Focusing on the theme “Collaboration for Student Success,” CIC’s 2013 Institute for Chief Academic and Chief Student Affairs Officers enabled these key leaders to strengthen the pathways for student success, share ideas and practical solutions, and enhance collaborative work. Drawing the largest number of participants in the Institute’s 41-year history—707 participants, up from a record 538 a year earlier—this annual meeting featured numerous sessions on strengthening collaboration. The Institute, which took place November 2–5 in Pittsburgh, Pennsylvania, was co-sponsored by ACPA-College Student Educators International and NASPA-Student Affairs Administrators in Higher Education.

Plenary speakers included George D. Kuh, Chancellor’s Professor of Higher Education Emeritus at Indiana University Bloomington, and adjunct professor of education policy at the University of Illinois at Urbana-Champaign; Alejandro Portes, Howard Harrison and Gabrielle Snyder Beck Professor of Sociology and director of the Center for Migration and Development at Princeton University; Henry Chung, vice president and chief medical officer of Montefiore Care Management Company, medical director for the Montefiore Accountable Care Organization, and associate professor of clinical psychiatry at the Albert Einstein College of Medicine; and Cathy N. Davidson, Ruth F. DeVarney Professor of English and John Hope Franklin Humanities Institute Professor of Interdisciplinary Studies at Duke University and author of *Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn* (2011).

In concurrent sessions, speakers provided advice and examples for CAOs and CSAOs to consider on such topics as enriched experiences for international students on campus, issues faced by first-generation students, the design of first-year programs, and retention. CAOs and CSAOs also had the opportunity to participate in an “open mike” session moderated by a CAO-CSAO team and to participate in a number of workshops.
The recent CIC Institute for Chief Academic and Chief Student Affairs Officers provided compelling evidence of the urgent need for the academic and student affairs sides of campus leadership to work closely together. The 2013 CAO Institute—an annual event with increases in participation in each recent year—reached a record 538 participants in 2012 and took a giant leap ahead this year to 707 participants. One reason for the 31 percent increase was the large number of chief student affairs officers who participated, but the number of academic officers also was at a record level. The popularity of certain sessions may be barometers of the most pressing issues: retention, including between sophomore and junior years; Title IX compliance; career services; strategies for student success that rely on both academic and student affairs; and coping with disruptive student behavior. The last time CIC included student affairs officers in its annual Institute was 2006—a gap that we now recognize was much too long.

The ethos of both academic and student affairs officers at private colleges is to help students succeed. Indeed, smaller private colleges have an enviable track record of students’ success. For any academic or socioeconomic characteristic of entering students that is tracked, it’s well documented that students are more likely to graduate in timely fashion from a nonprofit private college or university than from a state university or a for-profit educational institution.

Fortunately, the desire for students to succeed in college has become a pressing national issue. President Obama is emphasizing the importance of higher education. The White House and others hope to increase substantially the number of Americans who earn college degrees over the next decade. Mrs. Obama also is urging all young people to aspire to go to college, including those who are growing up in environments in which college-going is not encouraged.

There is an odd disconnect, however, in the public policy discussions. A surprising amount of attention is being given to assuring that the very brightest young people from disadvantaged backgrounds do not miss opportunities to enroll in America’s most selective institutions. The problem of “undermatching” of very bright low-income, first-generation, and minority students is genuine, as research by scholars Caroline Hoxby (Stanford), Chris Avery (Harvard), and Sarah Turner (Virginia) has well documented. (Indeed, Professor Turner presented an early version of this research at the 2010 CIC Institute for Chief Academic Officers.) Mrs. Obama cites her own experience of being discouraged from applying to Princeton. The admissions offices of the most selective institutions are making inroads into communities with low participation rates in higher education to encourage the best prepared students in those locales to apply to their colleges.

There are 1,532 non-profit, four-year colleges and universities in America, yet only 134 are “highly selective”—that is, institutions that admit fewer than 50 percent of their applicants and with first-year students’ test scores in the top 20 percent of baccalaureate institutions. Altogether the 134 account for only 10 percent of all undergraduate enrollments. Notably, of the 134 only 30 are public and they enroll only 7 percent of all students in four-year public institutions. The remaining 104 highly selective institutions...
The students' backgrounds. By the statistics, students with

Solving the problem of undermatching, however, is not the key to achieving the national policy goal of massively increased participation in higher education, especially by individuals who are members of underrepresented groups. All colleges and universities need to play a role. The White House wants the United States to regain its global lead as having the highest degree attainment rate in 2020. That's a whopping 50 percent more college graduates than we have now. Today's annual number of graduates already is an increase of 10 percent over the college degree attainment number in 1990. This translates into an increase in the percentage of young people who began high school and subsequently completed a college degree from 21 to 31 percent. We still have a long road before we approach the White House's goal, but colleges should be proud of their past progress.

Most of America's more than 1,500 four-year colleges and universities enroll students of widely varying backgrounds and demonstrated ability levels. It is a strength of most American colleges and universities that the interests, backgrounds, and talents of the students on any one campus vary a lot. Grades and test scores also are widely dispersed—and usually not because the college lacked an option of admitting a more homogeneous group of students. Every year, Harvard announces that it could fill its entering class with high school valedictorians but turns many away because it prefers a class with a mixture of talents and backgrounds. Even at other highly selective institutions, a significant number of students have modest SAT scores and high school GPAs because admissions offices recognize that scores and grades don't always indicate ability and that students also bring to college other kinds of talent that indicate potential for academic achievement and take advantage of the programs and services the college offers. These talents include musical proficiency, entrepreneurial skills, leadership potential, and athletic ability, among others.

All colleges and universities try to improve the academic performance of all their students, even if the patterns persist of differences that can be correlated with well-known “risk factors” in the students’ backgrounds. By the statistics, students with less impressive high school records usually do less well in college than students with superior high school records, just as students with known socioeconomic “risk factors” often do less well than other students. A low-income, minority, first-generation student is more likely to perform at a high level at a college where most students perform well, but that also is true for more advantaged students. Our responsibility as educators is to overcome these predictors of performance.

Virtually all colleges and universities have adopted practices that help minority students, first-generation students, and low-income students excel—that is, to do as well as or better than students without these risk factors. Especially noteworthy are the medium-selective, private colleges. They have been much more successful with these students than for-profit or state institutions. For example, only 27 percent of Hispanic students who earn a bachelor's degree at public institutions do so in four years; at private, nonprofit colleges 46 percent do so. For low-income students (Pell-eligible) at public universities, the five-year graduation rate is 47 percent; at private colleges it is 59 percent. After six years, the rates have increased for both these sectors, but at the for-profit education providers, the six-year graduation rate for low-income students remains a shockingly low 18 percent.

Significantly, the performance of students who might be viewed as undermatched is impressive at both highly selective and less selective institutions. At highly selective institutions with relatively small numbers of at-risk students (such as Mount Holyoke, Swarthmore, and Bucknell) the graduation rates of African American students are almost the same as the rates for white students. At medium-selective institutions with large numbers of students with one or more at-risk factors in their backgrounds, the same is true. At the 50 institutions that won CIC's Walmart College Success Awards, first-generation students account for large percentages of all students and where the graduation rates of the first-generation students are close to—and sometimes better than—the rates for students whose parents went to college (see story, page 26).

There are lessons to be drawn from the practices at the colleges of how collaboration between the academic and student affairs sides of the campus can lead to increased success by all students. In order to approach the White House's 2020 goal of increasing the number of college graduates, we need to keep in mind that the national solution lies less with the 134 highly selective institutions and more with the 1,398 other colleges and universities in the United States.
Creating Campus Environments that Foster Student Learning

“These are the best of times and the worst of times for higher education. I don’t remember a time when we’ve had more attention from the national media—but almost all of it is on the negative side. It is not just the small private colleges that are being hammered—just about all of higher education is. There was a time when our small colleges were thought to be the best for providing a developmentally powerful experience; but for the last decade we’ve been teetering on the edge of being out of date.”

So began George Kuh’s engaging and well-received opening plenary address at the 2013 Institute for Chief Academic and Chief Student Affairs Officers. He is director and co-principal investigator of the National Institute for Learning Outcomes Assessment, Chancellor’s Professor of Higher Education Emeritus at Indiana University Bloomington, and adjunct professor of education policy at the University of Illinois at Urbana-Champaign.

Kuh said, “I still believe that selecting the right college is about fit; that students need to choose a college where they feel they belong and can make a difference. That was enough to sell our colleges in the past. But it’s not enough any more to say ‘come and learn.’ We need to be much more intentional about the message and about what it is we do to deliver on the messages. It’s no longer enough to be a small, caring community...”

“Academic and student affairs leaders all want the same thing. We want to provide an undergraduate experience that will transform the students—that results in high levels of learning and personal development for all students. But now we are being asked to provide more evidence to that effect....”

Kuh explained that colleges’ work is to teach students how to do three basic but critical things:

1. Reflect. Institutions should teach students how to think about their experiences inside and outside the classroom;
2. Integrate. Students should know how to connect what they are learning from different courses, out-of-class experiences, and life beyond the institution; and
3. Apply. Students should know how to transfer and use what they have learned in different settings that present novel challenges and opportunities.

Kuh continued: “The U.S. economy today is defined by greater workplace challenges and dynamism. People will have dozens of jobs by mid-career.... [Researchers] are crunching every bit of data to find out what education best prepares students for the job market, and they’ve discovered—no surprise to us—that it doesn’t matter where a student goes to college and it doesn’t matter what a person majors in, because most people don’t work in positions that are directly tied to what they studied in college. What matters is developing crosscutting capacities. It sounds like a liberal arts education, and it is.... It does take a whole campus to educate a student!”

Kuh outlined six priorities for colleges to create a student-oriented, educationally effective institution that focuses on engagement and deep learning:
1. **Insist on doing what works.** Colleges need to be fully committed to “engaging” pedagogies and practices. For example, institutions should set high performance standards; use mentors, debates, and simulations; use such techniques as practicing “intrusive” advising, requiring a writing-intensive first-year seminar, establishing early warning systems to help students in danger of failing, and communicating early with students’ family members.

2. **Put money where it makes a difference to student success.** “It is not how much money you spend but where.” Colleges should remember that intentionality matters as much or more than money alone, and that investments in instruction and student services pay off in learning, retention, and graduation.

3. **Sunset redundant and ineffective programs.** Institutions can obtain additional resources by stopping what is not working.

4. **Require every student to do at least one high-quality, “high-impact” activity in their first year and another linked to their major.** Colleges can reorganize so that all students are engaged in high-impact activities such as first-year seminars, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments, service learning, or internships. These deep, integrated learning opportunities increase the odds significantly that students will invest time and effort in their education, interact substantively with faculty and peers, experience diversity, and reflect on and integrate their learning. Develop a deep learning scale to measure what and how students are learning.

5. **Make on- or off-campus work something akin to a high-impact activity.** Universities can harness work situations as venues for students to understand the relevance of what they are learning. Students should think about how their studying and classroom learning are relevant and connected to a job. Work may be the most powerful lever to help students understand how the liberal arts can help them in their future careers. This could be a game changer for many students, especially for those who are wandering intellectually.

6. **Cultivate an ethic of positive restlessness.** Kuh said colleges should “make space for people to challenge us to do what we do better and continually ask ‘are we performing as well as we can?’” For example, institutions should explore how to improve general education and capstone courses, but they also should pay attention to “under the radar difference makers” such as employees who can improve students’ interactions on campus, help them have a better experience, and avoid the “campus run-around.”

Kuh concluded, “We are not going to change campus culture easily, but if we expect, insist, and reward people who are doing things that work, it can be done. It is not about the money—it is about the will to do this work. You are the ones to make it happen.”

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**Factors Affecting Academic Success in Second-Generation Immigrants**

A plenary session on “Second Generation Immigrants: Factors Affecting Academic and Social Success” focused on strategies, such as developing outreach and mentoring programs, that help immigrant populations succeed in their education and beyond. With the dramatic shift in the demography of the college-going generation, understanding the modes of second-generation immigrant integration and factors of success is critical for chief academic and chief student affairs officers, who actively seek ways to recruit and retain first-generation college students, many of whom are second-generation immigrants.

Alejandro Portes, Howard Harrison and Gabrielle Snyder Beck Professor of Sociology and director of the Center for Migration and Development at Princeton University, shared results of his groundbreaking research—the only longitudinal study of second-generation immigrants in American schools—which shows that conventional assumptions about upward mobility of immigrants in America are not always true. He explained that a “segmented assimilation” model of...

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adoption adaptation charts an alternative path of contemporary second-generation adaptation and identifies the main forces at play: the human capital of the immigrant parents, the social context that receives the newcomers, and the structure of the immigrant family. Human capital refers to the educational background and occupational skills immigrants bring with them; it translates into competitiveness in the American labor market and the ability to achieve status and wealth. But transforming human capital depends on social context—how the immigrants are received by government authorities, the American public, and the co-ethnic community, Portes said. Family structure is critical; a strong family structure in which the parents stay together and grandparents or older siblings are capable of motivating and controlling children plays a significant role in promoting upward assimilation.

These factors influence three main paths of mobility across generations, Portes explained. If the parents of a first-generation immigrant family have high human capital and achieve middle class status, the second generation of the family is likely to achieve professional or entrepreneurial careers and full acculturation, and the third generation often will integrate completely into the social and economic mainstream. If the parents of a first-generation family have working class occupations and strong co-ethnic community ties, the second generation likely will experience selective acculturation and attain middle class status through educational achievement, and the third generation will integrate fully into the American mainstream. But if the parents of a first-generation immigrant family have working class occupations and weak co-ethnic community ties, the second generation likely will achieve only low educational levels, and the third generation will hold menial jobs and face downward assimilation.

“Children who come from disadvantaged backgrounds generally have two and-a-half strikes against them before the game starts,” Portes said. But he explained that out of 5,200 cases examined in the longitudinal study, there were 50 cases in which individuals were able to overcome the odds. Through interviews he was able to see patterns that enabled these individuals to overcome hardships, graduate from college, and enter graduate school or professional careers. In contrast to trends that might be found in suburban middle class families, interviews with second-generation immigrant children from inner cities showed that if a child had a strong parental figure who limited extensive external contacts and preserved cultural and linguistic traditions, the child was more likely to succeed. Parental authority and strong family discipline kept the children out of trouble and had the effect of inducing selective acculturation, as opposed to full-on acculturation that public schools often advocate.

Another theme found in the interviews was that parents would tell their children stories about successful, middle class family members and ancestors as a way to sustain their dignity despite present circumstances. “A respectable past, real or imaginary, in the country of origin is important…. These stories serve to instill high aspirations among the young,” Portes said.

Another constant found in the interviews was the presence of a significant mentor, role model, or supporter in the child’s life. “The person can be a teacher, counselor, family friend, or even an older sibling. The important thing is that they take a keen interest in the child, motivate him or her to graduate from high school and attend college, and that they possess the necessary knowledge to guide the student in this direction. Neither family discipline nor the appearance of a significant other by itself produces high educational attainment. But their combination is key. When they come together it has a powerful effect in overcoming many obstacles to advantage.”

That finding is especially important, Portes explained, because programs can be created to produce mentors and role models to help guide students. “What happens in the family—the kind of upbringing the children have—that’s beyond the reach of public policy. But voluntary programs that assist kids from disadvantaged backgrounds work, and they were a common element in these success stories…. The saying ‘Where there is a will there’s a way’ is not always true.” To succeed, the student needs a lot of help, and the conditions need to be just right.

He concluded, “Although the recent recession has led to a significant decline in immigration, that does not eliminate the issues and problems immigrants here face. Children of immigrants growing up in conditions of severe disadvantage need deliberate support and assistance by mainstream institutions lest the future comes to resemble the past—of minority youth trapped in the nation’s inner cities and in conditions of permanent despair.”

Collaborating to Boost Student Health and Wellness

Fostering student health and wellness is a major priority for U.S. colleges and universities. In a plenary session on “Public Health and Community Approaches to Comprehensive Student Health and Wellness,” Henry Chung, MD, discussed how chief academic officers and chief student affairs officers can collaborate to create a public and community health model that transforms health and counseling services from passive service silos to proactive
“Healthy Minds shows that there is a treatment gap between perceived need and use of mental health services of more than 50 percent in college populations. The bottom line is that there is a huge opportunity to try to educate our students better and to develop better community support around these types of conditions.”

—Henry Chung

service and educational partners. Chung is vice president and chief medical officer of the Montefiore Care Management Company, medical director for the Montefiore Accountable Care Organization, and associate professor of clinical psychiatry and behavioral sciences at Albert Einstein College of Medicine of Yeshiva University.

“Folks who arrive on our campuses are, generally speaking, advantaged. [Compared to past generations of students] they are better vaccinated and have lower suicide, alcohol-related death and injury, smoking, and pregnancy rates. And yet we all feel compelled to do more—and for good reason.”

Chung, who is a former associate vice president for student health at New York University, explained that when he arrived at NYU it was still reeling from a series of suicides that had an enormous impact on the psychology of the campus. The university first needed to “break the contagion,” he said, “and then looking forward, the university needed to find out how to build a campus community, develop protective features, and respond quickly to any future tragedies.” Chung noted that although the university had state-of-the-art facilities and services, a low percentage of students used them and a high percentage of students was suffering from depression and other mental health issues. Moreover, “firewalls” existed between student medical services, counseling services, and disability services. “They were not sharing information and didn’t have a common vision or agenda for how to develop a comprehensive approach to university student health.”

The senior academic officers, student affairs officers, and medical professionals developed a joint strategy to improve student health. As part of the strategy, the university integrated medical, counseling, and disability services into one leadership team and one budget and rebranded them as a wellness exchange in which students could reach all university health and wellness-related services by using one phone number and one email address. The university also developed a voluntary, comprehensive pre-freshman health and mental health questionnaire that enabled the university to assess student needs and respond proactively. In addition, the university established a mandatory orientation program for all incoming undergraduate students on life challenges and safety, embedding messages about health and wellness into the program. Over time, these and other changes dramatically improved the mental health of students.

As part of the community health approach, Chung emphasized the importance of getting good data and benchmarking. Colleges can use the results of the Healthy Minds Study—an online survey of student mental health and help-seeking behavior that has been fielded at about 150 colleges since 2007—to advocate for additional resources, evaluate programs, and plan service needs. Chung said, “Healthy Minds shows that there is a treatment gap between perceived need and use of mental health services of more than 50 percent in college populations. The bottom line is that there is a huge opportunity to try to educate our students better and to develop better community support around these types of conditions.”

Because colleges and universities often have limited ability to diagnose, treat, and track mental health issues, a community health evidence-based treatment model can help colleges maximize existing health resources. Such a model involves collaboration between the college’s medical and counseling and psychological services departments; depression screening by primary care physicians to identify and track problems; treatment choices with proactive follow-up using a registry to assure a safety net; outcomes data to support resource allocation; and community engagement and resources.

Chung highlighted the advantages of membership in college health networks, such as the National College Depression Partnership, which helps college health systems provide care through the use of outcomes measurements and collaborative learning. He also recommended that colleges explore partnerships with accountable care organizations, virtual networks of health care providers that share accountability for coordinated care. In addition, he suggested that colleges consider “telehealth” and “telemental” health approaches (which use telecommunications to provide health information and care across distances) as well as online gaming approaches.

In closing, Chung reiterated the importance of a strong partnership between academic and student affairs officers. “The comprehensive approach to health and wellness requires a lot of leadership and support and will require breaking through barriers. The only way to do that is if there is strong provostial support for these initiatives.”
Higher education underwent dramatic transformation since the mid-19th century with the beginning of the land-grant movement, the later invention of the SAT and multiple-choice tests, the advent of research universities that adopted the European system in opposition to the liberal arts, the introduction of class rankings, the invention of the IQ test, and the advent of the A-B-C-D grading system, among others. “These are the apparatus of higher education that was invented for the industrial age, but they aren’t natural or God-given.”

“Standardized learning can’t possibly serve us in the Google world with so many answers to questions.” This ‘connected age’ of just-in-time, anytime information requires less focus on mechanization and hierarchy and more on customization, iteration, peer evaluation and feedback, collaborative learning, and self-learning, Davidson said.

She offered ten ideas to shift the paradigm back toward liberal arts education.

1. **Rethink liberal arts as a start-up curriculum for resilient global citizens.** The liberal arts model—where courses are integrated across the curriculum and faculty members work together to integrate knowledge—could invigorate all of higher education.

2. **Practice digital literacy.** For example, faculty should help students build a professional website that is curated and demonstrates a professional view of their life with commentary, blogs, papers, and projects.

3. **Move from critical thinking to creative contributions.** Students need more than critical thinking—implementation is key. They need to learn how to critique an idea and then turn it into something practical.

4. **Make sure that what we value is what we count.** The United States uses standardized testing more than any other country, yet test results indicate that family income, not test results, is the biggest predictor of where a student goes to college.

5. **Encourage students to lead the way.** Colleges should stimulate students to invent and explore solutions to problems.

6. **Find creative ways to model unlearning.** Students need to learn, unlearn, and relearn to get ready for an ever faster changing work and life environment.

7. **Make diversity the institution’s operating system.** “Diversity has to be a part of what students experience in higher education—without it we send our students into the world with a liability, unable to function in a diverse world.”

8. **Experiment locally, share globally.** “Encourage students and faculty members alike to tell the world when they have done something interesting through forums, seminars, and conferences like this.”
9. **Take institutional change personally.** “Take heed of Tom Friedman’s idea that ‘Big breakthroughs happen when what is suddenly possible meets what is desperately needed.’”

10. **Just do it.** Change is perceived as hard and creating something new as near impossible. Yet when a developer in North Carolina wanted to build an environmentally, sustainable hotel and nobody had done it yet, his team of 80 builders did the research, found the products and materials, and built the world’s first Platinum LEED hotel. Change is possible.

   Davidson concluded her remarks with a question and answer. “Why can’t we change? I know we can—because ideas for change are on the cards you wrote on today!”

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**React to the Past to Prepare for the Future**

During a lively session on “flipped” classrooms, emphatic calls for “liberté, égalité, fraternité” wafted through the conference room; the Marquis de Lafayette proposed a bicameral parliament; Jacobean delegates quoted Rousseau’s dictum “Man is born free, and everywhere he is in chains”; and clergy representatives defended a role for Louis XVI, who stoically observed the passionate debate. For an hour CAOs and CSAOs shed their campus roles and slipped into French Revolution characters as part of an interactive demonstration and discussion of the innovative “Reacting to the Past” (RttP) pedagogy. After the dust had settled and democracy had received an affirmative vote, John Burney, vice president for academic affairs and dean of the college at Doane College (NE); Agnes Caldwell, vice president and dean for academic affairs at Adrian College (MI); and Charlie McCormick, provost and vice president for academic affairs at Schreiner University (TX), argued that RttP is a prime example of the opportunities for faculty at independent colleges, supported by their CAOs, to break the chains of the traditional instruction model and provide learning experiences that take full advantage of independent private college and university strengths.

“Reacting to the Past” simulations require students to take on roles informed by intense preparation using classic and modern texts in the history of ideas and acting out historical roles during negotiations and debates. Thus, it is a fairly low-tech example of a “flipped classroom,” in which most content is delivered by faculty members and consumed by students independently or in small groups outside of class sessions. When a professor uses RttP, class time is devoted to engagement with course materials and ideas and with problem solving. Class sessions are run entirely by students; instructors set up the “games” but then mostly advise, guide, and encourage students and grade their oral and written work. This approach promotes student engagement with big ideas and leads to significant improvement in intellectual and academic skills such as public speaking, argumentative writing, critical thinking, problem solving, leadership, and teamwork. “Winning a debate is a strong motivator; full immersion in materials and engagement of ideas forces students to practice exactly the learning skills we want them to learn,” stipulated Burney. McCormick highlighted how easily the games move beyond the classroom and motivate students to prepare in coordination with classmates.

Pioneered in the late 1990s by Mark C. Carnes, professor of history at Barnard College, RttP has undergone considerable development and expansion. Currently eight games have been published on such topics as Athens in 403 BC; Charles Darwin and the rise of naturalism; India on the eve of independence; and suffrage and labor in 1913 Greenwich Village, and many others are developed by teams of faculty members from across the nation. Caldwell advised that some faculty training in leading RttP simulations is useful but that time and financial startup investments are not prohibitive. She also noted that the games have been highly successful with diverse student groups, from first-year to honors to first-generation students.

An alliance of colleges, universities, and individual faculty members committed to using existing and developing new role playing games for higher education has formed and currently includes about 300 institutions in the United States and abroad. It provides programs for faculty development and curricular change, including a regular series of conferences and workshops, online instructor resources, and consulting services. For more information about the RttP pedagogy, including videos of classes in action, resources, and upcoming events, see [http://reacting.barnard.edu](http://reacting.barnard.edu).

Katie Conboy, provost and senior vice president of Simmons College (MA), asks a question during a session on “Released Time and Stipends for Faculty Members.”

Podcasts of the plenary sessions as well as PowerPoint presentations and handouts from many Institute sessions are available on the CIC website at www.cic.edu/CAOInstitute.
Legal Issues on Campus

In four engaging sessions, Kathleen Rinehart, general counsel of Saint Xavier University (IL), and Natasha Baker, partner at Hirschfeld Kramer, LLP, helped CAOs and CSAOs navigate some of the often treacherous legal aspects of their work. Rinehart and Baker, who both have led sessions at recent CIC Workshops for Department and Division Chairs, expressed their conclusions that legal knowledge is power, preparation is key to avoidance of lawsuits, and early outreach to legal counsel is necessary to prevent a problem from getting out of hand and inflicting more damage to the individuals and institutions involved than necessary.

Fisher v. University of Texas at Austin

Discussing the recent Fisher v. University of Texas at Austin Supreme Court case, Natasha Baker provided a succinct history of the legal context for race-conscious admissions practices in the United States. She explained that the Fisher opinion did not result in clear guidance as to whether and how race can be used as an admissions criterion, and to date no independent college’s practice has been directly challenged in court. But Baker said that the “diversity as a compelling interest” argument is waning in support among justices, and other cases have suggested that courts do not consider practices that conflict with strict interpretations of the 14th Amendment and Title VI of the Civil Rights Act of 1964 as permanent options. Therefore, Baker advised that all colleges should tailor racially-conscious admissions narrowly, evaluate race-neutral alternatives and document insufficiencies, and assure that all documents and materials (including mission statements, policies, and diversity statements) establish a compelling educational rationale for a diverse student population and avoid the obvious legal pitfalls such as indicating precise admissions quotas.

Among race-neutral admissions practices with the potential to contribute significantly to a diverse student population, Baker highlighted consideration of applicants’ socioeconomic and first-generation status, geography of residence, students who have overcome hardships or are enrolled in low-performing schools and school districts, and pipeline programs with such schools and districts. In essence, to protect against possible future legal challenges of admissions practices, independent colleges should only use race as one of many factors in a holistic, individualized review of an applicant; ensure that the use of race is narrowly tailored to achieve mission-critical goals; and review and assess admissions practices thoroughly and regularly and document the findings.

Title IX: Compliance and Best Practices

In a session on Title IX compliance and best practices, Natasha Baker explored effective Title IX educational initiatives and appropriate training for dealing with sexual harassment. Enacted in 1972, Title IX prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Baker explained that Title IX applies to sexual harassment of male and female students by an institution’s employee, another student, or a non-employee third party, and it applies everywhere—not just in the classroom, dormitory, or other on-campus facility but off-campus athletic, extracurricular, and study abroad programs as well. She emphasized that it is critical for colleges and universities to ensure that their policies and procedures are consistent with Title IX. “There’s nothing worse than not only having a sexual assault on campus but also having no procedures in place to handle it…. Colleges and universities need a comprehensive approach to make sure [academic and student affairs officers] aren’t siloed.”

Baker led a brief legal overview of the scope of Title IX and various policies. She discussed the Title IX implementing regulations—which state that colleges must issue a policy prohibiting sex discrimination, must adopt and publicize grievance procedures providing for prompt and equitable resolution of complaints, and must designate an employee to coordinate compliance—along with related regulations, guidance, and acts. She said if an institution learns of student-on-student harassment that creates a hostile environment, Title IX requires the institution to take immediate action to stop the harassment, prevent its recurrence, and address its effects. Baker emphasized that colleges and universities must work to formulate an effective response; notify the student about her or his rights and resources; develop immediate interim actions (such as making a housing

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—Natasha Baker, Partner, Hirschfeld Kramer, LLP
or classroom change); investigate; and establish a grievance and disciplinary mechanism. Institutions should not attempt to use mediation or other informal dispute resolution to handle these issues as they are inappropriate for cases of sexual assault, Baker concluded.

Best Practices in Hiring and Evaluations

A critical challenge for chief academic officers and other senior-level campus administrators is ensuring effective hiring and performance evaluations. In a session on “Best Practices in Hiring and Evaluations,” Kathleen Rinehart said that many personnel problems, grievances, and litigation faced by colleges and universities can be traced back to poor or hurried hiring decisions and inadequate evaluation frameworks. The use of best practices in these two key areas is integral for successful risk management.

Rinehart discussed the importance of taking the time needed to fill an open position, even one that is unexpected and inconvenient to leave vacant. The job description should clearly identify required credentials, essential functions for the short-term and long-term, and expectations such as professionalism, collegiality, punctuality, and confidentiality. Clarity in the job posting will enhance not only the hiring process but also the evaluation framework.

When only a few participants in the session acknowledged using legal counsel to review their hiring and evaluation policies and procedures, Rinehart recommended both internal and external audits. She noted the importance of having a lawyer who specializes in higher education to review hiring and evaluation policies periodically and processes to ensure compliance with state and federal law. She further advised that senior officers work closely with the campus human resources director to ensure that all searches are conducted according to stated policies and to provide annual training seminars for search committee members who must implement the policies.

Performance evaluations also require time to prepare and document. Senior officers need to ensure that supervisors are consistently and objectively applying performance criteria, adequately documenting performance issues based on first-hand knowledge, and communicating without ambiguity. As the session concluded, Rinehart observed that many current faculty members—members of Generation X and the Millennials—have an expectation of immediate feedback on their performance and that colleges and universities may need to rethink current policies in light of the changing profile of the professoriate.

Disruptive Student Behavior

In a session on “Disruptive Student Behavior—Legal Issues,” Kathleen Rinehart noted an increase in the complexity of issues with legal ramifications arising on today’s campuses. The issues are driven by more diverse student populations with distinct expectations, rights, and demands; technology, with communications no longer contained to a campus but becoming global in seconds; cultural shifts, such as the existence of “helicopter parents”; and more intrusive regulatory and legal frameworks.

Rinehart recommended that college administrators consider legal counsel to be partners rather than crisis managers and get them involved early and consistently to provide options for action. She said that colleges should train all employees to conduct themselves without inadvertently stumbling into legal pitfalls; should become fully aware of all federal and state regulatory and legal requirements; and should commit to the principle of “notice, clarity, consistency” in all campus communications.

Concerning disruptive student behavior, Rinehart emphasized the need to pay special attention to student handbooks, which should be reviewed by a lawyer versed in the issues applicable to independent colleges and universities. She also recommended that colleges review periodically, assisted by legal counsel, all policies and procedures and avoid establishing a framework not applicable to private institutions, thereby preserving the power that the independent status entails. For example, documents should define relationships as contractual, not constitutional, and should list disciplinary procedures as civil, not criminal. In addition, Rinehart said that all colleges should maintain an integrity policy that is included in every syllabus to make handling cases of cheating easier.

PowerPoint presentations are available for all four legal sessions at www.cic.edu/2013CAOIresources.
At an opening awards ceremony, Rita Knuesel, provost of the College of Saint Benedict/Saint John’s University (MN), accepts the 2013 Chief Academic Officer award. Knuesel was recognized for her commitment to faculty excellence and improving the scholarship of teaching and learning.

J. Bradley Creed, provost and executive vice president at Samford University (AL), and Cheryl Johnson-Odim, provost at Dominican University (IL), received awards for service on the CIC CAO Task Force.

S. Georgia Nugent, CIC senior fellow and Kenyon College (OH) president emerita, led participants in an enthusiastic discussion of CIC’s liberal arts campaign.

Richard Mandeville, vice president for student life at Whitworth University (WA), discussed how to use CIC’s Key Indicators Tool and Financial Indicators Tool to study retention and graduation rates.

Programming for the 2013 Institute was planned with the assistance of CIC’s Chief Academic and Chief Student Affairs Officers Task Force: (back row, l–r) Peter Millet of Stillman College (AL), Mike Segawa of University of Puget Sound (WA), John Kolander of Wisconsin Lutheran College (WI); Mark D. McCarthy of John Carroll University (OH); J. Bradley Creed of Samford University (AL); Cheryl Johnson-Odim of Dominican University (IL); (front row, l–r) Kathy Whatley of CIC; Amy Jessen-Marshall of Sweet Briar College (VA); B. Connie Allen of Saint Augustine’s University (NC); Dominic Aquila of University of St. Thomas (TX); and Sally Walker of Albion College (MI). (Not pictured: Marlene Moore of Willamette University (OR))
CIC's 2014 Presidents Institute—the largest annual gathering of college and university presidents in the country—will explore major challenges that confront presidents of independent colleges and universities, drawing on lessons learned by experienced colleagues and on the broad perspectives offered by other distinguished speakers. With a focus on “Leading Wisely: Linking Tradition and Innovation,” the January 4–7 Institute in Marco Island, Florida, will provide a forum for candid discussion of critical issues, opportunities to learn from experts, and time to network with colleagues who lead similar institutions.

The Institute’s keynote address will be delivered by Ann M. Fudge, former chairman and CEO of Young & Rubicam Brands, who will address ways that presidents of independent colleges and universities can position their institutions to thrive in the current economic climate. David Brooks, renowned op-ed columnist of the New York Times and author of The Social Animal: The Hidden Sources of Love, Character, and Achievement, will deliver a plenary address on the role of liberal arts colleges in fostering a life of inquiry, virtue, and social commitment. Plenary speaker Judith S. Eaton, president of the Council for Higher Education Accreditation, will discuss the increasing pressures for public accountability and government regulation based on her advocacy for voluntary accreditation and quality assurance to the U.S. Congress and Department of Education. A special closing plenary session will include a panel discussion on the role of technology in teaching and learning at liberal arts colleges. Panelists will include Edward L. Ayers, president of the University of Richmond (VA), distinguished historian, and developer of innovative digital teaching tools used in thousands of classrooms around the world; Arthur F. Kirk, Jr., president of Saint Leo University (FL), one of the first national leaders in online learning among private colleges, who tripled the university’s enrollment to more than 16,000 students; Candace Thille, assistant professor of education at Stanford University and former director of Carnegie Mellon University’s Open Learning Initiative, who developed the precursor to MOOCs that combines open high-quality courses, continuous feedback, and research to improve learning and transform higher education; and Robert Zemsky, professor and chair of the Learning Alliance for Higher Education at the University of Pennsylvania, a self-described contrarian and advocate of transforming higher education from within, and author most recently of A Checklist for Change: Making American Higher Education a Sustainable Enterprise.

Concurrent sessions will offer practical advice on numerous topics.

- “Building Value: Linking Classroom to Career” will examine how campuses have mobilized to provide experiential educational opportunities that complement the classroom experience and how they collect, analyze, and market the career achievements and graduate and professional school outcomes of recent graduates.
- “Collaborative Approaches to Enhancing Access and Success for Underrepresented Students” will describe programs to provide educational opportunities for first-generation, low-income, and other underrepresented students.
- “Innovative Partnerships for New Sources of Revenue and Shared Costs” will explore different ways to pay for expanded facilities, finance construction, improve services, and enter new markets—all of which help the bottom line while maintaining fidelity to the institutional mission.
- “The President’s Evolving Role in Managing Donors and Prospects” will examine how the president’s role in managing existing and prospective donors is changing in light of recent economic developments.

Afternoon workshops will provide hands-on opportunities for presidents to tackle issues in depth.

- “Considerations in Online Education: What to Do about MOOCs, Virtual Programs, and Regulatory Requirements” will examine current trends and practices in online learning at independent colleges; online development and delivery options; implications for
marketing, recruiting, and serving students in online programs; understanding MOOCs and their potential to supplement or complement course offerings; and navigation of regulatory requirements.

- “Strategies for Building More Effective Boards” will involve a series of discussions about developing strong boards of trustees; in-service trustee education programs; approaches to strengthen president and board chair relationships; and strategies to reposition the board for constructive engagement with the president.

- “Winning Enrollment Management Strategies: Aligning Institutional Mission and Net Revenue Goals” will explore strategies to build the case for value using media and messages most likely to influence core constituent groups; develop new search strategies that generate completed applications from students earlier in the application cycle; use the Free Application for Federal Student Aid as a better predictor of enrollment than traditional approaches; and realign an institution’s financial aid strategies with core values and mission to maximize net tuition revenue and enrollment outcomes.

The Institute includes the New Presidents Program on January 3–4 and a full Spouses and Partners Program on January 4–7, all of which will be held at the Marco Island Marriott. For more information, visit www.cic.edu/2014PresidentsInstitute.

New Leaders in Philanthropy Address 2013 Foundation Conversation

At CIC’s 25th annual Conversation between Foundation Officers and College and University Presidents, held at TIAA-CREF headquarters in New York City on October 15, 100 presidents met with leaders of several major foundations. These individuals shared plans to take their organizations in new directions and recent changes in grantmaking focus.

In his keynote address, Earl Lewis, president of the Andrew W. Mellon Foundation, talked about the future of the foundation in terms of the need to balance continuity and change. With $5.7 billion in assets today and nearing its 50th anniversary in 2019, foundation officers are mapping out long-term strategies and programs that involve asking, “If we were to start anew, what would we stop doing? How do we go about identifying new, big ideas?”

One result of this new line of questioning is that the foundation’s initiatives on conservation and the environment will end in December 2013. “This provides a new opportunity to reconceptualize the foundation’s main areas of interest,” said Lewis. The Mellon Foundation is searching for major ideas that would significantly affect the issues it cares most about and to which it will remain committed for at least a decade. Among the foundation’s continuing and emerging areas of interest in higher education are ongoing and long-term support of the humanities and liberal arts; diversity on campus—focusing on race, gender, and ethnicity in the admissions process on college campuses; scholarly communications; and inter-institutional collaboration.

Barbara Chow, director of the education program at William and Flora Hewlett Foundation, said that while Hewlett predominantly funds K–12 programs, it has been interested in knowing “what the K–12 world is doing to prepare students for college.” The foundation has found that most first-year students do not arrive prepared for college-level work. “We need to raise the bar on the American education system to focus on higher-order skills.” Chow said, “the voice of higher education in maintaining this high level of rigorous standards in K–12 will be critical. Measurement is not enough; we need more and better teacher development and a high-quality curriculum.”

Chow indicated that Hewlett has been involved in supporting professional development opportunities for student teachers and incentivizing changes in the curriculum in an effort to improve teacher preparation programs and produce better teachers. She also said Hewlett is interested in working with colleges and universities on undertaking reliable and valid measurements of programs aimed at enhancing STEM education in middle schools and in using new assessments to measure college readiness.

Judith Shapiro, president of the Teagle Foundation, said that assessment to improve student learning, pedagogical innovation, and a strong undergraduate curriculum are key interests of the foundation. “In pursuing these goals, we will focus on how to increase communication between institutions that occupy different places on what we might call the ‘higher
“We want to see that disadvantaged students get to attend the colleges where their chances of graduation, their academic progress, and their overall life prospects will be greatest…. Those who have worked with us know that ‘The Dao of Teagle’ is to partner collaboratively with those we fund—to listen to and learn from our past, current, and prospective grantees as we shape our initiatives.”

—Judith Shapiro, President, Teagle Foundation

education food chain’ in terms of wealth and selectivity.” She also said Teagle will “devote special attention to programs that incorporate the advantages of online strategies and show how they can combine with the unique benefits of a residential undergraduate liberal arts experience.”

Shapiro said that Teagle devotes about one-third of its funding activities to initiatives that prepare low-income students for success in liberal arts colleges. “We want to see that disadvantaged students get to attend the colleges where their chances of graduation, their academic progress, and their overall life prospects will be greatest.” She concluded that Teagle will “look to the ideas you have to share with us. Those who have worked with us know that ‘The Dao of Teagle’ is to partner collaboratively with those we fund—to listen to and learn from our past, current, and prospective grantees as we shape our initiatives.”

John R. Ettinger, chief executive officer of the Leona M. and Harry B. Helmsley Charitable Trust, said that the trust’s education goals are to prepare low-income students for success in liberal arts colleges. “We want to see that disadvantaged students get to attend the colleges where their chances of graduation, their academic progress, and their overall life prospects will be greatest.”

The trust’s higher education strategy is designed to expand the number and types of students who graduate with post-secondary credentials in a STEM field and to increase STEM participation among women and minorities.

“Our perspective at the trust is that problems identified within undergraduate STEM education cannot be solved one campus at a time. And no one organization…will be able to make an impact on all aspects of this important national need,” said Ettinger. Thus, the trust approach is to make grants that affect many campuses at once. He concluded, “If your institution has an interest in this area, you might consider how you could partner among yourselves and with other sectors of postsecondary education toward some of these aims.”

Daniel Greenstein, director of the Postsecondary Success Program at the Bill & Melinda Gates Foundation, said that low-income, first-generation, and academically ill-prepared students are the foundation’s primary concern. The Gates Foundation’s education strategy focuses on five areas: personal attention—combined with technology—to provide education that is fundamentally human and social; flexible developmental education that will lead to meaningful and sustained careers; clear, reliable, and comparable information to help students make college choices; affordable access to college through financial aid programs aimed at sustaining or expanding access while encouraging greater completion rates; and institutional exemplars—forward-looking institutions that are committed to a student-oriented, high-value, success-driven educational experience.

During the Q&A session, Greenstein said, “We are interested in proposals that demonstrate innovations that create systemic change for students and that are replicable and scalable.”

Eugene R. Tempel, founding dean of the Lilly Family School of Philanthropy at Indiana University, summed up the day-long meeting with remarks centered on recent changes to philanthropy in the United States. The 2008 recession took a toll, he said. “Philanthropy dropped precipitously and has returned slowly, but it will take a decade to catch up to pre-recession levels of giving.” He noted that “higher education is high on the list of what high net-worth donor households care about because college is still perceived as a place where people can transform their lives.” Post-recession emphases by foundations are on social entrepreneurship, finding new capital, moving from research to practice, and the business of globalization. But many foundations remain committed to helping educate people, improving STEM education, and increasing the role that colleges and universities play in building new economies.

Tempel said presidents should build relationships with donors and “serve as advisors to persons of wealth and help them explore what they can do for society—help them think about what good they can accomplish and how they can make a difference.”

Resources from the Foundation Conversation, including texts from some presentations, are posted on the CIC website at www.cic.edu/2013FoundationConversation.
Many presidents and other senior officers of colleges and universities will retire soon, yet search firms report that fewer vice presidents are interested in assuming a presidency and fewer faculty leaders and mid-level administrators desire to move into a provost position or a vice presidency. To help prevent a serious leadership gap in higher education, CIC has developed programs to prepare emerging leaders to assume leadership positions in independent higher education. The response to these opportunities has been very positive. CIC is now accepting nominations or applications for another round of leadership development programs.

Executive Leadership Academy

Encouraged by member presidents, CIC joins with the American Academic Leadership Institute (AALI) and the American Association of State Colleges and Universities (AASCU) to offer the Executive Leadership Academy (ELA) to prepare college and university leaders in vice presidential positions who possess the interest and potential to move into presidencies. The ELA is a year-long program during 2014–2015 that consists of several components, including two seminars in Washington, DC; readings concerning presidential leadership; experiential activities throughout the year; mentoring and executive coaching; and conference calls.

Only three years old, the program already has established its role in preparing the next generation of presidents. Of the three cohorts of participants in the ELA, 46 percent of the 2009–2010 cohort, 50 percent of the 2011–2012 cohort, and 10 percent of the 2012–2013 cohort already have been promoted to more senior positions at their existing or other institutions.

Thanks to generous support by the Henry Luce Foundation and AALI, the program fee for the 2014–2015 academic year is only $2,150. The fee includes all program costs as well as meals during the two seminars. The participant or his or her institution is responsible for travel and lodging expenses. Support to offset some of these costs is available to a small number of participants at institutions with limited funding for professional development. For more details and the nomination form, see www.cic.edu/ExecutiveLeadershipAcademy. The deadline for receipt of nominations is January 10, 2014.

Senior Leadership Academy

CIC has joined with AALI to offer the Senior Leadership Academy (SLA) to prepare college and university leaders in mid-level positions who possess the interest and potential to move into vice presidencies, and perhaps eventually into presidencies. The SLA is a year-long program consisting of several components, including a fall seminar held in conjunction with the CIC Institute for Chief Academic Officers and a summer seminar in Washington, DC; a series of readings and case studies; experiential activities throughout the year; mentorship and executive coaching by the program director; and conference calls.

Approximately 61 percent of participants in the 2010–2011 cohort and 44 percent of participants in 2011–2012 cohort already have “moved up” in their careers. Five percent of participants in the cohort that ended in July 2013 have been promoted within their institution or have been appointed to a more senior position at another institution.

The program fee for the 2014–2015 academic year is $1,800. The fee includes all program costs as well as meals during the two seminars. The SLA is supported generously by AALI and the Henry Luce Foundation. The participant or his or her institution is responsible for travel and lodging expenses. Support to offset some of these costs is available to a small number of participants at institutions with unusually limited funding for professional development. For additional details and the nomination form, see www.cic.edu/SeniorLeadershipAcademy. The deadline for receipt of nominations is January 31, 2014.

Twenty-five participants from independent colleges and universities were selected to participate in the 2013–2014 Senior Leadership Academy, which met in Pittsburgh, Pennsylvania, November 1–3, 2013.
CIC is pleased to announce the dates and locations of the 2014 Workshops for Department and Division Chairs (see left). Valuable for experienced as well as new chairs at independent colleges and universities, the workshops focus on the distinctive challenges of department leadership in these institutions. The workshop format provides a mix of small group and plenary discussions on each topic. Sessions are led by experienced chief academic officers, department and division chairs, and attorneys who specialize in legal issues that chairs at independent colleges and universities are likely to encounter.

Who Should Participate?
Campuses are encouraged to send several department chairs to a workshop so they can support one another in instituting improvements upon their return to campus. A single representative from an institution, and deans and associate deans who work closely with chairs, also would find the program beneficial and are welcome to participate.

Hotel information is available on the CIC website. Program details will be posted at www.cic.edu/2014DepartmentChairWorkshops in February 2014.

CIC offered similar seminars in 2010 and 2012. A previous participant, Sherry Fraser, dean of the college and vice president for academic and student affairs at Concordia College (NY) said of the program: “The readings and reflections were especially helpful in stimulating my thoughts and ideas about leadership, leaders, power, and responsibility. The discussions provided me with concrete ideas about what I would like to do differently and an appreciation for what I am doing well and will continue to do—only better!”

Participation is limited to 25 chief academic officers of CIC member institutions. With generous support of the Henry Luce Foundation, the Colloquium’s registration fee is only $750 for CAOs of CIC member institutions; the application deadline was December 2, 2013. For more information, visit www.cic.edu/CAOLeadershipColloquium.
CIC Degree Qualifications Profile
Consortium Holds Third and Final Meeting

The CIC Degree Qualifications Profile (DQP) Consortium held its third and final meeting in Indianapolis, Indiana, on August 1–3, 2013. The consortium is a two-year project during which 25 institutional teams examined the usefulness of the Lumina Foundation’s DQP to improve student learning and increase baccalaureate degree completion at independent colleges and universities. Three- and four-person teams gathered in August to discuss lessons learned from their projects and plan next steps.

“The biggest benefit of this consortium was learning from each of the participants. There are so many ways to use the DQP to improve our programs that one school could not possibly implement them all at once. The consortium allowed us to work on one area but to learn from all the other projects. For instance, one of the groups developed the extracurricular transcripts using the DQP. We were able to learn from the problems that they solved to begin a similar initiative on our campus,” said Letha B. Zook, provost and dean of the faculty at the University of Charleston (WV).

Jamie Merisotis, president and CEO of the Lumina Foundation, gave the opening plenary address, “Taking Learning to the Next Level: Independent Institutions and the DQP.” He reiterated Lumina’s commitment to support the DQP as a pathway to achieving its goal that 60 percent of Americans obtain a high-quality postsecondary degree or credential by 2025. He also suggested that the DQP could facilitate a redesign of the system of higher education in which academic quality is measured by learning outcomes rather than merely instructional time spent in the classroom. Merisotis lauded the specific contributions of the CIC Consortium to testing the utility of the DQP, noting that the CIC membership’s national presence, institutional diversity, and strong commitment to effective teaching made the consortium an ideal vehicle for beta testing. Merisotis also credited the CIC Consortium with making the key discovery that, regardless of institutional context, the success of the DQP depends largely on a high level of faculty involvement.

Terrence L. Grimes, CIC senior advisor, moderated a panel discussion of the progress and potential of the DQP and improved learning outcomes. Timothy G. O’Rourke of Virginia Wesleyan College, Kerry D. Fulcher of Point Loma Nazarene University (CA), and Lizbeth Martin of Holy Names University (CA) offered project updates and commented on the potential of the DQP to transform campuses and improve the measurement of student learning outcomes. Discussants listed several potential benefits of institutional use of the DQP: improved curriculum mapping, preparation for regional accreditation, initiation of significant discussions among campus constituents, establishment of benchmarking models, and tracking incremental learning over time. In addition, participants mentioned common challenges to DQP implementation, including its complex terminology and multiplicity of outcomes and the difficulty institutions had articulating universal standards on the one hand and resisting excessive standardization on the other hand.

After cluster group meetings in which institutions shared project progress and prepared for an upcoming plenary organized around cluster group reports, Jillian Kinzie, associate director of the Center for Postsecondary Research and NSSE Institute at Indiana University Bloomington, led a panel discussion on “The DQP and Assessment of Student Learning—Successes and Challenges.” Panelists Elizabeth Evans of Concordia University Wisconsin, Donna Lewis of the University of Charleston (WV), and Salvatore D’Amato of D’Youville College (NY) analyzed assessment strategies and successes at their respective institutions. Kinzie reminded attendees of the many assessment challenges faced by institutions that employ the DQP, such as accessing and analyzing decentralized data, including adjunct and full-time faculty in the process, agreeing on measures and standards for scoring, and creating multiple assignments and rubrics within and across the disciplines.

Holly Zanville, strategy director at the Lumina Foundation, moderated an open forum on revising the DQP document.
During the forum, CIC Consortium participants had the opportunity to share recommendations based on their personal experiences using the DQP. Two of the DQP’s four authors—Paul L. Gaston III, Trustees Professor at Kent State University, and Peter T. Ewell, vice president of the National Center for Higher Education Management Systems—were in attendance during the session to answer questions and receive suggestions. Issues discussed included the nature of the DQP document as an evolving work that attempts to create a shared national standard for quality in education, the DQP’s perceived lack of guidance regarding particular means of assessment, and the question of how institution-level understanding can be achieved when various disciplines interpret the DQP differently.

Reports from five cluster groups, addressing “Recurrent Themes in DQP Projects: Accomplishments, Challenges, and Sustainability,” were presented in a session moderated by Harold V. Hartley III, CIC senior vice president.

The final plenary session, moderated by Richard Ekman, president of CIC, featured Ewell, Gaston, and George Kuh, director and co-principal investigator of the National Institute for Learning Outcomes Assessment (NILOA) and Chancellor’s Professor Emeritus of Higher Education at Indiana University Bloomington. Ewell noted the variety of CIC Consortium projects. He and Gaston stipulated that the DQP was not intended to be an aspirational model, but rather a realistic description of what can be expected from college graduates; they also commented on the importance of including standards pertaining to ethical reasoning. Kuh cited the Aristotelian principle that learning occurs by doing, and he encouraged participants to send assignment models and rubrics to NILOA for potential inclusion in the DQP section of NILOA’s website.

A report on the lessons learned from the consortium project will be issued in January. For additional information, visit www.cic.edu/DQP.

SAVETHEDATE!
2014 College Media Conference Set for June

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 address the theme “Connecting across New Media Lines: Gaining Access, Making News” and will feature a superb lineup of seasoned journalists, including representatives from such publications as the New York Times, Washington Post, National Public Radio, Associated Press, Slate, Science News, CBS Money Market, Bloomberg, Money Magazine, NBC, ABC, CNN, USA Today, Chronicle of Higher Education, and Inside Higher Ed, among many others. The preconference workshop on Wednesday, June 25 will focus on “Sharpening Your Social Media Toolkit” and feature reporters, editors, bloggers, and university PR professionals who are using social media and digital technology to define a new interactive communications environment.

Throughout the preconference and conference, journalists will discuss ways colleges and universities can work most effectively with them as they report on higher education issues. In addition, college and university public relations professionals will share best practices and approaches, from on-campus media training to solid crisis communications planning and response.

Communications officers, public and media relations directors, news bureau managers, writers, university relations vice presidents, assistant deans for external relations, and other interested administrators from all colleges and universities are invited to attend. The conference seeks to help campus communications professionals develop techniques that work, prepare news materials that produce results, and make contacts with some of the nation’s top reporters, editors, freelance writers, producers, bookers, educational correspondents, and campus news professionals. Participants often mention having an opportunity to network with colleagues from around the country as one of the major benefits of participating in the conference.

Conference program information and registration will be available on www.CollegeMediaConference.org in late January 2014.
New American History Seminar to Examine Chicago History

CIC and the Gilder Lehrman Institute of American History will cosponsor a seminar for history faculty members on “The Creation of the Modern American City: Chicago from 1830 to 1910.” The seminar, to be led by Henry Binford, associate professor of history and urban affairs at Northwestern University, and Carl Smith, Franklyn Bliss Snyder Professor of English and American studies and professor of history, also at Northwestern, will take place June 16–20, 2014, at the Newberry Library in Chicago, Illinois.

The team-taught seminar will employ a chronological and topical approach to explore major developments in Chicago’s formative period, when it evolved from a tiny frontier outpost to the nation’s second city and emblem of urban modernity, for better and for worse. The seminar will focus on the built environment of Chicago by examining a series of major human-made structures and institutions that both reflected the larger events and ideas that created them and have left a lasting mark on the cityscape. Participants will discuss the coming of the canal, the railroad, and Chicago’s rise to become the transportation center of the nation; the stockyards, the packinghouses, and the city’s transition from commercial center to industrial colossus; the place of the Great Fire and the skyscraper revolution in the evolution of the cityscape; the social strife and economic conflict revealed in the Haymarket bombing and the Pullman Strike; the hopes of urban reform expressed by Hull House, the World’s Columbian Exposition, and the 1909 Plan of Chicago; and the beginnings of the African American community that would later be called the “Black Metropolis.”

Up to 28 participants will be selected by competitive nomination. Faculty members who wish to participate must be nominated by the chief academic officer of their institution. The nominations deadline is January 24, 2014. For more information and the nomination form, visit www.cic.edu/americanHistory. For questions about the seminar or nomination process, contact Stephen Gibson, CIC director of programs, at sgibson@ncche.edu.

Thanks to generous support from the Andrew W. Mellon Foundation, room, board, and books for participants will be fully covered. Participants or their institutions will be expected to provide transportation to and from Chicago; however, CIC will reimburse the participants’ institution up to $200 for travel-related expenses following the seminar.

State Funds Conference to Explore Strategies to Support Independent Colleges


One focus of the conference will be CIC’s major national public information initiative, “Strengthening America’s Future: The Power of Liberal Arts Education Campaign.” Georgia Nugent, CIC senior fellow and former Kenyon College (OH) president, who is leading the campaign, will be the keynote speaker. Nugent also will host a workshop session with state executives to share ideas and plans on coordinating the program and messages with and through the work of regional associations in support of member colleges and universities.

Through other sessions and sharing of best practices, state executives will have ample opportunities for professional and organizational development, exploring topics such as strategic planning, fundraising strategies, and collaborative approaches to address the challenges private colleges and universities face in the current economic climate. Plenary speakers will include Joe Slay, public relations and communications consultant at the Martin Agency; Edward Segelken, specialist in nonprofit law at the Ohio law firm PorterWright; and Doug Mason, partner with the fundraising consulting firm Gonser Gerber LLP.

“With key presentations on major gift fundraising, enhancing our communications strategies, and promoting CIC’s campaign for liberal arts education, this is going to be a particularly important and productive annual conference,” said Hope Williams, president of the North Carolina Independent Colleges and Universities and presiding officer for the network of state fund executives. “Each of the state organizations is always looking for ways to enhance the effectiveness and impact of their programs in support of its member colleges, so this Chicago conference will be a gold mine for our organizations.”

Another highlight of the conference will be the presentation of the 2014 Charles W. L. Foreman Award. (See box, page 21.)

The 2014 State Funds Annual Conference will be held at the DoubleTree by Hilton-O’Hare. Conference program and registration information will be posted at www.cic.edu/StateFundsConference in early 2014. The conference registration deadline is March 28.
In 2014–2015, CIC will offer the Presidential Vocation and Institutional Mission program to senior administrators of CIC institutions—and their spouses or partners—who are considering whether to seek a college presidency. Instead of providing a basic “how to” for presidential aspirants, the program offers an unusual opportunity for those who are inclined to think carefully in terms of “vocation”—being called to one’s work—and the alignment of vocation with institutional mission. The seminar-based program seeks to help participants clarify their own sense of personal vocation and consider it in the context of the missions of the institutions they lead and might lead in the future.

Funded by a generous grant from Lilly Endowment Inc., the program will include up to 20 senior administrators who are nominated by their presidents. It will begin with a four-day seminar July 13–16, 2014, in Stowe, Vermont. A winter seminar will take place February 23–24, 2015, in Atlanta, Georgia.

Barbara Ann Farley, recently inaugurated president of Illinois College, said of her experience, “As a result of the program, I began my successful search for a presidency with clarity about the need to find alignment between an institution’s mission and my own sense of vocation. I believe my candidacy for positions was strengthened by this knowledge. The program facilitators offered invaluable counsel throughout the seminar, and my seminar colleagues encouraged me during the search process.”

Guiding the discussions will be facilitators who have thought deeply about matters of personal vocation and institutional mission as they relate to the college or university presidency—from both religious and secular perspectives.

William Frame, CIC senior advisor and president emeritus of Augsburg College (MN), is leading this project. Other facilitators will include experienced current and retired college presidents and spouses: Joel and Trudy Cunningham, vice chancellor emeritus and former presidential spouse, respectively, of Sewanee: The University of the South (TN); B. David and Jodi Rowe, president and presidential spouse, respectively, of Centenary College of Louisiana; and Donna M. Carroll, president, Dominican University (IL).

Spouses and partners are strongly encouraged to participate as full members of the program, which operates on the premise that each participant has his or her own vocation. Coming to discern one’s own calling can contribute significantly to a sense of fulfillment, whether in the role of presidential spouse or in any other occupation.

Lilly Endowment’s grant to CIC will cover most participation costs, including accommodations, meals, and a travel stipend. Participants or their institutions are responsible for a modest registration fee. Participants are selected from nominations; current CIC presidents nominate senior administrators at their institution who have the potential to become an effective president and may benefit from the program. Applications received by February 7, 2014, will receive priority consideration. For more information and application materials, see www.cic.edu/VocationMission.

“As a result of the program, I began my successful search for a presidency with clarity about the need to find alignment between an institution’s mission and my own sense of vocation.”

—Barbara Ann Farley, President, Illinois College

JACK OHLE TO RECEIVE FOREMAN AWARD

Jack Ohle, president of Gustavus Adolphus College (MN), has been selected to receive the 2014 Charles W. L. Foreman Award. CIC presents the award annually to recognize a college president or corporate trustee who has demonstrated “truly exceptional commitment and leadership” in support of the advancement of State Fund Members.

Ohle has been active in the Iowa College Foundation, Minnesota Private College Fund, and Nebraska Independent College Foundation. He also served on the board of the Foundation for Independent Higher Education (FIHE)—the national association for State Funds that merged into CIC in 2010—and more recently on CIC’s FIHE Advisory Council, which helps to coordinate the program’s growth and development as a part of CIC.

The Award is named in honor of Charles W. L. Foreman, who served as president of the UPS Foundation and chair of the board of FIHE. He was a driving force behind the gift from UPS that created the CIC-FIHE Endowment. The Endowment has provided more than $55 million in support of State Fund scholarship programs and collaborative projects benefitting private institutions.
Interfaith activities on many campuses are expanding, drawing increased interest from students, campus staff and administrators, and faculty members. Although some scholars—primarily those within the fields of comparative religion or comparative theology—have been engaging these topics for years, faculty members in many other fields in the humanities and social sciences are now seeking ways to connect their expertise with efforts to foster religious pluralism.

To address the increasing interest in these topics, this fall CIC announced the first two seminars that are part of a new project in partnership with the Interfaith Youth Core (IFYC) on Teaching Interfaith Understanding. Generously funded by the Henry Luce Foundation, the project will help faculty members learn how to engage interfaith issues in the classroom and reach a broad understanding of what students in interfaith programs should know and understand. The seminars will examine both the substantive theoretical questions involved in teaching interfaith understanding and the practical work of translating these ideas into courses across disciplines. Participating faculty members also will have the opportunity to develop teaching resources such as syllabi, reading lists, and course modules. In addition, an online resource base of teaching materials and a virtual community that encourages faculty members to share best practices, curricula, and pedagogies will be developed.

The first seminar will be held at Lesley University in Cambridge, Massachusetts, June 15–19, 2014. The seminar will be led by Catherine Cornille, Newton College Alumnae Chair of Western Culture, chair of the department of theology, and professor of comparative theology at Boston College, with Diana Eck, professor of comparative religion and Indian studies and Fredric Wertham Professor of Law and Psychiatry in Society at Harvard University. The second seminar, at DePaul University in Chicago, Illinois, will take place August 3–7, 2014. The seminar will be led by Eboo Patel, IFYC founder and president, and Laurie Patton, dean of Trinity College of Arts and Sciences and professor of religion at Duke University. Two additional seminars will take place in 2015.

A committee will select by competitive nomination 25 full-time faculty members to participate. Preference will be given to nominees who have concrete plans to develop and offer new interfaith-related courses and have institutional support. For more information, including guidelines and the online nomination materials, visit www.cic.edu/TeachingInterfaith. The deadline for completed nominations is February 7, 2014.

2014 Ancient Greece Seminar to Focus on the Odyssey

For the ninth consecutive year, CIC and the Center for Hellenic Studies (CHS) will cosponsor a seminar on Ancient Greece in the Modern College Classroom. Focused on the Odyssey, the seminar will take place July 22–26, 2014, at the CHS campus in Washington, DC. (Past seminars in this series have covered the Iliad, Homeric hymns and the poetry of Hesiod, Herodotus’ Histories, lyric poetry, and Athenian drama.) Up to 20 full-time faculty members will be selected by competitive nomination for participation in the seminar. Nominations must be submitted by January 17, 2014.

The seminar will be led by Gregory Nagy, Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University, who also is director of CHS, and Kenneth Scott Morrell, associate professor of Greek and Roman studies at Rhodes College (TN) and director of fellowships and curricular development at CHS.

Designed for non-specialists, the seminar will provide participants the opportunity, through intensive reading and focused discussion, to expand their knowledge of the Odyssey, ancient Greek culture, and the conventions of Homeric poetry. The seminar also will explore effective ways to teach the Odyssey to undergraduates. According to Nagy, the seminars “…represent a creative balance between the research-oriented resources of the Center and the teaching-oriented nature of the participating faculty members from independent colleges and universities. And we all share in the firm belief that good teaching drives good research just as much as good research drives good teaching.”

The seminar is made possible through the generous support of the Andrew W. Mellon Foundation. For those selected to participate, there is no cost for materials, rooms, most meals, or the seminar itself. More information about the seminar as well as online application materials can be found at www.cic.edu/AncientGreece.
Liberal Arts Public Information Campaign Gains Significant Momentum

CIC’s public information campaign to promote the value of the liberal arts and liberal arts colleges, titled “Securing America’s Future: The Power of Liberal Arts Education,” gained significant momentum over the summer and fall.

Under the leadership of Senior Fellow Georgia Nugent, recently-retired president of Kenyon College (OH) and former chair of the CIC Board of Directors, CIC has:

• Launched a new website;
• Contracted with an agency that specializes in social media;
• Launched a campaign Twitter feed;
• Conducted focus groups with CIC members and students to test messages, ideas, and the most effective means of communicating with various audiences;
• Raised $760,000 to support campaign activities;
• Ramped up media relations (such as public speeches and briefings with journalists) with assistance from a public relations firm;
• Initiated several research projects;
• Begun collecting testimonials from alumni in support of the liberal arts;
• Convened a second meeting of the campaign Advisory Committee;
• Convened a second meeting of other organizations with complementary initiatives; and
• Began to assemble a media tool kit for member PR directors.

In October, CIC launched a campaign website for CIC member presidents, PR directors, researchers, and journalists. The site includes articles, op-eds, and multimedia pieces focused on the value of the liberal arts and private, nonprofit colleges. A data section highlights key messages and facts pertaining to liberal arts education and small colleges. A second “public” website designed for other campaign target audiences—future college students, their families, and guidance counselors—will present key information in a “user-friendly,” visual format.

With the help of social media firm Sawmill Public Relations, CIC inaugurated a campaign Twitter feed, @SmartColleges, in December. The feed features “avatars”—college student “Libby” and counselor “Art”—who respond in real-time to actual comments and questions on Twitter about the liberal arts. Through these characters, CIC also will post data, quotes, and content from the campaign website and other sources in an effort to influence the public discourse. Sawmill also is assisting in the creation and development of other social media platforms to communicate campaign messages more broadly. In addition, the firm has been monitoring conversations about the liberal arts on Twitter, Facebook, blogs, and other channels to establish a baseline measurement at the beginning of the campaign and to formulate a strategy for how the campaign might respond to negative comments and reinforce positive statements.

A series of focus groups with CIC members and high school students has helped hone campaign messages, strategy, and tactics. Thus far, CIC has conducted two focus groups with CIC public relations officers during the College Media Conference in June; two with high school students—one group from a private school and one from a public high school—in October; and two with CIC chief academic and chief student affairs officers in November. Two focus groups with presidents will take place during CIC’s Presidents Institute in January 2014. CIC also plans to conduct more focus groups with students and potentially parents, as well as with business leaders.

A pilot group of 26 member colleges and universities is working with CIC to compile written and video testimonials from prominent and recent alumni, trustees, civic leaders, and other “stars” that support the campaign by connecting individuals’ educational experiences with their careers and personal lives. The testimonials will be featured on campaign websites, social media platforms, and in publications. Once the pilot phase concludes, CIC will reach out to all member colleges and universities to collect additional written and video testimonials on the value of the liberal arts.

FOLLOW THE CAMPAIGN
@SmartColleges

College student “Libby” and counselor “Art” respond in real-time to actual comments and questions on Twitter about the liberal arts. They also will post data, quotes, and content promoting the power of the liberal arts.
CIC also has been working with the Dilenschneider Group, a New York-based public relations agency, on media relations activities to influence public attitudes toward independent liberal arts institutions. The firm is engaged in cultivating opportunities for op-eds, blogs, columns, and briefings with selected journalists. It has arranged speaking engagements for CIC President Richard Ekman and Georgia Nugent, followed by publication and dissemination of the speeches to opinion leaders.

CIC estimates it will cost roughly $1 million to carry out most campaign activities over two years and has made substantial progress toward achieving that fundraising goal. Campaign contributors to date include the Jessie Ball DuPont Fund, Gladys Krieble Delmas Foundation, Carnegie Corporation of New York, and Christian A. Johnson Endeavor Foundation, all in support of various elements of the campaign. In total $760,000 has been secured to date in campaign funding. Additional grant requests in support of the campaign are pending.

Several research projects designed to document the effectiveness of independent liberal arts colleges are in the works. The projects will address topics such as the affordability of independent colleges and their economic impact; the proven capacity of small and mid-sized independent colleges to produce a disproportionate number of graduates in the STEM fields; the positive outcomes of a liberal arts education for low-income and first-generation students; and alumni perspectives on liberal arts education.

Recent campaign activities also include:

- A second meeting convened by CIC of other organizations that are pursuing related goals for the liberal arts and humanities, held on September 11;
- A September 26 meeting of the campaign’s Advisory Committee of member presidents, chief enrollment officers, and chief public relations officers;
- An October 7 speech by Richard Ekman on “Myths and Reality about Student Debt and the Cost of Higher Education,” delivered at the Metropolitan Club in New York City; and an October 15 speech by Georgia Nugent on “Civility and the Liberal Arts,” delivered at Ferguson Library in Stamford, Connecticut. Both speeches were arranged by the Dilenschneider Group. Ekman’s speech was accepted by the publication Vital Speeches and will be reprinted and widely disseminated to the media, business leaders, and lawmakers. Nugent’s speech was reprinted in the Stamford 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 on November 19.
- Nugent has discussed the campaign at several CIC State Fund Member meetings. She spoke to the Minnesota Private College Fund, September 12; Independent College Fund of New Jersey, October 30; and Associated Colleges of Illinois, December 10. An address is planned for the State Funds Annual Conference in Chicago on April 27. In addition, she spoke about the campaign during sessions at the Institute for Chief Academic and Chief Student Affairs Officers in November and will do so at the Presidents Institute in January 2014. Ekman discussed the campaign during a presentation at a trustees meeting of the Association of Governing Boards of Universities and Colleges on November 14 in Washington, DC. Nugent and Ekman also will discuss the content of the campaign at the annual meeting of the Council for Higher Education Accreditation on January 28, 2014.
Woodrow Wilson Visiting Fellows Program Expands

Now approaching the sixth year of operation under CIC, the Woodrow Wilson Visiting Fellows program continues to expand. The program’s week-long visits allow campuses to foster intellectual dialogue among campus communities and connect students to broader social issues. Campuses can select a Visiting Fellow from a roster that now includes more than 145 prominent artists, diplomats, journalists, business leaders, and other nonacademic professionals and that is reinvigorated throughout the year with new additions.

CIC closed the 2012–2013 academic year with 63 successful campus visits by Fellows. During the visits, Fellows involve students in their projects, advise students about potential careers, suggest internships in their fields, and even invite students to stay in touch with them after the visit has ended.

The visits have received positive reviews from presidents, deans, faculty members, and students alike. Valerie Lehr, vice president and dean of academic affairs at St. Lawrence University (NY), highlights the success of the university’s recent visit from Janisse Ray, author and environmentalist: “For Janisse Ray’s reading and lecture, the room was full with both students who had met Janisse and members of the community who farm and are interested in sustainable agriculture. Janisse also had dinner and a discussion with a local book club. Events like these that bring the community together are an extremely valuable part of the Fellows program.”

The Fellows themselves also have been effusive in their praise for the program, consistently reporting that spending a full week on campus fosters intellectual intensity with students and faculty members.

The priority application deadline to host a Fellow for the 2014–2015 academic year is March 7, 2014. Applications, however, are still being accepted for spring 2014 visits. Campuses that wish to host a Visiting Fellow may apply online, review details about participation in the program, and browse biographical information for all Fellows at www.cic.edu/VisitingFellows. In addition, nominations of potential Fellows are welcome and may be sent to Roger Bowen, CIC senior advisor and director of the Woodrow Wilson Visiting Fellows program, at visitingfellows@ cic.nche.edu.

CIC Awards ‘First Opportunity’ Grants to Support Colleges in Five States

Independent colleges in Illinois, Maryland, Michigan, North Carolina, and Virginia will benefit from First Opportunity Partners grants that total $125,000. CIC awarded State Fund Members in those five states the grants in September for use in 2014. The grants, which require state consortia to raise matching funds, will support collaborative programs to enhance first-generation or minority student access to, or success at, independent colleges. Funded initiatives include statewide college preparation programs for minority high school students, initiatives to increase retention and graduation rates, and projects to enhance career opportunities for students from underserved populations.

The Associated Colleges of Illinois will use its grant to develop a new Peer Mentoring Program that will foster incoming students’ persistence in college and increase graduation rates. As these at-risk students navigate their critical first year in college, trained upper-level student peer mentors will provide guidance and support in academics and student life.

The grant awarded to the Independent College Fund of Maryland will help develop an urban pipeline in the greater Baltimore area. Partnering with the Urban Alliance, the program will match nine Baltimore inner-city high schools with the Fund’s ten member colleges and universities, providing focused training and tutoring to prepare at-risk college-bound students for their first year of college.

The Michigan Colleges Foundation will use the grant to implement a Career Leaders Initiative. In the program, students from underserved populations will participate in structured professional skills modules and complete summer internships that connect education to employment opportunities.

As a project in its 60th anniversary campaign, the North Carolina Independent Colleges and Universities will use the grant to launch the Women’s Economic Empowerment Program for ethnic minority students with demonstrated financial need. This program is designed to increase persistence and graduation rates among female students and assist them in seeking employment after graduation.

The Virginia Foundation for Independent Colleges will implement Network2Careers, an initiative designed to provide low-income or minority students with programming to enhance their career potential and connections in the workforce. Workshops, peer mentoring, and internships are components of this multi-year initiative.

The First Opportunity Partners grant program was developed to support initiatives coordinated by a State Fund office but involving multiple colleges and universities in a collaborative approach to increasing college educational opportunities for first-generation, minority, or lower-income students. Grant support from the UPS Foundation will fund the 2014 projects.
CIC Report, Website Reveal Best Practices for Ensuring Academic Success of First-Generation College Students

Through a report and accompanying website released in October, CIC shared ways to improve the academic success of first-generation college students. The report, *Making Sure They Make It! Best Practices for Ensuring the Academic Success of First-Generation College Students*, summarizes the experiences of 50 colleges and universities that received substantial grants from CIC/Walmart Foundation to help strengthen exemplary programs that support the education of first-generation students. The CIC/Walmart College Success Awards website, [www.cic.edu/CollegeSuccessAwards](http://www.cic.edu/CollegeSuccessAwards), aims to help institutions of higher education that are interested in starting or improving programs and services for first-generation college students. The College Success Awards program, report, and website were made possible through two grants to CIC from the Walmart Foundation totaling more than $5 million.

The 50 institutions that participated in the program were selected through a competitive application process in 2008 and 2010; 40 institutions received $100,000 grants and 10 received $50,000 grants to help build on programs that showed the greatest promise of increasing retention of the largest number of first-generation students. These College Success Award recipients worked together as a network to assist first-generation college students, learn from one another, and serve as models for other colleges and universities. All award winners had an undergraduate enrollment that includes at least 30 percent first-generation students among the most recent classes of first-year students.

Commenting on the results of the report, CIC President Richard Ekman said, “The many and multifaceted successes of the CIC/Walmart College Success Award recipients speak to the value of the institutions’ ongoing efforts. We are delighted by so many positive outcomes, and it is our hope that the work of these 50 institutions will inspire other colleges and universities in all sectors of higher education to step up their own efforts to attract, retain, educate, and graduate first-generation college students.” He added, “The report and the website provide information and best practices that will be applicable to any institution.”

Facts about First-Generation Students

Walmart’s objective in funding the four-year program and CIC’s goal in administering it were to help colleges and universities tackle the many challenges first-generation students face and to help these students succeed in and graduate from college. First-generation college students are more likely than their peers to come from low-income families, come from a home where English is a second language, and come from rural communities. About two-fifths are students of color. Compared to students whose parents attended college, first-generation students often are not as well prepared academically, lack support from family members, and are less prepared to find and use financial aid information. Once they are enrolled, first-generation students are more likely to attend part-time, to take one or more remedial courses, to work at paid jobs more hours per week, to live off-campus, and to earn slightly lower first-year GPAs. They also typically spend less time studying, interact less with faculty, and participate less in co-curricular activities, athletics, and volunteer work. And they are far more likely to drop out after the first year.

Report Findings

Many of the programs for first-generation students achieved extraordinarily positive results. For example, most programs noticeably improved the academic performance of first-generation students. *Heritage University* (WA), located on the Yakima Indian Reservation, reported that “students that participated in the Heritage Stars Mentoring Program held a mean cumulative GPA of 3.25—impressive as compared with 2.94 for nonparticipating students.” And *Guilford College’s* (NC) Gateways to Success program, with a disproportionate number of African American women, produced “GPAs that were consistently higher than for all new adult students: 3.23 compared to 2.78 for all adult students.”

Most programs also reported significant results in retention of first-generation students. *Franklin College* (IN) reported that “the fall-to-spring retention of the first cohort of Franklin First Scholars was 96 percent, better than the 90.3 percent retention rate for all first-year students.” *Thomas College* (ME) reported that its program led to “a first-year retention rate for first-generation students of 72 percent, compared with 64 percent for all students.”

In addition, many institutions surpassed goals for identifying and enrolling these students, and assessment efforts indicated that first-generation students credited the College Success Award programs with helping them with the transition to college, creating greater self-confidence, improving their GPAs, connecting them to faculty members as well as the larger campus community, and helping them graduate.

Best Practices

Although the report cautions that there may be no “silver bullet” when it comes to enhancing the academic success of first-generation students, the colleges and universities that participated in the CIC/Walmart College Success Awards developed several best practices that led to success (see box). The report illuminates these ten best practices with examples, quotations, data, and stories from the 50 institutions that will help any institution interested in stepping up efforts to attract, retain, educate, and graduate first-generation college students.
Spring Meeting to Advance CIC’s Community College Transfer Project

With the support of a grant from the Kresge Foundation, CIC is planning a national initiative to increase the number of transfer students from community colleges to four-year private colleges and universities and to assure the students’ academic success once they transfer. On March 21–22, 2014, CIC will convene a planning group in Alexandria, Virginia, to explore barriers to successful transfer and propose solutions. Invited experts on this topic include the leaders of two-year and four-year colleges who have had success in this arena, heads of consortia and associations, researchers, and policy analysts.

Several key issues frame the work of the planning group. The number of community college enrollments has risen sharply over the past decade, with nearly half of all U.S. undergraduates now enrolled in public two-year institutions. The high percentage represents challenges for higher education, posing significant questions about access, student achievement, the allocation of public and private resources, and coherence in the curriculum. Although community colleges serve many needs, one of the most important is preparing students for baccalaureate degrees. But as a new report from the Century Foundation points out, “while 81.4 percent of students entering community college for the first time say they eventually want to transfer and earn at least a bachelor’s degree, only 11.6 percent of them do so within six years.”

According to a recent survey of CIC member institutions, more than 80 percent have policies and practices in place that encourage community college transfer students to enroll and graduate. So independent colleges already strive to be “transfer-friendly,” yet they attract far fewer transfer students from community colleges than public institutions enroll.

The transfer students who do enroll at member institutions typically match or exceed the achievements of students who begin college at CIC colleges and universities, with degree-completion rates that compare favorably to those of community college students who transfer to public institutions. “Our hypothesis,” said Richard Ekman, president of CIC, “is that CIC member institutions can apply their notable success in graduating first-generation college students to community college transfer students as well,” and that transfer students are likely to thrive at smaller private colleges and universities.

The planning group will examine institutional practices, state policies that hinder transfers to four-year private colleges and universities, and the perceptions of prospective students, their families, and advisors. Results of their deliberations and recommendations for developing a national network will be available by the summer of 2014.

The Making Sure They Make It report is authored by Kerry J. Strand, Andrew G. Truxal Professor of Sociology and chair of the Department of Sociology and Social Work at Hood College (MD).

Website

The College Success Awards website (www.cic.edu/CollegeSuccessAwards) is organized so that visitors can get an overview of the project and significant results, read about the lessons learned during the course of all four years of the project, peruse individual program profiles for all 50 participating institutions, search for specific ideas and tips categorized by the strategies used by the various institutions, and see a list of complementary resources that might be of further use to them. The site also gives visitors an opportunity to contribute to the website by adding other programs that might benefit other colleges. Visitors have easy access to additional program information, including videos, photographs, and materials used in the participants’ first-generation programs.

Symposium

The CIC/Walmart College Success Awards Program will conclude with a Symposium on First-Generation College Students on July 7–9, 2014, in Baltimore, Maryland. More information will be posted on the CIC website in early 2014.

10 BEST PRACTICES for Ensuring the Academic Success of First-Generation College Students

1. Identify, actively recruit, and continually track first-generation students
2. Bring them to campus early
3. Focus on the distinctive features of first-generation students
4. Develop a variety of programs that meet students’ ongoing needs
5. Use mentors
6. Institutionalize a commitment to first-generation students
7. Build community, promote engagement, and make it fun
8. Involve family (but keep expectations realistic)
9. Acknowledge, and ease when possible, financial pressures
10. Keep track of your successes and failures

For more information, visit www.cic.edu/CollegeSuccessAwards.
CIC Partnership with American Councils for International Education to Benefit Member Institutions

CIC has entered into a partnership with the American Councils for International Education (American Councils), an organization that helps colleges develop their international programs. Through the new partnership, CIC members are eligible for a range of international services that will increase the institution’s presence abroad and advance internationalization of the campus, including exchanges of faculty and students, overseas language immersion, and individually tailored study-abroad programs.

Many CIC colleges and universities already offer a number of study-abroad and student and faculty exchange programs. Other institutions, however, have found it too time-consuming and costly to maintain the infrastructure to run their own programs, recruit international students from the countries of greatest interest, bring faculty members from other countries to their campuses, or offer the spectrum of modern language and literature courses that are needed to support study abroad. In addition to the programs it runs and for which CIC members are now eligible, American Councils also can offer customized program design and promote the college in many parts of the globe.

“CIC is pleased that this new partnership with American Councils for International Education will enable member campuses to offer or enhance study-abroad opportunities and internationalization efforts,” said CIC President Richard Ekman. “One of the primary goals of the partnership is to increase the number of students who study abroad and gain intercultural and international understanding of major issues of importance to their professions, civic commitment, and personal interests.”

Ekman added that a noteworthy strength of American Councils is its deep knowledge of study-abroad opportunities in less familiar locations.

Since 1974, American Councils has designed and implemented hundreds of international education programs that include language immersion, professional training, community development, and scholarly research. The organization employs more than 450 professionals in over 60 countries and has offices or programs in more than 30 countries. American Councils supports more than 5,000 students, faculty members, researchers, and professionals each year in over 250 programs across Africa, Asia, Eurasia, the Middle East, Russia, and Southeast Europe.

SURVEY SHOWS STATE OF INTERNATIONALIZATION ON CAMPUSES

CIC’s 2013 Institute for Chief Academic and Chief Student Affairs Officers included a session, “Internationalizing Your Campus: The New CIC-American Councils for International Education Partnership,” during which American Councils’ Kirsten Brecht Baker, chief marketing officer; Robert O. Slater, senior consultant for policy research; and Graham Hettlinger, director, higher education programs, presented the results of a survey that they had conducted of CIC CAOs in January 2013. The survey found that 48 percent of CAOs characterize the state of internationalization on their campuses as having “progressed significantly toward internationalization but would like to send more students to study overseas and engage with more institutions around the world.” Approximately 20 percent indicated that their campus was “minimally internationalized and not really sure how to progress further,” and another 12 percent said their institutions already were “very internationalized but still committed to sending more students and faculty to more countries and regions.” Approximately 20 percent said that internationalization was not a major priority on their campus, and only about 2 percent indicated that their campuses were “very internationalized and not seeking any new initiatives or programs.”

These results led to discussions between CIC and American Councils about forming this partnership to serve the institutions that want to move further toward internationalization.

Following the presentation, there was a lively discussion during which a consensus was formed that CIC colleges and universities are searching for new models of study abroad that preserve the advantages of international experiences for students but that “don’t drain the budget.” Brecht Baker concluded by assuring participants that, “There is a lot that can be done without spending resources to plan for internationalization, but you must build your foundations first.”
It has more than 30,000 alumni worldwide, many of whom are now heads of countries, leading international educators, business innovators, and political figures.

The annual fee for membership is $3,500 for institutions enrolling 2,500 students or more (IPEDs undergraduate FtE) and $2,500 for institutions enrolling fewer students. A special charter membership is available for colleges and universities that commit to a two-year membership before December 31, 2013. To learn more about the membership opportunity with American Councils, visit www.cic.edu/AmericanCouncils or www.americanCouncils.org.

New York Times Editor and Correspondents Meet with CIC Presidents

Presidents of 20 CIC member colleges and universities participated on October 14 in the tenth annual CIC/New York Times Partnership’s Presidents Council meeting at the Times offices in New York City. Participants met with Deputy National Editor Ethan Bronner, Correspondent Jodi Kantor, and National Correspondent Motoko Rich.

Bronner provided a brief overview of Times higher education coverage and told the presidents, “Your agenda and ours are not the same—we cover problems, tensions, and difficulties. Positive coverage is not generally what we do.” But he added that story pitches in which the campus official describes solving a problem or noting a trend on college campuses could make a good story. He said, “Put yourself in our shoes. Why would this story be appealing to the reporter? Offer us a surprise, or something different. And offer us an exclusive—it makes a difference.”

In a new format for the annual meeting, Kantor and Rich each spent an hour with the participants, describing in depth the subjects they are working on. This extended format allowed each president to note specific activities on his or her campus that deepened the coverage by the reporters. Both reporters took copious notes and frequently said they wanted to call, visit, or in other ways follow up with many of the colleges.

Rich primarily covers K–12 education and was particularly interested in teacher preparation issues and how the Common Core Standards (CCS) affect teacher education programs. Todd Hutton of Utica College (NY) noted that a Utica faculty member helped draft New York’s science standards, and Rich indicated an interest in talking with that professor. Robert Clark of Utica College (NY) said many faculty members are working on STEM subjects.

Lindgren of Randolph-Macon College (VA) said that both college and K–12 educators will need to increase efforts to encourage middle school students to explore science and math in order to get more students interested in STEM fields. In answer to Rich’s question about what colleges are doing to tackle that issue, Jon Strauss of Manhattanville College (NY) said many colleges now have specific programs to engage middle school students in STEM subjects.

Jodi Kantor described her reporting interests, most recently her articles about women’s experiences at Harvard Business School, and said she is working on a series of stories that will focus on gender and class issues in higher education. She was surprised to hear from participants about the roughly 60:40 (female-to-male) gender imbalance on most campuses and wanted to know how campuses are addressing it. Hutton said his college had aggressively targeted male applicants by adding a football program (which succeeded in changing the earlier 70:30 female-to-male ratio to 52:48 today). Kantor asked what presidents are seeing on campus today regarding gender-related shifts: “What is changing in student behavior, habits, and attitudes?” Mary Marcy of Dominican University of California said she is seeing more anxiety among the female students about “not being perfect enough. The young men are not as concerned about that, but this anxiety seems to be migrating across all classes of young women.” Randy Helm of Muhlenberg College (PA) said he is seeing more fragility, anxiety, and naïveté among men on his campus who often don’t seem to fully understand the risks, rules, or parameters of certain behaviors, including sexual activity. Others agreed that more men are arriving on campus with less confidence about their ability to succeed in college. Kantor concluded that the rich discussion provided her with many story ideas for her series and said she would follow up with presidents as she begins writing in the coming months.

Also at the Presidents Council meeting Roger Casey, president of McDaniel College (MD), was elected 2014 chair of the Partnership, succeeding Randy Helm, president of Muhlenberg College (PA).
CIC Pathways Report Details Practices to Improve Educational Outcomes for Underrepresented Students

A new CIC report details effective practices for improving the learning outcomes of first-generation and low-income students. Creating Pathways to Education and Economic Opportunity in Urban Colleges and Universities summarizes the findings from CIC’s Pathways Project. The Carnegie Corporation of New York funded the initiative to build on the successful efforts of CIC’s Collegiate Learning Assessment Consortium, with a focus on improving educational outcomes for underrepresented students in urban settings.

The report develops several lessons learned by the institutions:

• Effective strategies that help underrepresented students succeed have the potential to support the success of all students;
• A focus on improving the learning outcomes of underrepresented students can stimulate on-campus dialogue with key stakeholders;
• Faculty professional development is an important tool to support curricular and pedagogical change;
• Both academic and social integration need to be fostered to improve learning outcomes; and
• Inter-institutional collaboration between similar institutions can bolster efforts to improve student learning on individual campuses.

Beginning in 2009, CIC selected 29 member institutions to participate in a series of consortial activities designed to help underrepresented students advance academically (see box). In 2012, 13 of these institutions were selected to receive grants to implement action plans designed to elevate existing programs, begin new initiatives, or create additional opportunities to improve learning outcomes of low-income and first-generation students.

Team members from the selected institutions underscored the value of participating in the Pathways Project for advancing the campus conversation and achieving institutional goals related to underrepresented students. Morningside College (IA) team members reported that participation in the Pathways Project “energized the campus community to understand student learning,” such that “questions are now being asked that were not even being considered several years ago.”

Dominican University (IL) participants noted that their campus project “provided us with useful information regarding the interventions we have implemented to improve student learning among low-income and first-generation students.”

The complete report is available at www.cic.edu/CLA.

“Participation in the Pathways Project energized the campus community to understand student learning, such that questions are now being asked that were not even being considered several years ago.”

—Morningside College (IA) team members

CIC Pathways Project Participating Institutions (2009–2013)

Institutions in Urban Areas

Alaska Pacific University
Augsburg College (MN)
Bellarmine University (KY)
Bethel University (MN)
Burlington College (VT)
Cabrini College (PA)
Carlow University (PA)
Charleston Southern University (SC)
Dominican University (IL)
Misericordia University (PA)
Mount St. Mary’s College (CA)
Notre Dame of Maryland University
Our Lady of the Lake University (TX)
Saint Xavier University (IL)
Trinity Christian College (IL)
University of Bridgeport (CT)
University of Charleston (WV)
University of St. Thomas (TX)
William Peace University (NC)

Institutions in Non-Urban Areas

Barton College (NC)
College of Saint Benedict/
Saint John’s University (MN)
Illinois College
Indiana Wesleyan University
Lynchburg College (VA)
Morningside College (IA)
Stonehill College (MA)
Texas Lutheran University
University of Great Falls (MT)
Westminster College (MO)
Four recently published books may be of interest to presidents and other leaders of independent colleges and universities.

**Higher Education in America**
Derek Bok
© 2013

*Higher Education in America* provides a comprehensive analysis of the current condition of colleges and universities in the United States. Former Harvard president Derek Bok assesses the many strengths and weaknesses in American higher education and examines the entire system—public and private institutions, small liberal arts colleges and large research universities, and more. Topics include debates over the undergraduate curriculum, concerns over rising college costs, the rise of for-profit institutions and massive open online courses, stagnating levels of college graduation, and problems of university governance, among others.

Published by Princeton University Press ([http://press.princeton.edu](http://press.princeton.edu)), the book is available in hard cover for $35 and as an eBook for $23.

**Rethinking College Student Retention**
© 2014

First-year college student retention and degree completion is a multi-layered, multi-dimensional problem. Drawing on studies funded by the Lumina Foundation, the authors revise current theories of college student departure—distinguishing between residential and commuter colleges and universities—and consider the role of the external environment and the characteristics of social communities in student departure and retention. The book’s recommendations for state- and institutional-level policy and practice will help policy makers and planners understand the complexities of the issue and develop policies and initiatives to increase student persistence.

Published by Jossey-Bass ([www.josseybass.com](http://www.josseybass.com)), the book is available in hard cover for $45 or as an eBook for $37.

**Shaping the Future of Business Education: Relevance, Rigor, and Life Preparation**
Gordon M. Hardy and Daniel L. Everett, editors
© 2013

*Shaping the Future of Business Education* addresses how institutions can best prepare tomorrow’s leaders. In the book, nearly two dozen Bentley University professors and leaders in business education argue that a broad, rigorous, and relevant education is essential. Such an education should fuse business knowledge with arts and sciences, technology, and ethical training that emphasizes integrated thinking, broad perspectives, and cultural awareness. These educators demonstrate practical methods of including arts and sciences in the teaching of business knowledge, while integrating the best of business into the arts and sciences.

Published by Palgrave Macmillan, the book is available in hard cover for $100 from the publisher ([http://us.macmillan.com](http://us.macmillan.com)) and in Kindle format for $77.

**Stretching the Higher Education Dollar: How Innovation Can Improve Access, Equity, and Affordability**
Andrew P. Kelly and Kevin Carey, editors
© 2013

Part of a series on educational innovation, this book explores innovative ways that colleges and universities can unbundle elements of the college experience while assessing costs and benefits and achieving savings. The chapters in the volume make the case for reform and pinpoint why the cost structure of higher education is difficult to change; identify opportunities for improvement at existing institutions; explore an unbundled services model that features multiple pathways to college credit; and discuss the implications of innovation for higher education leaders and policy makers. The book offers ideas for navigating the new fiscal, political, and technological higher education environment.

Published by Harvard Education Press ([http://hepg.org](http://hepg.org)), the book is available for $30 (paperback) and $60 (hard cover).
The University of Richmond (VA) Downtown recently displayed a traveling exhibition, “Lincoln: The Constitution and the Civil War,” and hosted related events. The exhibition examined Abraham Lincoln’s presidency and his struggle to resolve basic questions that divided Americans at a perilous moment in the country’s history. It included a series of panels and displays featuring photographic reproductions of original documents, including a draft of Lincoln’s first inaugural speech, the Emancipation Proclamation, and the Thirteenth Amendment, as well as letters, photographs, and images from Civil War soldiers and their families.

Celebrating Achievements

Eleven faculty members at CIC member institutions recently were selected as state winners of the 2013 U.S. Professors of the Year awards. Presented by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education, the program honored the professors for their influence on teaching and commitment to undergraduate students at a November luncheon and awards ceremony in Washington, DC. The faculty members serve the following CIC member institutions: Birmingham-Southern College (AL), Centre College (KY), Converse College (SC), Emory & Henry College (VA), Millsaps College (MS), Paul Smith’s College (NY), Rollins College (FL), Sacred Heart University (CT), Valparaiso University (IN), Willamette University (OR), and Wittenberg University (OH).

In November, the Institute of International Education released its 2013 Open Doors Report on International Educational Exchange, which covers study-abroad trends during the 2011–2012 academic year. In terms of undergraduate participation in study abroad, CIC members were dominant. Nine CIC member institutions made the list of top-ten master’s-level institutions: Arcadia University (PA), Hamline University (MN), Lee University (TN), University of Dallas (TX), Whitworth University (WA), University of Evansville (IN), Wingate University (NC), Pacific Lutheran University (WA), and Rollins College (FL); and eight CIC members made the list of top-ten baccalaureate-level institutions: Centre College (KY), Taylor University (IN), Goucher College (MD), DePauw University (IN), Wofford College (SC), Austin College (TX), Colorado College, and St. Olaf College (MN).

In October Saint Martin’s University (WA) announced it became home to the highest-rated, newly constructed Leadership in Energy and Environmental Design (LEED)-certified building in the Western Hemisphere. The U.S. Green Building Council recently granted Cebula Hall, which houses the Hal and Inge Marcus School of Engineering on the University’s Lacey campus, LEED Platinum Certification, the premier level of certification.

An August 15 New York Times article, “In Electrifying Moments, History Transfigured,” gave a stunning review of the exhibition Rising Up: Hale Woodruff’s Murals at Talladega College and demonstrated the meaningful role that the Talladega College (AL) Amistad Murals have in history. The exhibition is on tour and was on display at New York University until mid-October.

Berry College (GA) has settled a legal dispute with the Tennessee Higher Education Commission (THEC) over the college’s right to advertise in that state. The dispute was over billboards in the Nashville area that showed two Berry students on the campus with the college’s name and the phrase “26,000 Acres of Opportunity.” THEC had sought to make Berry pay large fees not charged to Tennessee private colleges in order to advertise in Tennessee, because THEC considered the billboards an educational activity and Berry has no campuses in the state. The settlement provides a waiver of the THEC rules for advertising and solicitation because Berry meets the same standards required of Tennessee colleges.
Creating Partnerships

The Indiana Wesleyan University (IWU) board of trustees in October voted to create the university’s first international campus through the acquisition of Wesley Institute in Sydney, Australia. IWU hopes to broaden Wesley Institute’s course offerings and elevate its status to that of a fully-recognized university. Through the acquisition, IWU also aims to serve the Asia-Pacific region and enable student and faculty exchanges between the region and North America.

Viterbo University (WI) students now have an opportunity to participate in a semester study abroad in Ireland through an exchange program with Dublin-based All Hallows College. Established as All Saints College in 1842, All Hallows has operated under the Catholic order of Vincentians since 1892. Under the exchange, students from All Hallows also can study at Viterbo for a semester.

To make elementary and middle school teachers better teachers of science while using the resources of the local scientific community, Benedictine University (IL) has partnered with Brookfield Zoo, Fermilab, the Forest Preserve District of DuPage County, Morton Arboretum, and the Golden Apple Foundation to offer a master of science in science content and process. Students in the program learn inquiry-based teaching concepts at Benedictine University and science content—zoology, botany, physics, astronomy, ecology, and environmental science—at the educational sites of the partner organizations.

The University of Saint Joseph (CT) and University of Hartford recently began an accelerated joint degree program partnership. Beginning this fall, students can earn a bachelor of science degree in biology or a bachelor of arts degree in chemistry at the University of Hartford followed by a doctor of pharmacy degree at the University of Saint Joseph School of Pharmacy. Hartford students who complete a specific three-year undergraduate program in biology or chemistry will be given priority consideration to enroll in the professional phase of the three-year doctoral program at Saint Joseph.

The University of Richmond (VA) and two area community colleges signed updated articulation agreements in September, assuring easy transition for associate degree graduates of the community colleges into bachelor degree programs at Richmond’s School of Professional and Continuing Studies (SPCS). Students from J. Sargeant Reynolds and John Tyler community colleges who have completed associate’s degrees in applied arts, arts and sciences, or applied science and have a grade point average of 2.0 out of 4.0 from all college work attempted will be guaranteed acceptance to SPCS.

Students at Roosevelt University’s College of Pharmacy who are studying for the three-year doctor of pharmacy degree will have an opportunity beginning this fall to earn a master’s degree in public health from Elmhurst College (IL) simultaneously. The dual-degree agreement between the two institutions paves the way for eligible College of Pharmacy students to take courses through Elmhurst and to apply pharmacy coursework taken at Roosevelt toward Elmhurst’s master of public health degree.

Through a new engineering dual degree program that began this fall, students can take mathematics, science, pre-engineering, and liberal arts courses at Franciscan University of Steubenville (OH) and then finish their engineering studies at the University of Notre Dame, University of Dayton, or Gannon University (PA).

Mount St. Mary’s College (CA) and the Geena Davis Institute on Gender in Media recently established a long-term strategic alliance that creates new research, educational, and advocacy programs at Mount St. Mary’s College. The first research project, “Fall TV Snapshot: The Presence and Portrayal of Women and Girls in Television,” is underway and will offer real-time reporting and gender analysis of all new family-targeted fall television programming on the major networks and on targeted cable channels. Results will be used to promote the Institute’s mission to dramatically alter how girls and women are reflected in the media.

Missouri Baptist University has linked its health care administration program with BJC HealthCare, the largest health care provider in the St. Louis metropolitan area. To assist professional development and educational opportunities for BJC HealthCare employees, the university will offer its bachelor of professional studies in health care management program at various BJC locations.

Saint Martin’s University (WA) will offer its master of business administration program at the U.S. military installation, Joint Base Lewis McChord, beginning January 2014. Although the MBA program is geared primarily for service members, veterans, and their family members, prospective students not
Major Gifts, Grants, and Campaign Successes

In October, Chatham University (PA) received a $15 million grant from the Falk Foundation to support Chatham's School of Sustainability and the Environment. With this grant, the largest gift Chatham has received in its 144-year history, Chatham University will create the Falk Sustainability Endowment to support academic programs in Chatham's interdisciplinary School of Sustainability and the Environment and help fund campus construction at Eden Hall Campus. In honor of the gift, Chatham's School of Sustainability and the Environment will be renamed the Falk School of Sustainability at Chatham University.

Longtime donors and alumni Barbara and Ted Alfond recently established the Alfond Collection of Contemporary Art for Rollins College (FL). The 100-plus piece collection, which was exclusively chosen with the college museum in mind and has not been shown elsewhere, will be displayed throughout the public areas at the Alfond Inn, Rollins College's new boutique hotel. The Alfond’s art gift to Rollins College complements an earlier $12.5 million gift from the Harold Alfond Foundation to construct the Alfond Inn.

Central Baptist College (AR) in September announced the largest donation to the college in its history: $6 million from Max and Debbie Story of Magnolia, Arkansas, for the construction of a new residence hall. The gift will advance a new three-story, 150-bed residence hall, which is the third project of ten to be funded by the “Vision 2020: A Miracle in the Making” capital fundraising campaign.

The New Jersey state Office of Higher Education recently awarded Caldwell College (NJ) more than $3.8 million for capital construction projects. The boost will enable Caldwell to create new nursing labs, upgrade its information technology infrastructure, renovate library space to incorporate a new learning commons and faculty center for teaching excellence, and build a center for academic technology.

In September, Saint Mary-of-the-Woods College (IN) received a nearly $2 million grant from the U.S. Department of Education’s Strengthening Institutions Program, an initiative that helps postsecondary schools expand their capacity to serve low-income students. The grant funds will support a range of projects to increase student success, academic quality, institutional management, and fiscal stability.

Elmhurst College (IL) this summer received $1.5 million in state grants to help finance the renovation and expansion of the Arthur J. Schaible Science Center. The grant money is part of $90 million set aside this fiscal year in the Illinois Jobs Now! capital construction program to address the critical needs of the state's private colleges and universities.

The National Science Foundation in August awarded Mercy College (NY) a grant of more than $1.4 million to expand the college's science, technology, engineering, and mathematics education programs. The grant will be used to establish the Mercy College Intensive STEM Teacher Initiative, which will fund educational costs for students to pursue careers in teaching STEM at middle school and high school.

The Center for Community Arts Partnerships at Columbia College Chicago (IL), in partnership with Evanston/Skokie School District 65, has been selected as only one of eight arts programs in the country to receive the Arts in Education Model Development and Dissemination grant from the U.S. Department of Education. The award totals nearly $1.3 million, disbursed over four years, and is the only grant of this type given to a higher education institution this year.

Lorraine (Sturdevant) Hritcko and her husband, Dr. Philip M. Hritcko, of Rocky Hill, Connecticut, recently made a bequest of $1 million to Hilbert College (NY), marking the largest individual alumni commitment in the college's history. The gift is designated for the naming of a future Hilbert capital project.

Centre College (KY) announced in September the receipt of a generous donation from an anonymous donor to encourage foreign language study and comprehension by Centre students and faculty. The $1 million endowment gift will help fund travel to foreign countries.

Announcing New Majors and Programs

The Oberlin College (OH) Conservatory of Music recently created a full-tuition scholarship graduate degree program, the master of contemporary chamber music. The professionally focused two-year program is designed to launch chamber music ensembles toward careers of innovative distinction. The curriculum includes intensive coaching combined with individual applied study; students in the program will take graduate-level coursework in theory and musicology as well as courses that develop entrepreneurial skills.

Missouri Baptist University launched a second doctoral program, a doctor of education in higher education with an emphasis in community college leadership. The 54-credit-hour program will take four-and-a-half years to complete using a hybrid of online and face-to-face classes in addition to the doctoral research study.

This fall, Cedarville University (OH) announced a fully online master of science in nursing degree with a global health ministries track. The university also began offering a graduate-level reading endorsement program. The 16-hour program adds an endorsement to an existing Ohio teaching license and qualifies
teachers to provide focused reading instruction for students in kindergarten through 12th grade.

Elmhurst College (IL) launched a new nursing master’s entry program, designed specifically for people with baccalaureate degrees in fields outside of nursing who want to transition into the nursing field at a leadership level. The full-time, 21-course program can be completed in two years and allows pre-licensure students to pursue an advanced degree in nursing while simultaneously developing the skills required to become a registered nurse.

Misericordia University (PA) introduced an 18-credit graduate certificate program in health informatics to meet the increasing demand for expertise in the application of information technology in health care. The new online program complements Misericordia’s health informatics executive master’s degree program that was introduced in 2012.

Benedictine University (IL) began offering two new graduate degrees—a master of science in taxation and a master of science in business analytics. The degrees are designed to meet the increasing need for experts in taxation and tax law and for managers who can analyze data to improve business performance.

This fall, Hilbert College (NY) introduced four new programs to earn a bachelor’s degree and a master’s degree in five years. The new 4+1 programs include a bachelor of science in criminal justice/master of science in criminal justice administration; a bachelor of science in forensic science/master of science in criminal justice administration; a bachelor of science in human services/master of public administration: health administration; and a bachelor of science in political science/master of public administration.

A new interdisciplinary program at Emory & Henry College (VA) allows students to earn both a bachelor’s degree in their chosen discipline and a master’s degree in community and organizational leadership in five years.

Cedarville University (OH) created a new undergraduate degree program in linguistics. The major combines theoretical exploration of language with practical application and includes core linguistics courses, two years of modern language study, and a concentration in a vocational field such as computer science, information technology, cultural studies, education, or writing.

Special Projects
In October Centenary College of Louisiana announced that students entering in fall 2014 will begin their college experience with immersive study in Paris, France. The initiative, “Centenary in Paris,” is part of the college’s new August immersive segment of the fall semester. The first course new Centenary students take will begin and end on campus and include 8–10 days in Paris; each course will be taught by a Centenary faculty member.

Heritage University (WA) recently produced Breakthrough Strategies, a series of brief instructional videos to assist educators in overcoming challenges that inhibit first-generation college student success. Created by the university’s Institute for Student Identity and Success, the videos highlight practices that can be used across a number of disciplines and are available to educators nationwide. Heritage was a CIC/Walmart College Success Award recipient.

New, Planned, and Recently Renovated Facilities
Dakota Wesleyan University (SD) dedicated the Glenda K. Corrigan Health Sciences Center in August. The new $11.5 million, 48,000-square-foot building contains chemistry, biology, and physics labs; two undergraduate research labs equipped with state-of-the-art equipment for student use; four nursing simulation labs; classrooms for nursing, athletic training, the sciences and mathematics; and faculty offices.

Rollins College (FL) students were welcomed by a newly renovated, expanded science center when classes began this fall. The new 103,580-square-foot Archibald Granville Bush Science Center will create an interdisciplinary environment to promote integrative science. Blending with the college’s Spanish-Mediterranean architecture, the science center is now the largest building on campus.
Augustana College (IL) is celebrating the completion of three large construction projects. The new Center for Student Life, a $21-million dollar structure that fuses the college’s existing library with student life spaces, student services offices, a coffee shop, and a state-of-the-art dining center, is quickly becoming the hub of student life. Also, with the help of $13 million from alumni and other donors, Old Main, the college’s home for the humanities, was renovated to bring modern technology into the historic structure. And thanks to a multi-year gift from the Knowlton Foundation, the $10-million Austin E. Knowlton Outdoor Athletic Complex opened this fall. The complex includes the Charles D. Lindberg Stadium, the Ken Anderson Academic All-American Club, and the Players’ Plaza and Viking Patio and Overlook.

The University of Puget Sound (WA) opened Commencement Hall—the university’s new student residence for scholarly, peer-group living—in late August. The new Tudor-Gothic building, with its modern interiors, giant fireplace, and views of Mount Rainier, is home to 135 students who live in 11 themed “houses.” Each house has nine to 14 individual bedrooms surrounding “great rooms” with communal kitchens and living areas.

Trine University’s (IN) new Jim and Joan Bock Center for Innovation and Biomedical Engineering opened in August and was dedicated in October. The $6 million, nearly 25,000-square-foot facility is home to Trine’s Innovation One (i1), an incubator for technology and business to help spur economic development in the region, and laboratories stocked with state-of-the-art equipment to support i1 and the Allen School of Engineering and Technology.

In November, William Jewell College (MO) unveiled a 24-hour learning-centered bookless library, the Pryor Learning Commons. The 26,000-square-foot building houses two high-tech classrooms, digital recording and editing suites, a 3D printer, writable surfaces on tables and walls, wireless collaboration stations where students can engage in group projects, a café, and more.

The University of New England (ME) celebrated the opening of the first dental school in northern New England in October. The new $14.5 million Oral Health Center will be the clinical home of UNE’s College of Dental Medicine teaching clinic and dental simulation facility and will provide space for the university to explore new models of inter-professional health care education and practice.

Charleston Southern University (SC) in October dedicated a 16,100-square-foot expansion to its nursing building. Designed to accommodate the growth of the College of Nursing and Allied Health, the building expansion provides a state-of-the-art simulation lab, skills teaching labs, and a home health suite teaching lab. The university’s nursing program plans to triple enrollment by 2014.

Endicott College (MA) began the academic year with a new 67,000 square-foot business and science building. The $17 million Gerrish School of Business and Judge Science Center boasts a high-ceilinged atrium with a grand foyer overlooking the Endicott lakes, a 160-seat lecture hall, and a dynamic multi-use environment to stimulate faculty and student research and group project collaboration. The Angle Center for Entrepreneurship and Computer Science is located in the business wing.

Crown College (MN) kicked off its 2013 football season under the lights of its new KleinBank Stadium. The $2.4 million, 1,300-seat stadium features synthetic turf, lights, and a press box with full audio and video streaming capabilities. Mount Vernon Nazarene University (OH) unveiled its new state-of-the-art athletic training facility in November. The 68,000-square-foot Ariel Arena can accommodate up to 3,000 people and includes three full-sized athletic courts, a center court with “horseshoe” seating, and a special event banquet hall.

Name Changes and Expansions
Effective September 11, 2013, Gwynedd-Mercy College (PA) officially changed its name to Gwynedd Mercy University. On August 21, Jamestown College (ND) officially changed its name to University of Jamestown. The College of Mount St. Joseph (OH) recently announced that it will officially become Mount St. Joseph University on July 1, 2014.

Benedictine University (IL) at Mesa officially became the first four-year Catholic university campus in Arizona in August when the university opened Gillett Hall, Benedictine’s academic building in downtown Mesa. The building has capacity for nine classrooms, a nutrition lab, computer lab, chapel, “Spirit Store” that offers Benedictine merchandise, library center, and a community room.

Mount Vernon Nazarene University’s (OH) Graduate and Professional Studies program unveiled a new site in July. The MVNU Columbus-New Albany location will serve adult and other non-traditional students seeking undergraduate and graduate degrees in subjects such as social work, business administration, management, and education throughout the greater Columbus area.
CIC NEWS

CIC Partners with Learning House on Online Higher Education Survey

CIC co-sponsored a recently released Learning House report that reveals that 90 percent of CIC institutions are using online technology in the courses they offer, a strategy that can lead to higher enrollment and new sources of revenue. Learning House also produced a similar report on public institutions in cooperation with the American Association of State Colleges and Universities (AASCU). The surveys of chief academic officers at private and public institutions indicate that private colleges are more likely to charge a reduced tuition for online courses but that state colleges offer more online opportunities for students.

Chief academic officers from CIC institutions were asked how colleges and universities are navigating and planning for the world of online education, and the results are reported in “Online Learning at Private Colleges and Universities: A Survey of Chief Academic Officers”

“The Learning House report provides valuable information about the use of online instruction to leaders of CIC colleges and universities and will help guide future plans to use or expand online delivery methods in ways that are consistent with their missions and educational philosophies,” said CIC Senior Vice President Harold V. Hartley III.

Among the key findings from the survey of CIC institutions are:

• Ninety percent offer at least one online or hybrid course;
• Approximately half offer one or more fully online programs;
• Nearly one-third charge less for online courses than for traditional courses;
• Four out of five have no plans to grant credit for MOOCs; and
• Two-thirds do not intend to use MOOC content in regular classes.

The report and a summary of the findings can be found at www.cic.edu/OnlineLearningReport. In addition, Hartley and David Clinefelter, chief academic officer at Learning House and a co-author of the reports, presented the results during a webinar, available at www.learninghouse.com/cic2013-webinar.

CIC NSSE Participation Counts

CIC was the first national presidential association to urge its members to use the National Survey of Student Engagement (NSSE) as a means of gauging student involvement in educationally purposeful activities that are highly correlated with academic success. Since 2001, more than 556 CIC colleges and universities (90 percent of CIC’s membership) have used NSSE to assess student engagement in the first and senior years.

CIC in the News

Inside Higher Ed printed a letter to President Obama by CIC President Richard Ekman, “Dear Mr. President” (August 12), which generated many positive comments from presidents who shared it widely with their boards of trustees and campus colleagues. University Business magazine published a column by Ekman in its Independent Outlook section titled, “Higher Ed Statistics that Tell the Wrong Story” (September 2013).

Inside Higher Ed editor Doug Lederman attended CIC’s Institute for Chief Academic and Chief Student Affairs Officers in Pittsburgh and wrote a story on a session, “Building Students’ ‘Cultural Capital’” (November 5). On the same day, Inside Higher Ed also covered the Learning House reports about online education programs offered by CIC and AASCU member institutions. Also on November 5, Digital Journal, a global digital media network with thousands of members and content creators in 200 countries around the world, picked up a PR Newswire

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

**New Institutional Members**
- Antioch University System, OH
- Coe College, IA
- Corban University, OR
- Dowling College, NY
- Erskine College, SC
- Hardin-Simmons University, TX
- Moravian College, PA
- National University, CA

**New International Members**
- American College of Thessaloniki, Greece
- Saint Monica University, Cameroon

**New Affiliate Member**
- Coalition for College Cost Savings, SC
press release on the new CIC and American Councils for International Education partnership.

The Chronicle of Higher Education ran a lengthy story that featured the CIC/Walmart College Success Awards program, “New Resources Encourage First-Generation Students” (October 24) and another Chronicle story, “Enrollment: a Moving Target for Many Colleges” (October 15), quoted Ekman and senior vice president, Harold V. Hartley III. Hartley also discussed college endowments in a Marketplace Morning Report story, “Why College Endowments Don’t Cover Tuition” (August 23).

In a Huffington Post College column, “Debunking the Myths of a Liberal Arts Education” (November 19), CIC Senior Fellow Georgia Nugent, who leads CIC’s public information campaign on the liberal arts, takes on the myths surrounding the value of a liberal arts education. The campaign also was featured in a Huffington Post College column, “Coming Out Strong” (November 1), by Donna Randall, chancellor of Albion College (MI). Another Huffington Post College column by Thomas University (GA) President Gary Bonvillian, “Small Is Still Beautiful” (August 28), referenced CIC as a strong voice representing the independent sector in current higher education debates. And an AP article by Justin Pope and Didi Tang, “Post Recession, Higher Ed Paths Diverge” (June 24), quoted Ekman discussing trends in students’ choice of colleges and majors.

Ekman also was quoted in two New York Times articles: “Despite Rising Sticker Prices, Actual College Costs Stable Over Decade, Study Says” (October 24) and “New Metric for Colleges: Graduates’ Salaries” (September 13). He was quoted at length on student debt in the National Association of College and University Business Officers’ Business Officer magazine (July/August 2013) in a story titled “Perception Correction.” A USA Today story, “How to Turn a Liberal Arts Degree into a Paycheck” (August 27), quoted Ekman on college efforts to address career development. An Inside Higher Ed article, “Performance Funding Goes Federal” (August 23), quoted Ekman discussing the Obama administration’s higher education proposals. A story in the Philadelphia Inquirer on Arcadia University (PA) quoted Ekman on the institution’s decision against starting a presidential search following the departure of the president in May (July 28). And an Inside Higher Ed article, “Making the Case for Liberal Arts” (June 19), quoted Ekman praising the American Academy of Arts and Sciences’ report, The Heart of the Matter.

The Chronicle and Inside Higher Ed (August 8) reported that the U.S. Department of Justice closed an investigation and would not take action on an inquiry into whether institutions collaborated on use of merit-based financial aid following a January 2013 Presidents Institute session discussion about financial aid strategies.

The Stamford Advocate (October 23) published excerpts from Georgia Nugent’s speech on civility and the liberal arts, which took place October 15 at the Ferguson Library in Stamford, Connecticut. And a West Virginian paper, the Inter-Mountain, published “D&E Professor Selected for Prestigious Seminar” (August 6), about a Davis & Elkins College (WV) faculty member who participated in CIC’s Ancient Greece in the Modern College Classroom seminar.

Staff News

On September 19–20, Richard Ekman was a speaker at the Higher Education Summit organized by the Carnegie Corporation of New York and TIME magazine. He was on a panel with Cathy Davidson of Duke University and Pauline Yu of the American Council of Learned Societies that discussed what an educated person of the 21st century should know and how research universities should address their responsibilities for teaching, in addition to their responsibilities for basic research. Among the Summit’s 150 invited participants were several presidents of CIC institutions, including Gilbert Rochon, Tuskegee University (AL); Stephen Friedman, Pace University (NY); David Van Zandt, The New School (NY); David Maxwell, Drake University (IA); Beverly Tatum, Spelman College (GA); and Chris Nelson, St. John’s College (MD).

Ekman also addressed the College and University Professional Association for Human Resources’ Annual Conference and Expo 2013 in Las Vegas, Nevada, on October 29 during a panel discussion with Muriel Howard of AASCU and Stephanie Bell-Rose of the TIAA-CREF Institute. In addition, Ekman spoke at the trustees meeting of the Association of Governing Boards of Universities and Colleges on November 14 on how small and mid-sized private colleges and universities are meeting the nation’s 2020 goal of increasing college enrollment and success.

@CICNOTES — CIC has a Twitter account, @CICnotes, which highlights CIC news as well as activities, programs, and services of interest to the independent sector of higher education. Follow CIC on Twitter today at http://twitter.com/CICNotes!

CIC also encourages members to follow the liberal arts public information campaign account, @SmartColleges (see page 23 for details).
Philip M. Katz joined CIC as director of projects in September 2013; he had served CIC as senior advisor for the American Graduate Fellowships program from 2005 to 2007. Most recently, he served six years as assistant director for research at the American Alliance of Museums, where he helped create the Center for the Future of Museums. Trained as an American historian, Katz earlier taught at Princeton and the University of Maryland University College, rose from program officer to acting executive director of the New York Council for the Humanities, and directed a national study of graduate education for the American Historical Association. Katz was educated at Harvard and Princeton universities and is the author of the award-winning book, From Appomattox to Montmartre: Americans and the Paris Commune.

Harold V. Hartley III, CIC senior vice president, recently co-wrote a book, Rethinking College Student Retention, which will be published in 2014. (For more information, see page 31.)

STAFF SPOTLIGHT—People Who Make CIC Work

Stephen Gibson has worked at CIC for more than 12 years and became CIC’s director of programs in 2011. In that position he oversees a wide range of projects including the art history, American history, and ancient Greece seminars, the Davies-Jackson Scholarship program, Information Fluency Workshops, and new seminars on Teaching Interfaith Understanding. Earlier he served as projects coordinator and later projects manager for an array of other CIC programs including seminars on Teaching about Islam and Middle Eastern Culture, workshops on Learning Spaces and Technology, the Heuer Science Awards, and the Teaching Scholar Partnerships program.

Before joining CIC, Gibson worked at Svobo, a bicycle clothing company, in San Francisco and for many years as a bike messenger in Washington, DC. A graduate of Tufts University he also received an MFA in creative writing from the University of Washington. He enjoys biking, painting, writing, and spending time with his family in Washington, DC.
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<td>January 3–4</td>
<td>New Presidents Program</td>
<td>Marco Island, FL</td>
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<td>January 4–7</td>
<td>Presidents Institute</td>
<td>Marco Island, FL</td>
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<tr>
<td>January 7–8</td>
<td>Presidential Vocation and Institutional Mission Seminar</td>
<td>Marco Island, FL</td>
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<tr>
<td>January 30–February 2</td>
<td>NetVUE Scholarly Resources Project (Seminar 1, Session 2)</td>
<td>Phoenix, AZ</td>
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<tr>
<td>February 13–15</td>
<td>Information Fluency in the Disciplines Workshop</td>
<td>Charleston, SC</td>
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<tr>
<td>March 21–22</td>
<td>Community College Transfer Project Planning Meeting</td>
<td>Alexandria, VA</td>
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<tr>
<td>March 27–29</td>
<td>NetVUE Chaplaincy Conference</td>
<td>Chicago, IL</td>
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<tr>
<td>April 3–5</td>
<td>Workshop for Department and Division Chairs</td>
<td>Charlotte, NC</td>
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<tr>
<td>April 27–29</td>
<td>State Fund Members Annual Conference</td>
<td>Chicago, IL</td>
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<tr>
<td>May 13–15</td>
<td>Workshop for Department and Division Chairs</td>
<td>Baltimore, MD</td>
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<td>May 20–22</td>
<td>Workshop for Department and Division Chairs</td>
<td>St. Louis, MO</td>
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<td>June 3–5</td>
<td>Workshop for Department and Division Chairs</td>
<td>Spokane, WA</td>
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<td>June 10–12</td>
<td>Senior Leadership Academy Closing Seminar</td>
<td>Washington, DC</td>
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<tr>
<td>June 15–19</td>
<td>Seminar on Teaching Interfaith Understanding</td>
<td>Cambridge, MA</td>
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<td>June 16–18</td>
<td>Executive Leadership Academy Closing Seminar</td>
<td>Washington, DC</td>
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<td>June 16–20</td>
<td>NetVUE Scholarly Resources Project (Seminar 2, Session 1)</td>
<td>Holland, MI</td>
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<td>June 16–20</td>
<td>CIC/Gilder Lehrman American History Seminar</td>
<td>Chicago, IL</td>
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<tr>
<td>June 25–27</td>
<td>College Media Conference</td>
<td>Washington, DC</td>
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