty, staff, and student mentors. Particularly notable was a panel that included Jean-Paul Benowitz, director of student transition programs and assistant director of academic advising at Elizabethtown College (PA), David G. Brailow, vice president for academic affairs and dean of the college at Franklin College (IN), and Jody Terhaar, dean of students at the College of Saint Benedict (MN). The panelists described the effects that their programs have had on the cultures of the institutions and stressed the importance of integrating programs and services throughout the campus. They also described the creative ways they and their colleagues have found to sustain both student interest in and financial support for the programs and how the lessons learned from the programs came to permeate the campus culture.

The final plenary speaker, Nicole Smith, research professor and senior economist at the Georgetown University Center on Education and the Workforce, offered a statistical portrait of first-generation college students, explained why higher education matters to individuals and society, and debunked several myths about independent colleges and universities. She noted that only two of five first-generation college students complete a degree.

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or credential in six years. She also emphasized the increasing importance of a liberal arts education: By 2020, 65 percent of jobs will require postsecondary education, and they will require the skills learned by liberal arts graduates; liberal arts and humanities graduates are more likely to obtain a graduate degree; and liberal arts and humanities majors are most likely to find themselves working in managerial positions.

In closing the Symposium, Hetrick highlighted some of the valuable lessons learned during the presentations:

- Higher education needs to pay more attention to sophomores. Institutions have done such a good job providing special opportunities for first-year students that sophomores feel neglected.
- Higher education should focus more on the positive qualities that first-generation students bring to college and less on their deficiencies.
- Colleges and universities should build connections across and throughout the campus to build a culture of student success.
- What works well with first-generation students often works well for all students.
- Once in a while, colleges and universities should pause to listen carefully to what their students are trying to tell them.
- Mentorship is even more important than previously believed.
- There are two contenders for the name of students who are not first in their families to attend college—“legacy students” and “other-generation students.”

According to Hetrick, “We now know that independent higher education has what it takes to attract, educate, retain, and graduate low-income and first-generation students and students of color, many of whom fall into all three categories. Together, we have identified a special social group—one that didn’t consider themselves to be a group—and in the process discovered how private colleges can tap their giant reserves of potential. This has been a life-changing project for hundreds of students. Let’s make sure they continue to make it!”

The Walmart Foundation’s objective in funding the CIC/Walmart College Success Awards and the Symposium—and CIC’s goal in administering it—was to help colleges and universities tackle the many challenges first-generation students face and to help these students thrive and graduate. This Symposium was the culmination of a multi-year project to identify and disseminate best practices in retaining and graduating first-generation college students. For more information, visit www.cic.edu/CollegeSuccessAwards.

“We are so appreciative of the funding from the Walmart Foundation.... It was a pleasure to meet with colleagues from other institutions and to share ideas and learn from each other. The Symposium was truly a worthwhile experience.”

—Jean-Paul Benowitz, director of student transition programs and assistant director of academic advising, Elizabethtown College (PA)
2014 Foundation Conversation to Address “Meeting the Needs of Independent Colleges”

One of the benefits of CIC membership that presidents cite is the annual Conversation between Foundation Officers and College and University Presidents. Open only to current CIC college presidents, the conference allows for a candid exchange with senior officers of leading foundations.

Focusing on “Meeting the Needs of Independent Colleges: National and Regional, Private and Public Perspectives,” the 2014 Foundation Conversation will take place on October 14 at the TIAA-CREF Wharton Auditorium in New York City. This year’s program will include briefings by several leaders of national and regional foundations as well as one federal agency on funding opportunities for science, college access and success, business, liberal arts, scholarships, and programs for people over the age of 55.

Ryan LaHurd, president and CEO of the James S. Kemper Foundation, will deliver the keynote address on preparing professional leaders through a liberal arts education. Previously he served as president of the Near East Foundation and earlier as president of Lenoir-Rhyne College (NC). He now leads the Kemper Foundation, which focuses on funding liberal arts colleges in the belief that a liberal arts education supported by workplace experience is the ideal preparation for life and a career, especially in business, organizational management, and administration.

P. Russell Hardin, president of the Robert W. Woodruff Foundation, Joseph B. Whitehead Foundation, Lettie Pate Whitehead Foundation, and Lettie Pate Evans Foundation, will focus his remarks on regional foundations in the session, “Related Regional Foundations That Support Higher Education.” The Robert W. Woodruff Foundation’s principal giving focus is on schools and higher education; health care and education; human services; economic development and civic affairs; art and cultural activities; and conservation of natural resources and environmental education primarily in Georgia. The Joseph B. Whitehead Foundation is a charity dedicated to supporting organizations and programs that benefit children and youth. The Lettie Pate Whitehead Foundation provides scholarships to schools and colleges for women in nine southeastern states. The Lettie Pate Evans Foundation grants support private secondary and higher education; arts and culture; and museums and historic preservation.

A foundation leader who is new to her current position but very experienced in higher education, Nancy J. Cable, president of the Arthur Vining Davis Foundations, will discuss, “New Leader of a Major Foundation: Early Thoughts about Funding Independent Higher Education.” Previously, Cable served at Bates College (ME) as vice president and senior adviser to the president and vice president and dean of enrollment and external affairs; she also served as interim president from 2011 to 2012. The Arthur Vining Davis Foundations support education, theological education, public television, and health care. Within education, the foundations support academically strong private colleges and universities with four-year residential programs in the arts and sciences.

Holiday Hart McKiernan, chief of staff and general counsel of the Lumina Foundation for Education, and Susan Singer, division director for undergraduate education at the National Science Foundation (NSF), will address “National Approaches to Achieve Major National Goals.” McKiernan directs Lumina’s legal affairs and its exploration of the Bologna Process and the implications of that reform effort for American higher education. The Lumina Foundation’s goal is to increase the higher education attainment rate in the United States. To that end, Lumina has funded initiatives to mobilize higher education to increase college success, create new models of student financial support, develop new higher education business and finance models, and support related strategies. Singer is on leave from Carleton College, where she is Laurence McKinley Gould Professor of the Natural Sciences. Under her leadership the NSF’s Undergraduate Education Division is taking a comprehensive approach to strengthen STEM education by improving curricula, instruction, laboratories, infrastructure, assessment, diversity of students and faculty, and collaborations.

The final presentations will be on special topics in philanthropy. Hilary Pennington, vice president for Education, Creativity and Free Expression at the Ford Foundation, will address the connection between higher education and social justice work, which is Ford’s focus. Pennington was a senior fellow at the Center for American Progress and president and CEO of Jobs for the Future, a research and policy development organization she co-founded. From 2006 to 2012, she served as director of Education, Postsecondary Success, and Special Initiatives at the Bill & Melinda Gates Foundation. Appointed in September 2013, Pennington will lead Ford’s work on school reform in the United States and higher education around the world.

Lisa Marsh Ryerson, president of the AARP Foundation, will introduce the foundation’s “Programs for People over the Age of 50.” Ryerson was president of Wells College (NY) from 1995 until 2013. As newly appointed president, she leads the AARP Foundation’s work with local and national organizations to address the most serious issues faced by older Americans—inadequate housing, hunger, loss of income, and isolation. The AARP Foundation provides help through direct assistance, legal advocacy, and raising awareness, and much of its work is through colleges and universities.

For more information and to register, visit www.cic.edu/2014FoundationConversation. Registration is limited.
Tips for Media Coverage Plentiful at 2014 College Media Conference

College public relations officers at the 2014 College Media Conference explored how to gain access to new and traditional media and boost coverage of campus news. Participants heard tips from, met, and pitched stories to more than 30 top journalists, bloggers, and producers. Cohosted by CIC and the American Association of State Colleges and Universities, the conference took place in Washington, DC, June 25–27. The sessions drew nearly 300 participants from 170 colleges and universities across 41 states and Nigeria.

The one-day preconference, “Sharpening Your Traditional and Social Media Toolkits,” opened with a discussion by Washington Post, Slate Magazine, USA Today, and Pittsburgh Post-Gazette higher education reporters and editors on the ways that social media and digital technology have changed news coverage. The presenters shared how readers increasingly want short, fast “nuggets” of information instead of full-length stories, how web analytics influence the story topics covered, and how social media are advantageous for speed and ability to make connections, but that disadvantages remain. Bill Schackner, higher education reporter at the Pittsburgh Post-Gazette, explained, “The most powerful advantage of social media is how quickly people can reach each other. I can tweet something, and less than 90 seconds later people will send info, photos, and videos on the subject, which can help me write the story much faster. But the negative side is that it’s so fast, you’re very much your own editor. [People need to] slow down to maintain high standards.”

Ben Sharbaugh, associate director for digital strategy at Harvard University, led a session on how college communicators can “Maximize Digital Media Benefits” in their daily work. He emphasized, “The first thing communicators should do on these social media platforms is listen, then speak [i.e., tweet], and then keep listening.” In a session on “Becoming the In-House Media Trainer for Your Campus,” Candace Smith, assistant vice president for media relations at George Washington University, said that without training, the substance of the message and the credibility of the speaker are easily lost. She recommended potential interviewees focus on three main messages and supporting facts to get them comfortable with their own message points; the campus PR officer can create a handout that helps interviewees organize their thoughts. Smith stated that PR officers should, “Conduct a role playing session where they play reporter and ask the interviewee both easy and tough questions. Record it, have the interviewee review it, and give constructive feedback.”

For the first time the conference held a session on how campuses can gain coverage of their science research and projects—with tips given by editors of NBC News Digital, Science magazine, and Science News magazine. The presenters emphasized the importance of translating technical jargon into “plain English.” Tim Appezeller, news editor of Science magazine, said, “Most of our audience members are scientists—but we don’t write for specialists. We have to assume readers may be lay people, and we try to lure them into reading things they wouldn’t normally read.”

A special evening program sponsored by the Chronicle of Higher Education focused on “College, Reinvented”—a discussion of current higher education challenges and potential solutions. Chronicle senior writers Goldie Blumenstyk and Scott Carlson moderated the discussion, which featured panelists

Ángel Cabrera, president of George Mason University; Bryon Grigsby, president of Moravian College (PA); and Louis Soares, vice president of the Center for Policy Research and Strategy at the American Council on Education.

During the conference speakers shared tips for pitching stories and writing press releases. The most common suggestions were to keep emails short, avoid jargon, and make sure the press release answers the question “So what?” Presenters also emphasized the importance of understanding what the reporter or editor covers before pitching stories to them. Reporters want to cover new developments, but they also need enough time to prepare, especially if travel is involved. Publications are more likely to cover a story if they see it is a trend across other colleges.

In the closing session, “On the Education Beat,” Richard Pérez-Peña, higher education reporter at the New York Times, and Claudio Sanchez, education correspondent for National Public Radio (NPR), provided insights into the issues and topics of greatest interest to their organizations. Sanchez noted that although NPR does not have a designated reporter for higher education (even he covers more topics), NPR’s education beat has changed dramatically in the last few months and now has eight editors dedicated to education.

As part of the pre- and post-conference activities, roughly 100 participants visited the newsrooms of AP, Chronicle, C-SPAN, Inside Higher Ed, and NPR or attended a breakfast meeting with Diverse: Issues in Higher Education. On Friday afternoon, more than 20 participants toured the Newseum.

Conference presentations and resources are available at www.cic.edu/2014-Media-Conference-Resources.
2013–2014 Leadership Academies Hold Closing Seminars; Programs Produce Results

The 2013–2014 cohorts of the Executive Leadership Academy (ELA), which prepares provosts and vice presidents for presidencies, and the Senior Leadership Academy (SLA), which prepares mid-level administrators for vice presidencies, held closing seminars this summer in Washington, DC. Both programs have yielded positive results in the career advancement of participants.

ELA Closing Seminar
Cosponsored by CIC, the American Academic Leadership Institute (AALI), and American Association of State Colleges and Universities (AASCU), the closing seminar for the 2013–2014 ELA was held June 16–18. During the program, aspiring presidents heard from earlier cohort participants about effective transitions and what to expect during the first year as president. Other speakers discussed presidential leadership, administrative tips, human resources issues, enrollment challenges, crisis communications, relations with trustees, and life as an acting president.

The presidents of the sponsoring associations also spoke to the group. Thomas R. Kepple, AALI president and ELA program director, offered opening and closing remarks. Richard Ekman, president of CIC, provided an overview of trends and challenges in higher education, and Muriel Howard, president of AASCU, gave advice about how to build an effective cabinet.

According to Mickey McDonald, provost at Kalamazoo College (MI), “The Executive Leadership Academy provided a great structure around which to focus on my personal development and preparation for the next step in my career. Great information was presented at both seminars, and the program provided good networking opportunities.”

SLA Closing Seminar
Cosponsored by CIC and AALI, the closing seminar for the 2013–2014 SLA program took place June 10–12. Keynote speaker Jo Ellen Parker, who recently left the presidency of Sweet Briar College (VA) to become president of the Carnegie Museums of Pittsburgh, compared the pathway through a career in higher education to “more of a jungle gym than a ladder” in remarks that framed the rest of the seminar. Other experienced higher education leaders followed with substantive presentations. Richard Ekman offered an overview of “Current Challenges Facing Presidents, Cabinets, and Institutions.” Thomas Kepple spoke about the importance of the individual’s “fit” with the institution; John Stevens, president of Stevens Strategy, gave a primer on strategic planning; and Barbara Hatcher, chief financial officer at Ferrum College (VA), described the business officer’s relations with other divisions of the college.

Two of this year’s SLA regional groups delivered the results of their year-long research into online learning and on multiple perspectives of collaborating with academic affairs. Other sessions were designed to help participants with the search process, including developing personal working definitions of leadership, sharing professional experience plans with one another, and hearing first-hand search experiences from administrators who had just assumed vice presidencies.

ELA Results to Date
CIC, AASCU, and AALI piloted a Provost to President program in 2009–2010 to prepare cabinet-level administrators in CIC and AASCU member institutions to assume presidencies. Of the 41 participants in that pilot program, 16 have since been appointed as president or chancellor. Ten others have experienced other forms of advancement, such as being promoted to a senior vice presidency or moving to a similar position at a significantly larger or more prestigious institution. Approximately 63 percent of this first cohort has “moved up” in the higher education ranks.

The program’s name was changed to the Executive Leadership Academy for the 2011–2012 academic year. A remarkable 71 percent of the 2011–2012 cohort has advanced, with 18 being appointed president or chancellor and another 12 advancing their careers in other ways. Of the 40 participants in the 2012–2013 ELA, 45 percent have advanced their careers, including 10 who were appointed to presidencies. In the 2013–2014 cohort that completed the Academy this summer, two already have earned presidential appointments and another three have experienced promotions, for an early 13 percent “upward mobility” rate.

Although AALI and CIC maintain data on the professional advancement of participants, successful outcomes also are obtained when participants’ leadership in their current positions is strengthened or when they learn from the experiences that they do not want to pursue a presidency.
Many participants echoed parting words by Ian Patrick, assistant vice president for development at Bellarmine University (KY), who said, “I’m honored to have participated in this program. It has been incredibly valuable in developing an understanding of the role of a cabinet member, and I feel duly prepared now to take on that role.” Laura Gobbi, senior director of alumnae relations at Mills College (CA), said, “My participation in the SLA allowed me to explore gaps in my professional experience, to challenge myself to grow, and to be accountable to project deadlines. It also enhanced my understanding of a cabinet member’s work, as well as the landscape of higher education.”

**SLA RESULTS TO DATE**

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

Newberry Library Hosts Chicago History Seminar for CIC Faculty Members

CIC and the Gilder Lehrman Institute of American History cosponsored a faculty development seminar on “Chicago and the Creation of the Modern American City” June 16–20, 2014. Twenty-seven participants were selected from 51 nominations. The seminar took place at the Newberry Library in Chicago, Illinois, with generous support from the Andrew W. Mellon Foundation. Henry Binford, associate professor of history at Northwestern University, and Carl Smith, Franklyn Bliss Snyder Professor of English and American Studies and professor of history, also at Northwestern, co-led the seminar.

During the intensive week, the group met at the Newberry Library to explore and discuss the major developments in Chicago’s formative period, when it evolved from a tiny frontier outpost to the nation’s second city and emblem of urban modernity. Focusing on the built environment of Chicago and examining a series of major human-made structures—including canals, railroads, and stockyards—enabled participants to reflect on the larger events and ideas that created the structures and that left a lasting mark on the cityscape. The group took excursions into the cityscape, including visits to Pullman, railroads, stockyards, and the industrial South Side, as well as to the Chicago History Museum. A Chicago Architecture Foundation’s river cruise tour enhanced discussions.

The seminar gave participants the opportunity to share related course materials and teaching strategies with colleagues. Julie Mujic, assistant professor of history at Sacred Heart University (CT), commented: “The seminar helped me think about the types of readings that I am assigning to students, especially in my U.S. survey courses. I also focused on the content and teaching methods for my Gilded Age and Progressive Era course…. In addition, I met people who I will see regularly at future conferences and some invited me to speak at their colleges…. The most valuable part of these connections was the conversations that I had individually with people regarding their teaching. I took away numerous ideas for readings, assignments, and other pedagogical techniques that will prove beneficial in the future.”

CIC and the Gilder Lehrman Institute of American history are planning additional American history seminars. Details for the summer 2015 seminar will be announced this fall.
Faculty Members Engage in First Teaching Interfaith Understanding Seminar

Twenty-five faculty members from CIC member colleges and universities recently participated in the first in a series of four seminars on Teaching Interfaith Understanding. The first seminar took place June 15–19, 2014, at Lesley University in Cambridge, Massachusetts. The series is cosponsored by CIC and the Interfaith Youth Core (IFYC) and generously supported by the Henry Luce Foundation.

Catherine Cornille, professor of comparative theology and chair of the department of theology at Boston College, and Diana Eck, professor of comparative religion and Indian Studies and Frederick Wertham Professor of Law and Psychiatry in Society at Harvard University, led the seminar.

The week-long program began with dinner and an introductory meeting hosted at Harvard University’s Pluralism Project. During the week, the group convened at Lesley University’s University Hall to strengthen their teaching of interfaith issues and share approaches in a full seminar setting and in smaller discussion groups. The group discussed use of personal narratives and case studies—such as the situation at the Minneapolis-St. Paul International airport in 2007 when some taxi drivers refused to transport passengers who were carrying alcohol or who were traveling with service animals, for religious
reasons. Participants also considered approaches to handling potentially problematic situations and the benefits of making field trips to religious sites.

As the seminar leaders noted, the participants are among the first to teach courses with titles such as “Interfaith Dialogue” and to help lead the development of minor degree programs in interfaith studies. During the second day of the seminar, Eboo Patel, founder and president of IFYC, opened a discussion by sharing his perspectives on teaching interfaith understanding from a social science perspective.

Kristen Urban, professor of political science at Mount St. Mary’s University (MD), reflected, “Being in a sea of theological discourse was exceptionally helpful for me. Diana and Catherine generated a lot of conversation that teased out issues I never hear discussed in my own world, and the breadth of their knowledge and experience was exciting. The diversity of experiences among my colleagues was certainly important as well—especially having the chance to learn about different courses, approaches, and student assignments.”

Seminar participants closed out the week with visits to the Islamic Society of Boston Cultural Center and to the Boston ISKCON Krishna Consciousness Center.
CIC Faculty Members Explore the “Uses of Antiquity” at Smart Museum Seminar

This summer, 21 faculty members from CIC member colleges and universities participated in a Teaching Pre-Modern European Art in Context seminar that focused on Renaissance and Baroque artists who adopted classical styles, quoted from ancient artworks, and depicted ancient subject matter for various purposes. The seminar on “The Uses of Antiquity” delved into the early modern European response to antiquity that at times asserted cultural authority, served as a morality tale about the dangers of empire, or expressed more generally a mood of nostalgia. Held at the University of Chicago’s Smart Museum of Art in Chicago, Illinois, the July 13–18 seminar was made possible through the generous support of the Samuel H. Kress Foundation.

Rebecca Zorach, professor of art history, romance languages, and the college at the University of Chicago, led the seminar. The seminar opened with a welcome reception and dinner at the Smart Museum and allowed participants private access to the museum’s galleries for the evening. Throughout the week participants met for both classroom style seminar discussions and conversation in the Smart Museum’s galleries to address the benefits of teasing out the nuances of references and associations that go beyond awareness of the chronology of style. Discussions also addressed the benefits of close looking, the relationship of primary and secondary texts to art objects, and ways faculty members can assist students in thinking critically about the texture of history and the practices and decisions of artists. The seminar also included special discussions about digital projects with collections staff at the University of Chicago, a behind-the-scenes tour of the Oriental Institute of the University of Chicago, and a visit to the Art Institute of Chicago.

Susan Scott, associate professor of art and art history at McDaniel College (MD), remarked: “One of the most important aspects of the seminar for me was the hands-on work we did in the museum collections—in the Smart Museum, the Special Collections at the University of Chicago Library, the Oriental Institute, and the prints in the Art Institute. Talking with curators about conservation, preservation, use of digital equipment, data bases, and other new technology was exciting for me. And I will certainly use the University of Chicago database of prints and drawings, which will enhance the way I teach architectural history.”

### 2014 Teaching Pre-Modern European Art in Context Seminar Participants

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<thead>
<tr>
<th>Bay Path University (MA)</th>
<th>McDaniel College (MD)</th>
<th>Salem College (NC)</th>
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<tbody>
<tr>
<td>Sandy Burns</td>
<td>Susan Scott</td>
<td>John Hutton</td>
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<tr>
<td>Professor of Fine and Performing Arts</td>
<td>Associate Professor of Art and Art History</td>
<td>Associate Professor of Art and Design</td>
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<td>Berea College (KY)</td>
<td>Meredith College (NC)</td>
<td>Seton Hill University (PA)</td>
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<td>Ashley Elston</td>
<td>Beth Mulvany</td>
<td>Maureen Vissat</td>
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<tr>
<td>Assistant Professor of Art and Art History</td>
<td>Professor of Art</td>
<td>Assistant Professor of Art</td>
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<tr>
<td>Clarke University (IA)</td>
<td>Merrimack College (MA)</td>
<td>St. Edward’s University (TX)</td>
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<tr>
<td>Bryan Zygmont</td>
<td>Ellen Longworth</td>
<td>Mary Brantl</td>
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<tr>
<td>Associate Professor of Art and Art History</td>
<td>Professor of Visual and Performing Arts</td>
<td>Associate Professor of Visual Studies</td>
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<tr>
<td>Endicott College (MA)</td>
<td>Mills College (CA)</td>
<td>St. Olaf College (MN)</td>
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<tr>
<td>Dena Gilby</td>
<td>Meryl Bailey</td>
<td>Nancy Thompson</td>
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<td>Professor of Visual and Performing Arts</td>
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<td>Gustavus Adolphus College (MN)</td>
<td>Mount Holyoke College (MA)</td>
<td>Willamette University (OR)</td>
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<td>Linnea Wren</td>
<td>Jessica Maier</td>
<td>Ann Nicgorski</td>
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<td>Professor of Art and Art History</td>
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<td>Indiana Wesleyan University</td>
<td>Randolph College (VA)</td>
<td>Wofford College (SC)</td>
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<td>Anne Greeley</td>
<td>Andrea Campbell</td>
<td>Karen Goodchild</td>
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<td>Assistant Professor of Art History</td>
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<td>Kentucky Wesleyan College</td>
<td>Saint Augustine’s University (NC)</td>
<td>Young Harris College (GA)</td>
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<td>Heather McNeiley</td>
<td>Virginia Tyler</td>
<td>Jennifer Feltman</td>
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<tr>
<td>Assistant Professor of Fine Arts and Communication</td>
<td>Associate Professor of Visual and Performing Arts</td>
<td>Assistant Professor of Art</td>
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CIC’s Consortium for Online Humanities Instruction Kicks into High Gear with National Workshop

Application Webinar (continued from page 1)

CIC announced the project in January 2014 and received applications from 96 member institutions by the April application deadline. Faculty members at many of the institutions applying to participate in the Consortium have taught online courses, but few had taught online courses in the humanities. CIC and Ithaka S+R selected 20 teams to participate in the Consortium, including 19 teams of administrators and faculty members from single institutions and one mixed team representing a close collaboration between two colleges (see box).

Because of the large number of high-quality applications, CIC has begun to explore with the Andrew W. Mellon Foundation the possibility of supporting a second cycle of Consortium participants beginning as early as next year.

An innovation for CIC, the application process included an informational webinar for prospective applicants about one month before the submission deadline. Rebecca J. Griffiths, program director for online learning at Ithaka S+R, and Barbara Hetrick and Philip M. Katz, CIC senior vice president and director of projects, respectively, responded to live questions and those submitted during the webinar registration process.

Representatives from 110 colleges and universities registered for the webinar, and more than 140 individuals from 97 institutions participated in the webinar. This represents a “conversion rate” of 82 percent, well above the average for corporate webinars (about 42 percent). Following the webinar, a recording and list of submitted questions and answers were posted to the CIC website. More than half (54 percent) of participating institutions subsequently submitted a proposal, including 13 of the institutions selected to participate in the Consortium. Given the success of the pilot, CIC is exploring the costs and benefits of webinars as a regular component of competitive application processes for future projects.

National, Regional Workshops

Consortium team members (usually two faculty members and an academic administrator) participated in a national workshop in Washington, DC, July 23–24, 2014. Following a welcome and presentation on the origins and objectives of the Consortium by CIC President Richard Ekman and Hetrick, Griffiths discussed the findings of recent research as well as Ithaka’s recently concluded online learning project with several universities in the University System of Maryland. The workshop featured two panels of consortium participants. In the first panel, Paul Bowers, dean of professional and graduate studies at Hiram College (OH), Emily Donnelli-Sallee, associate professor of English and dean of the college of liberal arts and sciences at Park University (MO), and Kevin Gannon, professor of history at Grand View University (IA), discussed how online teaching can change how one thinks about course and curriculum development. The second panel included Andrea Lanoux, associate professor and chair of Slavic studies at Connecticut College, Linda McMillin, provost and dean of the faculty at Susquehanna University (PA), and Gordon Weil, vice president for academic affairs at Moravian College (PA), who presented potential stumbling blocks to effective course sharing among consortium institutions as well as potential models for collaboration.

An inspirational talk by James J. O’Donnell, University Professor and former provost of Georgetown University and one of the earliest innovators in the use of digital technology in the humanities, followed dinner.

Perhaps the most popular features of the workshops were the many opportunities for small group discussions in which faculty and staff members from different institutions talked about challenges presented by technology, support services, intellectual property, content management, and course sharing. Participants explored such questions as:

- What are the most promising opportunities for using technology to create efficiencies and reduce instructional costs?

(continued on page 20)
Planning Meeting Launches Community College Transfer Project

This spring 38 advisors gathered with CIC staff members in Alexandria, Virginia, for a planning meeting to launch the CIC Community College Transfer Project, a national initiative to increase the number of community college graduates who transfer to private four-year colleges and universities and then assure the students’ academic success. The need for such an initiative is captured in a recent report by the Century Foundation, which notes that “81.4 percent of students entering community college for the first time say they eventually want to transfer and earn at least a bachelor’s degree, [but] only 11.6 percent of them do so within six years.”

The participants in the March 21–22 meeting included invited leaders of two-year and four-year colleges, researchers, policy analysts, and representatives of consortia and associations that are actively engaged in transfer and degree-completion efforts. The goal of the convening, says CIC President Richard Ekman, was “to explore the potential of closer relations between community colleges and four-year private colleges to help meet the national goal that President Obama and a number of foundations have articulated of increasing substantially the number of Americans who have attained bachelor’s degrees.” The meeting was funded by a grant from the Kresge Foundation.

The meeting began with an overview of the project by Ekman, followed by a panel of leaders of national organizations addressing the college completion agenda, including Emily Froimson, vice president of programs at the Jack Kent Cooke Foundation; Stan Jones, president of Complete College America; Brian Mitchell, director of Edvance Foundation; and Robert G. Templin, Jr., president of Northern Virginia Community College. Janet L. Marling, executive director of the National Institute for the Study of Transfer Students, then led all participants in a discussion of the best practices for enrolling and supporting community college transfer students at baccalaureate institutions. These practices fall into three broad categories: building academic links by developing clear degree pathways and strong articulation agreements, among other strategies; recognizing and meeting student needs; and effective advising before, during, and after students transfer.

Following dinner on the first day, Lynn Pasquerella, president of Mount Holyoke College (MA), introduced one of her faculty members, Becky Wai-Ling Packard, associate dean of faculty and professor of psychology and education, who presented results of her research on “The Special Challenges of STEM Transfer.” The final panel, which discussed the impact of state policies on community college transfers, included Claude O. Pressnell, president, Tennessee Independent Colleges and Universities Association; Lawrence A. Nespoli, president, New Jersey Council of County Colleges; Sharon Herzerber, president, Whittier College (CA); and A. Hope Williams, president, North Carolina Independent Colleges and Universities.

Throughout the planning meeting, small group discussions identified the barriers to student transfer and success, including misperceptions on the part of both transfer students and independent college faculty members and staff; institutional policies that can hinder credit transfer and student aid; and potential strategies for dealing with these challenges.

The meeting ended with a list of specific actions that CIC, its member institutions, and collaborating organizations might pursue in the next few years to increase the transfer rate and success of community college graduates at independent colleges and universities. The recommendations include institution-based activities, such as developing “transfer toolkits,” and regional activities, including state or regional meetings of faculty and staff members at community colleges and CIC institutions to develop transfer-friendly relationships. A summary of the planning meeting, including the full list of recommendations, is available on the CIC website at www.cic.edu/CommunityCollegeTransfer. CIC staff members are meeting with leaders of the community college transfer movement and potential funders to move the project to the next level of collaboration with private colleges to facilitate the smooth transition from associate to baccalaureate degrees.
# COMMUNITY COLLEGE TRANSFER PROJECT PLANNING MEETING PARTICIPANTS

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<tr>
<th>Name</th>
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<tr>
<td>Thomas Bailey</td>
<td>Director</td>
<td>Community College Research Center</td>
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<td>Susanna L. Baxter</td>
<td>President</td>
<td>Georgia Independent College Association*</td>
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<td>George Boggs</td>
<td>President</td>
<td>American Association of Community Colleges</td>
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<td>Sarita E. Brown</td>
<td>President</td>
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<td>Heller School for Social Policy and Management, Brandeis University</td>
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<td>Samuel Cargile</td>
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<td>Lumina Foundation for Education</td>
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<td>Michelle Asha Cooper</td>
<td>President</td>
<td>Institute for Higher Education Policy</td>
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<td>Ron Filipowicz</td>
<td>Director</td>
<td>Senior College Relations</td>
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<td>Phi Theta Kappa Honor Society</td>
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<td>David Finegold</td>
<td>Chief Academic Officer</td>
<td>American Honors Inc.</td>
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<tr>
<td>Emily R. Froimson</td>
<td>Vice President of Programs</td>
<td>Jack Kent Cooke Foundation</td>
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<td>Karen Gross</td>
<td>President</td>
<td>Southern Vermont College*</td>
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<tr>
<td>Alfred Herrera</td>
<td>Assistant Vice Provost of Academic Partnerships and Director of the Center for Community College Partnerships</td>
<td>University of California, Los Angeles</td>
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<tr>
<td>Sharon D. Herzberger</td>
<td>President</td>
<td>Whittier College*</td>
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<tr>
<td>Amanda R. Hodges</td>
<td>Assistant Dean of Student Success and Enrollment Management College of the Albemarle</td>
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<td>Katherine Hughes</td>
<td>Executive Director of Community College and Higher Education Initiatives</td>
<td>The College Board</td>
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<td>Bonita Jacobs</td>
<td>President</td>
<td>University of North Georgia</td>
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<tr>
<td>Stan Jones</td>
<td>President</td>
<td>Complete College America</td>
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<td>Pamela Lee Kadiifu</td>
<td>Director of Transfer Admission and the Adult Enrollment Center</td>
<td>DePaul University*</td>
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<td>Richard Kahlenberg</td>
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<td>Marcus Kolb</td>
<td>Assistant Vice President of Academic Policy and Assessment</td>
<td>Ivy Tech Community College</td>
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<td>Janet L. Marling</td>
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<td>University of North Georgia</td>
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<td>Brian C. Mitchell</td>
<td>Director</td>
<td>Edvance Foundation</td>
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<tr>
<td>Joseph B. Moore</td>
<td>President</td>
<td>Lesley University*</td>
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<tr>
<td>Gloria Nemerowicz</td>
<td>Founder and President</td>
<td>Yes We Must Coalition*</td>
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<td>Lawrence A. Nespoli</td>
<td>President</td>
<td>New Jersey Council of County Colleges</td>
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<td>Becky Wai-Ling Packard</td>
<td>Associate Dean of Faculty and Professor of Psychology and Education</td>
<td>Mount Holyoke College*</td>
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<td>Lynn Pasquerella</td>
<td>President</td>
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<tr>
<td>Claude O. Pressnell</td>
<td>President</td>
<td>Tennessee Independent Colleges and Universities Association*</td>
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<td>Chera D. Reid</td>
<td>Program Officer</td>
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<td>Rod Risley</td>
<td>Executive Director and CEO</td>
<td>Phi Theta Kappa Honor Society</td>
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<td>Arthur J. Rothkopf</td>
<td>Chair of Edvance Foundation and President Emeritus of Lafayette College*</td>
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<tr>
<td>Eileen Strempel</td>
<td>Assistant Vice President for Academic Advancement</td>
<td>Syracuse University</td>
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<td>Carl J. Strikwerda</td>
<td>President</td>
<td>Elizabethtown College*</td>
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<td>Pamela Tate</td>
<td>President and CEO</td>
<td>Council for Adult and Experiential Learning</td>
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<tr>
<td>Robert G. Templin, Jr.</td>
<td>President</td>
<td>Northern Virginia Community College</td>
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<tr>
<td>A. Hope Williams</td>
<td>President</td>
<td>North Carolina Independent Colleges and Universities*</td>
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<tr>
<td>John B. Wilson</td>
<td>President</td>
<td>Independent College Fund of New Jersey*</td>
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*Denotes CIC member institution.
NetVUE Funds New Professional Development Awards

The Network for Vocation in Undergraduate Education (NetVUE) has selected a dozen of its college and university members to receive first-round Professional Development Awards. The new awards are administered by CIC and generously funded by Lilly Endowment Inc. These grants to campuses are one strategy within the larger NetVUE effort to deepen the intellectual and theological dimensions of vocational exploration and to share knowledge, best practices, and reflections on experiences across participating institutions. The successful institutions each received $5,000–$10,000 for the 2014–2015 academic year to deepen the capacity of campus leaders to support the intellectual and theological exploration of vocation.

Institutions receiving Professional Development Awards include Augustana College (IL), Fairfield University, Ferrum College (VA), Hendrix College (AR), Hope College (MI), Manchester University (IN), Marian University (IN), Samford University (AL), Seattle Pacific University (WA), St. Norbert College (WI), University of the Ozarks (AR), and Valparaiso University (IN). Each of these institutions proposed a professional development initiative to help faculty and staff members better serve students in their quest for identity, meaning, and purpose. Some institutions will focus on working with campus leaders to develop an integrated framework, vocabulary, and program to sustain vocational exploration. Others will focus on the need to bring newer faculty and staff members into the existing streams of campus vocational engagement both within and beyond the classroom. Still others, conscious of changes in institutional leadership, will work to integrate senior administrative leaders into vocational vision and engagement with their undergraduates. The grant recipients will create seminars, workshops, reading circles, and group pilgrimages to support professional development.

Four additional rounds of Professional Development Awards will be available to NetVUE members in subsequent academic years. The next opportunity to submit proposals will be announced in spring 2015.

NetVUE membership includes more than 170 colleges and universities across a broad spectrum of institutions with Catholic, Orthodox, Protestant, and independent roots. Institutions can join NetVUE at any time. For more information on NetVUE’s programs and services, visit www.cic.edu/NetVUE.
More than 50 Woodrow Wilson Visiting Fellows Engage Campus Communities

Woodrow Wilson Visiting Fellows engaged in many stimulating campus visits during the 2013–2014 academic year. Administered by CIC, the program’s week-long visits enable college students and distinguished nonacademic professionals to explore complex issues and establish ongoing relationships. Among the new luminaries to join the roster of more than 135 Fellows this past year were Frances Cairncross, former senior editor of the Economist; Jesselyn Radack, director of national security and human rights at the Government Accountability Project; Catherine Crump, attorney for the American Civil Liberties Union Foundation; and Achy Obejas, award-winning fiction author. The year included more than 50 Fellow visits that were lauded by college administrators, students, and Fellows alike.

A University of Findlay (OH) student, Katie Mehlow, recently commented on Diane Jorkasky’s March 2014 visit to Findlay (pictured above). Jorkasky is an expert in drug development and international medicine. A specialist in the medical sciences, Jorkasky demonstrated the gift shared by many Woodrow Wilson Visiting Fellows—the ability to appeal to a broad campus population. Mehlow said, “The part of Dr. Jorkasky’s visit that was most meaningful was the intimate conversation with students. What started as a 45-minute lecture evolved into an hour-and-a-half conversation about how to stand up for our personal beliefs and stay true to our instincts. These Fellows help students go beyond the classroom and outside their comfort zone and understand that there are learning opportunities everywhere.”

Applications from both CIC member and non-member colleges to host a Woodrow Wilson Visiting Fellow are accepted on a rolling basis; campuses can still make arrangements for the 2014–2015 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.

CIC Awards National Venture Fund, Scholarship Challenge Grants to State Fund Members

Independent colleges in Georgia, Michigan, Minnesota, New Jersey, North Carolina, Ohio, Pennsylvania, South Carolina, and Virginia will benefit from grants CIC provided to those state’s consortial fundraising associations—State Fund Members of CIC. The grants in two separate programs, Scholarship Challenge Grants and National Venture Funds, will be used to leverage the additional funds that each state consortium must raise to earn the CIC grants.

Four State Fund Members were selected for $25,000 Scholarship Challenge Grants for the 2014–2015 academic year: Georgia Independent College Association; Independent College Fund of New Jersey; North Carolina Independent Colleges and Universities; and South Carolina Independent Colleges and Universities. The grants are funded from private corporation and foundation grants supporting CIC’s state fund programs.

This year’s National Venture Fund program also supported four State Fund Members with grants totaling $100,000:

- The Michigan Colleges Alliance (MCA) will use the grant to aid the “Think Independent” campaign, a statewide marketing initiative aimed at prospective students to promote liberal arts learning, debunk myths about private colleges, and build affinity with MCA member institutions;
- The Minnesota Private College Fund will support programs to help member colleges understand and access new state financial aid resources recently made available through the Minnesota Dream Act;
- The Association of Independent Colleges and Universities of Pennsylvania will host a “College to Career Transition” workshop designed to prepare students for job and internship searches and for their transition into the workforce; and
- The Virginia Foundation for Independent Colleges will support its “Blending Our Futures” initiative, which will further integrate technological innovation in pedagogy as a complement to in-person teaching to expand and deepen the liberal arts experience for students.

The grants are funded in part by drawdown from the CIC-UPS Educational Endowment, administered by CIC for the benefit of its State Fund Members.
$1.5 Million in UPS Scholarships Awarded for First-Generation, Low-Income Students

CIC in July distributed grants of nearly $1.5 million in UPS Scholarships for first-generation or low-income students who attend private colleges and universities across the nation. CIC provided the grants to the 32 state associations that are CIC State Fund Members. The State Fund Members will distribute the funding to more than 600 private colleges and universities, and each institution will award one $2,425 UPS Scholarship to a deserving student.

The UPS Scholarships are funded by the CIC-UPS Educational Endowment, which is held and administered by CIC. The UPS Foundation established the Endowment in the 1970s to support programs that benefit underserved populations. Since its inception, the Endowment has generated more than $51 million in scholarship support of more than 18,000 students at independent colleges and universities.

“Through this national scholarship program, CIC and UPS are delighted this year to make it possible for 614 talented young women and men 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.”

Eduardo Martinez, president of the UPS Foundation, remarked, “UPS is pleased to partner with CIC to support thousands of students working to become the leaders of tomorrow by obtaining an education from our nation’s independent colleges.”

UPS GRANT SUPPORTS STATE FUNDS IN INCREASING COLLEGE DIVERSITY

The UPS Foundation has awarded CIC a $100,000 grant for its First Opportunity Partners initiative. Launched in 2005, the competitive grant program supports collaborative projects developed by groups of colleges in cooperation with the respective state fundraising consortia to improve college access, success, and retention for students who are identified as first-generation, low-income, minority, or new American. The grant aims to increase enrollment and retention for these underserved students. These multi-institution collaborative projects are administered by CIC’s State Fund Members.

In announcing the grant, CIC President Richard Ekman said, “We are delighted that the UPS Foundation is repeatedly addressing the need for independent colleges and universities to continue to provide help for our nation’s underserved students as they gain access to and succeed in college.” Ekman added, “UPS also recognizes that the First Opportunity Partners projects have wide impact because they involve groups of colleges focusing on the same priorities.”
CIC Releases Liberal Arts Campaign Media Kit, Launches New Digital Platforms

CIC’s public information campaign, Securing America’s Future: The Power of Liberal Arts Education, continues to expand with the release of a media kit and launch of new media channels that are tailored to reach diverse audiences.

Infographics

Following the spring release of Strengthening the STEM Pipeline: The Contributions of Small and Mid-Sized Independent Colleges, a report that demonstrates that these institutions are preparing students for careers and graduate study in STEM fields more efficiently than many public universities, CIC continues to feature the data in infographics in the media kit and to post them on social media platforms. Contrary to popular assumptions, the report shows that smaller private colleges have higher student persistence and degree completion rates in STEM fields and shorter time to the bachelor’s degree than larger universities.

Media Kit

This summer, CIC created a special campaign media kit and mailed it to all member colleges and State Fund members. The kit uses colorful infographics, sample testimonials, opinion pieces, news stories, and data to emphasize four key messages:

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

The media kit also is available online at www.cic.edu/LiberalArtsMediaKit. “We hope our members will tailor the kit to their own needs,” said CIC Senior Fellow S. Georgia Nugent, “incorporating the information in publications, speeches, meetings with journalists, and online media.”
New Research on Debt

As part of the public information campaign, CIC continues to provide data that help private colleges and universities make the case for liberal arts education and independent colleges. In August, CIC completed research that sheds new light on the question of student debt.

The new research shows that debt incurred for undergraduate education at private colleges is a very small part of the $1 trillion that is frequently cited in the media. “Although the total amount of outstanding student debt, at $1 trillion, is a large number, it is not a sign of runaway price increases by colleges or of large numbers of undergraduates who cannot afford college,” said P. Jesse Rine, CIC’s director of research projects, who conducted the study. According to College Board estimates, graduate students make up only 15 percent of students who borrow, yet they borrow two-and-a-half times as much money on average each year as undergraduates. Moreover, a recent report by the New America Education Policy Program estimates that roughly 40 percent of all student debt is attributed to graduate education. The report also notes that graduates in medicine/health sciences and law borrowed the most—with median combined undergraduate and graduate debt of $161,772 and $140,616, respectively. Although six-figure student debt is significant, so too is the earning potential for newly minted doctors and lawyers. In some cases, borrowing large amounts for college and graduate school may be a wise economic choice.

Often lost in the student loan debate is another key fact, Rine noted. “Just because private colleges and universities charge higher tuition and fees than public institutions, it does not follow that private institutions account for a larger share of total student debt.” In fact, data from the U.S. Department of Education’s Federal Student Aid Data Center indicate that private nonprofit colleges accounted for only about one-third of the $100.7 billion 2012–2013 academic year total disbursements. Furthermore, only 13 percent of all federal student loan disbursements in the 2012–2013 academic year went to students enrolled at CIC member institutions.

The data above combine both graduate and undergraduate student loans, and the ratio varies by sector. More than half (51 percent) of loans to students at private institutions went to finance graduate study, compared to only 25 percent and 22 percent of loans at public institutions and for-profit institutions, respectively. For students at CIC institutions, 35 percent of the loans were used to finance graduate study.

The new research demonstrated that serious assessment of the overall state of student loan debt must take into account its multiple dimensions. “Broad-brush estimates tend to obscure important facts by lumping all colleges and universities together. In the case of CIC institutions, the generalities mask the great success of a sector of higher education that makes high-quality education accessible to low-income students and others,” Rine said.

For the full report, visit www.cic.edu/StudentDebtTotals.

Social Media—Facebook and YouTube

This summer CIC launched the “Power of Liberal Arts” Facebook page (www.facebook.com/SmartColleges) and YouTube channel (www.youtube.com/user/LiberalArtsPower). In September a new website, www.LiberalArtsPower.org, will debut. The content on the new website will be similar to that on the current site, but the new more interactive and user-friendly website is designed for the general public rather than a professional academic audience.

Colleges can participate in the campaign in many ways. Administrators, faculty members, staff, and alumni can “follow” @SmartColleges, retweet preferred messages, incorporate the hashtag #LiberalArts in tweets, “like” the Power of Liberal Arts Facebook page, subscribe to the YouTube channel, and link to campaign materials on the college’s own website. “All of these steps will amplify the message so critical for a broader public to hear and understand: Small independent colleges and universities produce graduates who are among the best prepared for success in their professional, community, and personal lives,” said Nugent.
Changing the Tone in the News

These campaign activities, together with similar efforts to advocate for the value of the liberal arts and humanities by other organizations with which CIC has partnered, seem to be influencing the way journalists write about the liberal arts. “We’ve seen a clear shift in tone with many stories in the media,” said CIC President Richard Ekman. He and Nugent have been meeting regularly with top journalists from national media outlets. “You never know when talking with journalists whether you are getting your point across, but evidently the tide is turning. Recently, we’ve seen many more positive and balanced stories about college costs, student debt, and the value of a liberal arts education—and fewer stories riddled with misconceptions and myths,” Ekman said. For example, David Leonhardt of the New York Times has written stories on college cost (“How the Government Exaggerates the Cost of College,” July 29; “Is College Worth It? Clearly, New Data Say,” May 27) that take on some of the myths; Eric Liu of CNN wrote “Study Liberal Arts—And Gain Power,” May 6; Jessica Kleiman in Forbes wrote, “Why Getting a Liberal Arts College Education Is Not a Mistake, April 28; and Olivia Vanni of U.S. News & World Report published “Move Over STEM—Employers Value Liberal Arts, Too,” March 12.

Alumni Testimonials

While balanced, fair news coverage is important, nothing makes the campaign messages clearer than the stories of liberal arts graduates. The campaign is therefore gathering testimonials from alumni of CIC colleges. These written and video testimonials are available on www.LiberalArtsPower.org, Facebook, and YouTube. Compelling, touching, surprising—these personal narratives “make the case” in a uniquely powerful way. All member colleges have received the request to suggest such liberal arts “ambassadors” from their alumni. CIC encourages any institution that has not participated yet to do so by using the online form (www.cic.edu/TestimonialNominationForm). Examples of testimonials are available at www.cic.edu/LiberalArtsTestimonials.

Further Outreach

Primary audiences for the campaign are prospective students and their influencers, who most need accurate information about independent colleges. CIC will be reaching out directly to college counselors this fall through participation in the National Association for College Admissions Counseling’s annual conference and contributing to the association’s publications.

Campaign activities are supported by grants from several foundations. A recent $200,000 grant from the Arthur Vining Davis Foundations brings the total campaign funding raised over the past year to $1 million. Other contributors include the Carnegie Corporation of New York, Christian A. Johnson Endeavor Foundation, Jessie Ball DuPont Fund, and Gladys Krieble Delmas Foundation.

Twitter @SmartColleges

The campaign’s Twitter feed to date has 2,600 followers; more than half of the messages posted have been re-tweeted, and some of those messages have reached more than 20,000 people. “We have been pleased with our initial efforts on Twitter,” said Nugent, who is directing the campaign. “Obviously, the power of social media comes from broad dissemination, and we have a wonderful opportunity to leverage the strength in numbers of our 632 member colleges.”

The feed, @SmartColleges, features “avatars” Libby (a college student) and Art (an advisor). Through them, CIC posts data and content from many sources as well as monitors the Twitter universe daily for comments, queries, and even quarrels about the liberal arts. CIC also engages in real time with Twitter users, providing accurate information and little known facts about the value of liberal arts education and of small independent colleges and universities.

The Twitter feed recently received a surge of followers after the Chronicle of Higher Education published a story, “Now Defending the Liberal Arts on Twitter: A Couple of Cartoons,” on August 20, and Fast Company published “Why Top Tech CEOs Want Employees with Liberal Arts Degrees” on August 28. The articles resulted in hundreds of new Twitter followers, which may help reach the campaign’s core audiences and dispel some of the myths about independent colleges.
Four recently published books may be of interest to presidents and other leaders of independent colleges and universities.

The Rise and Decline of Faculty Governance: Professionalization and the Modern American University
Larry G. Gerber
© 2014

*The Rise and Decline of Faculty Governance* provides a history of shared governance in American higher education from pre-1876 to the present. In addition to tracing the evolution of faculty decision making, the book presents an important perspective on contemporary debates about the best way to manage America’s colleges and universities. The author also reflects on whether American colleges and universities will be able to retain their position of global preeminence in an increasingly market-driven environment, given that the system of governance that helped make their success possible has been fundamentally altered.

Published by the Johns Hopkins University Press ([www.press.jhu.edu](http://www.press.jhu.edu)), the book is available in hardcover for $60 and in paperback for $30.

Funding the Future: Philanthropy’s Influence on American Higher Education
Alison R. Bernstein
© 2014

The role of private philanthropy in shaping the direction of higher education is becoming increasingly significant, and presidents of colleges and universities are spending much more time fundraising. *Funding the Future* discusses the complex relationship of philanthropy to higher education both historically and today and provides a road map for understanding philanthropy’s influence on American higher education. The book will be of interest to academic leaders, advancement professionals, students of higher education and philanthropy, and others concerned with the future of colleges and universities.

Published by Rowman & Littlefield Education ([www.rowman.com](http://www.rowman.com)), the book is available in hard cover or eBook for $65.

Staying the Course: How Unflinching Dedication and Persistence Have Built a Successful Private College in a Region of Isolation and Poverty
Alice W. Brown
© 2013, 2014

*Staying the Course* explores how the University of the Cumberlands (KY) manages to maintain a high-quality educational environment and to increase its endowment while also holding tuition low and funding students who, even with Pell grants, need extra help to go to and stay in college. How the college built a sustainable financial base is explained in chapters that focus on the kinds of students who attend, the faculty who teach, the administrators who oversee supportive programs, the trustees who guide the college, and the president who shapes dreams and is able to raise the funds to make them a reality. The book describes how merging the values of the past with the information and strategies available today can enable other small private colleges facing similar circumstances to rise above those threats and limitations to become a model for the future of such institutions.

Published by AuthorHouse LLC ([www.authorhouse.com](http://www.authorhouse.com)), the book is available in paperback for $17.

Professors and Their Politics
Neil Gross and Solon Simmons, editors
© 2014

*Professors and Their Politics* challenges the assumption that colleges and universities are “ivory towers of radicalism with the potential to corrupt conservative youth.” Through chapters by leading sociologists, historians, and other researchers interested in the relationship between politics and higher education, the book presents evidence to the contrary. The contributors describe the political makeup of American academia today, consider the causes of its liberal tilt, discuss the college experience for politically conservative students, and delve into historical debates about professorial politics. The book yields new insights into the nature of higher education institutions while challenging dogmas of both the left and the right.

Published by the Johns Hopkins University Press ([www.press.jhu.edu](http://www.press.jhu.edu)), the book is available in paperback and eBook for $50.
Celebrating Achievements

CIC member institutions again appeared prominently in the Chronicle of Higher Education's annual lists of “Great Colleges to Work For.” The 2014 edition reflects survey responses from more than 43,500 faculty and staff members from 278 institutions. Only 42 institutions achieved Honor Roll status by being recognized in multiple categories. On the 2014 Honor Roll of small four-year institutions, four out of the ten colleges are CIC institutions: Daemen College (NY), Gettysburg College (PA), Lynn University (FL), and Texas Lutheran University. In the medium-sized four-year institution category, eight out of the ten institutions are CIC members: Endicott College (MA), Lee University (TN), McKendree University (IL), Nyack College (NY), Rollins College (FL), Texas Christian University (TX), the College of Saint Rose (NY), and University of the Incarnate Word (TX). Even the large four-year institution category includes three CIC members: Baylor University (TX), Saint Leo University (FL), and Southern New Hampshire University.

Lynn University (FL) was one of three universities that earned accolades for technological innovation in June when it was named a 2014 CIO 100 Awards winner. The awards program, produced by IDG Enterprise’s CIO magazine, recognizes organizations that leverage information technology in innovative ways. Lynn was recognized for a project that integrates iPads into student life and classroom learning, with instructional designers tailoring curricula to the strengths of the mobile technology platform.

The IVY Plus Consortium of research universities hosted a symposium in Cambridge, Massachusetts, this spring for college seniors with potential to pursue PhDs in STEM, social science, and humanities fields. Students from several CIC member institutions were selected to participate: Butler University (IN); Colorado College; Kenyon College (OH); McKendree University (IL); Morehouse College (GA); Regis University (CO); Spelman College (GA); St. Edward’s University (TX); Swarthmore College (PA); Tuskegee University (AL); University of Evansville (IN); University of St. Thomas (MN); and Whittier College (CA).

Creating Partnerships

In a partnership developed by the Michigan Colleges Alliance (MCA), the Kalamazoo Promise scholarship program will be expanded to include 15 private liberal arts colleges in the state. The Kalamazoo Promise was launched in 2005 as a universal scholarship program for public high school graduates in Kalamazoo, Michigan, to attend public colleges and universities in the state. Beginning with the class of 2015, MCA institutions will be included in the program: Adrian College, Albion College, Alma College, Andrews College, Aquinas College, Calvin College, Hope College, Hillsdale College, Kalamazoo College, Madonna University, Marygrove College, Olivet College, Siena Heights University, Spring Arbor University, Taylor University.
and University of Detroit Mercy. The MCA institutions will fund the difference in costs between their tuition and attending a public university.

With support from an Andrew W. Mellon Foundation grant, in July ten liberal arts colleges in Pennsylvania formed the Pennsylvania Consortium for the Liberal Arts, an entity designed to help each institution create new cost efficiencies, improve the quality of academic and co-curricular programs, and enhance inter-institutional knowledge and collaboration. The consortium members include Gettysburg, Haverford, Juniata, Muhlenberg, Swarthmore, Ursinus, and Washington & Jefferson colleges.

In the spring 15 institutions began a partnership with CSO Research Inc. (which provides career center automation software to colleges using the Outcomes Survey) to answer the question “What can I do when I graduate?” for students, parents, and the White House College Scorecard. The institutions made three-year commitments to gather first-destination career outcomes data on their graduates, including data on full-time, part-time, and self-employment; graduate school enrollment; military service; and gap year and fellowship program participation. Eight of the 15 institutions in the partnership are CIC members: Rider University (NJ); St. Mary’s University (TX); Saint Martin’s University (WA); St. John Fisher College (NY); Ohio Dominican University; Roger Williams University (RI); Concordia University Texas; and Washington & Jefferson colleges.

This summer the Northwest Five Consortium—a two-year-old collaboration among Lewis & Clark College (OR), Reed College, University of Puget Sound (WA), Whitman College (WA), and Willamette University (OR)—launched its first for-credit, on-the-road course—Foodsystems Northwest—which was open to students from all five campuses and taught by professors from three colleges. Classes created through the partnership allow the colleges to share teaching and study resources, enrich the expertise of faculty, and provide students with broader perspectives. The consortium will develop additional courses across a range of disciplines.

Alvernia University (PA), Benedictine University (IL), Gwynedd Mercy University (PA), Mount Saint Mary College (NY), and the University of St. Thomas (TX) have formed a U.S.-China student exchange consortium, the Alpha Group. Through the partnership’s Study Across America initiative, Chinese exchange students take courses on different campuses and experience American culture in diverse regions. American students also study in China and serve as ambassadors for their home institutions.

Marymount California University in May announced a partnership with the University of Nicosia, a leading independent university in Cyprus. The collaboration expands Marymount’s recently accredited online MBA to the region.

Wilson College (PA) and Vermont Law School forged an articulation agreement that will allow qualified students to earn a bachelor’s degree from Wilson and a master’s degree from Vermont Law in just four years. Through the agreement, students can pursue a bachelor’s degree in environmental sustainability at Wilson, followed by guaranteed admission to Vermont Law’s master of environmental law and policy program.

St. Thomas Aquinas College (NY) recently signed an affiliation agreement with St. John’s University (NY) that will enable St. Thomas students to work toward their master of public health degree at St. John’s while completing a bachelor’s degree. The agreement allows students to pursue the degree through an accelerated program or an early admission program.

Molloy College (NY) has partnered with Collaborative Arts Project 21 (CAP21), a musical theatre conservatory and theatre company, to offer a new bachelor of fine arts degree in theater arts beginning this fall. Students will spend half the week taking classes on Molloy’s campus located outside of New York City.
and the other half studying performance at CAP21’s facility in Manhattan.

In the spring Emerson College’s (MA) Engagement Game Lab (EGL)—in collaboration with the United Nations Development Program, the European Union, and National Youth Council of Moldova—launched an online civic engagement game in Moldova. EGL is an applied research lab that focuses on the development and study of games, technology, and new media to enhance civic life. Using its flagship game platform, Community PlanIt, the EGL developed Community PlanIt: Youth@Work that challenged players to collaboratively develop strategies to lower the country’s high youth unemployment rate. More than 450 Moldovans participated.

**Major Gifts, Grants, and Campaign Successes**

In July Spelman College (GA) announced that it had exceeded its comprehensive fundraising campaign goal, generating $157.8 million, which is the largest amount raised in the history of the institution. The ten-year campaign attracted support for scholarships, academic initiatives, and campus renewal. Of the more than 18,000 donors, a record 12,000 alumnae (71 percent) made a gift to the campaign.

Lilly Endowment Inc. awarded a $7.75 million grant to Wabash College (IN) in July to continue the programs of the Wabash Center for Teaching and Learning in Theology and Religion through 2018.

Swarthmore College’s (PA) capacity to advance liberal arts education received a major boost earlier this year—a $5 million commitment by James B. and Anahita Naefy Lovelace to endow the Frank Aydelotte Foundation for the Advancement of the Liberal Arts. The foundation will highlight the benefits of the liberal arts for individuals and for thriving democratic societies.

This spring the Massachusetts Life Sciences Center awarded a $5 million capital grant to the Life Sciences Consortium of the North Shore, which consists of Endicott College (MA), Gordon College (MA), North Shore InnoVentures, North Shore Community College, and Salem State University. The grant will fund major facility and equipment upgrade projects at the institutions. In June, Roanoke College (VA) received a $5 million donation from Donald Kerr and Morris Cregger—two alumni, board of trustee members, and businessmen. The gift will be used to construct the Kerr-Cregger Field House, which will include a 200-meter track and event seating for 3,500.

In June Huston-Tillotson University (TX) received a $3 million gift—the largest gift in the history of the university—from alumna Ada Cecilia Collins Anderson. The gift, to honor her late daughter, will go toward establishing the Sandra Joy Anderson Community Health and Wellness Center.

Newman University (KS) this spring received a $2.5 million gift from the Adorers of the Blood of Christ, the founding and sponsoring order of the university. The gift will support emerging science initiatives on the Newman campus, including a proposed new science facility. Wilson College (PA) received a $2.3 million gift earlier this year from alumna Sue Davison Cooley for its Reimagining the John Stewart Memorial Library fundraising effort.

The Goizueta Foundation in May awarded Agnes Scott College (GA) a $2 million grant to fund two new programs. The Goizueta Global Leadership program and the Goizueta STEM Success Initiative will prepare women to assume leadership in a global society and to pursue STEM careers, respectively. In July Agnes Scott announced receiving a $1.5 million bequest from alumna Judith Earl Thompson, an artist who dedicated the funds to benefit campus buildings, which she enjoyed photographing. The gift will help renovate a residence hall and the campus center.

West Virginia Wesleyan College this spring received a gift of more than $2 million through the Mary B. Albinson Charitable Remainder Annuity Trust. Wesleyan will name its school of business in honor of Thomas H. Albinson II, who enrolled in the college in 1972. The gift will allow for significant upgrades to business classrooms, endow business faculty development initiatives, and support career-related internships. Earlier this year Stetson University (FL) received a donation of $2 million, bequeathed by Lt. Col. Jesse and Ruth Miles. The gift will be used to fund student scholarships.

Loras College (IA) in May received a $1.5 million donation from William (a 1964 alumnus) and Kathleen Lynch, toward the college’s Inspiring Lives and Leadership: The Loras Legacy campaign. The contribution will help with the renovation of Keane Hall and will support the endowment. Loyola University Maryland will benefit from a $1.5 million planned gift from 1949 alumnus Gordon Erberts. The gift will support programs and initiatives in campus ministry and the office of mission integration. The Amy M. Ryan Professorship in the Liberal Arts was established this spring at Whitworth College (WA). Alumni Dave and Carol Myers donated $1.5 million to endow the position that honors Carol Myers’s grandmother, who attended Whitworth from 1894 to 1897.

**Special Projects**

Incoming 2014 freshmen are eligible to participate in the pilot version of Grand View University’s (IA) new Financial Empowerment Program, which aims to help students and families plan financing for an entire college degree, not just a single year or semester. The program ensures that tuition will increase no more than 2 percent over four years, helps minimize borrowing, and provides students and families with personal financial counseling services.

Mercy College (NY) was featured in the HBO Documentary Films presentation of The University of Sing Sing. The 40-minute film takes viewers inside the walls of the Sing Sing Correctional Facility, where roughly 1,700 men serve time...
often for violent crimes. The film shows the transformative power of education as the men work toward a college degree through Hudson Link for Higher Education, a privately funded nonprofit organization that offers courses to inmates through college partnerships. The Sing Sing program currently has 129 male students enrolled, and those who graduate will receive an associate degree or a bachelor’s of science degree from Mercy College, the lead college at Sing Sing. While almost 50 percent of all U.S. inmates eventually return to prison after release, Hudson Link alumni have a recidivism rate of less than 2 percent.

Campbellsville University (KY) has developed an online chapel to provide online students with the same spiritual opportunities available to those on campus. Developed in partnership with Learning House, the chapel is thought to be the first of its kind in the online educational world. The website features live streaming of regular worship services and an archive of services; an online Bible study center; and a 12-part video about the Old and New Testaments.

Announcing New Programs and Majors
This spring Indiana Wesleyan University’s board of trustees approved the creation of the Bastian Center for the Study of Human Trafficking, thanks to a $1.5 million commitment from university supporters, Edward and Anna Bastian. To be based in the Washington, DC area, the center will help students counter human trafficking and will enable scholars from a wide range of fields to study the problem from diverse perspectives.

Endicott College (MA) this fall began offering two new PhD programs—in nursing and applied behavior analysis—through its Van Loan School. Both programs will include classroom and online instruction.

Centenary College (NJ) began offering a master of health administration degree this fall, the college’s first health-related advanced degree program. The program is designed to address changing health industry dynamics and to appeal to professionals and providers in all sectors of the health industry. Centenary also will offer a BS degree in equine science (pre-veterinary track) starting in fall 2015.

Mount St. Mary’s College (CA) launched a master of fine arts degree in creative writing this fall. Designed as a co-ed, two-year weekend residency program with working adults in mind, the degree will focus on fiction, literary nonfiction, screenwriting, poetry, playwriting, and publishing. Mount St. Mary’s also launched its online program, Portmont College at Mount St. Mary’s, this spring. The online college offers associate degree programs in liberal arts, pre-health science, and business administration.

Concordia College (NY) in July introduced a MSED in early childhood special education, the second master’s degree program in special education offered by the college. The program offers tracks for certified teachers and for individuals who hold a bachelor’s degree in an area other than education. In addition, Concordia launched a new bachelor of science in radiologic technology this fall. Graduates of the program will be eligible to sit for the American Registry of Radiologic Technologists National Certification Examination. This summer, Clarke University (IA) began offering its master of arts in education degree in an online format. Staffed by full-time faculty members, the program enables elementary and secondary school teachers to advance their education with more flexibility. St. Thomas Aquinas College (NY) introduced four new dual-degree programs in teacher education this spring. The programs allow students to earn a bachelor’s degree with teacher certification at the elementary or secondary level and a master’s degree in special education in a five-year time frame in the following areas: childhood education, mathematics, social studies, and Spanish. St. Thomas Aquinas also introduced a new major in biochemistry this spring.

Messiah College (PA) has expanded its graduate offerings with programs in business and leadership. The four fully online graduate programs—master’s in strategic leadership, master of business administration, certificate in leadership, and certificate in management—can be completed in one to three years depending on the program. Beginning this fall undergraduates at Messiah also can major in applied health science (a BS degree with concentrations in pre-professional, pre-physical therapy, and exercise science) and music and worship (a BA degree designed to synthesize music, theology, and the arts to equip students to be effective worship leaders in a church setting).

Nebraska Wesleyan University’s new MBA program begins this fall at the university’s Lincoln campus and Omaha site. Students can choose from five MBA tracks: “classic,” health care management, leadership, accounting, and “design your own.” This fall, Shenandoah University (VA) will launch two new fast-track options within its MBA degree. A new “4+1” option allows students enrolled in the bachelor of business administration degree to earn an MBA with one additional year of classes, and a “2+2+1” option allows community-college transfer students to do the same.

Dominican College (NY) is now offering an advanced certificate in health care management that provides graduate-level classes for health care professionals and qualified managers in a combined evening and online format. Upon completion of the health care credits, participants can seamlessly transition to Dominican’s MBA program with a health care management concentration.

Elmhurst College (IL) announced two new technology-related programs this spring. The School for Professional Studies launched a two-year, online MS degree in data science as well as an accelerated degree completion program in cyber security.

Calvin College (MI) has introduced a bachelor of arts degree in graphic design that emphasizes foundational skills in
business and design. The major draws from courses in the visual arts, communication arts, computer science, and business and emphasizes foundational skills in business and design.

West Virginia Wesleyan College began offering a bachelor of science degree in petroleum and natural gas geophysics this fall. Wesleyan also added a social justice studies major, an interdisciplinary program that focuses on disenfranchisement advocacy movements and social change.

Saint Mary-of-the-Woods College (IN) launched a new health and wellness bachelor of science degree this fall. The program will prepare students for careers as environmental health specialists, epidemiologists, food protection and safety technicians, health promotion and planning developers, researchers, health statisticians, and wellness promoters for businesses.

Beginning this fall, Notre Dame College (OH) will offer a finance major to prepare students for careers in financial management, banking, government, real estate, and financial planning and analysis.

In May, College for America at Southern New Hampshire University announced the launch of the first nationally available, fully accredited $10,000 bachelor of arts in communications degree in the country, offered through a competency-based curriculum designed specifically for working adults and their employers.

New, Planned, and Recently Renovated Facilities

Part of many recent construction and renovations projects totaling $7.5 million on the campus, West Virginia Wesleyan College opened the O’Roark Nordstrom Welcome Center in August. The center is now home to the college’s admissions and financial aid offices.

Lynchburg College (VA) earlier this year dedicated the new Chandler Eco-Lodge, a 2,100-square-foot facility that provides a place for students and others to stay overnight at the college’s Claytor Nature Study Center. The lodge will enhance laboratory opportunities for biology and environmental science students.

Construction crews finished installing a nearly 10,000 square-foot green roof on top of Alverno College’s (WI) new Commons building in July. The green roof—layered systems of soil and plants—will eliminate 152,000 gallons of storm water runoff annually.

Name Changes and Expansions

Franklin College Switzerland officially changed its name to Franklin University Switzerland in April. In July Bay Path College (MA) changed its name to Bay Path University, and College of Mount St. Joseph (OH) changed its name to Mount St. Joseph University.

Franklin University (OH) acquired Urbana University (OH) in April. The agreement will unite both institutions administratively over the next year. Urbana, which has a full 128-acre campus, will operate as the undergraduate division of Franklin, which mostly serves commuter and online students from Columbus. Urbana’s name and academic and athletic programs will remain in use.

Chatham University’s (PA) board of trustees voted to admit men to the institution’s undergraduate college for women beginning fall 2015—the university already admits men to graduate and online programs. Chatham also announced the establishment of a women’s institute whose mission will be to “help overcome and eradicate the social inequalities facing women today.”

Ohio Dominican University (ODU) opened a new location for its Adult and Continuing Education program in Dublin, Ohio. In June, ODU began offering classes on the same suburban campus as its long-time partner, Columbus State Community College—giving Columbus State’s Dublin students the advantage of pursuing their bachelor’s degree at the same location as their associate degree.
CIC Signs Net Neutrality Comments

CIC joined ten other associations to “emphasize the importance of protecting and promoting an open Internet” in comments filed July 18 with the Federal Communications Commission (FCC) regarding its proposed net neutrality rules. (The term “net neutrality” refers to giving equal treatment to flows of information on the Internet.)

The comments state, “Our organizations are extremely concerned that broadband Internet access providers that offer services to the general public...currently have the opportunity and financial incentive to block, degrade, or discriminate against certain content, services, and applications. We thus support strong, enforceable policies and rules to protect and promote an open Internet.” The associations noted that the proposed rules “appear to endorse individually-negotiated contracts that could grant some users expedited transmission and prioritized content, thereby relegateing non-prioritized users [including libraries and colleges and universities] to a ‘slow lane.’” The comments were in response to an FCC call for public comments following a recent decision by a federal appeals court that “allows Internet-service providers to create tiered pricing for certain types of online traffic,” according to the Chronicle of Higher Education.

CIC President Richard Ekman said that CIC is particularly concerned with this issue because “CIC is the only one of the large presidential associations that has ongoing programs for member colleges about libraries and digital resources and on information fluency. These proposed rules changes could have negative consequences for the services that our college libraries provide to students.”

Included in the comments are suggested ways to protect and promote the openness of the Internet. For example, “The FCC should clarify that its rules apply only to those network providers that offer service to the general public and do not apply to private networks that do not serve the general public or to end user Wi-Fi provided by coffee shops, libraries, and colleges and universities.” The comments are posted online:


CIC in the News

In August, CIC’s liberal arts campaign received significant news coverage. The Chronicle of Higher Education published a story, “Now Defending the Liberal Arts on Twitter: A Couple of Cartoons,” on August 20, and Fast Company published “Why Top Tech CEOs Want Employees with Liberal Arts Degrees” on August 28 (see box, page 27).

In July, several journalists covered the CIC/Walmart Foundation Symposium on First-Generation Students in Baltimore, resulting in stories in Diverse: Issues in Higher Education and Baltimore’s Examiner.com. In June, CIC Senior Fellow Georgia Nugent published “Ivory Tower Fails to Make the Grade” in the Huffington Post, and in April she was interviewed on National Public Radio for a piece titled “When Money Trumps Need in College Admissions.” In March and April, the Huffington Post, Diverse: Issues in Higher Education, and Los Angeles Times published columns and articles on CIC’s new Community College Transfer Project. Throughout the spring and summer, local media published many articles related to college participation in CIC’s upcoming leadership and faculty development seminars. Those and many other stories are available at www.cic.edu/CIC-in-the-News.

Staff News and Notes

Barbara Hetrick, senior vice president, represented CIC at the April 28 Degree Attainment Stakeholder Roundtable cosponsored by the Association of Public and Land-Grant Universities (APLU) and the American Association of State Colleges and Universities. In preparation for the roundtable, APLU staff compiled a list of projects undertaken throughout the country and an analysis of those projects. CIC’s initiatives to increase degree attainment include the CIC/Walmart College Success Awards (funded by the Walmart Foundation); CIC/Walmart Foundation Symposium on First-Generation College Students (funded by the Walmart Foundation); Community College Transfer Project (funded by the Kresge Foundation);
Degree Qualifications Profile Consortium (funded by the Lumina Foundation); Consortium for Online Humanities Instruction (funded by the Andrew W. Mellon Foundation); the Project on the Future of Independent Higher Education (funded by the Lumina Foundation); and Building Blocks to 2020 (cosponsored by the National Association of Independent Colleges and Universities).

Also in April, Hetrick addressed the National Community College Coordinating Council (NC4) meeting, held during the American Association of Community Colleges (AACC) annual meeting in Washington, DC. Comprised primarily of community college presidents and chaired by former AACC president George Boggs, NC4’s top priority is to increase the rate of transfer students to four-year colleges. The group was highly interested in CIC’s Community College Transfer Project and asked to be updated on its progress as it unfolds.

In July, Harold V. Hartley III, senior vice president, represented CIC at the American Council on Education (ACE) National Challenge for Higher Education conference in Washington, DC. The conference focused on workplace flexibility and faculty careers. Hartley remarked, “Independent colleges and universities typically excel in providing favorable workplace environments and career flexibility for faculty members. CIC is pleased that ACE is supporting several CIC members as exemplars and helping other institutions be as effective as many CIC colleges already are in terms of faculty career flexibility.”

Cecily Garber joined CIC as Communications Officer-ACLS Public Fellow in July. In this role, she contributes to print and digital publications, edits multimedia, and manages social media—working primarily on CIC’s public information campaign, Securing America’s Future: The Power of Liberal Arts Education, and the College Media Conference. Garber earned a BA in comparative literature from Dartmouth College, an MA in English from the University of London, and a PhD in English from the University of Illinois at Urbana-Champaign. Before coming to CIC, she produced multimedia for Illinois’s College of Liberal Arts and Sciences and worked in other campus communications positions.

Kelsey Sherman joined CIC in August as staff assistant to the president and the senior vice president. Previously, she was project consultant for the Capacity Group in Newport, Rhode Island, where she authored grant requests and issue briefs and conducted business planning research projects. She also served as a teaching assistant at Brown University. Earlier, Sherman worked at the Rhode Island Campus Compact as a project manager, meeting and event organizer, researcher, and report author. In addition, she served as an AmeriCorps VISTA for South Carolina Campus Compact at Converse College. Sherman graduated from Oberlin College (OH) in 2011 with a bachelor of arts degree in politics and French; she recently completed a master of public policy degree at Brown University.

Following four successful years at CIC, Lara Turci, assistant to the president and the senior vice president, left CIC in August to pursue a master’s in educational psychology program at the University of Virginia.

There are several ways to reach CIC.
Let us hear from you.
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Website
CIC’s website—www.cic.edu—is a rich resource of information. Visit the site for news about CIC conferences and programs, to download CIC publications, and for links to CIC member colleges and universities.

Listservs
Through listservs, CIC links a national network of people who lead and staff private colleges and universities. The service is free, and the listservs are reserved exclusively for CIC member institutions.

To join the discussion groups, send your request for a specific list via email to cic@cic.nche.edu. Make sure to include your name, title, and institution. If your request is approved, your name will be added to the appropriate listserv. You will receive an email confirmation.

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# 2014–2015 Calendar of Events

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<td>Project on the Future of Independent Higher Education Steering Committee Meeting</td>
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<td>NetVUE Chaplaincy Conference</td>
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<td>Consortium for Online Humanities Instruction Regional Meeting</td>
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<td>CIC Board of Directors Executive Committee Meeting</td>
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<td>NetVUE Scholarly Resources Project (Seminar 2, Session 2)</td>
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<td>Presidential Vocation and Institutional Mission Seminar</td>
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<td>Information Fluency in the Disciplines Workshop</td>
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<tr>
<td>March 26–28, 2015</td>
<td>NetVUE National Conference</td>
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