CIC's 2014 Presidents Institute, which focused on the theme “Leading Wisely: Linking Tradition and Innovation,” explored ways presidents can tackle today’s unprecedented leadership challenges with a mix of time-tested solutions and new approaches. The Institute took place at Marco Island, Florida, January 4–7, and attracted the largest number of participants in the conference’s 34-year history: 367 presidents, 183 spouses, and a total of 822 participants.

Plenary speakers included Ann M. Fudge, former chairman and CEO of Young & Rubicam Brands, who addressed ways that presidents of independent colleges and universities can position their institutions to thrive in the current economic climate; David Brooks, renowned op-ed columnist of the New York Times and author, who discussed the role of liberal arts colleges in fostering a life of inquiry, virtue, and social commitment; and Judith S. Eaton, president of the Council for Higher Education Accreditation, who discussed increasing pressures of government regulation on higher education and how independent colleges can respond. Panelists in a special closing plenary on the role of technology in teaching and learning at liberal arts colleges included Edward L. Ayers, president of the University of Richmond (VA) and a distinguished historian who has developed innovative digital teaching tools; Arthur F. Kirk, Jr., president of Saint Leo University (FL), one of the first national leaders in online learning at private colleges; Candace Thille, assistant professor of education at Stanford University and director of the Open Learning Initiative, founded at Carnegie Mellon University; and Robert Zemsky, professor and chair of the Learning Alliance for Higher Education at the University of Pennsylvania.

Concurrent sessions and workshops covered diverse topics such as enhancing the access and success of underrepresented students, using digital technology, strengthening enrollment management strategies, balancing cost and value, building effective boards, and managing donors.

In conjunction with the Institute, CIC also hosted the annual New Presidents Program and a full Spouses and Partners Program.

Videos of the plenary sessions as well as slide show presentations and handouts from many Institute sessions are available on the CIC website at www.cic.edu/2014PresidentsInstituteResources.

(See Special Report, pages 6–15)
For High-Quality Science Education, Look to Liberal Arts Institutions  

by Richard Ekman

One mystery in academia is the way things are named. Instead of the “liberal arts,” some colleges refer to “arts and sciences” as the disciplines of the humanities, social sciences, and natural sciences. For fields that actually focus on the study of the arts, “fine arts” is understood to be a subcategory within “humanities.” “Natural sciences” is understood to include “physical and biological sciences.” The performing and studio arts are outside this schema altogether—notwithstanding the use of the term “arts” at the highest level of the taxonomy. Engineering is seen as an applied form of science, and also out of bounds. History is considered a social science, a relic of an era when quantitative methods were on the ascendency.

In the 1970s, shortly after the National Endowment for the Humanities (NEH) was established, Congress re-defined humanities by adding “history” to the eligible fields of support and including both the study of and “practice of” the arts. Subsequent reauthorizing legislation allowed additional fields of the social sciences inside the tent.

Official definitions matter. Many departments of history at colleges and universities moved from the prevailing view of the 1960s that history was a social science to a position that it was a field of the “humanities” and hence eligible for NEH support, and colleges and universities reorganized their divisions to reflect this change. A little later, the biological sciences moved away from the longstanding division between “plant” and “animal” biology, first to an emphasis on the cell and then to the gene, reflecting major reorientations of research. More recently, the “liberal arts” units of many institutions have come to include the humanities, studio and performing arts, and study of the arts, but to exclude the sciences. The sciences, then, were grouped with engineering, mathematics, technology, computer science, and other applied sciences.

It should come as a relief that several initiatives are now underway to restore the view that the “sciences” are part of the “liberal arts.” The Association of American Universities (AAU) is focusing on education in science of undergraduate non-science majors as an essential part of general education in the AAU’s 62 research universities. Phi Beta Kappa has launched an initiative for the arts and sciences. And CIC has just completed a report on the role of small liberal arts colleges in preparing career professionals in science and technology, Strengthening the STEM Pipeline: The Contributions of Small and Mid-Sized Independent Colleges. (See story, pages 19–21.)

The CIC report shatters a number of myths. First, it shows persuasively that these colleges are often better at producing both bachelor’s degree-level and future Ph.D-level professionals in these fields than other kinds of educational institutions. By “better” I mean that the absolute numbers of degree recipients are impressive, and as a percentage of students who begin to major in a STEM field, the output of small colleges is extraordinary. In today’s tight budget climate, it is incumbent on private, state, and federal funders to seek out and build on proven efficiency of this kind instead of squandering precious tax and philanthropic dollars on less efficient ways of producing STEM professionals.

By “efficiency” I mean the percentage of students who begin a major in a STEM field and who complete the degree. All college enrollments are heavily subsidized—by state appropriations, private donations, or endowment earnings. If a student enrolls in
Chemistry 101 at a state university in North Carolina, perhaps 70 percent of the total cost of instruction is borne by the state. If the student drops the course or flunks it, the investment is lost. If the student enrolls in the course a second time and passes, the cost to the state is 140 percent of the normal full cost. In “gatekeeper” introductory courses in the sciences, high attrition and repeat enrollments are common, especially at large universities. The CIC report should especially embolden state and federal legislators with the authority to distribute funds to meet the country’s priorities so that efficiency is rewarded.

Second, the report shows that not all STEM fields follow the same pattern. Some small colleges (and large universities) that graduate undergraduate majors in impressive numbers in certain STEM fields don’t appear anywhere near the top of the lists for other fields. For example, Allegheny College (PA; 1,849 undergraduate enrollment) is among the strongest nationally for the number of its chemistry graduates who later earn PhDs, but the college is not a contender in physics, computer science, and mathematics. Recently, some analysts have questioned whether there is indeed a shortage of STEM professionals. Anecdotal evidence suggests that there is an oversupply at the moment of PhDs in biological and biomedical sciences. But these figures are unreliable because the federal government is a major direct or indirect employer of PhDs in these fields and the recent volatility of appropriations to the National Science Foundation, National Institutes of Health, and some other agencies makes a big difference. There is little question that the country’s international competitiveness depends on more and better STEM professionals, irrespective of current employment opportunities.

And third, the CIC study shows that the highest quality science education takes place at institutions that emphasize the unity of the “sciences” and the “arts” under the banner of the “liberal arts.” This is true at the highly selective AAU institutions and, importantly, at both highly selective and less selective smaller colleges that produce science graduates most cost-effectively.

Policy makers and funders should take to heart the data in the CIC report and enact changes accordingly. The future of America’s competence in science and technology depends on smaller, private liberal arts institutions to a much greater extent than most policy makers recognize. Prospective students who aspire to enter these fields and their parents should take note of the much greater likelihood of success in a STEM career by starting out at a small, private liberal arts college.

“The CIC report shatters a number of myths. First, it shows persuasively that these [smaller private] colleges are better at producing both bachelor’s degree-level and future PhD-level professionals in these fields than other kinds of educational institutions.”

The Board of Directors and staff of CIC welcome the following new members since December 2013:

New Institutional Members
Baylor University, TX
University of Redlands, CA
Wheaton College, IL
Whitman College, WA

New International Members
Booth University College, Canada
CIC Welcomes New Board Members

During the January 2014 CIC Board of Directors meeting, nine new members were elected to the Board. In addition, nine Board members were elected to the Executive Committee (see box).

**David L. Beckley**, the longest tenured college president in Mississippi, was named president of Rust College (MS) in July 1993. A 1967 graduate of Rust College, Beckley became the third alumnus to serve his alma mater as president. Prior to this appointment, Beckley served as the 12th president of Wiley College (TX). He recently has served as chair of the Mississippi Association of Independent Colleges and president of the Mississippi Association of Colleges.

**Jennifer Braaten** was named the first female president of Ferrum College (VA) in 2002. Under her leadership, Ferrum has increased enrollment by 40 percent, increased the endowment, and invested more than $30 million in campus renovations and upgrades. She was previously the first female president of Midland Lutheran College, now Midland University (NE). Braaten began her academic career at Lynn University (FL), where she served as provost, academic dean, and a member of the history faculty.

**Larry L. Earvin** was appointed the fifth president and chief executive officer of Huston-Tillotson University (TX) in 2000. During his tenure, he has guided the institution through two reaffirmations of regional accreditation and moved it to university status in 2005. Prior to his appointment, Earvin was dean of the School of Arts and Sciences at Clark Atlanta University (GA). He has served on many boards, including those of the American Council on Education (ACE), National Association of Independent Colleges and Universities (NAICU), Council for Higher Education Accreditation, National Association for Equal Opportunity in Higher Education, and Southern Association of Colleges and Schools Commission on Colleges.

**Robert Gervasi** joined Quincy University (IL) in June 2008 as the university’s 22nd president. Before joining Quincy, Gervasi was president and CEO of the Institute for Study Abroad in Indiana. Prior to that, he served as dean of Kentucky Campuses and dean of external programs for McKendree University (IL). In addition to his work in higher education, Gervasi has worked in public relations, marketing, and publishing for companies such as Bristol-Myers and Procter & Gamble.

**Pamela Gunter-Smith** became president of York College of Pennsylvania in July 2013. She previously served as Drew University’s (NJ) provost and academic vice president and as the Porter Professor of Physiology at Spelman College (GA). Gunter-Smith also has held academic appointments at George Washington University and the Uniformed Services University of the Health Sciences in Maryland. For 12 years before joining Spelman, Gunter-Smith was a research scientist and science administrator at the Armed Forces Radiobiology Research Institute.

**Robert C. Helmer** began his tenure as the ninth president of Baldwin Wallace University (OH) in July 2012 and is the first president under its status as a university. Previously, Helmer served as president of Lourdes University (OH) for nine years and earlier held positions as faculty member and vice president for academic affairs. Helmer currently serves on the boards of the Ohio Foundation of Independent Colleges, the Association of Independent Colleges and Universities of Ohio, and the North Central Association of Colleges and Universities’ Higher Learning Commission.
M. Lee Pelton began his tenure as the 12th president of Emerson College (MA) in July 2011 after serving for 13 years as the president of Willamette University (OR). Pelton began his academic career at Harvard University, where he taught English and American literature, later serving on the Harvard Board of Overseers and as a vice chair of its executive committee. After Harvard, Pelton served as dean of the college at Colgate University and Dartmouth College. He currently serves on the board of directors of the Association of Independent Colleges and Universities in Massachusetts.

Fred Pestello became the 13th president and first permanent lay leader of Le Moyne College (NY) in July 2008 after spending 25 years at the University of Dayton, the last seven as provost and senior vice president for educational affairs. Pestello was invited by New York Governor Andrew Cuomo in 2011 to serve on the Central New York Regional Economic Development Council. He also serves on the board and executive committee of New York’s Commission on Independent Colleges and Universities. He recently completed a two-year appointment on ACE’s Commission on Effective Leadership and has begun a three-year appointment on NAICU’s Committee on Tax Policy.

Cynthia A. Zane in July 2006 became Hilbert College’s (NY) third president since its founding in 1957. Zane previously was chief academic officer and dean of the faculty at the College of Mount St. Joseph (OH). Earlier, she spent ten years at the University of Detroit Mercy, where she was dean of the McAuley School of Nursing and the College of Health Professions. Zane currently serves as chair of the Western New York Higher Education Consortium’s Campus Connection Steering Committee and has led the development of a Women’s Leadership Institute, launched in fall 2011.

CIC EXECUTIVE COMMITTEE (2014–2016)

The following officers were elected to CIC’s Executive Committee, with terms ending in January 2016.

Chair:
Chris Kimball
President, California Lutheran University

Vice Chair for Programs:
Thomas H. Hellie
President, Linfield College (OR)

Secretary and Vice Chair for Membership:
Tony Aretz
President, College of Mount St. Joseph (OH)

Treasurer:
William T. Luckey, Jr.
President, Lindsey Wilson College (KY)

Vice Chair for Resource Development:
Marjorie Hass
President, Austin College (TX)

Vice Chair for Public Information:
Michele D. Perkins
President, New England College (NH)

Vice Chair for Investment:
Kurt Kuehn
Chief Financial Officer, UPS (GA)

Past Chair:
George E. Martin
President, St. Edward’s University (TX)

Ex Officio:
Richard Ekman
President, Council of Independent Colleges (DC)
“College presidents help shape our world in ways that are not always appreciated.” The opening line of Ann M. Fudge’s keynote address brought the packed room to attention. Fudge is the former chairman and CEO of Young & Rubicam Brands (a global network of marketing communications companies) and has served in leadership positions with Kraft Foods and General Mills. Fudge presently serves, among other roles, on the boards of directors of General Electric and the Council on Foreign Relations and as a trustee of the Brookings Institution. She was named by Fortune magazine in 1998 as one of the 50 most powerful women in American business.

Explaining her opening line, Fudge said that at one point during her career she thought about being a college president or dean of a business school, but as she sat through the hiring process for one such position and listened to the requirements, she thought a saint “couldn’t do this job!”

“The world we live in today can be encapsulated in four words: volatile, uncertain, complex, and ambiguous (VUCA),” Fudge stipulated, adding that although this combination of words has its origins in the military, they apply to the challenges faced by individuals as well as business and academic leaders. Colleges need to prepare students to navigate this VUCA world. Graduates need to be able to handle complex problems, communicate well, clarify volatile issues, propose solutions, collaborate, offer global perspectives, and be engaged with the community—“they truly need to be citizens of the world,” Fudge emphasized.

In thinking about the future of liberal arts colleges and their leaders in today’s VUCA environment, Fudge drew from her marketing background and framed her remarks with “the four Ps of product, price, promotion, and place.”

**Price.** Fudge did not mince words when she said, “Your pricing model is unsustainable.” Citing Moody’s negative outlook for the higher education sector (stressed with price resistance, heightened competition for students, and erratic public funding), Fudge urged college leaders to devise different approaches to the pricing model to keep college affordable.

**Promotion.** Fudge emphasized that students and parents increasingly question the value of a four-year investment in college, and a unique marketing niche can help attract students. “College leaders need to look at all options: Can you offer a three-year degree? Can you offer flexibility for different students? Do you need to begin evaluating potential partners? Should your institution remain a stand-alone college or should you consider merging with another?”

**Product.** Fudge said that students today “want flexibility, experimentation, and options to get their degree.” She emphasized that personal and career development should be central components of a college education and that the career office should be reexamined and given more prominence on campus. “Colleges need to teach students how to navigate the path from college to career and help them find careers that reflect their values and lead to lives of meaning…. Students also need help translating their liberal arts skills into the work world.”

**Place.** Colleges need to consider the physical campus as it relates to changing “customer” (or student) dynamics. One of the biggest challenges colleges face is the digital divide, Fudge said. “Today’s students are so radically different from us—they are far ahead in anything digital. What is academe doing to keep up?” Citing a recent article by Arthur Levine, Fudge highlighted the “growing and fundamental mismatch between analog higher education and the digital students we enroll.” For example, colleges have physical plants, scheduled office hours, and characteristically deliberative processes. Students want convenience and high-quality programs and they expect to get their education anytime, 24–7. Fudge challenged college administrators to “keep up with Twitter to learn what students are saying to each other. Your mind has to change with the consumer—you need to put yourselves in their shoes and try to think like them. This is how to ensure that you capture and create the necessary changes to move your institution forward.”

When businesses face changing customer dynamics, those businesses must innovate or will die, Fudge said. The same holds true for higher education. “You are facing rising pressure, and so you have no choice but to look at the picture from all angles…. Many bricks and mortar colleges are making the same mistake
by offering online courses but not changing the existing model.” Fudge suggested that campus leaders pull together small groups of people to gather feedback from all levels of the institution on various issues and to seek both obvious and innovative solutions from individuals in the campus community. “Go way beyond your inner circle...and engage your students and faculty.”

Helping Students Foster Lives of Inquiry, Virtue, and Social Commitment

Prolific author, social commentator, and New York Times op-ed columnist David Brooks delivered an exceptionally well-received plenary address about the larger purpose of higher education—to help foster in students “a life of inquiry, virtue, and social commitment.”

That’s not an easy goal to achieve, Brooks said. He suggested that college students today live in such a pressured environment of achievement that, “they are ferociously seeing life as a relentless journey and have adopted a prudential mindset focused on investing in themselves.” He said they face pressure always to be on the ladder to achieve—which has left little room for quieting the self. “This code gave students a way to think about mastery on their own; and that defeating weakness often means quieting the self. “This code gave students a way to think about character and what was going on inside and a way of questioning their own desires.” Without this code, it is hard to talk about character and it is difficult to teach moral lessons, Brooks said.

But in thinking about how to teach students today, Brooks refers often to an email he received from a veterinarian in response to a column he wrote. The email read: “What a wise person teaches is the smallest part of what they have to give” and “the message is the person.” Brooks concluded, “The message for us all is that what we teach is a small part of how we’re affecting students—and living up to that every day is difficult, but something we should try to do anyway.”

Videos of the plenary sessions as well as slide show presentations and handouts from many other Institute sessions are available on the CIC website at www.cic.edu/2014PresidentsInstituteResources.
Many presidents participated in the question and answer portion of the plenary session. John Wilson, president of Morehouse College (GA), said he identified with Brooks’ portrayal of Adam One and Adam Two, and that he perceives presidents of the past as Adam Two characters who prepared people for a society that was rejecting them. Today, he said, the pressure to adopt a different approach to education—namely, online coursework—casts him in a more Adam One role that doesn’t allow him to nurture “the Morehouse Man” (who “moves through the world in a distinctive, creative way”). Wilson sought advice on a new approach—an “Adam Three” figure who embraces a hybrid approach, preserving Adam Two at the core but allowing new modes and approaches to education. Brooks joked that he is a dualist so could not agree with the Adam Three approach. But Brooks emphasized that “colleges have distinct personalities that leave a mark on students, and it is even more important for college leaders and faculty members today to be assertive about character development.”

“What a wise person teaches is the smallest part of what they have to give....The message for us all is that what we teach is a small part of how we’re affecting students—and living up to that every day is difficult, but something we should try to do anyway.”

—David Brooks

Tracking Increased Demands for Public Accountability and Government Regulations

“We are in an unusual and extraordinarily challenging period for accreditation and maintaining the traditional approach to accreditation that we have known for many years. If we can’t keep our current approach, the challenges for our colleges and universities will be significant,” warned Judith S. Eaton, president of the Council for Higher Education Accreditation (CHEA), in a session that addressed “What Presidents Need to Know about Increasing Demands for Public Accountability and Government Regulation.”

Eaton began the discussion by highlighting changes that took place in both Congress and the Executive branch in 2013 and their implications for higher education. “Congress was busy with accreditation in 2013—starting with a call for recommendations not just about accreditation and the reauthorization of the Higher Education Act but about all of higher education, including student aid.” Last year saw a total of ten hearings in the House and Senate, a Senate Appropriations bill requiring programmatic accreditation, and various developments at the U.S. Department of Education and White House. Regarding President Obama’s February 2013 State of the Union address and the accompanying plan that suggested the need to examine accreditation, Eaton said, “I can’t recall a time when accreditation was an issue of such importance that it penetrated the level of presidential politics.”

Eaton explained Congress’s key concerns about higher education quality and accreditation: colleges and universities spend a lot of money, student debt is too high, graduation rates are too low, students aren’t doing well enough on national exams, and institutions with low graduation and completion rates still are accredited.

“Members of Congress don’t see accreditation as a vital and valuable tool for quality improvement, which is the origin of accreditation in higher education. Now, not only have members questioned the worth of accreditation, but the federal government has taken some actions in the form of creating a number of tools,” Eaton said. The president’s plan to create a college ratings system in which federal student aid is tied to college performance created the most concern last year.

Eaton then discussed developments that may occur in 2014, such as bill writing, hearings, and various attempts to advance reauthorization of the Higher Education Act, the current version of which will expire in September. She said, however, “I wouldn’t be surprised if nothing of note happened in 2014 or even 2015. And I can even envision that we’re not going to have a reauthorization of the Higher Education Act until 2017 because of the election cycle.”

“Two things are essential if we are going to relieve accreditation of increasing regulation,” Eaton remarked. “First, there is a lot of confusion in Washington about who is responsible for what when it comes to the role of accreditation. If something goes wrong with a college or university these days—if graduation rates are undesirable or if there’s a problem with student financial aid—then it’s considered accreditation’s fault. Accreditation doesn’t have control over many of these things—especially in the financial area.... Accreditation was created as a reliable authority on educational quality. Education entered into a relationship with the federal government for that purpose—not
for the purpose of enforcing federal law with regard to student aid…so we need that clarification. Second, we need the federal government to back off with regard to the level of regulation that accreditation is experiencing right now.” She explained that the higher education sector needs a new narrative on accreditation—a narrative that starts with what is needed and desirable from accreditation, not with what is wrong with it. And she said it is important to consider that not all laws and regulations governing accreditation are essential; some may need to be revised instead of building on them. Regarding regulatory relief for accreditation, Eaton emphasized that the division of responsibilities between government and accreditation should be reframed and the federal review of accrediting organizations should be streamlined.

Eaton also said that this might be a quid pro quo reauthorization, “To meet the needs of the current environment in which we are working, we need to take a look at the rigor issue. I may be able to explain why schools with low graduation rates and high student indebtedness are accredited. But that’s not enough. We need to be able to do and say more. We need to entertain that we want to raise the bar with regard to accreditation generally. That’s not to say that accreditation isn’t effective. It is to say we may need to take a somewhat different approach and we need more investment in public accountability.”

In closing, Eaton urged college and university presidents to take action. “We are allowing authority for academic judgment to shift from us to the federal government. The federal government is not a bad actor—we need to work with the government and we need to be accountable. But, with all respect, we are better judges of academic issues, such as credit hour, degree requirements, and graduation…. Reauthorization is upon us. We might not know when, but we know that the stakes are high. We have a good deal to lose with regard to our fundamental vision of what we do and our essential features [such as peer review, institutional autonomy, commitment to vision, and academic freedom]. It’s up to us. It’s you in the office of your local Congress member, it’s you in your senators’ office in Washington, it’s you making the case for the value and worth of higher education as an enterprise that we know, love, and respect.”

Teaching the Liberal Arts with Technology

In a session that asked “Can the Liberal Arts Be Taught Effectively with Technology?” panelists maintained that the answer is a qualified “Yes.” They highlighted advantages and disadvantages of digital technology and concluded that the answer may rely on colleges’ ability to collaborate. The lively session featured Edward L. Ayers, president of the University of Richmond (VA); Arthur F. Kirk, Jr., president of Saint Leo University (FL); and Candace Thille, assistant professor of education and senior research fellow in the Graduate School of Education at Stanford University. Robert Zemsky, professor of higher education at the University of Pennsylvania and chair of the Learning Alliance, moderated the session and remarked that by leading ground-breaking online projects on their campuses the panelists, “each in their own way touched the ‘third rail’ and lived. They are proof that other university leaders can do so too.”

The panelists first addressed the question of how technology can improve the liberal arts. Ayers said that by using technology, “liberal arts colleges may have more to gain than any other sector in higher education if we take advantage of our core strengths—our agility, creativity, and passion.” He suggested that instead of being a consumer of a technology that an external
“What we know about higher ed is that students learn by attempting to perform—by engaging and getting feedback on their practice. Just watching a video of someone and getting multiple choice questions is not going to be an educational form that truly democratizes education…. Where the technology should be used is in designing really effective, authentic learning activities that enable a great diversity of students to achieve certain outcomes in engaging tasks.”

—Candace Thille

company wants to sell to a college, faculty and students can collaborate, create new knowledge, and innovate with technology while working within their disciplines. “Our faculty can use the same collaborative spirit that drives undergraduate research in our science labs and in our community-based research and humanities work. Undergraduates can be and are terrific collaborators in digital scholarship projects.”

Ayers described the success of the Digital Scholarship Lab (DSL), which develops innovative digital humanities projects that contribute to research and teaching at and beyond the University of Richmond; and a DSL project, the History Engine, which is a public online database and educational tool that gives students the opportunity to learn history by doing the work—researching, writing, and publishing—of a historian. Such projects can improve students’ scholarship, give students confidence and experience in the digital world, and allow faculty to imagine and execute projects beyond the scale of individual effort, he explained. He said that by collaborating in research, “Technology can enhance all the high-impact practices our institutions already pursue—capstone courses, undergraduate research, community engagement, first-year seminars, and learning communities.”

Kirk noted that Saint Leo University was an early adaptor of online education and runs one of the few self-operated systems. He also described how Saint Leo uses its instructional technology to enhance its traditional residential courses. Kirk said benefits of having high-tech classrooms range from improving efficiency—the touch-screen technology the university employs in its classrooms allows faculty and students to reduce time spent displaying class materials, loading presentations, passing out papers, and disseminating notes—to enriching the learning environment. “With the touch of a screen we can bring in experts from around the globe or engage classes in China and Italy or other places where students are studying the same subject…. We’ve also done an enormous amount of training with the faculty, and they’ve taken us places that we’ve never imagined.” Kirk said that many of Saint Leo’s classes have LibGuides—an online library of materials relevant to a particular course to which students can contribute materials. “There are just so many tools out there that we can use to improve learning—and it’s influenced how we think about course design. For example, our instructional design department is adapting course design based on the pace of student learning. If a student gets the correct answer, they move onto path one; if a student doesn’t have command of the subject, they move onto path two for further instruction.”

Thille is the founding director of the Open Learning Initiative, started at Carnegie Mellon University. The initiative brings faculty disciplinary experts together with learning researchers, software engineers, human interaction experts, and students to co-create learning environments that help students achieve articulated learning outcomes. She explained, “It’s different from what you see in typical online learning and MOOC classes—where students get a lecture snippet, a multiple choice question, and another lecture snippet. We put our energy into designing authentic complex tasks that students can do in web-based environments that support them to achieve certain conceptual levels and skill sets.”

Thille said that most people think the power of online technology lies either in its “anytime, anyplace” convenience aspect, its simulation capability, or its power to connect learners—and all three benefits are powers of the technology. But she added, “The real power of this technology is what Google, Netflix, and Amazon have figured out. The power is not in pushing things out—but pushing it out just into the interface so that we can observe digitally people’s interactions…. It’s the ability to embed assessment into well-designed learning activities and use the data we collect from that assessment to drive powerful feedback loops to everyone in the education system—to the learners so they can monitor their own learning, to the learning researchers, and to the course design teams.” She said the feedback loop to the faculty member would probably most interest college and university presidents. “By monitoring, mining, and instrumenting interactions we can tell the faculty in detailed immediate ways the knowledge state of their class as a whole and of individual students, so faculty can decide how to spend their class time. The way that this technology will support a liberal arts education is not by trying to put it all online, but by looking at how we support the faculty to gather information from
students so faculty can spend their precious and expensive time in much more effective ways.”

Zemsky also asked the panelists what lessons they took from the rise and fall of MOOCs. Kirk remarked, “The first thing I took away is that there are a lot of very sophisticated people who want to see the model of higher education completely destroyed and disrupted…but those supposedly sophisticated people really don’t understand teaching and learning. What we’ve learned from MOOCs is that only an accomplished learner completes them and gets something valuable out of them. But I don’t believe MOOCs have gone away…MOOCs version 1.0 has pretty much flamed out, but versions 2.0 and 3.2 are ahead of us.”

Thille replied, “One of the things that opened my eyes when I began work at Stanford is how much MOOCs’ existence changed the conversation at Stanford…. Research faculty who spend all of their time on research are for the first time having really robust conversations about teaching and learning…. That’s a positive aspect of MOOCs—they have gotten all kinds of people talking about human learning and how we can use these technologies as research platforms to better understand learning.”

“But for me there’s a disconnect between what MOOCs said they were doing and the reality of what they were doing.” Thille continued. “What we know about higher ed is that students learn by attempting to perform—by engaging and getting feedback on their practice. Just watching a video of someone and getting multiple choice questions is not going to be an educational form that truly democratizes education…. Where the technology should be used is not in disseminating a lecture—it is in designing really effective, authentic learning activities that enable a great diversity of students to achieve certain outcomes in engaging tasks. That’s not something an individual faculty member or university can do on its own—it’s very expensive to do.”

In addressing Zemsky’s question about whether teaching through technology will ultimately lower costs, Kirk remarked, “There’s no doubt that online delivery is less expensive because you don’t have to spend millions of dollars on bricks and mortar…but we haven’t figured out how to use it to drive down costs yet. It can vastly improve our productivity, however, and if it can help deepen learning and improve graduation rates, then it will have a tremendous long-term return on investment.” Ayers and Thille both emphasized the importance of collaboration to control costs and/or enhance scholarship. Thille concluded that at some point college leaders will need to decide whether to outsource technology to commercial vendors, which will cause the college to lose some control, or to try to launch the sophisticated technology on their own, which is extremely expensive. “At some level you may need to collaborate with each other or other competitors to build these systems collectively and then compete on different measures.”

Sessions, Workshop Reveal Strategies to Foster Effective Governance

“Effective financial management at small and mid-sized colleges is the key to institutional sustainability in the new economy. The most dramatic declines in an institution’s credit rating often occur as a result of failures in institutional governance,” said Eva H. Bogaty, vice president and senior analyst at Moody’s Investors Services. Bogaty’s presentation, “The Financial and Strategic Outlook for Private Colleges in the New Economy,” provided a financial and strategic framework based on results of Moody’s rating actions for colleges and universities over the previous year. Noting that “effective governance and strong management enable an organization to reach its full potential while avoiding financial stress,” Bogaty cited five hallmarks of good governance:

- Board and senior management composition that reflects breadth of experience and capacity;
- Adherence to standard oversight and disclosure practices;
- Short- and long-term planning that ties budget to institutional strategy and prepares for “worst case scenarios”;
- Self-assessment and benchmarking; and
- Effective government relations and positive “town/gown” relations.

A number of other sessions about how private college presidents might effectively foster good governance practices on their campuses were offered throughout the 2014 Presidents Institute. In “Governance Reconsidered: Effective Approaches to Working with Boards and the Faculty to Help Colleges Thrive,” University of Puget Sound (WA) President Emerita Susan Resneck Pierce emphasized that shared governance means shared responsibility: “Faculty and boards both have responsibilities to preserve shared governance. To have a say in governance, faculty must be more flexible; and to govern well, boards must listen to the faculty voice.” Echoing this sentiment, fellow panelist and Ohio Wesleyan University President Rock Jones advised that shared governance works best when a complementary approach is taken. “Shared governance means that different college constituencies have different roles to play and contributions to make to enhance the functioning of the institution.” Panelists advised that one way to encourage a differentiated, yet collaborative, approach is to focus on institutional mission. Pamela Trotman Reid, president of the University of Saint Joseph (CT), explained that she often led by asking board members and faculty what the founding Sisters of Mercy would want.

At the start of an interactive workshop designed to address the increasing range of issues faced by college trustees, Ronald R. Pressman, executive vice president and chief operating officer
of TIAA-CREF, noted that high-functioning boards balance the ideal with the practical. “Good boards have a clear vision and mission, but they only undertake a manageable number of strategies in pursuit of that vision and mission. In addition, the best boards utilize well-established structure and operating mechanisms, and they willingly engage relevant data in a concise and transparent manner.” To these general characteristics Tom Ingram, CIC senior advisor for president-board relations and president emeritus of the Association of Governing Boards of Universities and Colleges, offered specific advice for participants seeking to empower their boards to maximize their impact. Ingram emphasized the importance of orienting trustees to their role as well as the unique traits of the particular college they serve. “It is helpful to open board meetings with a framing session to focus attention and define purpose, but it is equally important to educate your trustees about your school by scheduling opportunities for them to interact on the campus with students and faculty.” These opportunities could take the form of student presentations at board meetings, faculty members hosting trustees for dinner in their homes, or even requiring that trustees spend a night in the college dorms.

Regardless of the strategies used to familiarize trustees with the colleges they serve, President Robert Wyatt of Coker College (SC) summarized well the challenge facing today’s private college president: “Boards are asking more difficult questions now. The success of your presidency—and your institution—depends upon your ability to foster a functioning board.”

Digital Technology Session, Online Education Workshop Explore Opportunities for Independent Colleges

Innovative Uses of Digital Technology

With the intellectually challenging notion that “We live in an age when things happen before they actually occur,” McDaniel College (MD) President Roger Casey motivated participants to raise their eyes from their smartphones, let email be still for an hour, and join a lively conversation about innovative uses of digital technology in independent colleges. Casey observed that because campus news and rumors travel quickly on social media networks, institutions have limited control over what information is spread. But he explained that the reality of how students, parents, and other campus constituents communicate led him as president to join in social media discussions, becoming active on Facebook. “Millenials tell the world what’s going on, they don’t tell individual people,” he remarked. And so, with the help of two staff members who monitor his account, Casey uses Facebook and other digital platforms not only to comment on topics discussed by the McDaniel community, but also to stay in contact with trustees and to document his travel schedule, which motivates alumni to reach out when he is in their area. Casey advised colleges to resist the urge to correct every instance of misinformation on social media: “Active communities,” which in McDaniel’s case includes many parents who are familiar with social media platforms and who are connected with each other, “have a tendency to correct themselves in the end.”

In the same session, Tracy Fitzsimmons, president of Shenandoah University (VA), emphasized the need for presidents to make technology choices for their campus and themselves that provide a natural fit. “We are not millenials,” she stipulated; and so she communicates without the help of Facebook and Twitter, and she even instituted a “no email over certain holidays” policy for senior staff members. But just like Casey and Kevin Ross, president of Lynn University (FL), Fitzsimmons realized early the importance of exploring how devices such as tablets, smartphones, and notebooks, combined with Wi-Fi access and a strong institutional commitment to developing online content and faculty training, can positively affect learning experiences and outcomes. Shenandoah’s evaluation of its innovative iMLEarning program has suggested it is more effective in professional and second-degree programs than in first-year seminars as originally intended. In that sense, Fitzsimmons convincingly argued, presidents need to spearhead innovation and to have the courage to give up the technology or approach if it does not make things easier or better. Casey advised presidents to direct innovative energy into predictable outcomes, a move that led McDaniel to the creation of a new course development process with multiple cooperative steps between deans, program directors, faculty content matter experts, and instructional designers on his campus.

A CIC-organized visit in spring 2011 by presidents and chief academic officers to the Apple corporate campus in Cupertino, California, inspired Ross to consider how consumer electronics could be deployed on campus to advance the institution’s mission and strategic plan. His opportunity came along when the faculty completed a major revision of the core curriculum about the same time that Lynn University rewired the campus network in preparation to host a U.S. Presidential Debate in 2012. With the network in place to support online coursework and the new curriculum approved, faculty members had the infrastructure they needed to develop and revise courses accordingly. The university paired faculty members with instructional designers to help them adapt courses to the new environment. Starting in fall 2014, undergraduate students will be invited to “join the mini revolution” and access a rapidly increasing number of courses designed to facilitate learning on a preconfigured iPad mini provided by Lynn. When using these new approaches, however, Ross said that the university will make sure this “cool” approach
to instruction translates into improved learning outcomes through a comprehensive assessment. “It’s not about the device,” he concluded, “but what happens on it at the intersection it shares with faculty between content and students.”

Considerations in Online Education

The workshop, “Considerations in Online Education: What to Do about MOOCs, Virtual Programs, and Regulatory Requirements,” allowed presidents to dig more deeply into issues relevant to formulating an online strategy that fits a specific campus. David Clinefelter, chief academic officer at the Learning House, Inc., summarized a recent Learning House survey of the student marketplace and the online options CIC colleges and universities are offering. He observed that the response to online coursework in the independent sector varies greatly, with about half of the surveyed campuses remaining in a “beginner or below” status on the online education continuum. Clinefelter argued that online education has the potential to increase student access, enrollment, and revenue; broaden service areas and professional program offerings; and achieve pedagogical improvements. But he advised that in such a competitive market only a sound approach—one that involves hiring staff to lead and support the online initiative, substantial investments in faculty education and incentive programs, careful adjustments of campus policies and procedures, good accounting and budgeting practices, and particularly aligning the on-ground and online offerings—holds promise.

Elizabeth Stroble, president of Webster University (MO), an acknowledged leader in online education with 32 online programs currently and 1,941 course sections offered annually, agreed that any new approach needs to align with the “academic brick and mortar of the university.” She emphasized the importance of a full-fledged commitment to high-quality online learning programs. For Webster the opportunity to create online graduate programs was a solid fit with its institutional mission to broaden educational access. The match between on-ground and online principles, Stroble argued, manifests itself in online features such as pedagogically-rich course design, highly responsive instruction, small and interactive sessions, and emphasis on student support.

Kevin Manning, president of Stevenson University (MD), further emphasized that presidents should consider how to position their campuses in the rapidly developing online education space using strategies that address specific campus needs and goals. One of Stevenson’s main goals was to increase the revenue produced by the school of graduate and professional studies, which showed a serious deficit in 2003. The plan ultimately succeeded with a $3 million surplus a decade later. Manning said that Stevenson’s incremental approach to program expansion was the key to its success. The university added degree programs slowly, allowing lessons learned to inform the next offering and the organizational development, support, and deployment structure needed to expand over time. Manning emphasized the importance of creating consensus about the strategy with the faculty, best achieved by separating traditional and continuing education instruction; using consultant advice and hiring curriculum designers early; and benchmarking programs against local competitors.

Frederick Moore, president of Buena Vista University (IA), advised presidents either to become highly knowledgeable about the complex and challenging federal and state legal and regulatory landscape or to designate a senior staff member to review a developing online education strategy from this angle. Moore said that taking advantage of the State Authorization Reciprocity Agreement through regional education compacts can alleviate the difficulties associated with seeking registration and licensing for online programs.

Participants discussed a broad range of issues associated with developing an online education strategy, including working with online platform providers; strategies to engage and motivate the faculty to contribute to online education; challenges to market online programs; intellectual property rights concerns; pricing strategies; and ways to address the territorial thinking about achieved surpluses. Everybody in the audience seemed to agree with Tracy Fitzsimmons’ general advice about how presidents should best deal with technology, which is “to walk the walk” by “easing into it.”
2014 Presidents Institute Awards Banquet and Sessions

A photo slideshow of the Institute is available in the online edition of the Independent at www.cic.edu/Independent.

Presidents, spouses, sponsors, and speakers enjoyed the annual Presidents Institute Awards Banquet, which took place in the Marco Island Marriott’s Palms Ballroom on January 6.

CIC presented three major awards during the Awards Banquet. (From left to right) Joan and Macon Brock received the CIC Award for Philanthropy, Sandy Baum and Michael S. McPherson received the Allen P. Splete Award for Outstanding Service, and Ann Die Hasselmo received the Distinguished Service Award.
Several presenters, including Tom Ingram, CIC senior advisor for president-board relations, Jon Strauss, president of Manhattanville College (NY), and Lori Bettison-Varga, president of Scripps College (CA), led a workshop on “Strategies for Building More Effective Boards.”

John Wilson, president of Morehouse College (GA), posed a question during David Brooks’s presentation on “Fostering a Life of Inquiry, Virtue, and Social Commitment.”

During the Awards Banquet, CIC recognized Board Members who completed their terms of service in January. Pictured (from left to right) are Stephen Briggs, president of Berry College (GA); Norval Kneten, president of Barton College (NC); Bill Fox, president of St. Lawrence University (NY); Kathy Owens, president of Gwynedd Mercy University (PA); and Eileen Wilson-Oyelaran, president of Kalamazoo College (MI). Not pictured are Ron Carter, president of Johnson C. Smith University (NC), and Nancy Oliver Gray, president of Hollins University (VA).
“W

hat will you now do to further align your vocation with the mission of your campus or profession?”

This was the question that participants were left pondering at the conclusion of the January 7–8 Presidential Vocation and Institutional Mission seminar, held in Marco Island, Florida. This seminar followed a five-day seminar in July 2013 in Glendorn, Pennsylvania, for 16 college presidents, many accompanied by spouses, who also engaged in conversations with program facilitators throughout the fall. During the Marco Island seminar, participants continued their inquiry into the relationship between their own sense of vocation or calling and the mission of the institutions they serve as president.

The distinctive premise of CIC’s Presidential Vocation and Institutional Mission program is its recognition that vital questions about presidential effectiveness are often personal and sometimes spiritual. Such questions involve knowing what makes work fulfilling and meaningful and finding joy in that work. Participants address the possibility that one becomes a president because he or she has felt called to accept the responsibility. Through a series of readings and group discussions the program seeks to facilitate a better fit between president and institution that results in longer and more fulfilling presidencies.

CIC senior advisor for the program, William Frame, president emeritus of Augsburg College (MN), served as program facilitator along with Donna Carroll, president, Dominican University (IL); Joel Cunningham, vice chancellor emeritus and professor of mathematics, and Trudy Cunningham, retired presidential spouse, Sewanee: The University of the South (TN); Anne Frame, retired presidential spouse, Augsburg College; and Richard Hughes, Distinguished Professor of Religion and director, Sider Institute, Messiah College (PA).

The 2014–2015 Presidential Vocation and Institutional Mission program serves senior administrators of CIC institutions—and their spouses or partners—who are considering whether to seek a college presidency. In February, the selection committee chose 20 prospective presidents to participate in the upcoming seminar. Participants will meet twice—July 13–16, 2014, in Stowe, Vermont, and February 23–24, 2015, in Atlanta, Georgia. Since the program’s inception in 2005, 26 prospective president participants have been appointed to presidencies.

CIC’s Presidential Vocation and Institutional Mission program is generously funded by Lilly Endowment Inc. For more information, see www.cic.edu/VocationMission.


- J. Blair Blackburn, Executive Vice President, Dallas Baptist University (TX)
- Kimberly P. Blair, Vice President for Institutional Advancement, Ferrum College (VA)
- Carol Breshnahan, Vice President for Academic Affairs and Provost, Rollins College (FL)
- Scott Edward Bryant, University Chaplain and Vice President for Spiritual Development, East Texas Baptist University
- Melinda Cook, Vice President of Strategy and Planning and Chief of Staff, Fisher College (MA)
- Trina Dobberstein, Vice President of Student Affairs and Dean of Students, Baldwin Wallace University (OH)
- Patricia Draves, Vice President for Academic Affairs and Dean of the University, University of Mount Union (OH)
- Gigi Fansler, Vice President for Academic Affairs, Lincoln College (IL)
- Carl A. Girelli, Vice President for Academic Affairs and Dean of the College, Randolph College (VA)
- Shah Hasan, Provost, Urbana University (OH)
- Charlie McCormick, Provost and Vice President for Academic Affairs, Schreiner University (TX)
- John McKeegan, Vice President and General Counsel, Linfield College (OR)
- Catharine O’Connell, Vice President for Academic Affairs and Dean of the College, Mary Baldwin College (VA)
- Gerard J. Rooney, Executive Vice President for Enrollment, Advancement, and Planning, St. John Fisher College (NY)
- Reed Sheard, Vice President for Advancement and Chief Information Officer, Westmont College (CA)
- Gail Simmons, Provost and Vice President for Academic Affairs, Manhattanville College (NY)
- James H. Smith, Vice President of Academics and Technology, University of the Southwest (NM)
- David M. Timmerman, Dean of the Faculty, Monmouth College (IL)
- Edward Walpin, Assistant Dean, St. John’s College (NM)
- Burton Webb, Vice President for Academic Affairs, Northwest Nazarene University (ID)
CIC Announces 2014–2015 Executive Leadership Academy Participants

CIC is pleased to announce that participants have been selected for the 2014–2015 Executive Leadership Academy (ELA). Twenty-two nominees, drawn from all divisions of the institution, were competitively selected for participation in the year-long program that prepares provosts and vice presidents for presidencies. The program includes two national seminars, readings, webinars, individualized experiential activities, and structured mentorship experiences.

The ELA is co-sponsored by CIC, the American Academic Leadership Institute (AALI), and the American Association of State Colleges and Universities with financial support from the Henry Luce Foundation. Tom Kepple, president of AALI and president emeritus of Juniata College (PA), is the program director.

The ELA opening seminar will take place in Washington, DC, July 20–22, 2014; the closing seminar will be held June 21–23, 2015, also in Washington.

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<tr>
<th>EXECUTIVE LEADERSHIP ACADEMY PARTICIPANTS (2014–2015)</th>
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<tr>
<td>Dominic Aquila</td>
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<tr>
<td>Vice President for Academic Affairs</td>
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<td>University of St. Thomas (TX)</td>
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<td>Paul Bennion</td>
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<td>Vice President for Academic Affairs and</td>
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<td>Special Assistant to the President</td>
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<td>The College of Idaho</td>
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<td>Brian Dalton</td>
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<td>Vice President for Enrollment and College Relations</td>
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<td>Allegheny College (PA)</td>
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<td>Leslie Frere</td>
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<td>Vice President for Student Development</td>
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<td>Saint Joseph’s College (IN)</td>
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<td>Robert Graham</td>
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<td>Provost and Vice President for Academic Affairs</td>
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<td>Grove City College (PA)</td>
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<td>Bobby Hall</td>
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<td>Executive Vice President, Provost</td>
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<td>Wayland Baptist University (TX)</td>
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<td>Daniel Helwig</td>
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<td>Dean of College Advancement</td>
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<td>York College of Pennsylvania</td>
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<td>Stuart Jones</td>
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<td>Vice President for Enrollment Management</td>
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<td>Lee King</td>
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<td>Vice President for Institutional Advancement</td>
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<td>Hampden-Sydney College (VA)</td>
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<td>William Mea</td>
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<td>Vice President for Finance and Business</td>
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<td>Stefanie Niles</td>
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<td>Scott Ochander</td>
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<td>Kenneth Pauli</td>
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<td>Siena College (NY)</td>
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<td>Brenda Porter Poggendorf</td>
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<td>Paul Savory</td>
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<td>Nebraska Methodist College</td>
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<td>Cheryl Smith</td>
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<td>Western New England University (MA)</td>
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<td>Kelly Thompson</td>
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<td>Vice President for External Relations</td>
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<td>Barton College (NC)</td>
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<td>Beth Triplett</td>
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<td>Rachel Van Cleave</td>
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<td>Golden Gate University (CA)</td>
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<td>Scott Van Loo</td>
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<td>Vice President for Advancement</td>
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<td>Ripon College (WI)</td>
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2014 College Media Conference
to Explore How to Connect
across New Media Lines

With a strong lineup of seasoned journalists and special events, the 28th annual College Media Conference will take place June 25–27, 2014, at the Omni Shoreham Hotel in Washington, DC. Cohosted by CIC and the American Association of State Colleges and Universities, the conference will focus on the theme, “Connecting across New Media Lines: Gaining Access, Making News,” and will feature panel presentations, roundtable discussions, break-out sessions with the higher education press, small group visits to DC-based newsrooms, a tour of the Newseum, and more.


The preconference workshop on June 25 will explore the theme, “Sharpening Your Traditional and Social Media Toolkits,” and will feature a panel on how social media and digital technology are changing the PR rules and process, a session on becoming an in-house media trainer, and a panel of science journalists. The day will begin with media visits to several newsrooms and end with a reception and special session, “College, Reinvented,” sponsored by the Chronicle of Higher Education. A panel discussion with Ángel Cabrera, president of George Mason University, and Bryon Grigsby, president of Moravian College (PA)—moderated by seasoned Chronicle reporters Goldie Blumenstyk and Scott Carlson—will challenge higher education myths and offer insights into today’s issues and potential solutions for the future.


For more information and to register for the conference, see www.CollegeMediaConference.org.
New CIC Report Documents Superior Performance of Independent Colleges in Preparing Students for STEM Careers

CIC’s new report, *Strengthening the STEM Pipeline: The Contributions of Small and Mid-Sized Independent Colleges*, demonstrates that these independent institutions are preparing students for careers and graduate study in STEM fields more efficiently than many public universities. Contrary to popular assumptions, the report shows that smaller private colleges have higher student persistence and degree completion rates in STEM fields and shorter time to the bachelor’s degree than larger universities. Bachelor’s degree recipients from small and mid-sized independent institutions in the STEM fields also are more often committed to further education at the time of graduation, and many immediately enroll in graduate programs after obtaining bachelor’s degrees. In addition, graduates of small and mid-sized colleges are more likely to pursue doctoral degrees in STEM fields than graduates of public four-year institutions. In some STEM fields, small and mid-sized colleges produce more graduates who obtain PhDs than much larger public research universities produce. The full report is available as a PDF at www.cic.edu/STEMreport.

Commenting on the findings of the report, CIC President Richard Ekman said, “This study shows persuasively that small and mid-sized private colleges are better at producing both bachelor’s degree-level and future PhD-level professionals in STEM fields than other kinds of educational institutions. That is, the absolute number of PhD recipients is impressive and, as a percentage of students who start out to major in one of these fields, the record of small colleges is extraordinary.” He added, “In today’s tight budget climate, it is incumbent on private, state, and federal funders to build on proven efficiency of this kind instead of squandering hard-to-find tax and philanthropic dollars on less efficient ways of producing an equivalent number of STEM professionals.”

P. Jesse Rine, CIC’s director of research projects and principal author of the report, said, “Many people assume that America’s large research universities provide the most promising pathway to a career in a STEM field. On the contrary, the report demonstrates that students who graduate from small and mid-sized private colleges are more likely to persist in their major, graduate on time, and pursue graduate work in STEM. These findings suggest that students can enjoy the distinctive characteristics of a liberal arts college experience—smaller classes, more personal attention from faculty, hands-on research opportunities, and an integrated curriculum—without compromising their prospects for future employment or graduate study.”

**Report Findings.** The data analysis reveals that, as a sector, small and mid-sized private institutions perform better than public institutions in students’ persistence and undergraduate degree completion rates in STEM fields, and they substantially outperform public nondoctoral institutions. In addition, STEM graduates of small and mid-sized private colleges are just as likely to enroll in a graduate program as their peers who graduate from larger public universities, but the degree completion records are very different:

- At small and mid-sized independent institutions, 80 percent of bachelor’s degree recipients in STEM fields earn their degrees in four years or less, compared with 34 percent at public four-year nondoctoral institutions and 52 percent at public four-year doctoral institutions.
- A much larger proportion (57 percent) of graduates in STEM fields from small and mid-sized independent institutions earned their bachelor’s degrees in four years or less versus 34 percent of graduates at public four-year institutions.

### Percentage of Students Who Obtained Bachelor’s Degrees in STEM Fields within Four Years

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<th>Group</th>
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<tr>
<td>Public nondoctorial</td>
<td>34%</td>
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<tr>
<td>Public doctoral</td>
<td>52%</td>
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<tr>
<td>Private nonprofit nondoctoral</td>
<td>80%</td>
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<tr>
<td>Private nonprofit doctoral</td>
<td>81%</td>
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“As a teacher and researcher in larger institutions...the individual attention that most students thrive on is hard to duplicate with hundreds of students. As a former graduate director over many years, I also found that a proportionately larger number of successful graduate school entrants were from small and mid-sized colleges.”

—Elisabeth Gantt, Distinguished University Professor Emerita, University of Maryland, College Park, and Member of the National Academy of Sciences, Blackburn College (IL), Class of 1958

institutions plan to apply to graduate school upon receipt of their bachelor’s degrees, compared with slightly more than 40 percent of graduates from public four-year institutions.

• One-fifth (19 percent) of the bachelor’s degree recipients in STEM fields from small and mid-sized independent institutions immediately enroll in master’s or doctoral degree programs after obtaining their bachelor’s degrees, a comparable percentage with public four-year doctoral institutions (22 percent) and exceeding that of public four-year nondoctoral institutions (14 percent).

Efficiency by Institution and Discipline. Comparisons among specific institutions and disciplines further demonstrate the productivity and efficiency of small and mid-sized independent colleges and universities in the rates of attaining STEM PhDs. For example:

• A higher percentage of students who attained bachelor’s degrees in chemistry from Allegheny College (PA) subsequently completed a PhD in the discipline (36 percent) than did graduates from the University of Pittsburgh (13 percent) or Carnegie Mellon University (24 percent). And despite Allegheny’s significantly smaller undergraduate enrollment, the number of its graduates who later received doctorates in chemistry was 25—comparable with 25 graduates of Carnegie Mellon and 30 of Pitt.

• In the biological sciences, one out of every four graduates from Swarthmore College (PA), Haverford College (PA), Grinnell College (IA), and Oberlin College (OH) went on to complete a PhD, a rate higher than that of the large public research universities in their respective states: Pennsylvania State University (16 percent), University of Iowa (13 percent), Iowa State University (10 percent), and Ohio State University (8 percent).

• Although it enrolled fewer than one-tenth of the number of undergraduates as its nearby public flagship university, computer science majors who graduated from Bucknell University (PA) were twice as likely to complete a doctoral degree than their peers who completed undergraduate studies in computer science at Penn State (6 percent vs. 3 percent).

Other Findings of Note

• Two out of five STEM PhD recipients in the U.S. obtained bachelor’s degrees from foreign institutions, suggesting that the United States still has a long way to go to produce “home grown” scientists.

• Among PhD recipients in STEM fields who earned their bachelor’s degrees from U.S. four-year institutions, 20 percent earned their bachelor’s degrees from small and mid-sized independent institutions, a share that exceeds this sector’s overall production of bachelor’s degrees in STEM fields (17 percent).

Blackburn College (IL) alumna Dr. Elisabeth Gantt, Distinguished University Professor Emerita, University of Maryland, College Park, and Member of the National Academy of Sciences, said of the report:

“The results of the study Strengthening the STEM Pipeline: The Contribution of Small and Mid-Sized Independent Colleges are fully consistent with my personal experience. Years ago when I graduated from a small college (Blackburn) all my colleague biology graduates went on directly for advanced degrees. As a teacher and researcher in larger institutions it has been a privilege to mentor both undergraduate and graduate students. Yet, the individual attention that most students thrive on is hard to duplicate with hundreds of students. As a former graduate director over many years, I also found that a proportionately larger number of successful graduate school entrants were from small and mid-sized colleges.”

Policy Recommendations. In order to reap the full benefits of a strong STEM workforce, policy makers and funders should assist higher education institutions that have demonstrated that they can prepare many people for STEM careers effectively and efficiently—namely smaller private colleges. Policy changes might include:

• Provide additional federal funding to students who major in STEM fields at small and mid-sized private colleges to maximize efficient production of undergraduate degrees in STEM fields and of future scientists;

• Allow students who wish to major in a STEM field to receive at least as much state financial aid for use at private colleges that have demonstrated equivalent efficiency in degree production as at their in-state flagship research university;
CIC Engaging Evidence Report Shows How Independent Colleges Use Data to Improve Learning

CIC recently released a report summarizing the work of the CIC Engaging Evidence Consortium—a network of 40 member colleges and universities that since 2012 used outcomes assessment data to improve student learning. Institutions in the Consortium developed and executed campus projects designed to use evidence of learning to make significant adjustments in curriculum, pedagogy, or student support. The report, *Engaging Evidence: How Independent Colleges and Universities Use Data to Improve Student Learning*, documents the work of the participating institutions and common lessons learned, including:

- **The Right Assessment Matters.** A primary goal of the Engaging Evidence project was to encourage use of existing assessment data. As a result of exploring sources of evidence already being used, a number of campus teams discovered weaknesses inherent in their assessment instruments.

- **Engage the Faculty.** Engaging faculty with evidence of student learning is an important part of the process to improve student learning.

- **Make It a Team Effort.** A collaborative approach that includes administrators and faculty leaders in the assessment of student learning is critical to institute change.

- **Planning Matters.** Sound planning is essential to the successful execution of assessment projects.

- **Keep It Focused.** Maintaining the focus of an assessment project by establishing and completing targeted goals is an important strategy for project success and sustainability.

- **Collaboration among Institutions Is a Powerful Strategy.** Consortium members testified that inter-institutional collaboration contributed to their projects’ success.

The CIC Engaging Evidence Consortium, which was generously funded by the Teagle Foundation, demonstrated the importance of using evidence to improve student learning. The work of the Consortium stands as a strong example of how the assessment of student learning and best practices in the use of outcomes data can be enhanced through collaboration among institutions.

The principal author of the report is Mary Ann Coughlin, CIC senior advisor and project director, who also serves as assistant vice president for academic affairs and professor of research and statistics at Springfield College (MA). The full report is available at [www.cic.edu/EngagingEvidence](http://www.cic.edu/EngagingEvidence).

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**ENGAGING EVIDENCE CONSORTIUM PARTICIPATING INSTITUTIONS**

- Anderson University (SC)
- Anna Maria College (MA)
- Augsburg College (MN)
- Cedarville University (OH)
- Central Methodist University (MO)
- Champlain College (VT)
- Christian Brothers University (TN)
- Clarion University (PA)
- Coker College (SC)
- Concordia University Chicago (IL)
- Franklin Pierce University (NH)
- Hilbert College (NY)
- Husson University (ME)
- Lasell College (MA)
- Lesley University (MA)
- Lynn University (FL)
- Mariboro College (VT)
- Messiah College (PA)
- Morningside College (IA)
- Nebraska Wesleyan University
- Our Lady of the Lake University (TX)
- Saint Joseph’s College (IN)
- Saint Leo University (FL)
- Schreiner University (TX)
- Shaw University (NC)
- Shenandoah University (VA)
- Simmons College (MA)
- Springfield College (MA)
- Stetson University (FL)
- Sweet Briar College (VA)
- Trine University (IN)
- Trinity Christian College (IL)
- Tusculum College (TN)
- University of Evansville (IN)
- University of Mount Union (OH)
- Wagner College (NY)
- Westmont College (CA)
- Wheelock College (MA)
- Widener University (PA)
- Wilson College (PA)
CIC released the final report of the CIC Degree Qualifications Profile Consortium in January. The Consortium is a network of 25 colleges and universities, selected by CIC, that in 2012 and 2013 explored ways that the Lumina Foundation’s Degree Qualifications Profile (DQP) could be used to improve student learning. Institutions in the Consortium committed to work together to find ways in which the DQP could help develop new or strengthen existing efforts to improve academic quality and clarify student learning outcomes at the undergraduate level. The CIC project was one of three original pilot projects funded by Lumina to test the usefulness of the DQP framework.

The report, *Defining Outcomes, Demonstrating Quality: The CIC Degree Qualifications Profile Consortium*, introduces the DQP and the CIC/DQP Consortium, details the Consortium’s activities, explores individual campus projects, and evaluates the usefulness of the DQP. The participating institutions’ projects included several overlapping objectives:

- Reforming general education;
- Enhancing business programs;
- Assessing co-curricular programs;
- Improving the process of transfer from two-year to four-year institutions;
- Improving study abroad programs;
- Creating common standards for capstone courses;
- Clarifying and enhancing student learning outcomes;
- Evaluating specialized knowledge in the major; and
- Improving the first-year and senior-year experience.

The projects confirmed that the DQP is a useful framework for exploring ways to improve academic and co-curricular programs at small and mid-sized independent institutions. The pioneering work of the CIC/DQP Consortium contributed significantly to a national understanding of the potential of the DQP to improve student learning and to the ability of higher education to demonstrate academic quality.

The Lumina Foundation generously funded the CIC/DQP Consortium. Terry Grimes, CIC senior advisor, project director, and former provost of Barton College (NC), is the principal author of the report. The report is available at [www.cic.edu/DQP](http://www.cic.edu/DQP).

### CIC DEGREE QUALIFICATIONS PROFILE CONSORTIUM PARTICIPATING INSTITUTIONS

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### 2014 Davies-Jackson Scholarship Awarded for Study at Cambridge

Courtney Dymowski, a senior at St. Edward’s University (TX), was awarded a Davies-Jackson Scholarship that will support two years of study at St. John’s College of the University of Cambridge in Great Britain. A U.S. selection committee nominated Dymowski as one of three semi-finalists from more than 40 applications, and tutors at St. John’s awarded her the scholarship in January. Dymowski will travel to Cambridge in the fall and work toward a degree in art history.

Established in 1990, the Davies-Jackson Scholarship provides a unique opportunity for graduating college seniors with exceptional academic records, and who are among the first in their families to graduate from college, to study at St. John’s College. The scholarship fully supports costs and travel for award recipients for two years. Funded by an anonymous donor who wishes to provide the same opportunities at St. John’s that he was afforded as a young man, the scholarship has been offered annually since 1996 and is administered by CIC. The list of 500 eligible institutions established by the donor and U.S. selection committee from which students are eligible to apply has increased over time and now includes 460 CIC member institutions, the highest number of institutions to date.

For more information about the scholarship, see [www.cic.edu/DaviesJackson](http://www.cic.edu/DaviesJackson) or read a blog created by a former Davies-Jackson Scholar at [http://daviesjackson.wordpress.com](http://daviesjackson.wordpress.com).
Mellon Grant Enables Launch of CIC Consortium for Online Humanities Instruction

With the help of a recent grant from the Andrew W. Mellon Foundation, CIC has launched a Consortium for Online Humanities Instruction. The $800,000 grant will be used over approximately three years (2014–2016) to assess the effectiveness of online teaching and learning in the humanities at liberal arts colleges and to increase the use of online instruction that is informed by best practices. The CIC Consortium for Online Humanities Instruction will test the use of online courses as feasible alternatives to traditional, often under-enrolled, upper-level courses in the humanities and social sciences to determine whether institutions can, through the use of these courses, conserve instructional expenditures and enhance student learning outcomes.

In January CIC invited member institutions interested in experimenting with upper-level courses in the humanities and selected social sciences that are not currently cost-effective in many traditional undergraduate curricula to submit proposals for participation. Applications are welcome from institutions that are just beginning their involvement in online learning but have promising ideas about how to proceed as well as from institutions that believe they have identified models that can be expanded and adopted successfully by others. Applicants can propose to use MOOCs, closed online courses, blended courses, or other variations. Proposals are due to CIC by April 4, 2014, and the selected participants will be announced in late April. The 20-institution Consortium will explore best practices in online education for small colleges.

Each participating campus will identify three representatives to form a team for the purposes of this project that includes the chief academic officer and two faculty members in the humanities. Each faculty member will develop an upper-level undergraduate course with substantial online content, pilot the course, revise it, and then offer it again. Institutions will collect and share data on instructional costs and student outcomes. Ithaka S+R, the nation’s leading research and consulting service for digital academic innovation, will work with each participating institution to develop the courses and conduct a comprehensive assessment of the results of the Consortium’s activities.

The work of the Consortium will begin with a national workshop in Washington, DC, July 23–24, 2014. Two regional workshops will take place in fall 2014 and 2015, and a culminating national workshop will be held in summer 2016. An important benefit of the Consortium will be the opportunity to collaborate with other participants through workshops, campus visits, online, and repeated offerings of the new courses designed for the project. Another important benefit is the opportunity to work with the leading experts who are on Ithaka S+R’s roster.

For more information about the Consortium, visit www.cic.edu/OnlineHumanities.

Lilly Grant to Extend Vocation and Mission, NetVUE Programs

In December 2013, Lilly Endowment Inc. awarded CIC a grant of more than $5.5 million to be used over approximately six years. The grant will support two related efforts—an extension of CIC’s Presidential Vocation and Institutional Mission program and an expansion of the Network for Vocation in Undergraduate Education (NetVUE).

The Presidential Vocation and Institutional Mission program helps participants become more effective presidents and is offered for current and aspiring presidents. Nearly 25 percent of the aspiring presidents who have previously participated in the program subsequently became presidents. With this new grant, CIC will offer three additional cycles of the seminars for prospective college and university presidents over three academic years (2015–2016, 2016–2017, and 2017–2018).

The grant also will support the expansion of NetVUE and help sustain operations through 2019, affording NetVUE the time needed to strengthen programmatic commitments to member campuses, recruit additional member institutions, and slow the rate of member dues increases. Lilly support also will enable NetVUE to offer an additional round of Program Development Grants (see page 25) and a new series of Professional Development Awards. In addition, it will extend core operating support until NetVUE is expected to be self-sustaining in 2020.

Lilly Endowment’s confidence in CIC programs is evident in the extent of its funding over the past several years. In December 2004 Lilly awarded CIC a nearly $800,000 grant to support the Presidential Vocation and Institutional Mission seminars that enabled CIC to offer several rounds of seminars for incumbent and aspiring presidents. In 2008 Lilly offered CIC a $34,500 grant to facilitate the planning of a national conference that would build upon the work that the Endowment’s own program, Programs for Theological Exploration of Vocation, had achieved. Lilly subsequently provided nearly $442,000 to support that conference, Vocation in

(continued on page 24)
CIC’S 2013 KEY INDICATORS TOOL REVEALS DECREASE IN TUITION DEPENDENCY

After four straight years of increases nationally among small and mid-sized private colleges, results of CIC’s 2013 Key Indicators Tool (KIT) benchmarking report show a modest decrease in the national median percentage of tuition dependency, or the amount of institutional expenditures covered by net tuition revenue. This decline suggests that economic recovery from the global recession of 2009 might be allowing institutions to ease their reliance on tuition revenue to support their operating expenses.

The KIT provides a customized, confidential benchmarking report for each CIC member president with 20 indicators of institutional performance in four key areas: student enrollment and progression, faculty, tuition revenue and financial aid, and financial resources and expenditures. The KIT is aimed at improving the capacity of member institutions to gain access to and use data to enhance institutional decision making and improve institutional effectiveness.

This year’s KIT was released in early March (instead of October, when it is typically released) due to a delay in the release of data by the U.S. Department of Education’s Integrated Postsecondary Education Data System. The confidential reports are prepared exclusively for presidents of CIC institutional members. For more information about KIT and other benchmarking services, visit www.cic.edu/KIT.
NetVUE Update: Scholarly Resources Project Moves Forward, New Program Development Grants Awarded

In its fifth year of operation and with 169 institutional members, the Network for Vocation in Undergraduate Education (NetVUE) continues to expand its membership and increase its activity. Administered by CIC with financial support from Lilly Endowment Inc. and member dues, NetVUE fosters the intellectual and theological exploration of vocation among students at independent colleges and universities.

Scholarly Resources Project

The first NetVUE Scholarly Resources Project group of scholars met for a second session January 30–February 2, 2014, near Phoenix, Arizona. David Cunningham, project director and professor of religion at Hope College (MI), led the meeting. During the meeting, each scholar presented a draft chapter for the book that the group is co-writing on how colleges and universities can educate undergraduates about intellectual and theological considerations of vocation. NetVUE scholars received comments and questions about their ideas and how these would be woven together in a volume of themes useful to campuses with undergraduate vocational initiatives. The authors will now refine their drafts into more complete contributions by this summer.

As project director and volume editor, Cunningham is coordinating the scholars’ engagement in this endeavor. At the same time he is planning for the second Scholarly Resources Project team that will begin its work in summer 2014. The second group of NetVUE scholars will focus on how vocational considerations can be integrated into diverse fields of study, creating bridges between the humanities and applied fields.

NetVUE scholars are working to develop resources that support vocational initiatives on NetVUE campuses and contribute to a larger conversation about the future of higher education.

Program Development Grant Awards

In January 2014, NetVUE awarded each of 34 member colleges and universities a Program Development Grant to deepen, expand, and strengthen campus vocational initiatives. Since fall 2012, NetVUE has awarded Program Development Grants to 67 member institutions totaling more than $3.1 million.

What has happened at NetVUE institutions that received the first year of the Program Development Grants? Interim reports submitted by first-round grantees reveal the following:

• A significant number of colleges and universities note the importance of building a common campus understanding and vocabulary related to vocation and calling. Many are doing so through white papers, workshops, reading groups, and campus discussions.

• Several institutions are exploring faculty development through retreats, seminars, reading circles, and workshops. Often faculty members are most involved in the creation or revision of courses in the general education curriculum to include vocational themes and student experiences.

• The focus on core courses in the general curriculum reinforces connections between vocational exploration and liberal arts study.

• Many grant projects involve student life and campus ministry personnel, stretching beyond traditional departmental silos to support student development.

• Students sense that these grant-supported vocational initiatives are making a difference in their educational programs and professional aspirations.

• Some grantee institutions cite remarkable improvements in first-year student retention and decreases in student behavioral challenges.

Though the generosity of Lilly Endowment Inc., additional rounds of NetVUE Program Development Grants will be offered in 2014 and 2015 (see page 23).
CIC's public information campaign for the liberal arts and small private colleges and universities took a major step forward with the release of a report on the contributions of small and mid-sized private colleges in strengthening the STEM pipeline (see story, page 19). This is the first of several planned reports for the campaign that, based on original research, are intended to combat persistent and false stereotypes about the affordability of independent colleges and their economic impact; demonstrate the positive outcomes of a liberal arts education for low-income and first-generation students; and share alumni perspectives on the role of liberal arts education. A number of other campaign activities are underway or being planned for the year.

Alumni Testimonials. CIC has compiled the first set of written and video testimonials from alumni—nominated by a pilot group of 22 CIC member colleges and universities to tell their stories. The stories connect the experience the alumni had at their colleges with the successes they have had in life. These prominent and recent alumni “ambassadors”—high-profile “stars” who are widely-known within their chosen field or to a broader audience, and accomplished younger alumni, about ten years out of college—provided inspiring testimonials that are being promoted to prospective students and their families through the campaign website (www.LiberalArtsPower.org) and on the campaign Twitter feed, @SmartColleges. A second request to an additional 200 institutions was issued in February, and testimonials from alumni from those colleges will be posted and promoted as they are received. All CIC member colleges and universities will be invited over the course of the year to nominate alumni as ambassadors for the campaign.

Websites. In addition to the campaign website that was launched in September 2013 (an “internal” website intended for use by CIC member presidents, PR directors, researchers, and journalists), a second “public” website currently in development is being constructed to reach other target audiences—especially students, families, and guidance counselors. This website will be more commonly accessible and interactive and will prominently feature alumni testimonials, campaign messages, and infographics to simplify and enliven the data on the effectiveness of liberal arts and private colleges.

Media Relations. The campaign has received some recent press coverage, including a lengthy article in the Pittsburgh Post Gazette about the campaign’s social media strategy, “Liberal Arts Colleges Defending Selves on Social Media” (January 4), and a piece by American Public Media’s Marketplace Radio, “Who Says Liberal Arts Majors Can’t Make a Good Living?” (January 22) that featured campaign chair S. Georgia Nugent, CIC senior fellow and president emerita of Kenyon College (OH). (To view the stories, see www.LiberalArtsPower.org.)

Social Media Campaign. The campaign Twitter feed, @SmartColleges, launched in December, now has more than 1,000 followers. The feed features the “avatars” college student “Libby” and counselor “Art” who engage in real-time actual comments and questions on Twitter about the liberal arts. CIC asks member presidents, CAOs, PR directors, and enrollment, advancement, and admissions officers—as well as college students—to follow the Twitter feed, retweet messages, and post original content. The goal is to reach as many prospective students and parents as possible, and that will happen only through an increase in the number of campus followers.

Media Toolkit. A media toolkit for member campuses and State Fund Members slated for dissemination in April will contain, among other items, sample op-ed pieces on the liberal arts

“I have interviewed and hired hundreds of new college graduates and have concluded that...those who are best able to deal with the wide variety of demands of the entertainment industry undoubtedly have a background in liberal arts.”

—Tim Kaiser, co-executive producer of CBS comedy series 2 Broke Girls, Emmy Award-winner for Seinfeld and Will & Grace, and recipient of Golden Globe, People’s Choice, and Director’s Guild awards, Westminster College (PA), Class of 1985
for presidents to tailor for their local media; sample letters to the editor to respond to negative articles in the media about the liberal arts; key messages and talking points for advocacy efforts; and infographics and fact sheets on the benefits of a liberal arts education.

**Focus Groups.** To help CIC refine campaign messages and strategies to disseminate the messages, CIC conducted a series of focus groups: two with CIC public relations officers during the College Media Conference in June 2013; two with high school students from a private and a public high school in October; two with CIC chief academic and chief student affairs officers in November; and two with presidents during CIC’s January 2014 Presidents Institute. Other focus groups being planned will convene parents, business leaders, and a wider range of students.

**Meetings.** A third meeting of the campaign Advisory Committee of CIC member presidents, chief enrollment officers, chief academic officers, and chief public relations officers will take place at CIC’s offices on April 16. The Committee advises staff on campaign goals, target audiences, key messages, primary messengers, and channels of communication. In addition, CIC will convene a third meeting of the leaders of organizations with similar initiatives on April 14. Despite different premises for the various projects of these organizations, all have the same overall goal of promoting the arts and sciences. These coordination meetings help support one another’s work, avoid duplication of efforts, foster cooperation, and clarify how to marshal resources.

**Speeches.** CIC President Richard Ekman’s speech at the Metropolitan Club in New York City in October, “Myths and Reality about Student Debt and the Cost of Higher Education,” was published by *Vital Speeches of the Day* in December and was reprinted for dissemination to the media, business leaders, and lawmakers. Georgia Nugent’s October talk on “Civility in the Liberal Arts” in Stamford, Connecticut, was reprinted in the *Stamford (CT) Advocate* newspaper and served as the basis for an op-ed column titled, “Debunking the Myths of a Liberal Arts Education,” that was published by the *Huffington Post* in November. Nugent also has discussed the campaign at several CIC State Funds meetings, including the *Minnesota Private College Fund*, *Independent College Fund of New Jersey*, and *Associated Colleges of Illinois*. In addition, she led sessions at CIC’s Institute for Chief Academic Officers in November 2013 and at the Presidents Institute in January 2014. In April, she and Ekman will lead a session at the State Fund Members Annual Conference in Chicago. Ekman discussed the campaign during a presentation at a trustees meeting of the Association of Governing Boards of Universities and Colleges in November; at the annual meeting of the Council for Higher Education Accreditation in January, and with Nugent at the National Association of Independent Colleges and Universities’ Annual Meeting in February.

“Attending a liberal arts school...prepared me for my job as a photojournalist in ways I couldn’t have imagined at the time. I was exposed to an incredible amount of knowledge and topics, and it made me more curious about the world around me.”

—Katie Falkenberg, Staff Photographer, Los Angeles Times, *Warren Wilson College (NC)*, Class of 2003
Books of Note

Four recently published books may be of interest to presidents and other leaders of independent colleges and universities.

**Remaking College: Innovation and the Liberal Arts**
Rebecca Chopp, Susan Frost, and Daniel H. Weiss, editors © 2014
The residential liberal arts college is one of the most successful educational enterprises in American history, yet economic challenges and other recent developments are threatening the sector. Remaking College brings together higher education leaders to define the American liberal arts model, describe the challenges these institutions face, and propose sustainable solutions. The essays explain the shifting economic and financial models for liberal arts colleges and consider the opportunities that technology, globalism, and intercollegiate cooperation provide. By exploring new ideas, offering bold proposals, and identifying emerging lessons, the authors consider the unique position these institutions can play.

Published by the Johns Hopkins University Press (www.press.jhu.edu) the book is available in hard cover or a Kindle edition for $45.

**Excellence on the Edge: Resilience and Performance in Disruptive Times**
Joseph Gilmore, Donald Norris, and Michael Speziale © 2013
Transformative disruption in higher education will present both great opportunities and significant threats. To thrive in disruptive times, Excellence on the Edge prescribes that institutions must achieve a new definition of excellence, combining resilience and superior performance. The authors describe how institutions can achieve resilience by reimagining themselves in two fundamental ways: by reinventing their existing programs so they address changing stakeholder needs and stay competitive; and by crafting new programs, services, and experiences that directly respond to opportunities resulting from disruption. The authors argue that institutions must evolve beyond their traditional, loosely coupled, and siloed approach to a tightly integrated and systemic approach that follows seven essential principles.

Published by Strategic Initiatives, Inc., the eBook can be downloaded from iBooks and iTunes for $8.

**Surviving to Thriving: A Planning Framework for Leaders of Private Colleges and Universities**
Joanne Soliday and Rick Mann © 2014
Surviving to Thriving takes an in-depth look at the characteristics of successful institutions. Through years of higher education consulting, Joanne Soliday and her team at Credo (formerly Performa Higher Education) noticed patterns in the struggles and accomplishments of the schools they served. Over time, nine elements emerged as drivers for success at those institutions. Examining those elements, the book aims to help private college and university leaders plan for the future, shape the story of their institution, and re-focus their efforts on students. Each chapter concludes with a series of discussion questions for leadership teams to consider and a collection of suggested readings.

Published by Credo Press (https://thriving.credohighered.com), the book is available in hard cover for $30 and eBook for $18.

**Why Does College Cost So Much?**
Robert B. Archibald and David H. Feldman © 2011
In Why Does College Cost So Much? the authors place the higher education industry firmly within the larger economic history of the United States to explain rising college cost. They relate that a technological trio of broad economic forces has come together in the last 30 years to cause higher education costs to rise much more rapidly than the inflation rate. The authors explore how cost pressure, the changing wage structure of the U.S. economy, and the complexity of financial aid policy combine to reduce access to higher education below what is needed for the labor market. Instead of playing the “blame game,” the book suggests policies that will increase access to higher education while preserving the quality of U.S. colleges and universities.

Published by Oxford University Press, Inc. (www.oup.com), this book is available in hardcover for $35 and in Kindle format for $14. (Although this book was published in 2011, CIC wanted to draw readers’ attention to it because it offers a cogent discussion of a timely topic and continues to receive attention in the public discourse.)
Four Cedarville University (OH) seniors are building and testing wooden bicycles for a capstone engineering project that provides students with an opportunity to connect their interests in engineering, woodworking, and cycling. Assistant professor of mechanical and biomedical engineering Jay Kinsinger, the team’s capstone instructor, has been building wooden bikes for four years and riding across America and Europe. Each student has taken the project in a different direction to investigate material strength, safety standards, efficient manufacturing, and other concerns.

Celebrating Achievements

The Institute for Higher Education Policy (IHEP) in December announced the recipients of its inaugural IHEP Champions of Access and Success Awards. CIC member institution St. Edward’s University (TX) was one of four winners of the award, which honors colleges and universities that have successfully advanced strategies to increase opportunity, persistence, and degree completion for low-income, first-generation, minority, adult, veteran, disabled, and other underserved students.

Beverly Daniel Tatum, president of Spelman College (GA), was one of four higher education leaders selected by the Carnegie Corporation of New York in December to receive its 2013 Academic Leadership Award. The award recognizes individuals who, in addition to fulfilling their administrative and managerial roles with dedication and creativity, have demonstrated vision and a commitment to excellence and equity in undergraduate education, the liberal arts, curricular innovation, and more.

Dominican University (IL) received the Moral Courage Award from Faith in Public Life, a national nonprofit organization, for its pioneering leadership and support for the rights of undocumented students. Dominican, which has received national recognition for its support of immigration reform, has created a privately funded tuition scholarship program for qualified undocumented students.

Wayland Baptist University’s (TX) Phoenix, Arizona, campus was a winter 2013 honoree in University Business magazine’s Models of Efficiency program. The program honors institutions that have adopted innovative ways to streamline operations, save resources, and improve the student experience. Wayland’s Phoenix campus won in the Admissions and Enrollment category.

The National Resource Center for the First-Year Experience and Students in Transition, with the support of Cengage Learning, recently recognized the 2014 Outstanding First-Year Student Advocate recipients—individuals on U.S. campuses who are involved in high-impact practices for first-year student success. Of the ten honorees, four are from CIC member institutions: Barbara Boyette, assistant academic dean for academic support at Guilford College (NC); Peter Ellard, associate vice president for academic affairs-student retention and success at Siena College (NY); Colin Morris, associate professor of history at Manhattanville College (NY); and Phyllis Simpson, dean of student services at Our Lady of the Lake College (LA).

Julie Kane, director of digital teaching and learning/digital pedagogies librarian at Sweet Briar College (VA), was one of ten librarians from across the country who were honored with the Carnegie Corporation of New York/New York Times “I Love My Librarian” Award in December. Nominated by members of their community, the winners were chosen for their dedicated public service and capacity for transforming lives through education.

Westminster College (UT) produced the most Winter Olympians. The Westminster contingent represented 10 percent of the 230 athletes on the 2014 U.S. Olympic team, more than
Creating Partnerships

St. Thomas Aquinas College (NY) recently signed a reciprocal student exchange program agreement with Kyung Hee University’s School of Management in South Korea. The agreement enables St. Thomas Aquinas students to take a seminar or complete a semester at Kyung Hee University and Kyung Hee students to complete an academic semester at St. Thomas Aquinas College’s campus in New York. Rollins College (FL) and O.P. Jindal Global University of Sonipat, Haryana, India, signed a memorandum of understanding in December to collaborate on promoting liberal arts and humanities education. The first of its kind in India, a BA (Honors) degree at the Jindal School of Liberal Arts and Humanities will solidify Jindal’s program through an extended period of study at Rollins. Also in December, the College of Global Studies at Arcadia University (PA) announced a new academic partnership with the University of KwaZulu-Natal in South Africa. The collaboration will facilitate new study abroad opportunities for U.S. students in one of South Africa’s most culturally diverse regions.

In the first such agreement between higher learning institutions owned by the Wesleyan Church, Indiana Wesleyan University and Houghton College (NY) have laid the foundation for a historic partnership allowing each institution to learn from the other’s expertise in key areas of higher education. For example (once details of the partnership are finalized) Houghton may share its approaches to service learning, student internships, and study-abroad programs, and IWU may offer its expertise in adult and online education.

Bloomfield College (NJ) and the Center for Creative Placemaking, Inc. announced in February that they have joined forces to establish the new Center for Creative Placemaking (CCP) within the college. Using the college’s educational and technological resources, CCP will prepare others to employ the applied practice of creative placemaking, which is a holistic approach to the design of systems and spaces that uses a community’s assets.

Under a new agreement, Westminster College (MO) students who come from rural backgrounds and have an interest in practicing rural medicine can now seek pre-admission to the School of Medicine at the University of Missouri in Columbia. The Bryant Scholars Program gives qualified pre-med students pre-admission and a scholarship for their fourth year of medical school, and it benefits rural Missouri communities by encouraging more new physicians to work in those areas. Ohio Dominican University and Ohio University recently announced an ODU-to-OU Med School Early Acceptance Program, which will offer up to ten qualified Ohio high school students each year assured acceptance into the Ohio University Heritage College of Osteopathic Medicine. The program, set to begin this fall, will help fill the void of primary care physicians practicing in Ohio.

The John C. Dunham STEM Partnership School, slated to open on the Aurora University (IL) campus in fall 2014, was created through a collaboration between Aurora University, corporate and nonprofit community partners, and four local public school districts. The four partner districts and Aurora University have been working with local corporate, government, and nonprofit partners—including Caterpillar, Cabot Microelectronics, the DuPage Children’s Museum, the Robert Crown Centers for Health Education, and Fermi National Accelerator Laboratory—to develop the school’s curriculum. Curriculum development has used corporate manufacturing and engineering design concepts—a unique approach that has not been completed before on this scale.

Saint Martin’s University (WA) and Tacoma Community College (TCC) recently forged a degree-completion partnership. Beginning in June, the partnership will offer TCC students BA degree programs from Saint Martin’s in both elementary education and special education, with additional course articulation in early childhood education. The partnership provides for a “two-plus-two” program under which students attending Tacoma Community College spend their first two years as TCC students and their final two years as Saint Martin’s students, taking Saint Martin’s courses on the Tacoma Community College campus.

Thanks to a $500,000 grant from the Washington State Legislature, Whitworth University (WA), Gonzaga University (WA), and Spokane Public Schools are partnering to improve
student learning and educational services at Holmes Elementary School, which has one of the highest percentages of at-risk, low-achieving students in the Spokane school district. The College of the Atlantic (ME) is partnering with the New York Harbor School, with the help of a $134,000 grant from the One Year Fund. The grant will help develop applied science education and college preparation programs for socioeconomically disadvantaged New York City high school students. Malone University’s (OH) Exercise Science and Community and Public Health Promotion programs have united with Aultman Hospital in Canton, Ohio, and the Louisville School District to launch the Aultman Ambassador Program, an intervention initiative to combat childhood and adolescent obesity. The program will follow incoming high school freshmen through their senior years, incorporating healthy nutrition and exercise habits.

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

**Furman University** (SC) announced in January that it completed its decade-long capital campaign after successfully passing the $400 million goal. The university ended its “Because Furman Matters” campaign on December 31, 2013, after raising $406 million. The campaign focused on funding for scholarships, academic programs, enhanced student-life experience, renewed excellence in athletics, and expanded efforts in the Greenville community.

**California Lutheran University** in February received its largest-ever donation for scholarships, a nearly $4.7 million estate gift from a late educator. The endowment funded by John R. Manken’s bequest will provide about $240,000 each year in Manken Family Scholarships to students who are seeking teaching credentials or majoring in math, physics, or religion.

A $2.5 million gift from international entrepreneur and 1968 business graduate Mike Jarvis and his wife Sandy will help underwrite Manchester University’s (IN) $9 million academic center, which opened in fall 2012. The Jarvises timed the gift to encourage other Manchester graduates to help complete the $100 million Students First! campaign this academic year and to honor the strategic leadership of President Jo Young Switzer, who is retiring June 30, 2014.

**Agnes Scott College** (GA) received a $3 million bequest from an anonymous alumna last fall. The gift is the third largest received during Agnes Scott’s Greatness Before Us Campaign, which entered its public phase in fall 2012. The gift will be used to support scholarships and capital projects on campus.

In February, **St. Edward’s University** (TX) celebrated the launch of “The Campaign for St. Edward’s University: Opening Doors to Their World,” which has a goal of raising $100 million by 2017. During the celebration, the university announced that it received a $1.1 million gift from St. Edward’s alumna Luci Baines Johnson and her husband, university trustee Ian Turpin. The gift will create the Johnson-Turpin CAMP Enrichment Endowment, which will fund enrichment activities for 10–12 College Assistance Migrant Program (CAMP) students each year.

**Independent Colleges of Indiana** recently received one of the top three STEM grants funded by the state’s 2013 General Assembly and administered by the Indiana Education Roundtable. The $1.5 million award is aimed at increasing the number of qualified Indiana teachers in STEM fields. The 31 Indiana independent, nonprofit colleges and universities will collaborate to train more STEM teachers by strengthening preparation for pre-service teachers to become licensed in STEM subjects; expanding STEM graduate course opportunities for teachers to complete licensing requirements in those subjects; and organizing training for teachers to become certified to teach STEM dual credit courses.

Lilly Endowment Inc. recently granted Indiana’s 39 accredited colleges and universities a total of $62.7 million so the institutions can pursue activities that improve the job prospects of college graduates in the state. Part of the endowment’s Initiative to Promote Opportunities through Educational Collaborations, the grant funds will enable the institutions to pursue a broad range of activities that span the college to career spectrum. Common strategies include: developing new courses, certificates, and degrees; beginning more deliberate career counseling for students; offering more internship and co-op opportunities; and strengthening efforts to promote entrepreneurship and technology transfer. Grant recipients and amounts varied in accordance with institutions’ enrollment size. CIC member institutions that received grants include: Ancilla College ($1 million); Anderson University ($1 million); Bethel College ($868,021); Butler University ($999,952); Calumet College of St. Joseph ($999,999); DePauw University ($1 million); Earlham College ($1 million); Franklin College ($998,395); Goshen College ($1 million); Grace College ($1 million); Hanover College ($998,408); Holy Cross College ($1 million).
Huntington University ($1 million); Indiana Wesleyan University ($3 million); Manchester University ($1 million); Marian University ($1 million); St. Joseph’s College ($1 million); Saint Mary-of-the-Woods College ($1 million); Saint Mary’s College ($1 million); Taylor University ($1 million); Trine University ($1 million); University of Evansville ($1 million); University of Indianapolis ($1 million); University of Saint Francis ($1 million); Valparaiso University ($1 million); and Wabash College ($999,771).

Whitworth University (WA) has been awarded a $1 million grant from the Lilly Endowment to fund a new comprehensive church engagement initiative called the Ekklesia Project. The grant will fund current and new initiatives to connect Whitworth to the needs of churches and congregations throughout the western United States.

Johnson C. Smith University (NC) recently received a grant of nearly $1 million from the Andrew W. Mellon Foundation to support faculty development and expand the curriculum in the Department of Visual, Performing, and Communication Arts. The new funding also will support a Mellon Early Career Faculty Development Program for technology and new media, an emerging scholars lecture series, and a collaborative research initiative.

The Donald B. and Dorothy L. Stabler Foundation recently approved a $700,000 grant to fund scholarships for Wilson College (PA) students with financial need through the Stabler Scholarship Endowment, which has provided scholarships for 65 students since the program began in 2009. The foundation has provided $2.4 million for the Stabler scholarship program since its inception in 2008.

Announcing New Majors and Programs

Lincoln Memorial University (TN) will offer a new master of science in life science teaching beginning in August. The program, which will be offered through the School of Mathematics and Sciences in collaboration with the university’s Carter and Moyers School of Education, is designed for the science-minded individual with an undergraduate degree who wishes to change careers to teach. Ashland University (OH) has established a fully online master of arts program with a specialization in teaching American history and government. Offered in flexible online, on-campus, or hybrid formats, the program is a partnership between Ashland University and the Ashbrook Center, an independent academic center at the university that offers a range of educational programs and resources for teachers and students of American history and government. Ohio Dominican University launched a new accelerated master of arts in liberal studies-English track program in January. The program will offer English teachers an opportunity to earn a master’s degree, strengthen professional skills, and earn qualifications to teach English college courses for dual enrollment credit at their high schools. Southern Wesleyan University (SC) began offering an online master of education degree in classroom leadership this spring. The program offers courses in literacy, learning disabilities, gifted and talented students, and early childhood special education. Saint Martin’s University (WA) will offer an accelerated teaching certificate through the Secondary Teacher Alternate Route (STAR) program. The STAR program is an intensive, one-year course of study that prepares working professionals to teach in Washington state middle schools and high schools. The program includes an optional master’s degree route and is designed for individuals who already have an undergraduate degree and at least one year of professionally oriented work experience.

Marking the university’s first doctoral offering, in late December Saint Leo University (FL) and the Donald R. Tapia School of Business welcomed 22 graduate students into the university’s new doctor of business administration degree program. The Saint Leo program is designed to meet the career needs of three groups: those who wish to teach business at the college or university level; business professionals who are transitioning to new careers; and consultants and executives seeking advancement in their respective fields.

St. Catherine University (MN) launched a new MBA program in February. The program enables students to choose between three concentrations: management, integrated marketing communication, and health care.

The University of Richmond’s (VA) School of Professional and Continuing Studies will offer a new master’s degree program in nonprofit studies beginning this August. The program is designed for current and prospective nonprofit leaders and others seeking a theoretical foundation in nonprofit studies and will provide specialized knowledge in management, advocacy and
public policy, social entrepreneurship, resource development, program design and assessment, and global organizations and philanthropy. The program also will include a graduate certificate designed for leaders of nonprofit organizations and boards.

Saint Peter's University (NJ) will offer a master's program in data science with a concentration in business analytics, beginning in fall 2014. The degree program integrates computer science, statistics, and data-based business management principles to inform data-driven decision making.

Western New England University (MA) will offer a low-residency master of fine arts in creative writing (fiction) beginning this summer. The program covers all aspects of fiction writing through workshops, classes in craft, courses in special topics, manuscript consultations, and individual conferences.

Concordia University Wisconsin launched a master's of occupational therapy in January 2014 and will launch a doctorate of occupational therapy this fall. The doctorate is designed for already-degreed occupational therapists seeking to gain advanced skills and will offer three specialization paths: upper extremity rehabilitation, pediatrics, and education.

Cedarville University’s (OH) School of Nursing will offer registered nurses a new RN to BSN program beginning in August. The program will be taught completely online, and enrolled students may select full- or part-time status. Cardinal Stritch University’s (WI) Ruth S. Coleman College of Nursing will begin a pre-licensure BSN program, with options for clinical concentration. The BSN is a pre-licensure program and therefore open to students with no prior nursing experience.

Agnes Scott College (GA) will begin offering a new major and minor in business management in fall 2014. The business major will be rooted in the study of how individuals and societies behave and will enable students to contribute effectively to a variety of organizations.

Dominican College (NY) recently launched a new online criminal justice program. The BA in criminal justice with a specialization in legal studies is designed to provide students with an understanding of legal considerations within the three areas of the criminal justice system: police, courts, and corrections.

New, Planned, and Recently Renovated Facilities

Alverno College (WI) broke ground on a $30 million expansion and renovation project in March, marking the most significant capital enhancement in the college’s 126-year history. The project will include a new classroom building with high-tech rooms; improvements to the JoAnn McGrath School of Nursing, including a high-fidelity nursing simulation center; and the creation of a new, larger student commons to enhance the student experience.

McDaniel College (MD) completed the approximately $2 million renovation of Hoover Library late last year. The renovation transformed more than 78,000 square feet to implement creative learning spaces—including an information commons, research lounge, and an information literacy interactive classroom—and support various student academic activities.

The Murphy Deming College of Health Sciences at Mary Baldwin College (VA) will soon be housed in a new three-story facility that will become the flagship building in Mary Baldwin’s new branch campus in Fishersville, Virginia. To open this summer, the facility will include large classrooms; seminar rooms; clinical laboratories, including a simulation suite; research spaces; faculty and staff offices; and numerous collaborative learning spaces.

High Point University’s (NC) Center for Student Success, scheduled for completion in fall 2014, is a $16 million, 40,000-square-foot facility that will house the Office of Career and Internship Services, the Office of Study Abroad, the Office of Undergraduate Research, the Center for Entrepreneurship, Service Learning, the Freshman Success Program, and more. In addition, High Point is building a new 31,500-square-foot athletic performance center that will feature a 120-seat academic center as well as a state-of-the-art athletic training center for student-athletes.

Special Projects

Flagler College (FL) began using the Collegiate Learning Assessment Plus (CLA+) to test its first-year students; the students will re-take the exam when they are seniors to measure their advancement. The standardized test measures critical thinking, communication, reasoning, and analytical skills and was created in 2000 by the Council for Aid to Education. Other CIC member institutions in Florida, including Stetson University and Warner University, also use the test.

Widener University (PA) and Golden Valley Farms Coffee Roasters, whose founder is a Widener alum, have partnered to launch WU Brew, an organically-grown coffee. Proceeds from WU Brew support research and service-learning opportunities for Widener students who engage in sustainable agriculture practices in Las Lajas, Costa Rica. Proceeds also help pay farmers a living wage and encourage them to produce coffee in an environmentally-friendly manner.

Name Changes and Expansions

In January, Mount Olive College (NC) officially changed its named to the University of Mount Olive, and Michigan Colleges Foundation changed its name to Michigan Colleges Alliance. Caldwell College (NJ) will officially change its name to Caldwell University on July 1, 2014.
CIC Chosen as Host Organization for ACLS Public Fellows Program

CIC is pleased to announce its selection as a host organization for the American Council of Learned Societies (ACLS) Public Fellows Program, a career-building fellowship initiative that aims to demonstrate that the capacities developed in the advanced study of the humanities have wide application both within and beyond the academy. Only 20 nonprofit and government organizations are chosen to host recent PhDs from the humanities and humanistic social sciences in two-year staff positions.

Other hosting organizations include the Smithsonian Institution, United Negro College Fund, U.S. Department of Health and Human Services, Human Rights Campaign, Association of Research Libraries, New America Foundation, and Wisconsin Public Radio, as well as several arts, theater, and civic organizations.

Fellows will participate in the substantive work of these organizations and will receive professional mentoring, an annual stipend, and health insurance. CIC’s fellow will serve as a communications officer and contribute to several communications-related projects, including the campaign for the liberal arts, the College Media Conference, research publications, marketing activities for programs and services, and media relations.

CIC encouraged presidents and chief academic officers to notify recent PhDs in the humanities about the ACLS’s Public Fellows program annual competition.

The Public Fellows Program is offered by ACLS with generous funding from the Andrew W. Mellon Foundation. For more information, visit www.acls.org/programs/publicfellowscomp.

Images from CIC Historic Campus Architecture Collection Widely Viewed in ARTstor

The collection of images in CIC’s Historic Campus Architecture Project (HCAP) website, launched in November 2006 and currently hosted by the ARTstor Digital Library, continues to be viewed by thousands of scholars, curators, teachers, librarians, and students. ARTstor is a nonprofit organization that offers (through a subscription service) a vast digital library of scholarly images to 950 educational and other nonprofit institutions worldwide. CIC’s HCAP website offered the first nationwide architecture and landscape database of independent college and university campuses. The collection provides extensive information about significant buildings, landscapes, campus plans, and heritage sites of American higher education, documenting nearly 2,100 campus sites of historical significance that were provided by nearly 400 institutions. Usage statistics for HCAP in 2013 provided by ARTstor include:

- Number of total images on HCAP site: 4,045
- Number of unique images viewed: 2,454
- Total number of image requests (including views, prints, and low-resolution downloads for educational use): 10,558

“CIC is delighted that HCAP found a home with ARTstor, where so much of the collection continues to be useful to subscribers, campus planners, and others located at more than 1,500 educational institutions in 48 countries,” said CIC President Richard Ekman.

CIC in the News

In January, several articles on CIC’s Presidents Institute appeared in Inside Higher Ed and the Chronicle of Higher Education, and the Pittsburgh Post Gazette ran a lengthy piece on the social media activities for CIC’s liberal arts campaign. Those and other stories are available at www.cic.edu/CIC-in-the-News.

Nebraska Foundation for Independent Colleges Honors CIC

The 60th anniversary event for the Nebraska Foundation for Independent Colleges (NICF) featured a donor recognition program during which CIC was honored for its “long and generous support of NICF through the CIC State Fund Members grant programs.” The event, which included approximately 110 college presidents, board members, and current and future donors, was held on December 5, 2013, in Omaha. CIC Senior Advisor Myrv Christopherson represented CIC and accepted a Waterford crystal bowl on behalf of CIC.

CIC Board Member Wins Proclamation for Mississippi’s Private Colleges

David Beckley, president of Rust College (MS), member of the CIC Board of Directors, and president of the Mississippi Association of Independent Colleges and Universities (MAICU) worked with the governor of Mississippi to issue a proclamation of support for the state’s independent colleges and universities. The proclamation issued by Governor Phil Bryant proclaimed...

Staff News and Notes
CIC President Richard Ekman spoke at the annual meeting of the Council for Higher Education Accreditation on January 28 about CIC’s public information campaign for the liberal arts. He and CIC Senior Fellow S. Georgia Nugent addressed the same topic at the National Association of Independent Colleges and Universities’s Annual Meeting on February 4.

A three-part research study co-authored by CIC Director of Research Projects P. Jesse Rine, Perry L. Glanzer, and Phil Davignon, was published in Volume 12 (Issues 3–5) of Christian Higher Education: An International Journal of Research, Theory, and Practice. As noted in the January/February 2014 issue of Christianity Today, the study provided a comprehensive assessment of the state of denominational identity among evangelical Christian colleges in America by examining institutional policies, faculty practices, and student perspectives.

Lilia LaGesse, CIC director of print and digital publications, recently served as a judge for Association Media & Publishing’s EXCEL Awards. The awards program exclusively recognizes excellence and leadership in nonprofit association media, publishing, and communications.

Paula M. Miller was promoted to editor and communications manager and will assume primary responsibility for editing print and electronic publications. ■

STAFF SPOTLIGHT—People Who Make CIC Work
Kathy Whatley joined CIC as vice president for annual programs in March 2013. Her primary responsibilities include development of the Institute for Chief Academic Officers, the Presidential Spouses and Partners Program, and the Workshops for Department and Division Chairs.

Previously, Whatley was provost at Berry College (GA), where she served beginning in 2008. Prior to her position at Berry College, she served the University of North Carolina at Asheville as interim vice chancellor for academic affairs, dean of natural sciences, associate vice chancellor for academic affairs for natural sciences, dean of faculty, director of the undergraduate research program, and professor of physics.

Whatley earned a BS in physics from Wake Forest University and an MA and PhD in experimental nuclear physics at Duke University. She has presented at many conferences on such topics as undergraduate research, faculty compensation, and managing non-tenure-track faculty members.

In her free time, Whatley enjoys exploring Washington with her husband, FaceTiming with her new grandson, and quilting.

There are several ways to reach CIC. Let us hear from you.
Phone: (202) 466-7230
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Email: cic@cic.nche.edu
Website
CIC’s website—www.cic.edu—is a rich resource of information. Visit the site for news about CIC conferences and programs, to download CIC publications, and for links to CIC member colleges and universities.

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

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

PRESIDENTS (cicpres-list@cic.edu): Open only to current presidents of CIC member institutions.

CHIEF ACADEMIC OFFICERS (cicdean-list@cic.edu): Open to chief academic officers, provosts, and those with similar rank at CIC member institutions.

STUDENT AFFAIRS (cicstuaff-list@cic.edu): Open to student affairs officers and staff at CIC member institutions.

PUBLIC RELATIONS (cicpr-list@cic.edu): Open to public relations officers and staff at CIC member institutions.

ADVANCEMENT (cicadvance-list@cic.edu): Open to development officers and staff at CIC member institutions.

FINANCE (cicfinance-list@cic.edu): Open to business and financial officers at CIC member institutions.

SPUSES (cicspouse-list@cic.edu): Open to spouses of current presidents of CIC member institutions.

TECHNOLOGY (cictech-list@cic.edu): Open to those at CIC campuses interested in discussing issues of information technology.

DEPARTMENT CHAIRS (cicchair-list@cic.edu): Open to department and division chairs of CIC member institutions.

DATA (cicdata-list@cic.edu): Open to those at CIC member institutions interested in discussing issues of data and institutional research.

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In her free time, Whatley enjoys exploring Washington with her husband, FaceTiming with her new grandson, and quilting.
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