Record-Breaking NetVUE Conference Focuses on Intellectual, Theological Exploration of Vocation

Exploring the theme, “Sustaining the Theological Exploration of Vocation,” the third national conference of CIC’s Network for Vocation in Undergraduate Education (NetVUE) took place March 26–28, 2015, at the historic St. Louis Union Station Hotel in St. Louis, Missouri. The largest NetVUE Conference to date, more than 500 participants representing 149 institutions (nearly 80 percent of NetVUE members) participated in the event. They included many presidents and chief academic officers from NetVUE campuses along with vocation program directors, faculty members, chaplains, and leaders from student life and advising programs. Participating institutions represented a broad spectrum of religious affiliations as well as colleges not associated with a religious denomination.

Distinguished speakers included Jennifer A. Lindholm, assistant vice provost in UCLA’s division of undergraduate education, who presented on spiritual and religious connections in the lives of college faculty members; a panel of chief academic officers, Maria J. de la Cámara of Benedictine University (IL), Judith A. Muyskens of Nebraska Wesleyan University, and R. Richard Ray of Hope College (MI), who explored strategies to align institutional mission, culture, and resources; Krista Tippett, creator and host of the public radio show, On Being, who discussed seeking meaning in an uncivil age; and Jonathan L. Walton, Plummer Professor of Christian Morals at Harvard University, who spoke on the vocational call to social justice.

Concurrent workshops explored practical aspects of campus programs, including Connecting Campus Chaplaincy with Vocational Exploration, Finding Vocation in Interfaith Engagement, Future Jobs as Callings, and NetVUE Scholarly Resources: What We Are Learning. Campus presentations also provided insights into effective approaches to programs for the exploration of vocation.

(See story, page 12)
Lessons Learned from CIC’s Liberal Arts Campaign

By Richard Elman

With CIC’s public information campaign, Securing America’s Future: The Power of Liberal Arts Education, about two-thirds of the way through its planned path, now may be an opportune moment to take stock of the campaign’s effectiveness. How does one know that a public information campaign has in fact changed people’s perspectives? Some lessons are already apparent.

As the first wave of campaign activity focused on traditional journalists, CIC Senior Fellow S. Georgia Nugent and I visited many higher education reporters and quickly learned that we should include in our itineraries personal finance, economics, and business reporters, as well as those on the education beat. Invariably, the data we brought to these meetings were of interest, and for many journalists they were startlingly new. For several months following these visits, their news articles and opinion pieces usually reflected the facts that we had emphasized, but after six or eight months the journalists often returned to reciting the old canards about the unaffordability of private higher education and the irrelevance of the liberal arts. The lesson we learned is that talking with journalists is effective, but the same journalists need to be visited frequently in order to reinforce the message and to add new information to their understanding of issues.

A second component of the campaign has been to gather written and video testimonials from both older and younger alumni of CIC colleges and universities. The testimonials have been spectacular in their eloquence. Graduates of CIC colleges speak with deep conviction about many aspects of the undergraduate experience that contributed to their personal transformation and professional success. One lesson we learned is that the truly famous alumna or alumnus—almost every college has one or two—does not always offer the most persuasive testimonial for a 17-year-old. Often the most influential testimonial to the 17-year-old is from the alumna who is 10–15 years past graduation, currently in a mid-level job, advancing rapidly in his or her profession, starting a family, active in community leadership positions—and who is slightly younger than the high school student’s own parents.

A third element of the campaign has been speeches. Georgia and I have spoken to many groups, some composed of academic leaders, others of business leaders. CIC’s State Fund Members—organizations that represent the private colleges in a state and raise money on their behalf—have been superb partners in the efforts to extend the messages of the campaign to wider audiences. In addition to formal speeches, the focus groups we’ve convened—of business leaders, guidance counselors, high school students, and college officials—have taught us a lot. If we were starting over, we would arrange more focus groups, especially of people outside higher education.

Another dimension of the campaign has been empirical studies of the performance of our sector of higher education in comparison with other sectors. CIC has a small research staff and modest funds to commission outside experts to conduct research, so we have worked carefully to choose among many research questions those that are likely to provide answers to some of the most frequently asked questions. The first study focused on student debt. The data we assembled demolished the myths about indebtedness that the media and public officials have promulgated. Other studies to date have taken up such topics as the role of small colleges in preparing STEM professionals and the graduation rates of “at risk” students from private colleges. One hard lesson we have learned is that doing solid research is not enough. CIC needs to call attention to the reports in order to break through the assumptions of prospective readers that the report will not say anything new. It is necessary to plan for larger print runs and mailings—both of complete reports and selected highlights—and for more aggressive electronic distribution. CIC also should appeal to CIC members to talk about the reports with their trustees, local journalists, and policy officials, and to encourage presidents to write their own essays that use the data and the arguments.

The Power of Liberal Arts Education

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“The data that we assembled demolished the myths about indebtedness that the media and public officials have promulgated.”

A big surprise in the campaign has been the importance of social media. We had assumed that “tweeting” 140 characters to high school students and their parents who might be followers would have only modest impact. But CIC’s Twitter presence through avatars “Libby” and “Art” has expanded rapidly, which suggests that the ability to respond quickly to high school students and their parents and to counter false information about the liberal arts and private higher education has been crucial (see page 27). More recently, CIC has branched out to Facebook and YouTube to disseminate alumni testimonials and advance other campaign materials. It is the Twitter activity, however, that appears to be the most effective. All of us (and I include myself in this) need to learn to do more in this medium.

Another pleasant surprise was our foray into the world of high school guidance counselors. Never before had CIC sent a team to the gigantic annual meeting of the National Association for College Admission Counseling (NACAC), where hundreds of guidance counselors stopped at CIC’s booth and said that they were desperate for materials about liberal arts colleges to give to students. We quickly prepared a brochure that lists the names of CIC colleges in each state. Even this rudimentary tool is being gratefully received as a valuable starting point for guidance counselors—those launched by our sister organizations—Phi Beta Kappa, the American Academy of Arts and Sciences, among others. With the capacity to amplify the campaign’s message, CIC has had significant impact, but the order of magnitude of this activity is small. For comparison, note that the University of Phoenix’s marketing budget for one recent year was $160 million. Yet, with more than 600 Institutional Members and dozens of affiliated state, regional, and national organizations, CIC does have the capacity to amplify the campaign’s message.

Furthermore, our campaign is taking place simultaneously with those launched by our sister organizations—Phi Beta Kappa, Association of American Colleges and Universities, and American Academy of Arts and Sciences, among others. With care among us to avoid duplication and contradiction and to reinforce one another’s messages, we all benefit in public perception, even when the message of each project is slightly different. I hope CIC members will continue to be active in the campaign and help us continue to achieve good results.

To learn more about recent campaign developments, see www.cic.edu/LiberalArts.
New Members Elected to the Board of Directors

The CIC Board of Directors elected seven new members during its January 2015 meeting.

Richard B. Artman has been president of Viterbo University (WI) since 2006. Previously, he served as president of Siena Heights University (MI) and as vice president for student affairs and assistant professor of education at Nebraska Wesleyan University. Earlier, he held positions as assistant to the vice president for student affairs, ombudsman, acting dean of students, and assistant dean of students and international student advisor at the University of Miami.

Nancy J. Cable was appointed president of the Arthur Vining Davis Foundations in October 2012. Earlier, Cable served as vice president and senior advisor to the president of Bates College; she also served as interim president from 2011 to 2012. Previously, she held senior administrative and faculty positions at the University of Virginia and was vice president and dean of admission and financial aid at Davidson College. Cable also was vice president for student development and dean of students at Guilford College (NC) and held several administrative and faculty positions at Denison University (OH).

Robert R. Lindgren is in his ninth year as president of Randolph-Macon College (VA). Previously, he served as vice president for development and alumni relations at Johns Hopkins University for more than a decade. He worked at the University of Florida from 1979 to 1994, serving as vice president for development and alumni affairs and in related roles.

Juan Olivas is the seventh president of Aquinas College (MI). Prior to this appointment in July 2011, he served as president and CEO of the Kalamazoo Community Foundation. Previously, he was president of Grand Rapids Community College and dean of the college’s institutional research office. He also served as CEO of the Community Learning Enterprise and held several leadership positions in the Grand Rapids Public School district.

Lynn Pasquerella is the 18th president of Mount Holyoke College (MA) and a Mount Holyoke graduate. Previously, she was provost of the University of Hartford and vice provost for academic affairs and dean of the graduate school at the University of Rhode Island. She also has taught philosophy courses at each of the institutions she has served, as well as the Brown University School of Medicine. She hosts The Academic Minute, a WAMC Northeast Public Radio program, and Difficult Dialogues: Voices from the Valley, a public access television show.

Lisa Marsh Ryerson became president of the AARF Foundation in 2013. In that role, she sets the strategic direction for the organization and leads its development and social impact initiatives. Previously, she served as president and CEO of Wells College (NY) for 18 years. Earlier, Ryerson was interim president and executive vice president, dean of students, associate dean of students, and assistant director of admissions at Wells College.

Beck A. Taylor became the 18th president of Whitworth University (WA) in July 2010. Previously, he served as dean and professor of economics at the Brock School of Business at Samford University (AL). Earlier, he was associate dean for research and faculty development at Baylor University’s (TX) Hankamer School of Business, where he also was graduate program director in the department of economics and the W.H. Smith Professor of Economics. In addition, Taylor has served as director, vice president, and consultant at several financial management organizations.

For more information about the new Board members, visit www.cic.edu/2015PIndependent.

2015 Presidents Institute Explored the ‘Power of Independent Colleges,’ Hosted University Rectors from Mexico

CIC’s 2015 Presidents Institute explored the theme, “Power of Independent Colleges: Better Education, Better Outcomes,” and other key issues of presidential leadership. The 35th annual Institute, which took place in San Diego, California, January 4–7, 2015, drew a record number of 372 presidents as well as 184 spouses and a total of 769 registered participants.

The Institute welcomed leaders of several international institutions, including participants from Bulgaria, Canada, Costa Rica, Greece, Lithuania, Morocco, and Switzerland. For the first time, the Institute hosted a delegation of 16 private university rectors and higher education leaders from Mexico. Members of the delegation participated in a Mexico and U.S. Independent Higher Education Leadership Summit, delivered remarks at the Institute’s opening session, and presented at concurrent sessions—discussing opportunities to develop new partnerships between U.S. and Mexican colleges and universities and parallels to campus challenges.

Opening the Institute, Cathy N. Davidson, Distinguished Professor of English in the PhD program and director of the Futures Initiative at the Graduate Center, City University of New York, delivered an engaging address on educating students to think in the digital age. Michael T. Nettles, senior vice president and Edmund W. Gordon Chair of the Policy Evaluation and Research Center at Educational Testing Service, provided an in-depth look at recent trends in improving educational opportunities and outcomes for underrepresented students. A plenary session on “Lessons from the Past for Leadership Today” featured David W. Blight, Class of 1954 Professor of American History and director of the Girard Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University; Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature at Harvard University; and Rebecca S. Chopp, chancellor of the University of Denver (CO). A closing plenary session on “Presidential Strategies for Effective Governance” featured Thomas F. Flynn, president of Alvernia University (PA); Lee Pelton, president of Emerson College (MA); Susan Renseck Pierce, president emerita of the University of Puget Sound (WA); and William E. Troutt, president of Alvernia University (PA).

During an awards banquet, CIC presented the Award for Philanthropy (Organization) to the James S. Kemper Foundation, which in cooperation with many CIC member institutions has advanced philanthropically its belief in the value of a liberal arts education as the ideal preparation for life and work by supporting students with need and promise. CIC presented the Award for Philanthropy (Individual) to the Emmy-Award winning journalist Roger Mudd, who has endowed his alma mater, Washington and Lee University (VA), with a center that promotes dialogue, teaching, and research about public and professional ethics.
MEETINGS AND EVENTS

FULL PRESIDENTS INSTITUTE COVERAGE

Videos of the plenary sessions and banquet addresses as well as presentations and handouts from many Institute sessions are available on the CIC website: www.cic.edu/2015PresidentsInstituteResources.

Excerpts from selected 2015 Presidents Institute plenary and concurrent sessions follow. For full coverage of the Institute, visit www.cic.edu/2015CPIndependent.

EDUCATING STUDENTS TO THINK IN THE DIGITAL AGE

In her keynote address, Cathy N. Davidson discussed the importance of college, empowering students, and educating students to think in the digital age. In addition to her positions at City University of New York, she also is a cofounder of HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory), a virtual network of more than 14,000 innovators worldwide dedicated to “Changing the Way We Teach and Learn.” Davidson asked plenary participants to work in pairs and list ways their colleges currently empower students for the challenges of the digital age as well as what additional activities their colleges could do to encourage their students further. She then described eight ways colleges can educate students for empowerment:

1. Practice digital literacy
   “You can’t teach students about the web—they have to do the web. The web is about interaction.” Davidson suggested that instead of writing for the teacher, instructors should have their students publish online.

2. Think critically, contribute creatively and publicly
   “I would never underestimate the importance of critical thinking, but if you only teach students how to be negative, how to find out what’s wrong with a plan, then you’re disempowering them from going forward and actually doing something.” Davidson recommended students learn how to criticize an idea, but also to engage in productive class projects.

3. Rethink liberal arts for resilient global citizens
   “There’s been such bad mouthing of the liberal arts. I think one of the reasons is that we’ve not done a very good job of connecting all the ways in which the liberal arts empower people in everyday life.” She said that students can engage in community projects that empower both the students and community and involve many academic disciplines.

4. Let students take the lead
   Davidson said teachers should empower students so that they are leaders in the classroom, stimulating students to invent and explore solutions to problems.

5. Make sure we value what we count
   She stated that higher education has to change what it values or K–12 cannot change. For example, if colleges do not value students learning how to critique an idea, but also to engage in productive class projects.

6. Have empathy
   Davidson remarked, “Having empathy for our faculty, our students, and ourselves is very important. Most of us in this room were born before the internet was invented and we learned many skills that aren’t terribly relevant today. We might feel like we are doing the same great job we used to do [but are no longer being rewarded]. Having empathy and managed expectations is hugely important.”

7. Make alliances with other change makers
   She said it is crucial to make and build alliances with other higher education change makers to move forward, and participating in conferences such as the Presidents Institute can help.

8. Just do it
   Change and creating something new are perceived as difficult. But there are countless examples of a few people who led great change or made great creations.

In discussing the need to increase enrollment and graduation rates of underrepresented students, Nettles said: “To attempt to solve retention and graduation problems, college leaders are likely to look internally to fine-tune their recruitment, admissions and financial aid efforts, and the social and academic environments on campus. These are indeed appropriate places to begin… We cannot, however, ignore the thorny world that your students emerge from prior to entering college nor the world that they face when they graduate—a world that provides different, unequal incentives and rewards based upon race.”

Nettles urged higher education leaders to play a role in the pursuit of equity and equality in the U.S.—starting before the college-admission process to address achievement gaps that begin early in a child’s life and compound over time. He noted that the best way to prepare students for college is to “preampt the development of gaps at the outset with high-quality preschool and early learning programs and effective interventions throughout the K–12 years.”

At the postsecondary level, Nettles noted that many initiatives have been effective at recruiting, enrolling, retaining, and graduating minority and low-income students. He highlighted the advantages of recent Promise Zone initiatives, such as the Kalamazoo Promise in Michigan. These place-based community collaboratives offer scholarships or full tuition to encourage high school students to achieve academically and succeed in college.

Nettles said that along with financial support, some initiatives provide social support for students for whom the college culture can be quite alien—employing mentors to advise and coach students while they are in high school and in college on the value of entering, staying in, and completing college. He noted, however, that higher education leaders can work to improve these initiatives, which sometimes lack broad-scale community...
Enthusiasm Dominated at Inaugural Presidents Governance Academy; Second Academy to Take Place in July

“I was fortunate to participate with 20 other university presidents in CIC’s initial Presidents Governance Academy. We found those two days rich in wisdom and practical advice about ways to strengthen governance policies and practices as well as increase effective president-board relations,” stated William J. Hynes, president of Holy Names University (CA).

CIC’s Presidents Governance Academy (PGA) is a two-day intensive and highly participatory workshop for CIC member presidents to strengthen governance policies and practices and to sustain effective president-board relations. The Academy focuses exclusively on the perspective of the independent college president. It respects the division of authority on which shared governance depends, but it is premised on the belief that the president must have both the tools and the mandate to exercise effective leadership.

The inaugural PGA workshop took place in San Diego, California, January 3–4, 2015, immediately prior to the 2015 Presidents Institutes. Presidents of 21 CIC member colleges and universities participated in the program, which included discussions on such topics as board membership and committee structures, bylaws provisions, trustee education and board development, effective board meetings and retreats, shared governance, and strategies for strengthening president-board relations. Richard T. (Tom) Ingram, CIC senior advisor for president-board relations and president emeritus of Allegheny College, led the Academy. Eileen Wilson-Oyelaran, president of Kalamazoo College (MI), provided after-dinner remarks titled “It’s More Than Giving: Leveraging Trustees for Institutional Vitality.”

“Good governance and management are the key to financial health. We’ve seen example after example that when things go wrong in these areas, all the rest can quickly unravel.”

—Eva H. Bogaty, Moody’s Investors Services

The extremely well-selected readings, the mixture of theory and practice, the diverse and in-depth experience of our two leaders, as well as the myriad innovative practices in the institutions that were represented, all contributed to a high value experience. “This is a rare, valuable, and immediately useful opportunity,” said Judith M. Greig, president of Notre Dame de Namur University (CA) and a participant in the January Academy.

Mary Eileen O’Brien, OP, president of Dominican College (NY) and another participant in the January Academy, reflected: “I strongly recommend the Presidents Governance Academy to other presidents. The advance readings and discussion about the increasing importance of the committee on trustees were particularly helpful.” Participants valued the opportunity to review board bylaws one-on-one with another president and to receive recommendations from the program facilitators and their colleagues. “The exercise and feedback were helpful and will be a great resource to share with appropriate trustees,” commented Steven E. Titus, president of Iowa Wesleyan College.

The Presidents Governance Academy will be offered again July 27–28, 2015, at the Meritage Resort in Napa, California. Based on the feedback of participants and facilitators in the first offering, the program has been refined to include greater emphasis on shared governance and to provide additional roundtable discussions. Optional wine tastings and excursions in the Napa Valley area will be available for spouses and partners who want to accompany presidents.

Thanks to the generous support of the Henry Luce Foundation, the registration fee is only $500, which covers the program, meals and refreshments, resource materials, and telephone consultation with the Academy’s leaders throughout the year. For more information and to register for the July program, visit www.cic.edu/GovernanceAcademy.
2014 Institute for Chief Academic and Chief Financial Officers Focused on Fostering Partnerships for Institutional Success

With the theme, “Fostering CAO-CFO Partnerships for Institutional Success,” the 2014 Institute for Chief Academic and Chief Financial Officers provided a framework for reflection and action on pressing issues of mutual concern, exploring the collaborative efforts of these two senior administrators and the challenges they face.

An Institute session on CAO-CFO partnerships featured (from left to right) R. Richard Ray and Thomas Bylsma of Hope College (MI), and Johnella Butler and Robert Flanigan of Spelman College (GA).

The Academic Affairs/Advancement Partnership—Mission, Message, Market—and Money: Pathways to Good CAO-CFO Relationships

For full coverage of the 2014 Institute for Chief Academic and Chief Financial Officers, including the articles below, visit www.cic.edu/2014CAOIndependent.

• Bridging the Gap between Digital Natives and Digital Immigrants

In his keynote address, Arthur Levine shared his analysis of the current generation of college students and what these new students’ behaviors and attitudes mean for colleges and universities.

• Information Technology in Higher Education: What’s Next?

Diana Oblinger discussed the many ways that enhancing digital engagement with students leads to deeper learning and strengthens colleges and universities.

• Helping Low-Income, High-Achieving Students Succeed

Caroline Hoxby explained why few low-income, high-achieving students apply to selective colleges and what colleges can do to encourage their applications.

• Tuition Discounting and Resetting

In the closing plenary session, Donald J. Farish, Elizabeth A. Fleming, and John M. McCardell, Jr. shared how they have changed their institutions’ tuition models with success in recent years.

• Pathways to Good CAO-CFO Relationships

Two pairs of CAOs and CFOs—Johnella Butler and Robert Flanigan of Spelman College (GA) and R. Richard Ray and Thomas Bylsma of Hope College (MI)—discussed how CAOs and CFOs can work together to understand and advance the mission of the institution.

• Evaluating Non-Traditional Scholarship for the Tenure and Promotion Process

Kristine M. Bartanen of the University of Puget Sound (WA) and R. Joseph Dieker of Cornell College (IA) presented effective guidelines and institutional processes for evaluating nontraditional scholarship.

• Strategies for Complying with the Affordable Care Act

Allen T. Steinberg of the University of Sioux Falls (SD), and Tracy Espy of Pfeiffer University (NC) discussed how the Affordable Care Act is affecting colleges and universities and potential solutions to related challenges.

Podcasts of the plenary sessions as well as slideshow presentations and handouts from many Institute sessions are available on the CIC website at www.cic.edu/2014CAOresources.

Award was Mark Braun, provost of Gustavus Adolphus College (MN). The award honors an individual who has contributed in an exemplary way to encourage the role and work of the private college CAO.

MARK YOUR CALENDAR

43rd Annual Institute for Chief Academic and Chief Advancement Officers

Mission, Message, Market—and Money: The Academic Affairs/Advancement Partnership

November 7–10, 2015 • Baltimore, Maryland
NetVUE Conference Features Noted Vocational Exploration Speakers (Continued from page 1)

Jennifer A. Lindholm of UCLA addressed the topic of “Investing in Vocational Development” and urged campus leaders to recognize their institutions as places where “the life of the mind and the life of the spirit come together.”

College leaders need to recognize campuses as places where “the life of the mind and the life of the spirit come together,” said Jennifer A. Lindholm in her opening address at the 2015 NetVUE Conference. Lindholm is UCLA assistant vice provost for undergraduate education and author of The Quest for Meaning and Wholeness: Spiritual and Religious Connections in the Lives of College Faculty (2014). A supportive institutional ethos, said Lindholm, is created when faculty members are free to express their own spiritual quest for meaning and purpose. To counter social fragmentation, she recommended that faculty members, staff, and students work toward a transcendence of self that connects inner commitments with learning and service.

Lindholm also reminded participants that “graduation is not a finish line.”

Three chief academic officers—Maria J. de la Cámara of Benedictine University (Ill.), Judith A. Moyskens of Nebraska Wesleyan University, and R. Richard Ray of Hope College (MI)—reflected on how their campuses work to align institutional mission, culture, and resources to sustain the intellectual and theological exploration of vocation. They discussed their strategies for student engagement, curricular redesign, and faculty development. De la Cámara described how Benedictine University wove the vocational hallmarks of a Benedictine education—prayer, humility, and hospitality—into two required interdisciplinary seminars designed for a religiously-diverse student body. One course focused on the Catholic intellectual tradition and the other course explored human dignity and the common good. She also discussed a course titled “Why Work?” that theology and business faculty members jointly taught. Muyskens explained how faculty and staff members used personal stories to communicate with students about vocational journeys, a strategy used in advising processes and community service engagement. Ray observed that “the faculty members are the curriculum” in the memories of college graduates. He suggested that younger faculty members be “re-formed” through campus-specific workshops and seminars, away from the narrow focus of doctoral research to the wide scope of responsibility for undergraduate formation, including theologies of calling. All three panelists emphasized that developing a shared institutional mission and ethos is critical to effective vocational initiatives.

National Humanities Medal recipient Krista Tippett pondered how to weave the inner life with common public life. She observed that “we are in the midst of a reformation of our public institutions” but that we don’t yet know the newer forms that will be effective in expressing who we are to each other. Tippett described common life as a new frontier that calls for an education built from deep religious questions to new approaches for common conversation. She emphasized the use of “transformative words” to broach difficult topics such as race, income inequality, and the mingling of faith and science. Tippett encouraged NetVUE leaders to see the cultivation of civil conversation as a spiritual calling in which colleges teach students to ask big questions. She closed by noting that each person must learn to “live the questions so that you grow into the answers” and develop communities of respect and understanding.

Jonathan L. Walton, professor of religion and society at Harvard Divinity School and Pusey Minister at Harvard’s Memorial Church, observed that at times millennials seem to “reside at the intersection of Ambiguous Avenue and Paradox Place.” Because of this, he asked conference participants to help students differentiate between a vision and a stare, “to see things according to their potential” instead of with a calloused apathy sometimes generated by mass information. Walton distinguished between a pragmatic intelligence and a prophetic intellect. The latter asks, “Is it possible to live differently?” and was the question often posed by Martin Luther King. Walton encouraged educators to use the liberal arts foundations of undergraduate education to replace morally-neutral information with insights that are “generative and productive.” Finally, Walton said that students must be prepared to act in ways that call them to “an intolerance for injustice” and the willingness to step “beyond comfort and convenience.”

Conference participant Jonathan L. Reed, provost and vice president of academic affairs at University of La Verne (CA), remarked, “The four members of our team were profoundly impacted by the conference, which helped us focus our ongoing energies at La Verne in clear and relevant ways.”

Many concurrent sessions led by campus teams probed faculty and staff development strategies, holistic student advising, and incorporation of vocational thinking and practice into the curriculum and instructional practices. These sessions highlighted how the intellectual and theological exploration of vocation can lead to high-quality learning and holistic student development.

With a total of 186 institutional members, NetVUE serves as a nationwide network of colleges and universities that enriches the intellectual and theological exploration of vocation among undergraduate students. The initiative is administered by CIC with generous support from Lilly Endowment Inc. and membership dues. For more information about NetVUE and the 2015 conference, visit www.cic.edu/2015NetVUEConference.
**CIC Announces 2015–2016 Executive Leadership Academy Participants**

CIC is pleased to announce that participants have been selected for the 2015–2016 Executive Leadership Academy (ELA). Twenty-three nominees, drawn from several divisions of the institution, were selected for participation in the year-long program that prepares provosts and vice presidents for presidencies. The program includes two national seminars, readings, webinars, structured mentorship guidance, and considerable emphasis on individualized experiential activities designed to “fill the gaps” in participants’ professional experience so that they are ready to assume all responsibilities in a president’s portfolio.

The opening seminar will take place July 16–18, 2015, in Washington, DC, and the closing seminar will take place June 20–22, 2016, also in Washington. A participant in the 2014–2015 ELA recently said of the program, “This has been a very fruitful program. It provided a great structure around which to focus on my personal development, and I feel much more confident and prepared for the next steps in a presidential search.”

The ELA is cosponsored by CIC, the American Academic Leadership Institute (AALI), and the American Association of State Colleges and Universities. Tom Kepple, president of AALI and president emeritus of Juniata College (PA), is the program director.

**EXECUTIVE LEADERSHIP ACADEMY SUCCESS**

- 68% of participants in the first ELA (2009–2010) have since been appointed as president or chancellor.
- 21% of participants in the most recent ELA (2013–2014) have already “moved up” in the higher education ranks.

**EXECUTIVE LEADERSHIP ACADEMY PARTICIPANTS (2015–2016)**

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<tr>
<th>Institution</th>
<th>Position</th>
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<tbody>
<tr>
<td>Allegheny College (PA)</td>
<td>Brian Dalton, Vice President for Enrollment and College Relations</td>
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<tr>
<td>Allegheny College (PA)</td>
<td>Sue Studtner, Executive Vice President and Chief Operating Officer</td>
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<tr>
<td>Augustana College (SD)</td>
<td>Susan Haseler, Senior Vice President for Academic Affairs and Dean</td>
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<td>Concordia University, St. Paul (MN)</td>
<td>Eric LaMott, Senior Vice President and Chief Operating Officer</td>
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<td>Daniel Silber, Vice President for Academic Affairs and Dean of the College</td>
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**College Media Conference**

**New Media, Innovative Strategies, Important Connections**

**JUNE 29–JULY 1 • CAPITAL HILTON • WASHINGTON, DC**

CIC invites campus communications professionals to register now for the 2015 College Media Conference. This 29th annual event will help PR and media relations officers prepare news materials that produce results, develop effective media relations and communications techniques, and make contacts with some of the nation’s top journalists and campus news professionals. Participants will hear from representatives of the New York Times, Wall Street Journal, Washington Post, National Public Radio, CBS This Morning, USA Today, CNN, Politico, ABC News, Chronicle of Higher Education, Inside Higher Ed, Science News, Huffington Post, Vox, and Nexhinger Report, among other media.

Register today at [WWW.COLLEGMEDIACONFERENCE.ORG](http://WWW.COLLEGMEDIACONFERENCE.ORG).
CIC Selects 2015–2016
Senior Leadership Academy Participants

In February, CIC announced the participants who have been selected for the 2015–2016 Senior Leadership Academy (SLA). Twenty-eight nominees, drawn from several divisions of the institution, were selected for participation in the year-long program that prepares mid-level administrators and faculty leaders for vice presidencies. The program includes two national seminars, readings, webinars, structured mentorship guidance, and individualized experiential activities designed to enhance participants’ professional experience so that they are ready to assume all responsibilities in a vice president’s portfolio upon completion of the program.

The opening seminar will take place in Baltimore, Maryland, November 6–8, 2015, and the closing seminar will take place in Washington, DC, June 23–25, 2016. “The SLA provides a great opportunity for personal development, interaction with peer leaders, and an eye-opening examination of the various concerns of collegiate administration.” So many academics exist in insular environments that the opportunity to interact with peers and learn about different practices, experiences, and institutions is inspiring,” remarked two participants in the 2013–2014 Senior Leadership Academy.

CIC Selects 2015–2016
Senior Leadership Academy Participants (2015–2016)

CIC and the American Academic Leadership Institute (AALI) cosponsor the SLA. Tom Kepple, president of AALI and president emeritus of Juniata College (PA), is the program director.

SENIOR LEADERSHIP ACADEMY SUCCESS

68% of participants in the first SLA (2010–2011) have since moved up to more responsible positions

19% of participants in the most recent SLA (2013–2014) have already earned promotions

Albion College (MI)
Andrew French
Professor of Chemistry

Austin College (TX)
Dawn Remmers
Executive Director of Institutional Research and Registrar

Barton College (NC)
Susan Bane
Associate Professor of Allied Health and Science, Director of the Honors Program, and Women’s Health Physician

California Lutheran University
Marilyn Maxwell-Dobbert
University Pastor

Central College (IA)
James Shriver
Associate Dean for Curriculum and Faculty Development

Chapman University (CA)
James Cayle
Director of the Center for Global Education

Coker College (SC)
William Carwell
Associate Provost for Academic Affairs

Drew University (NJ)
Wyatt Evans
Director of the History and Culture Program

Elizabethtown College (PA)
David Kenley
Director of the Center for Global Understanding and Peacemaking

Griswold College (IA)
Maria Tapia
Associate Dean of the College and Advisor to the President for Diversity

Hilbert College (NY)
Walter Swansensko
Dean of Adult and Graduate Studies

Holy Cross College (IN)
Joan Alonso
Associate Vice President for Academic Affairs

Kalamazoo College (MI)
Brian Dietz
Associate Dean of Students

Luther College (IA)
Jon Christy
Director of Assessment and Institutional Research

McKendree University (IL)
Bill Brauer
Dean of Curriculum and Academic Affairs

Meredith College (NC)
Elizabeth Wallinger
Dean of the School of Natural Sciences and Mathematics

Moravian College (PA)
Carol Traupman-Carr
Dean of Curriculum and Academic Programs

Saint Joseph’s College (IN)
Chad Pulver
Associate Vice President for Academic Affairs

Shenandoah University (VA)
Miles Davis
Dean of the Harris F. Byrd School of Business

Spelman College (GA)
Mark Lee
Chair of the Biology Department

St. Edward’s University (TX)
Tracy Mainier
Associate Vice President and Dean of Admission

Texas Wesleyan University
Steven Daniel
Dean of Arts and Letters

The College of St. Scholastica (MN)
Aileen Beard
Dean of the School of Sciences

The University of Findlay (OH)
Julie McIntosh
Dean of the College of Education

Virginia Union University
Michael Orak
Dean of the School of Humanities and Social Sciences

Whitman College (WA)
Lala Peñate
Associate Dean for Faculty Development

Wittenberg University (OH)
Jonathan Duraj
Associate Dean of Students

The 2014–2015 Senior Leadership Academy opening session, which took place in Portland, Oregon, October 31–November 2, 2014, including presentations by Susan Palmer, vice president for finance and administration at the College of St. Benedict (MN), and Chris Kimball, president of California Lutheran University.
Senior Administrators Explored Presidential Vocation and Institutional Mission at Winter Seminar

Serving as a college or university president is often a fulfilling and rewarding occupation, but it is never an easy one, and presidents must be able to remind themselves of what called them to their work and to focus on the positive impact of their efforts. That was the message of Laurie M. Joyner, president of Wittenberg University (OH), who spoke to participants at this winter’s Presidential Vocation and Institutional Mission seminar, held February 23–24, 2015, in Peachtree City, Georgia. For the second time in the year-long program, senior administrators who aspire to the presidency, most accompanied by their spouses or partners, met to consider vital questions about presidential leadership, probe what makes work fulfilling and meaningful, and facilitate finding joy in that work.

The winter meeting strengthened relationships that developed during the summer seminar, which was held July 13–16, 2014, in Stowe, Vermont. A confidential and supportive environment provided prospective presidents and their spouses and partners answer personal and sometimes spiritual questions from Robert N. Bellah and associates’ Individuals and Commitment in American Life. The readings and group discussions explored how presidencies can be longer and group discussions explored how presidencies can be longer and more meaningful if they are aligned with the mission of the institution he or she serves.

In addition to taking part in the two seminars, participants also engaged in individual conversations with program facilitators throughout the fall and into spring. “I walk away with wonderful practical information about what it takes to pursue a presidency,” said Kimberly P. Blair, vice president for institutional advancement at Ferrum College (VA). “But as so many of our colleagues stated in our closing session, I also walk away with tools to further explore my calling, and I have found a community of friends, mentors, and advisors to seek counsel, advice, encouragement, and balance.”

CIC senior advisor for the program, William V. Frame, president emeritus of Augsburg College (MN), served as program facilitator along with Donna M. Carroll, president, Dominican University (IL); Joel L. Cunningham, vice chancellor emeritus and professor of mathematics, and Trudy Cunningham, retired presidential spouse, Sewanee: The University of the South (TN); and B. David Rowe, president, and Jodi Rowe, presidential spouse, Centenary College of Louisiana.

CIC’s Presidential Vocation and Institutional Mission program is generously funded by Lilly Endowment Inc. Since the program’s inception in 2005, 35 of 121 participants have been appointed to presidencies. The program will be offered next year through the 2016–2017 academic year, and CIC will announce a call for nominations in fall 2015. For more information, see www.cic.edu/VocationMission.

Campus Teams Met to Deepen Information Fluency in Philosophy, Religious Studies, and the History of Ideas

How might an information fluency program be designed as a key element of philosophy and religious studies courses? Which aspects of curricular, library, and information technology planning need to be aligned for the three areas to work together effectively? Those were among the questions that teams from 17 CIC institutions explored during the Information Fluency in the Disciplines “Workshop on Philosophy, Religious Studies, and the History of Ideas,” held in Baltimore, Maryland, March 5–7.

The first day of the workshop included presentations from institutions with exemplary information fluency programs. Two presenters from Benedictine University (IL)—Elizabeth Kubek, assistant provost and director of inquiry curriculum and professor of literature, and Julie ‘Wollek, archivist and special collections librarian—showed how an emphasis on the institution’s mission and traditions could inform a common student experience built on elements from philosophy and religious studies. Two presenters from Earlham College (IN)—Kevin Miles, associate professor of philosophy, and Jane Pinzino, academic outreach and seminaries librarian—described the importance of collaboration in finding guiding questions that help students avoid “information overload.”

An evening reception and dinner included an address by Deanna Marcum, managing director of Ithaka S + R, who spoke on “Religion and Philosophy Faculty: Research Methods, Pedagogy, and Views on Information Fluency.” After Marcum’s address, both faculty members and librarians expressed concern about the statistical rise in faculty perception of themselves as solely responsible for students’ information fluency, when everyone at the workshop agreed this should be a collaborative effort. A number of participants decided that they must address this faculty misconception in order to create a successful information fluency plan.

The second day began with Tom Wartenberg, a professor of philosophy at Mount Holyoke College (MA), demonstrating his collaborative web project, “Philosophy for Children,” which has become an important resource for several school districts. His presentation led to a conversation about the role of “students as teacher,” an issue raised the previous day. The program continued with David Niemhus, associate professor of New Testament studies, and Steve Perisho, theology and philosophy librarian, at Seattle Pacific University (WA), illustrating some of the ways students can obtain research help from librarians. The work of the librarian is especially important in situations, such as Seattle Pacific’s, where the institution is unable to invest in powerful, expensive digital tools (such as Accordance and Bible Works), but instead must rely on print-based and open access resources such as Bibil. and BILD. The speakers emphasized that even in this age of information overload, establishing real faculty librarian and librarian-student collaboration is one of the best ways to help students find and pursue those “guiding questions.”

Another recurring theme among presenters over the course of the workshop was the need to teach students that they are participating in a much larger conversation while doing their scholarly work, and not just “writing a term paper.” Those ongoing conversations, which students learn to have even with the deceased authors they may be reading, are embodied by the living interaction among students, faculty members, and librarians, with everyone working together to address the same questions and issues. Many workshop participants concluded that
pursuing information fluency in philosophy, religious studies, and the history of ideas—disciplines that help define and explain liberal arts education itself—could also be tied to helping all stakeholders better understand their own institutional missions. Among other presentations on the second day, Allen H. Renear, dean and professor of the Graduate School of Library and Information Science and professor of philosophy at the University of Illinois at Urbana-Champaign, spoke on “Information Fluency: Facing the Challenge of Communicating Deep Insights.” Renear is a pioneer in digital humanities as well as a trained analytic philosopher. After Renear’s presentation, which invited participants to consider levels of information and communication beyond generic “data,” Stuart Glennan, associate dean of Liberal Arts and Sciences and professor of philosophy at Butler University (IN), said: “I never expected to hear a talk on philosophy at this workshop... The philosophical analysis of information helped me see more clearly how we might improve information fluency in our students.”

The workshop was designed for campus teams consisting of a senior academic officer, a library director, and two faculty members. It offered campus teams many opportunities to meet with other campus groups to develop plans for deepening information fluency on their own campuses following the conclusion of the workshop. Facilitators, who also were presenters, included Lisabeth Chabot, college librarian of Ithaca College (NY) and Association of College and Research Libraries representative to CIC; Susan Perry, library director and coordinator of information services emerita at Earlham College; and Susan Barnes White, library director at Linfield College (OR) and senior advisor for CIC’s new Consortium on Digital Resources for Teaching and Research, among others.

The March workshop was the second in a new series of workshops on Information Fluency in the Disciplines that are made possible through the generous support of the Andrew W. Mellon Foundation. Future workshops will focus on topics within disciplines such as history and English and American literature. Susanne Woods, provost and professor of English emerita at Wheaton College (MA), is the CIC senior advisor for this program. For campus teams from plans participating in previous workshops as well as other resources, see www.cic.edu/InformationFluency.

2015 Workshops for Department and Division Chairs

Balancing Multiple Priorities

Valuable for experienced and new chairs of departments and deans of divisions at independent colleges and universities, the workshops will focus on the distinctive challenges of department and divisional leadership in smaller and mid-sized independent institutions. Register now at www.cic.edu/2015DepartmentChairWorkshops.

May 12-14 CLEVELAND, OH
May 19-21 PROVIDENCE, RI
June 2-4 SAN DIEGO, CA

New CIC Report Demonstrates Effectiveness of Independent Colleges in Educating First-Generation, Low-Income Students

CIC’s new report, Expanding Access and Opportunity: How Small and Mid-Sized Independent Colleges Serve First-Generation and Low-Income Students, documents the superior record of these institutions in providing effective college learning and living environments and ensuring positive educational outcomes for students from first-generation and low-income backgrounds. Contrary to the prevalent stereotype that smaller private colleges are elite institutions accessible only to high-achieving students of means, the report findings demonstrate that independent institutions enroll students from a wide range of family educational and economic backgrounds. In fact, smaller independent colleges offer a pathway to upward social mobility by creating access for students who are underserved by other higher education sectors. Perhaps most noteworthy, the success of smaller independent colleges in serving low-income and first-generation undergraduates extends beyond mere access to college attainment; report findings indicate that these students are more likely to graduate in four years from a smaller private college than from a public college or university. This exemplary track record results from the focus of smaller private colleges on providing personalized academic experiences, rigorous educational programs, and high levels of extracurricular engagement.

CIC President Richard Ekman noted the significance of the report’s findings, saying, “This study lays to rest a couple of persistent and troublesome myths regarding small and mid-sized independent colleges. First, these institutions are not gated communities that serve only the privileged elite; rather, they enroll a higher proportion of first-generation students than the public sectors and a higher proportion of low-income students than other sectors of four-year higher education. Second, many people assume that the best choice for low-income and first-generation students is the state university with its lower ‘sticker price.’ This report, however, demonstrates that these student groups tend to complete their degrees on time if they attend a smaller private college. The report also shows that a higher proportion of low-income students graduate with no debt at smaller private colleges than at public universities.”

Reflecting on the policy implications of the report, P. Jesse Rine, CIC’s director of research projects and the report’s principal author, said, “Because American competitiveness depends upon educating students from all social and economic backgrounds, it’s imperative that we recognize the conditions most conducive to supporting low-income and first-generation students and then

FIRST-GENERATION GRADS MORE LIKELY TO FINISH ON TIME AT CIC INSTITUTIONS

This chart illustrates the proportion of first-generation and low-income graduates who complete their undergraduate degrees in 48 months or fewer.

direct resources to the institutions that have proven adept at fostering those kinds of educational environments. Smaller private colleges should be viewed as priority partners of state and federal governments in reducing educational disparity and supporting economic prosperity.”

KEY REPORT FINDINGS

As a sector, private nondoctoral colleges and universities perform better than other types of postsecondary institutions on many dimensions:

Access to Higher Education

• Private colleges serve a higher proportion of first-generation and low-income students than public and private doctoral universities.

• A higher proportion of first-generation and low-income students graduate with no student loan debt from private colleges than from public doctoral universities.

College Experiences

• The first year of college is critical to student persistence and success, and during this time, first-generation and low-income students at private colleges are more likely to be taught by a faculty member and to experience classroom environments more conducive to learning than students at any other type of institution.

• First-generation and low-income students at independent colleges are more likely than their peers at public doctoral and nondoctoral universities to report meeting with an academic advisor in their first year and having informal discussions of academic matters with faculty members outside of the classroom by their junior year.

• Over half of all first-generation and low-income first-year students at independent colleges report that they regularly take essay exams, and more than three-quarters report that they regularly write papers for their college courses—larger proportions than at public doctoral and nondoctoral universities.

• In their junior year, first-generation and low-income students who attend private colleges are nearly three times as likely as their peers in public universities to report becoming involved in community service or volunteer work because it is a class requirement.

• First-generation and low-income students who attend smaller independent colleges are more likely to participate in a range of extracurricular activities such as athletics, school clubs, and fine arts performances; such activities have been found to strengthen student success and persistence.

College Outcomes

• First-generation and low-income students who attend private colleges are far more likely to graduate—and to do so on time—than their peers at larger public universities.

• Most first-generation and low-income students at independent colleges express satisfaction with the quality of their undergraduate education six years after matriculation and are more likely to be satisfied than their peers at public doctoral and nondoctoral universities.

• First-generation and low-income graduates of private colleges tend to stay more civically-engaged after graduation by voting and volunteering in their communities.

POLICY IMPLICATIONS

To achieve national goals such as reducing educational disparity, fostering social mobility, and advancing national competitiveness, practical steps based on the report findings can be taken:

• At the local level, high school guidance counselors should encourage first-generation and low-income students to consider enrolling in the institutions where they are most likely to flourish, namely smaller independent colleges. Early in the college search process, students and their parents should be made aware of the affordability, accessibility, quality, and effectiveness of these institutions.

• At the state level, policymakers should view smaller private colleges as part of a larger postsecondary ecosystem in which individual institutions use different means and methods to contribute to the same public purposes. Consequently, state initiatives to increase access and opportunity for underrepresented populations should include smaller private colleges in both their design and execution.

• At the federal level, policymakers should recognize the private nondoctoral sector as highly effective in fostering the social mobility of first-generation and low-income students. Smaller independent colleges should be viewed as priority partners in accomplishing the federal government’s graduation goals.

Working in tandem with small and mid-sized private colleges, local, state, and federal officials can create conditions that ensure these providers of educational opportunity and success maximize their contributions to achieving national college completion goals and to restoring the social mobility essential to securing America’s future. The report is available at www.cic.edu/CIC-Reports.
NetVUE Grant Programs Expand

Two new grant programs of the Network for Vocation in Undergraduate Education (NetVUE) will expand the reach and range of funding for NetVUE’s 189 member institutions. Thanks to generous support from Lilly Endowment Inc., these CIC-administered initiatives aim to help NetVUE members enrich the intellectual and theological exploration of vocation among undergraduate students. In total, Lilly has committed $10.3 million across four grant programs to be awarded to NetVUE member colleges and universities.

PROGRAM DEVELOPMENT GRANTS

Program Development Grants are designed to deepen, expand, or otherwise strengthen vocational exploration programs that are already underway and supported by NetVUE member colleges and universities. Institutions that did not previously receive funding through Lilly Endowment’s prior Programs for Theological Exploration of Vocation initiative are eligible to request between $25,000 and $50,000 for use over a two-year period. To date, three rounds of these grants have been awarded to 91 NetVUE member institutions. Twenty-four colleges and universities received third-round awards and will begin their work in May 2015 (see box). Fourth-round proposals are due September 18, 2015.

PROFESSIONAL DEVELOPMENT AWARDS

Professional Development Awards are available to support the professional development activities that enhance the knowledge, skills, and expertise of faculty and staff members who engage undergraduates in vocational exploration initiatives. NetVUE member institutions can request $5,000 to $10,000 for use over an academic year for the development of faculty and staff members in ways that strengthen intellectual and theological vocational exploration programming for students. The application deadline for the second of five annual award rounds is May 1, 2015.

CHAPLAINCY IMPLEMENTATION GRANTS

New this year, Chaplaincy Implementation Grants are being offered to NetVUE colleges and universities to bolster campus chaplaincy in a time of significant change. Institutions that participated in one of the NetVUE Chaplaincy Conferences that was held in 2014 may request up to $20,000 to implement efforts that strengthen campus chaplaincy in the 2015–2016 academic year; the application deadline is May 1, 2015.

VOCATION EXPLORATION RENEWAL GRANTS

In 2016–2017, NetVUE will have funds available for members to apply for Vocation Exploration Renewal Grants. This new NetVUE opportunity intends to refocus and revitalize vocational exploration programming at institutions that already have made deep and long-term investments in these initiatives. For more information about these four programs, visit www.cic.edu/NetVUEGrantPrograms or contact Shirley J. Roels, CIC senior advisor and director of NetVUE at sroels@cic.nche.edu.

State Fund Members Receive National Venture Fund Grants to Support Colleges in Nebraska, Ohio, and Virginia

CIC in February awarded National Venture Fund (NVF) grants to three State Fund Members; the grants will help launch projects for independent colleges in Nebraska, Ohio, and Virginia. The NVF grants will be used as challenge grants by the consortia to raise additional private financial support for their projects:

- The Nebraska Independent College Foundation’s $25,000 grant will support a new advocacy campaign, “Making the Case for Nebraska’s Independent Colleges and Universities.” The campaign is designed to increase public recognition—especially among high school students—of the quality of the state’s private colleges and universities;
- The Ohio Foundation of Independent Colleges (OFIC) will use a $30,000 grant to help create OFIC Ohio Connect, a new website that will enable major corporations to connect more easily with member colleges and their students and provide information on career-development opportunities such as internships, co-op programs, and job openings; and
- The Virginia Foundation for Independent Colleges will develop a Scorecard Program with its $25,000 grant. The program will provide the foundation’s 15 member institutions with a common survey tool to gather reliable data on the career paths taken by its graduates. Individual institutions and the Virginia Foundation for Independent Colleges will then use the data to make the case for the private college sector in the Commonwealth.

The NVF grant program supports initiatives coordinated by a State Fund office that facilitates the collaboration of multiple colleges and universities on an issue important to independent institutions. The grants are funded in part by an annual drawdown from the CIC-UPS Educational Endowment Fund, administered by CIC.

Woodrow Wilson Visiting Fellows

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

Pictureed Fellows are (left to right) Frances C. Cabana, former senior editor, The Economist, journalist, and head of Easter College; Julian B. Cohen, director, office of global education and Andrew Young Center for International Affairs, Morehouse College, and former president, Africart; Richard Blum, U.S. inaugural poet; Anita Perez Ferguson, former president, National Women’s Political Caucus; Callie Crawford, journalist, radio host, and documentary filmmaker; and R.J. Zlatoper, former commander in chief, U.S. Pacific Fleet.
**LIBERAL ARTS CAMPAIGN UPDATE**

**Symposium and Posters to Promote Independent Colleges and Liberal Arts**

**SYMPOSIUM**

Planning for the “The Liberal Arts in Action” symposium, which will demonstrate the value of liberal arts education in a range of professional and personal contexts, has swung into full gear. CIC Senior Fellow S. Georgia Nugent is assembling a diverse roster of accomplished individuals to speak at the fall event, including Pulitzer-Frizer winning author Jim Stewart, U.S. Senator Susan Collins, president of the J. Paul Getty Trust James Cano, editor of the Denver Post Gregory Moore, and many others who work in business, technology, social entrepreneurship, science, and the arts. CIC will invite roughly 200 participants, including college presidents and deans, national policy officials, heads of learned societies, journalists, and advocates for liberal arts education. The event will take place on September 17, 2015, at the iconic Phillips Collection art museum in Washington, DC.

**MEDIA KITS, POSTERS, AND INFOGRAPHICS**

Collection art museum in Washington, DC.

**FOCUS GROUP**

With the cooperation of the Virginia Foundation for Independent Colleges, CIC Senior Advisor Judy Phair conducted a focus group in February with nine leaders of small and large businesses as well as human resource managers from Northern Virginia. Some participants in the group believed that students pursuing the liberal arts “aren’t quite sure what they are doing,” while others considered a liberal arts degree a “thinking person’s degree.” Participants said that superior communication skills are valuable skill these graduates bring to the workplace. Some thought liberal arts graduates could be better prepared for technical aspects of work. Most participants said that about one-third of their employees graduated from liberal arts or other professional schools.

**PRESENTATIONS**

Georgia Nugent presented in March on “Liberal Arts Education and the Social Good” at Westmont College (CA) in Santa Barbara, California. The Gaede Institute for the Liberal Arts at Westmont organizes an annual “Conversation on the Liberal Arts,” which gathers faculty members and administrators to exchange ideas about liberal arts education in conjunction with global community, work, and faith.

Nugent also spoke about campaign efforts to the South Carolina Independent Colleges and Universities Board of Trustees at their biennial retreat in March. President Mark LeFever remarked that Nugent’s “first-rate” talk was discussed throughout the remainder of the meeting. “We thoroughly enjoyed Dr. Nugent’s visit and appreciate CIC’s leadership in promoting the Power of Liberal Arts Education campaign,” he said.

CIC Senior Fellow Georgia Nugent (front right) represented CIC and its Securing America’s Future campaign at the 2015 Biennial Retreat of the Board of Trustees of the South Carolina Independent Colleges and Universities. With Nugent are (left to right) trustees Dan Sanders, retired president of ExxonMobil Chemical; board chair Kathy McKinney of Haynsworth Sinkler Boyd; and chair-elect Jim Reynolds, CEO of Total Comfort Solutions.

**COLLABORATION WITH THE NATIONAL ASSOCIATION FOR COLLEGE ADMISSION COUNSELING (NACAC)**

After participating in the NACAC conference and publishing essays in the association’s online Bulletin on STEM education in September and college debt in November, Georgia Nugent wrote “Facts vs. Myths: What High School Counselors Need to Know about Private Colleges and a Liberal Arts Education” for the January issue of NACAC’s newly redesigned Journal of College Admission. In December, in response to requests from counselors at the NACAC conference, CIC sent the informational poster as well as a pocket reference booklet listing all CIC member colleges and universities to the 4,000 high school and independent counselors on NACAC’s mailing list.

**MEETINGS**

In March, CIC for the third time convened other organizations working on initiatives and studies on liberal arts education. Representatives from the Association of American Colleges and Universities, Association of American Universities, Harvard Graduate School of Education (which is conducting a study on “Adjusted Programs for Liberal Arts and Sciences in the 21st Century”), National Association of Independent Colleges and Universities, National Humanities Alliance, Phi Beta Kappa, and the Independent College and Universities, Association of Independent Colleges and Universities, National Humanities Alliance, Phi Beta Kappa Society, and Sewanee: The University of the South (which convened the “Sewanee Summits” in 2013 and 2014) exchanged notes about progress and concerns.

The Advisory Committee of CIC’s liberal arts campaign met in early April to identify ways to distribute more widely campaign messages and materials and make the best use of the communications channels and content that CIC has already developed.

**AN UPDATE FROM LIBBY AND ART**

**ART:** Libby and I are pleased to provide an update on the liberal arts campaign. First, the @SmartColleges hashtag is thriving, with more than 3,600 followers, and our tweets are seen over 8,000 times a day! The Twitterati are making terrific use of the information we share—clicking links, retweeting, and including us in Twitter conversations at over twice the average rate.

**LIBBY:** Yes, NPR’s On Point and Diane Rehm Show have retweeted us, but it was especially cool when Anson Mount star of AMC’s Hell on Wheels, retweeted us. He said he was “flattered” that we mentioned his liberal arts education. And here’s some awesome news, Art—according to the social measurement site Klout, @SmartColleges has in the top ten percent of Twitter handles right now!

**ART:** Our other digital channels are coming along nicely too. The Facebook page, www.facebook.com/SmartColleges, has more than 700 “likes,” and about 500 people on average see each post. Videos on the YouTube channel, www.youtube.com/LiberalArtsPower, have been viewed over 1,500 times, and the Power of Liberal Arts article is being shared by students and parents, www.LiberalArtsPower.org, has more than 26,000 page views from over 12,000 users.

**LIBBY:** This is great Art, but we can reach even more prospective students, their parents, and counselors if CIC’s 638 member colleges share the pictures, infographics, articles, and testimonials posted on any of our digital channels. Thanks to member colleges that have already helped spread campaign messages— we’re making a difference!
A Compendium of Recent Research and Books of Interest to Higher Education Professionals

**BOOKS**

**Financial Strategy for Higher Education: A Field Guide for Presidents, CFOs, and Boards of Trustees**

Michael K. Townsley

Lulu Press, 2014

Changing faculty governance is key to meeting changing demands on American higher education, argue William Bowen, president emeritus of the Andrew W. Mellon Foundation, and Eugene Tobin, Mellon senior program officer. Drawing on four case studies of diverse institution types, the authors trace how faculty governance has evolved from colonial times to the present day and demonstrate that it is essential to consider alongside the roles of president and board.

**American Higher Education in Crisis? What Everyone Needs to Know**

Goldie Blumenstyk

Oxford University Press, 2015

Traditional perspectives on shared governance—as “equal rights,” “consultation,” and “rules of engagement”—are inadequate today, argues Augustana College (IL) President Steven Bahls. Instead, presidents, boards, and faculties need to determine shared metrics of success. Bahls offers insight into potential barriers and best practices in shared governance with aligned priorities.

**Crisis in Higher Education: A Plan to Save Small Liberal Arts Colleges in America**

Jeffrey R. Docking and Carman C. Curton

Michigan State University Press, 2015

At the height of the 2008–2009 recession, Adrian College (MI) President Jeffrey Docking doubled his institution’s enrollment, increased tuition revenue from $8.5 million to $20.5 million, and improved retention and graduation rates. The college conducted a cost-benefit analysis of all academic programs, developed varsity teams and athletic facilities, and pursued an aggressive recruiting strategy. In the 160-page book, Docking presents a step-by-step guide for increasing admissions and revenue at small independent colleges and universities.

**Handbook of Strategic Enrollment Management**

Don Hooler, Bob Bontrager, and associates, editors

(Jossey-Bass, 2015)

This guide to strategic enrollment management outlines best practices at every stage of the process from student recruitment to retention to graduation. Written by researchers, practitioners, and academics and published with the American Association of Collegiate Registrars and Admissions Officers, the handbook includes chapters on marketing, recruitment, admissions, tuition pricing, financial aid, roles of the registrar and academic advisor, and retention.

**Row: Trust, Teams, and the Essentials of Leadership: A Primer for College Presidents and Their Senior Teams**

Robert A. Sevier

(Strategy Publishing, 2014)

Robert A. Sevier, senior vice president of strategy at Stamats, believes that effective teams in higher education function much like a rowing team that works together in a small racing shell. Delivered in the form of dialogue among eight fictional characters, Sevier’s monograph addresses roles of the college president, board chair, presidential spouse, and senior leadership team.

**The History of American Higher Education: Learning and Culture from the Founding to World War II**

Roger L. Geiger

Princeton University Press, 2015

Roger L. Geiger, distinguished professor of higher education at Pennsylvania State University, traces the history of higher education from colonial times to 1940, by which time the “standard American university” had taken shape. Geiger explores how colleges and universities were formed by the influence of culture, the emergence of career opportunities, and the advancement of knowledge. He argues that American higher education is distinctive in four ways: in liberal arts tradition, programs in applied studies, commitment to research, and accessibility to the general population.
Falling Short? College Learning and Career Success

As part of its advocacy and research initiative, Liberal Education and America’s Promise, the Association of American Colleges and Universities in conjunction with Hart Research Associates surveyed business and nonprofit leaders as well as current college students about students’ preparation for the workplace. Whereas students tend to rate themselves as well-prepared, employers believe students are ill-prepared. Most employers state that a combination of field-specific and broad-based skills are the best preparation for employment and long-term success (see Figure 1). They also believe more applied learning projects would better prepare students for jobs. For the report, visit www.aacu.org.

Indications of Higher Education Equity in the United States—45 Year Trend Report


A recent study by the Pell Institute and PennAHEAD shows that low-income students face more difficulties obtaining a college education today than they did 45 years ago, due to rising costs and decreased government aid. In addition to exploring the status of equity in higher education (see Figure 2), the report identifies policies and practices that promote and hinder equity. For the full report, visit www.pellinstitute.org.

Recalibrating Regulation of Colleges and Universities

Report of the Task Force on Federal Regulation of Higher Education

Task Force on Federal Regulation of Higher Education (February 2015)

In February, a bipartisan task force led by Lamar Alexander, Republican senator from Tennessee and chair of the Health, Education, Labor, and Pensions Committee, released a report that concluded that the federal government is placing unnecessary regulations on the higher education sector, especially regarding financial aid. At the heart of the report is a study commissioned by Vanderbilt University and conducted by the Boston Consulting Group, which found that the university last year spent $150 million or 11 percent of its non-hospital expenditures on complying with federal regulations, driving up tuition by as much as $11,000 per student. For the report, visit www.help.senate.gov/imo/media/regulations_task_force_report_2015_final.pdf.

Data Snapshots

Figure 1: Most Employers Agree...

Specific skills and broad knowledge are key to career success. In order to achieve long-term success at their company, most employers prefer that recent college graduates have both field-specific and broad-range knowledge and skills. Most employers state that a combination of field-specific and broad-based skills are the best preparation for employment and long-term success (see Figure 1). They also believe more applied learning projects would better prepare students for jobs. For the report, visit www.aacu.org.

Figure 2: CIC Colleges Enroll Largest Proportion of Low-Income Students of Any Other Higher Education Sector

Contrary to popular perceptions, small private colleges are not just for the rich. In fact, income demographics at CIC colleges most closely mirror income demographics of the general student population.

Figure 3: It Pays to Stay in School

In February, Bloomberg Business News surmised that the United States might “run out of college-educated workers” within the next year, after analyzing employment data from the U.S. Bureau of Labor Statistics. Data show that unemployment rates for college graduates are half that of the national average.
A Compendium of Recent News from CIC Member Institutions

The Carnegie Foundation for the Advancement of Teaching in January selected 240 U.S. colleges and universities to receive its 2015 Community Engagement Classification, which recognizes collaboration between institutions of higher education and their larger communities. Sixty-six CIC member institutions earned the 2015 designation.

The Chronicle of Higher Education in February published a list of “Top Producers of U.S. Fulbright Scholars and Students” in 2014–2015. Of the baccalaureate institutions producing the most Fulbright scholars, five CIC members were featured: the University of Richmond (VA), Washington and Lee University (VA), Calvin College (MI), Lewis & Clark College (OR), and Oberlin College (OH). Of those producing the most Fulbright students, 18 CIC member institutions were featured in the baccalaureate level and seven were featured in the master’s-level category.

NAFSA: Association of International Educators in February announced five recipients of the 2015 Senator Paul Simon Award for Comprehensive Internationalization, two of which are CIC member institutions: Mount Holyoke College (MA) and North Central College (IL). The award recognizes excellence in integrating international education across all aspects of college and university education and campus life.

Two CIC presidents received the Council for Advancement and Support of Education’s (CASE) 2015 Chief Executive Leadership Award in February. Caldwell University (NJ) President Nancy H. Blattner and College of Saint Mary (NE) President Maryanne Stevens received the awards for CASE District II and VI, respectively. The award recognizes outstanding leadership and service in support of education.

Two CIC member institutions—Gonzaga University (WA) and North Central College (IL)—were among the top 10 in terms of number of presentations delivered at the 29th annual National Conference on Undergraduate Research (NCUR). NCUR accepted more than 50 abstracts from Gonzaga and more than 50 abstracts from North Central. The international interdisciplinary conference took place at Eastern Washington University April 16–18.

A small satellite designed and built by Taylor University (IN) students, faculty members, and staff is one of five winners of a United States Air Force competition and is expected to be launched into space in 2016. The Taylor project, Extremely Low Orbit Space-Satellite, was selected by the Air Force after finishing fourth in the ten-institution University Nanosatellite Project competition; Taylor University was the only undergraduate college in the competition.

The March 2015 University Business article, “Presidential Viewpoints,” highlighted research conducted by PhairAdvantage Communications about the number of op-ed pieces that college and university presidents had published in 2014. Four CIC presidents made the list of top 14 prolific presidents: Scott D. Miller of Bethany College (WV), Christopher B. Nelson of St. John’s College (MD), Karen Gross (former president) of Southern Vermont College, and Gary A. Olson of Daemen College (NY).

Faculty members from three CIC member institutions—Emory University (GA), Washington and Lee University (VA), and Susquehanna University (PA)—were selected to participate in the 2015 Basin Harbor Teachers’ Workshop in Vermont this June. Operated by the Phillips Merrill Center for Strategic Studies at the Johns Hopkins University School of Advanced International Studies, the annual workshop prepares faculty members who are new to the field of strategic studies. During the four-day collosium, participants explore the use of simulations, case studies, film, as well as lecture and seminar teaching.

The National Conference on Undergraduate Research (NCUR) is expected to be held in 2016. The society has more than 150 institutions participating in the conference. The conference is expected to be held in 2016.

The White House announced in January the U.S. Department of Energy will provide a $25 million grant over the next five years for cybersecurity education. The grant will support the creation of a new cybersecurity consortium consisting of 13 historically black colleges and universities, two national laboratories, and a K-12 school district. CIC member institutions: Clark Atlanta University (GA), Claflin University (SC), and Morris College (SC) are among the consortium participants.

Misericordia University (PA) in December approved affiliation agreements with four study abroad programs that will allow students to spend semesters in Australia, Italy, and England, and at the Washington Semester Program at American University in Washington, DC. The foreign partner institutions include the Umbra Institute in Perugia, Italy; Southern Cross University in Lismore, Australia; and St. Mary’s University in Twickenham, England.

The Washington Semester Program at American University in Washington, DC. The foreign partner institutions include the Umbra Institute in Perugia, Italy; Southern Cross University in Lismore, Australia; and St. Mary’s University in Twickenham, England.

The Society of Physics Students chapters at two CIC member institutions—Indiana Wesleyan University and Rhodes College (TN)—recently received March V. White Outreach Awards. The awards will help fund IUW’s project, Making Waves: The Physics of Sound and Light, and Rhodes College’s project, A Visit to St. Jude Children’s Research Hospital’s Target House.
In December 2014, Alverno College (WI) exceeded its original $30 million capital campaign goal in December by raising nearly $32.8 million. Expansion and renovation projects, which broke ground in 2014 and will be completed in late 2015, mark the most significant enhancements in the college’s 128-year history.

An anonymous donor recently made a $20 million challenge gift to create the new Lincoln Scholars Program at Centre College (KY). If the challenge is matched, the full-side-plus scholarship program, created for students who have the capacity and deep desire to change the world, will begin in fall 2016 with ten inaugural recipients.

Ohio Wesleyan University alumni Don Hudler and his wife Danielle recently made an estate commitment to the university with a potential value of up to $10 million. The gift creates the Hudler Family Endowed Fund in Support of Student Scholarship.

Indiana Wesleyan University in March announced a $5 million commitment by Thrivent Financial to the university’s Ron Blue Institute for Financial Planning, which focuses on applying biblical principles to the financial decision-making process. William Rolland of Malibu, California, has pledged up to $4 million to California Lutheran University to help build a new home for the art department. The gift supports creating the 25,000- to 30,000-square-foot William Rolland Art Center on the university’s Thousand Oaks campus.

Carroll University (WI) and the two-year University of Wisconsin-Waukesha signed a transfer articulation agreement in February. The agreement will clear a path for University of Wisconsin-Waukesha students to continue their education toward a bachelor’s degree at Carroll University.

Robert Morris University (PA) School of Education and Social Sciences now offers online graduate degree programs to educators through the NEA Academy, which allows members of the National Education Association across the country to earn a college degree at a reduced rate. The university offers NEA members three online master’s degree programs, an online doctoral program, and four certificate programs.

Mount Holyoke College (MA), Smith College, and Massachusetts Mutual Health Insurance Company established a partnership in February through the MassMutual Women in Dance Program, which MassMutual will sponsor to train new hires. The company will support the development of data science programs at the two colleges.

MAJOR GIFTS, GRANTS, AND CAMPAIGN SUCCESSES

Saint Mary’s College (IN) announced the conclusion of its Faith Always, Action Now campaign, which raised a total of $105 million in gifts and pledges, nearly $25 million more than the initial goal. The largest fundraising campaign in Saint Mary’s 171-year history, the campaign began in mid-2008 and concluded in January 2016. Saint Mary’s College (IN) will receive $3 million from Tom and Barbara Putnam, the Putnam family, and the Putnam Foundation. The gift will support the construction of a two-story, 350-seat thrust stage theater, the Rosamond Page Putnam Center for the Performing Arts.

The film will explore how the practice has caused some species to reach the brink of extinction.

New England College (NH) will receive $3 million from Tom and Barbara Putnam, the Putnam family, and the Putnam Foundation. The gift will support the construction of a two-story, 350-seat thrust stage theater, the Rosamond Page Putnam Center for the Performing Arts.

The film will explore how the practice has caused some species to reach the brink of extinction.

Cardinal Stritch University (WI) in January began offering a new doctoral program in special education. The program familiarizes students with theoretical, instructional, and cultural models of learning for students with special needs.

Saint Mary’s College (IN) will offer three new graduate programs in 2015: a doctorate of nursing practice, a master of
emphasizes critical thinking and creative skills as well as citizenship and ethical decision making.

A new bachelor’s degree in health care consumer advocacy at the University of Indianapolis (IN) will prepare graduates for careers supporting and promoting the rights and needs of patients and their families and is offered in accelerated five-week evening courses by the university’s School for Adult Learning. Moravian College (PA) students can now major in public health and take all the course work on the college’s Bethlehem campus. Previously, Moravian offered the major through a partnership with East Stroudsburg University. In March, the University of Saint Francis (IN) School of Liberal Arts and Sciences announced a new four-year degree in dietetics. The program combines coursework with field work alongside practicing registered dietitians in the area. Cedarville University (OH) will offer a new multi-age health and physical education major beginning this fall, preparing students for certification in teaching health and physical education at pre-K to grade 12 levels in diverse settings.

Eureka College (IL) will offer a new bachelor’s degree in digital and media design beginning in August. The program blends the areas of design, art, communication, and business to prepare students for a diverse job market.

Mount Mercy University (IA) has begun to offer majors in chemistry and science marketing. The chemistry major offers tracks in biochemistry and forensic science.

The University of Saint Francis (IN) School of Liberal Arts and Sciences will offer new criminal justice and sociology majors this fall. Criminal justice and criminology is a four-year degree program designed by local law enforcement experts to prepare students for a career in law enforcement or related graduate studies. Sociology and social justice is a four-year program for students who are working toward a career in social activism.

CAMPUS CHANGES

Delaware Valley College (PA) officially changed its name to Delaware Valley University in April 2015. Capitol College (MD) officially changed its name to Capitol Technology University in October 2014.

In February, the board of directors of Sweet Briar College (VA) voted to close the college in August 2015.

CIC Revamps Independent Newsletter, Welcomes New Staff Members

CIC conducted a readership survey in fall 2014 to ascertain preferences regarding the publication frequency, content, and format of its Independent membership newsletter. Based on the responses, CIC is making changes, beginning with this print edition of the newsletter. For example, a new research and books section, “R + B,” highlights recent research, publications, and data of interest to the higher education community, and most stories will include more infographics. With the new design, in the coming year the online newsletter will become easier to view and to share on mobile devices. We hope readers will enjoy the new face and content of the Independent.

CIC IN THE NEWS

CIC President Richard Ekman appeared on National Public Radio’s Diane Rehm Show on March 19 to discuss in-depth what the imminent closure of Sweet Briar College (VA) means for higher education and especially smaller private colleges. Other panelists included Catharine Bond Hill, president of Vassar College; Victor Ferrall, president emeritus of Baker College and author of Liberal Arts at the Brink; and Jeffrey Selingo, contributing editor to the Chronicle of Higher Education and author of College Unbound: the Future of Higher Education and What It Means for Students. During the hour-long conversation, panelists debated the value of a liberal arts degree versus a vocational degree in the employability of graduates. Ekman remarked, “If you ask CEOs at major companies, they will say they want employees with skills that correspond directly to what liberal arts teach. The difficulty, however, is that the hiring doesn’t get done by the CEO. It gets done by people in an HR office who are looking for a correlation between the things a person studied in college and the exact duties of the job of the new employee.”

Journalists from several major news outlets also interviewed Ekman for articles covering the Sweet Briar story, including two pieces in Inside Higher Ed, “Shocking Decision at Sweet Briar” on March 4 and “Who’s Next? Who isn’t?” on March 6, as well as Menoy Magazine’s “Some Small Private Colleges Are Facing a Death Spiral” on July 4.


Several local media covered administrators’ participation in CIC’s leadership development seminars, others noted colleges and universities’ receipt of Network for Vocation in Undergraduate Education grants. Regional outlets also quoted CIC’s research on presidential tenure and STEM education in small and mid-sized independent colleges and drew attention to testimonials in the liberal arts campaign. These stories and others are available at www.ciclsa.org/CIC-in-the-News.

STAFF NEWS AND NOTES

On February 17, President Richard Ekman presented at the EducationUSA Leadership Institute, a program organized by the U.S. Department of State and the Institute of International Education. Ekman spoke to higher education officials from Iraq, Tunisia, the Philippines, Morocco, Kazakhstan, Ukraine, Vietnam, and Saudi Arabia. On March 23, Ekman spoke to a group of higher education officials from the Ukraine at an
American Councils for International Education program, Reforming Ukraine’s Higher Education System, held in Washington, DC.

Harold V. Bartley III, senior vice president, co-authored a chapter on “Students at Risk in Residential and Commuter Colleges and Universities” with John M. Braxton and Dawn Lyken-Segoebe. The piece appears in The Handbook of Strategic Enrollment Management, edited by Don Houser and Bob Bontrager and published by Jossey-Bass (see page 29).

In late 2014, P. Jesse Rine, director of research projects, had the article “Cultivating Commitment and Openness in Religion & Education” in conjunction with the annual conference of the Association of American Colleges and Universities on January 23. Hetrick spearheaded CIC’s Community College Transfer Project, which convened higher education leaders to plan a national initiative to increase the number of community college graduates who transfer to independent four-year liberal arts institutions and complete baccalaureate degrees.

Ekmán in January attended a ceremony to honor this year’s Frederick Douglass Book Prize winner, Christopher Hager, associate professor of English at Trinity College (CT), who was selected for his book, Word By Word: Emancipation and the Act of Writing. Each year the Gilder Lehman Center for the Study of Slavery, Resistance, and Abolition presents the annual award for the most outstanding nonfiction book in English on the subject of slavery or abolition and antislavery. Hager began work on the book at the 2008 CIC/Gilder Lehman American History Seminar led by Yale Professor David Blight.

Barbara Hetrick, senior vice president, represented CIC at the Community College Leadership Summit, which was held in Denver, Colorado.

Dana McCann joined CIC as development coordinator in December 2014. She works primarily with sponsorships and the administration of several of CIC’s leadership development programs. Previously, McCann was administrative assistant to the editor of Inside Higher Ed, where she was responsible for office management and logistical support. Earlier, she held internships with the Peace Corps and the press and communications office of the Embassy of France.

Vanessa Taylor joined CIC as conference and program coordinator in January 2015. She assists with all aspects of logistics for several of CIC’s conferences and workshops. Taylor has more than seven years of event planning and administrative experience and previously served as office assistant for the American Association of Community Colleges, event and outreach coordinator for the DC Bar, and convention services coordinator for the Omni Shoreham Hotel.

She graduated summa cum laude from Delaware State University with a bachelor of science degree in management and earned her master’s of tourism administration degree from George Washington University. After three and a half successful years as conference and program coordinator at CIC, Joy Jump moved at the end of January from Washington, DC, to Denver, Colorado in order to pursue new opportunities.
### 2015 Calendar of Events

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<tr>
<th>Date</th>
<th>Conference</th>
<th>Location</th>
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<tr>
<td>May 12–14</td>
<td>Workshop for Department and Division Chairs</td>
<td>Cleveland, OH</td>
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<td>May 19–21</td>
<td>Workshop for Department and Division Chairs</td>
<td>Providence, RI</td>
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<tr>
<td>June 2–4</td>
<td>Workshop for Department and Division Chairs</td>
<td>San Diego, CA</td>
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<td>June 11–12</td>
<td>CIC Board of Directors Meeting</td>
<td>Washington, DC</td>
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<td>June 21–25</td>
<td>American History Seminar</td>
<td>New Haven, CT</td>
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<td>June 21–25</td>
<td>Teaching Interfaith Understanding Seminar</td>
<td>Chestnut Hill, MA</td>
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<td>June 24–26</td>
<td>2014–2015 Senior Leadership Academy Closing Seminar</td>
<td>Washington, DC</td>
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<td>June 29–July 1</td>
<td>College Media Conference</td>
<td>Washington, DC</td>
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<td>July 16–18</td>
<td>2015–2016 Executive Leadership Academy Opening Seminar</td>
<td>Washington, DC</td>
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<td>July 20–24</td>
<td>Teaching European Art in Context Seminar</td>
<td>Portland, OR</td>
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<td>July 20–26</td>
<td>Ancient Greece in the Modern College Classroom Seminar</td>
<td>Washington, DC</td>
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<td>July 27–28</td>
<td>Presidents Governance Academy</td>
<td>Napa, CA</td>
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<td>July 30–August 2</td>
<td>NetVUE Scholarly Resources Project Meeting</td>
<td>Grand Rapids, MI</td>
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<td>August 2–6</td>
<td>Teaching Interfaith Understanding Seminar</td>
<td>Chicago, IL</td>
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<tr>
<td>August 10–12</td>
<td>Consortium for Online Humanities Instruction National Workshop</td>
<td>Washington, DC</td>
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<tr>
<td>September 17</td>
<td>The Liberal Arts in Action Symposium</td>
<td>Washington, DC</td>
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