



Special Report: President Hass Outlines Priorities of Leadership, Excellence, Diversity

CIC welcomed its new president, Marjorie Hass, on July 12, 2021. She joined CIC after a career dedicated to strengthening independent higher education in various leadership roles, most recently as president of **Rhodes College** (TN) (see biography on page 27).

In a message shared with all members on her first day at the Council, Hass wrote, “Having devoted my career to independent higher education as a professor, provost, president, mentor, and leader, I am a deep believer in the transformative educational power of CIC member institutions.” She emphasized, “CIC’s membership consists of institutions dedicated to a distinctive and important tradition in higher education, and the Council exists to increase their impact and excellence.”

Before taking office at One Dupont Circle, Hass worked with president emeritus Richard Ekman, the Board of Directors leadership, and CIC staff teams to prepare for her new responsibilities. Ekman retired on July 9, after 21 years of service (see the Spring 2021 *Independent* newsletter). In order to support the transition—and to write about the recent history of independent higher education—he will serve as a senior advisor for the next several months.

When joining the staff Hass said, “I’m delighted to be starting at CIC after a long period of anticipation and preparation. CIC has a dedicated and talented staff, and I am committed to building on what was accomplished under Rich Ekman’s leadership. The work we do here makes a significant impact on our members and their students, and I am excited to help CIC move from strength to strength.”



Marjorie Hass settling into her new office at One Dupont Circle.

As CIC’s new president, Hass will be listening intently to members to learn more about the pressing issues they currently face and the ways in which CIC can contribute to their continued success in the future. Meanwhile, to introduce Hass to the members and friends of CIC, highlights of both print and video interviews with her are available now (see Special Report, continued on page 25).

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Support, Advance, Enhance: CIC and Independent Higher Education

By Marjorie Hass



I am extremely honored and happy to be settling in as the president of the Council of Independent Colleges. My own career experience—15 years in the classroom as a professor of philosophy, five years as a provost, and 12 years as a college president—has shown me independent colleges and universities make an incredible

and positive difference, changing the lives of our students and through them changing and healing the world.

CIC is the premier national association devoted to the health and flourishing of independent higher education. Our mission calls for us to “support college and university leadership, advance institutional excellence, and enhance public understanding of private higher education’s contributions to society.” I have been reflecting about how this mission should best meet the moment: about what it means to pursue these goals at this particular and critical point in history. CIC’s value to our membership is greatest when our program and services align with the issues campus leaders face both “in real time” and “up ahead.” As president, my focus will be on continuing to strengthen this alignment. Over the course of this year I will be listening, learning, and developing an agenda for CIC’s future that supports the health and flourishing of CIC campuses and their leaders.

I was drawn to serve CIC by my deep love of the transformative power of independent colleges, by CIC’s long-standing record of serving our sector, and by an equally strong sense that this moment is a crucible for our sector and for American higher education in general. If we are to protect and expand student-centered learning grounded in free inquiry and responsive to a diverse population of democratic citizens, we must act collectively as well as individually.

The stakes may never have been higher. Humanity is in the midst of great cultural and historic change as we adapt to revolutionary developments in technology, as we strive to make the promises of economic growth truly available to a diverse citizenry, and as we grapple with the fragility of our very planet and its life-sustaining ecosystem. Little wonder then that we

“If we are to protect and expand student-centered learning grounded in free inquiry and responsive to a diverse population of democratic citizens, we must act collectively as well as individually.”

find our campuses at the center of so many debates over what to teach, how to teach, whom to teach—and how to financially sustain ourselves.

This past year has shown that independent higher education is more agile than anyone supposed. But it has also shown that there is no easy replacement for the mission-driven commitment to students that structures our teaching models and our practices for individual student support. I believe that our best hopes lie in our sector’s fierce independence, which gives each institution the mandate to adapt and change in ways that benefit its own students, that respond to changing conditions, and that keep its mission vibrant. At CIC we look forward to harnessing and highlighting the best ideas, to learning from one another, and to connecting you with the resources you need to lead and shape the future.

CIC works on behalf of its member colleges and universities alongside sister associations that, with their varying missions, also form an important part of the higher education ecosystem. Collaboration with them on important issues amplifies CIC’s impact on its members, on higher education, and on students and communities nationwide. For instance, CIC has joined with the 84 other members of the Student Aid Alliance to support a national effort to double the maximum Pell Grant from \$6,495 to \$13,000 by June 2022. I encourage CIC member institutions to get involved in this campaign. You can find information, data, action steps, and updates at NAICU.edu/doublepell (focused on the independent sector and aimed at presidents) and doublepell.org (focused on all sectors and aimed at students and families).

“At CIC we look forward to harnessing and highlighting the best ideas, to learning from one another, and to connecting you with the resources you need to lead and shape the future.”

Higher education leaders have many hard days. Successful and ambitious leaders may feel that their reach always exceeds their grasp and that they are never satisfied with the status quo. That can make for uneasy sleep, but it keeps our institutions moving ever forward.

We are equally ambitious at CIC. I hope you will share your challenges and successes and give us your frank thoughts about ways we can increase the value of your membership. My goal is for CIC to serve as a source of endless inspiration and practical assistance for our members and to light the way for others to understand and support the work our members do. Please don't hesitate to reach out to me with your thoughts at president@cic.nche.edu. 

CIC WELCOMES NEW MEMBERS

The Board of Directors and staff of CIC have welcomed the following new members since May 2021:

New Institutional Members

Hesston College (KS)
LeMoyne-Owen College (TN)
Olivet Nazarene University (IL)
Point University (GA)

BOARD OF DIRECTORS

EXECUTIVE COMMITTEE

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Marjorie Hass, Council of Independent Colleges
(Ex Officio)

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Elfred Anthony Pinkard, Wilberforce University
Charles W. Pollard, John Brown University
Paul C. Pribbenow, Augsburg University
Lyle D. Roelofs, Berea College
Celeste M. Schenck, The American University of Paris
Roderick L. Smothers, Philander Smith College
Bill Spiker, Ohio Foundation of Independent Colleges
John R. Swallow, Carthage College

Presidents Institute Plans Return to In-Person Gathering



CIC's 2022 Presidents Institute will be held in-person, January 4–7, 2022, at the JW Marriott Marco Island hotel in Marco Island, Florida. The Institute's theme, "Recovery, Reckoning, Reinvention," addresses the extreme conditions colleges and universities have operated under for more than a year, impacted by the global pandemic, new economic constraints, repeated instances of racial injustice, increasing economic inequality, and shifting demographic and operating conditions.

Four plenary sessions will anchor the program.

On January 4, **Jelani Cobb**, Ira A. Lipman Professor of Journalism at Columbia University, staff writer at the *New Yorker*, and author of *Substance of Hope: Barack Obama and the Paradox of Progress*, will provide an inspiring keynote address about "The Half-Life of Freedom: Race and Justice in America Today." His

remarks will provide up-to-the-moment reflections and analyses of the complex dynamics of race and racism in America, their impact on higher education, and how presidents can motivate campus and civil authorities to take greater strides toward racial justice and equality.

On January 5, **Richard J. Light**, Carl H. Pforzheimer Professor of Teaching and Learning at Harvard University Graduate School of Education and co-author of the forthcoming book *Becoming Great Universities: Small Steps for Sustained Excellence*, will discuss cost-effective strategies presidents can employ to enhance student life and learning. Based on interviews with presidents, deans, and others across hundreds of colleges and universities, Light will present affordable approaches to build a culture of innovation on campus, improve learning outcomes,



Presidents Institute Featured Speakers: **Jelani Cobb** of Columbia University and the *New Yorker*; **Richard J. Light** of Harvard University Graduate School of Education; **Thasunda Brown Duckett** of TIAA; **Debbie Cottrell** of Texas Lutheran University; **Isiah Crawford** of University of Puget Sound (WA); **Charles W. "Chip" Pollard** of John Brown University (AR); and **Marjorie Hass** of CIC

help students from under-resourced high schools succeed in college, and attract students who may not be considering colleges far from their home communities.

Thasunda Brown Duckett, the new president and chief executive officer of TIAA, one of two Black woman currently leading a Fortune 500 firm and the fourth Black woman to serve as a Fortune 500 CEO, will discuss “The View from TIAA: What College Presidents Can Expect Near-Term.” Duckett has led large corporate firms through financial recovery with an emphasis on diversity and inclusion and now is guiding TIAA to secure retirements and provide outcome-focused investment solutions to millions of people working in higher education, health care, and other mission-driven organizations. She will share her insights on opportunities and challenges for higher education on January 6.

A special closing plenary on January 7, “The Future of the Independent College Presidency,” will feature a panel of distinguished presidents, including **Debbie Cottrell of Texas Lutheran University**, **Isiaah Crawford of University of Puget Sound (WA)**, and **Charles W. “Chip” Pollard of John Brown University (AR)**. Considering how the presidency has been changing due to external and internal pressures that were accelerated by the pandemic, panelists will address vital questions such as: How has the presidency changed and which of these changes are likely to be lasting? What is the impact on presidents’ capacity to undertake this leadership role for an extended period? And what new or underutilized skills are needed and how can presidents prepare?

The 2022 Presidents Institute will be the first for Marjorie Hass as president of CIC. No stranger to the annual Institute, she spent 12 years as an independent college president, most recently of **Rhodes College (TN)** and prior to that of **Austin College (TX)**. She also served as CAO of **Muhlenberg College (PA)**. In addition to presiding over the Institute, Hass will host a special session, “A Conversation with the New President of CIC,” on January 5. She is interested in hearing from member presidents about how CIC can support their work and their institutions now and in the near future.

The Institute also features numerous other forums for presidents to discuss mutual concerns, hear from experts, and network with colleagues who face similar opportunities and challenges. Concurrent sessions, most led by member presidents, will address practical aspects of leading independent colleges and universities. Optional workshops will provide hands-on




The 2022 Presidents Institute will be held at the JW Marriott Marco Island hotel, which is situated on a white sand beach.

opportunities to tackle strategic issues in greater depth. Meetings of affinity organizations and roundtable discussions will afford informal settings for frank conversation. Refreshment breaks and daily receptions will offer occasions to network, renew friendships, and make new connections. And sponsoring firms will make available industry-leading expertise and provide generous financial backing to underwrite Institute costs.

Spouses and partners are welcome and invited to join in a parallel program dedicated to exploring their roles (January 4–7). On January 3–4, CIC will offer both the **New Presidents Program**, with its parallel program for spouses and partners of new presidents, and the **Presidents Governance Academy**, to address president-board relations (see separate features on the CIC website).

CIC is committed to the health and safety of its members and their communities as the coronavirus continues to circulate widely through the population. To create the safest possible environment for the 2022 Presidents Institute while offering meaningful opportunities for interaction, CIC expects that all participants who are able to receive the COVID-19 vaccine will be fully vaccinated at least two weeks before arriving at the Institute. CIC is carefully monitoring coronavirus-related developments and the evolving guidelines issued by public health authorities and will make adjustments to Institute arrangements as indicated.

The Institute registration deadline is **December 1, 2021**. For more information about the program and to register, visit www.cic.edu/2022PresidentsInstitute. Participants are encouraged to register and secure their hotel rooms early as space is limited. 

2021 Institute to Highlight CAO-Student Affairs Collaboration



How can chief academic, student affairs, and diversity officers work together more effectively to support students? And how can these leaders employ what they learned during the pandemic to reimagine an integrated and collaborative approach to the student learning experience? CIC's 2021 Institute for Chief Academic Officers, with Chief Student Affairs and Chief Diversity Officers, will help participating teams address these and other essential questions.

The 2021 Institute, co-sponsored by NASPA–Student Affairs Administrators in Higher Education, will take place November 6–9 at the Galt House hotel in Louisville, Kentucky. With the theme “Constructing the Future: Collaborating for Success,” the Institute will provide a framework for discussion of holistic strategies for increased student success.

During the first of four plenary sessions, **Dan-el Padilla Peralta**, associate professor of classics at Princeton University and author of *Undocumented: A Dominican Boy's Odyssey from a Homeless Shelter to the Ivy League* (2015), will deliver the keynote address. His views on how to revitalize the humanities have sparked both academic and popular discussion and spurred debate about how classic texts and humanistic learning can best engage the full range of today's students, preparing them for lives and careers in the years to come. His address will help campus leaders consider reforms that may be necessary to keep foundational disciplines strong—as well as provide a pathway to interesting

questions about what is essential in higher education. In a follow-up panel, “Strengthening Humanities for a New Majority,” three chief academic officers, all distinguished humanists, will share their perspectives on how to revive broad interest in humanistic learning including specific initiatives working at their institutions.

Mental health is fundamental to student achievement and academic success. New research from plenary speaker **Lindsay Till Hoyt**, assistant professor of applied developmental psychology at Fordham University, has found that volunteering, voting, and activism—key elements of civic engagement—tend to be positively related to mental well-being and student success, with some important nuances. In her address, “Civic Engagement and Student Well-being,” Hoyt will share recent findings and discuss how her research can help campus leaders create thriving communities of learning that simultaneously support students' mental well-being and prepare them for active and meaningful civic engagement.

In her plenary address “Promoting Equity and Quality in Student Engagement and Success,” **Jillian Kinzie**, associate director of the Indiana University Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute, will draw on results from NSSE, as well as new evidence about advising, sense of belonging, and career and workplace preparation, to encourage data-informed strategies and greater

connection between data and action to improve educational quality for all students.

During the closing plenary, a panel of distinguished higher education leaders with experience driving strategic change will answer questions such as: What decisions do campuses face today that will most significantly shape their futures? And how can campus leaders collaborate to build a future focused on both student and institution success? The panelists include **Eva Chatterjee-Sutton**, vice president of student life and dean of students at **Washington & Jefferson College** (PA); **Leanne M. Neilson**, provost and vice president for academic affairs at **California Lutheran University**; and **Monica M. Smith**, vice president of diversity, equity, and inclusion at **Augustana College** (IL). **Kevin Kruger**, president of NASPA, will serve as moderator.

CAOs can choose to participate in the Workshop for New Academic Officers or the Workshop for CAOs in Their Third or Fourth Year of Service immediately preceding the Institute. And participants in all roles can choose to register for one of many workshops that will be offered on November 8.

Strong cooperation and seamless communication among chief officers will be necessary to develop effective partnerships, examine strategic planning and institutional practice through the lens of equity, and foster student success. Concurrent sessions will offer practical advice on such topics as building processes to support underprepared students' success; integrating diversity, equity, and inclusion into campus life; maximizing student achievement and retention; and strategic academic review and realignment. In panels featuring campus teams, leaders will offer strategies on adapting living-learning communities to post-COVID-19 realities, supporting student mental health, expanding esports, and creating authentic communities. Outside experts will explore current legal issues, changes to Title IX, and how to leverage consortial collaborations.


After an extended time of canceled in-person events, CAOs have expressed a strong desire to connect, face-to-face, formally and informally with colleagues. The Institute will offer all the same opportunities past participants have enjoyed, with some necessary modifications for safety. This includes roundtable discussion groups, a welcome dinner, and various reunions, receptions, and small-group affinity meetings.

CIC President Marjorie Hass is eager to see CIC campus leaders together again in person. "The Institute for Chief Academic Officers has long been a powerful opportunity for

candid conversations and the exchange of ideas and advice.

I remember this from when I participated as provost of **Muhlenberg College** (PA). This year, when CAOs are joined by chief student affairs and chief diversity officers, the discussions will be even richer. This fall is the perfect time to send a campus team to be inspired to engage in the deeper collaboration campuses need to construct a more inclusive shared vision and to learn about important, practical applications to bring back to campus."

J. Andrew Prall, vice president for academic affairs at **Aurora University** (IL) and chair of the CIC Chief Academic Officers Task Force, which plans the Institute, offered his reflections on coming back together: "It will be wonderful to reconnect in person with colleagues from around the country. I want to share my experiences from the past year and to discuss with others the ways academic and student affairs can collaborate for future success. I look forward to the Institute every year, but I think this year will be especially satisfying and worthwhile."

The Institute's registration and hotel reservation deadline is **October 1, 2021**; registrations will be accepted after this date while space is available. To encourage team participation, registration fees for second and third registrants from the same institution have been significantly reduced. More information, including the preliminary program and online registration form, is available at www.cic.edu/2021CAOIInstitute. To create the safest possible Institute environment while offering meaningful opportunities for interaction, CIC expects all who are able to receive the COVID-19 vaccine to be fully vaccinated at least two weeks before participating in the Institute. 



2021 INSTITUTE FOR CHIEF ACADEMIC OFFICERS, WITH CHIEF STUDENT AFFAIRS AND CHIEF DIVERSITY OFFICERS

Co-sponsored by NASPA—Student Affairs Administrators in Higher Education

November 6–9, 2021
Galt House Hotel
Louisville, Kentucky

Professional Development for Chairs Goes Virtual in Spring 2021

“Resilient Leadership” was the theme of three 2021 Workshops for Department and Division Chairs held this spring. These workshops were generously supported by Academic Search and offered, for the first time, in a virtual format. In all, 176 participants—mostly incoming and new chairs representing 63 CIC member institutions from 29 U.S. states as well as Canada and Pakistan—completed the program.

During the workshops, experienced CAOs and deans led sessions on the “nuts and bolts” topics of budgeting and using data for decision-making as well as on leadership strategies for becoming an effective departmental advocate, modeling respect for diverse viewpoints, and motivating peers to work collaboratively to achieve departmental and institutional goals. CIC’s workshop leaders crafted sessions that were both practical and inspirational. For example, Mark Braun, former **Gustavus Adolphus College** (MN) provost, provided guidance on how to read and understand budgets, as well as on how to use a budget “as a planning tool and a roadmap” that can promote the “culture of stewardship” independent college and university leaders aspire to create. And while it is important for chairs to handle routine tasks, such as course scheduling, in a timely way, Yolanda Page, **Dillard University** (LA) vice president for academic affairs, advised that for “the well-being of the students, the unit, and the institution,” chairs should also “take the long view and work toward a legacy.”


In other sessions, chairs had the opportunity to compare notes about their job descriptions and new unwritten leadership responsibilities that emerged during the pandemic and to have

their legal questions answered by attorney Kathleen Reinhart. Participants watched two preventive law videos on best practices for hiring and performance evaluation in advance of the workshops, and Rinehart held special office hours following the workshops for those with complicated legal questions.

Participants also were able to exchange ideas in breakout sessions focused on case-study exercises. Some of the scenarios were designed specifically to give chairs practice in handling difficult conversations. They role-played with partners how they would discuss problematic behavior with a colleague or deliver negative feedback on a colleague’s performance. For chairs who acknowledged being conflict adverse, presenters shared helpful tips about ways to prepare for, document, and follow-up on difficult conversations. A key reminder was the importance of looking at the issue from the point of view of the person on the receiving end, since he or she would most likely feel as uncomfortable hearing the message as the chair who was delivering it.

Michelle Glaros, R. Z. Biedenharn Chair of Communication at **Centenary College of Louisiana**, awarded the workshop she attended “five stars.” She praised it as “an excellent investment of her time and attention” and expressed appreciation for “the smart, engaging, and diverse workshop leaders” who made participants “feel connected to a supportive community and capable of rising to the challenges of a difficult job.” Jonathan M. Sears, associate dean of Menno Simons College at **Canadian Mennonite University**, likewise felt “affirmed” by the workshop experience. He described the variety of the sessions as “tremendously rich” and said they helped him identify “significant areas for his own professional development” and also gave him ideas about new practices that would benefit the university he serves.

All three of the virtual workshops generated candid discussions and thoughtful questions. From the perspective of the presenters, this year’s group of participants showed exceptional dedication to professional development after an academic year made even more demanding than usual by the pandemic. As Kathleen Rinehart summed it up, it was inspiring to work with participants who brought such a high “level of engagement, energy, and creativity to the workshop sessions” and whose frontline roles position them strategically “to enrich CIC campuses with the leadership lessons learned.”

In spring 2022, the Workshops for Department and Division Chairs will return to their in-person format (see box at left). 

SAVE THE DATES

The 2022 Workshops for Department and Division Chairs are scheduled for the following dates and locations:

April 7–9, 2022: Greenville, SC
May 4–6, 2022: Pittsburgh, PA
May 24–26, 2022: Columbus, OH
June 7–9, 2022: Phoenix, AZ

More information will be available in December 2021.

Leadership and Faculty Development Programs Address Essential Issues

CIC's selective leadership and faculty development programs provide rich learning environments and meaningful engagement for participants, whether held in virtual, in-person, or hybrid modes. The Presidential Vocation and Institutional Mission seminar and the Executive and Senior Leadership Academies, the Humanities Research for the Public Good project, and faculty seminars including Deliberation & Debate, New Currents in Teaching Philosophy, Seminars on Science Pedagogy, Teaching Interfaith Understanding, American History, and Art History have all recently addressed essential aspects of professional development and academic excellence.

Presidential Vocation and Institutional Mission Program

Seventeen prospective presidents met in Stevenson, Washington, July 17–21, to begin a yearlong program to discern whether serving as a college president might be part of their vocational journey. (For the list of participants, see the Fall 2021 *Independent* newsletter online at www.cic.edu/Independent.) Now in its 11th offering, this distinctive leadership development program seeks to increase the number of effective presidencies of independent colleges and universities by helping prospective presidents clarify their sense of vocation, or the purpose of their life and work, and connect it to the missions of institutions they might consider serving. The program is generously funded by Lilly Endowment Inc.

“The summer seminar helped me move from thinking about a presidency to discerning whether a presidency makes sense for me,” remarked Patricia Parrish, vice president for academic affairs at **Lindsey Wilson College** (KY). “The focus on culture,

mission, and meaningfulness allowed me to consider the real impact of a presidency on my life and my ability to give of myself to the right institution. This is a very different perspective and one that will help my husband and me make the right decision about pursuing a presidency.”

Most of the prospective presidents were joined by their spouses or partners, a signature element of the program's distinctive approach to helping participants determine whether a presidency is in their future. Sessions addressed how community, friendship, and partnership can help prospective presidents discern, sustain, and fulfill vocational callings. Excerpts from Ta-Nehisi Coates's *Between the World and Me*, the “Summoned Self” by David Brooks, and letters between Abigail and John Adams were some of the readings that stimulated thoughtful discussions.

Program director Fred Ohles, president emeritus of **Nebraska Wesleyan University**, and other experts contributed to the program. Steven and Jane Bahls, president and presidential spouse, respectively, of **Augustana College** (IL); Donna Carroll, president emerita of **Dominican University** (IL); and Rosemary Ohles, former presidential spouse of **Nebraska**



Fully vaccinated participants in the Presidential Vocation and Institutional Mission seminar gathered safely at the Skamania Lodge in Stevenson, Washington, July 17–21, 2021.

MEETINGS AND EVENTS

Wesleyan University, served as facilitators. Debbie and Alan Cottrell, president and presidential spouse, respectively, of **Texas Lutheran University**, and Harry and Maggie Dumay, president and presidential spouse, respectively, of **Elms College** (MA), all former program participants, joined the facilitator team. Facilitators shared their own vocational discernment process and experiences.

Aimee Zellers, spouse of Todd Pfannestiel, chief academic officer of **Utica College** (NY), stated, “I thought the private consultations with the seminar leaders were beneficial. The diversity of facilitators—in professional background and personal experience—was a reflection of the experiences of the participants. This was helpful because there was always someone to approach who understood your specific need.”

Participants will continue to engage in individual consultations with program facilitators and in informal dialogues with each other throughout the year. Participants will gather again for a winter seminar, February 21–22, 2022, in Atlanta, Georgia.

Executive and Senior Leadership Academies

The Executive Leadership Academy (ELA) is another yearlong program that prepares senior college and university administrators to succeed as college presidents. ELA participants, typically experienced provosts and vice presidents, acquire knowledge, skills, and experiences central to the work of the president. Signature program elements are two seminars during successive summers, a highly individualized Professional Experience Plan, and structured mentorship. The Academy program also includes readings, webinars, and other gatherings. The ELA is offered in partnership with the American Academic Leadership Institute (AALI), the American Association of State Colleges and Universities (AASCU), and CIC, and it is generously supported by Academic Search. The program is led by Linda Bleicken, president of AALI and president emerita of Armstrong State University.

The 17 CIC participants in the 2020–2021 ELA cohort met virtually for their closing seminar, June 14–15, 2021. (For the list of participants, see www.cic.edu/Independent/Fall2021.) Such topics as “Trends and Challenges in Higher Education,” co-led by Richard Ekman, president emeritus of CIC, and Mildred Garcia, president of AASCU; “Presidential Leadership: What the Past Year Has Taught Us,” facilitated by Nayef H. Samhat, president of **Wofford College** (SC); “Presidential Contracts” led by Tyrone P. Thomas, attorney and member at Mintz, Levin, Cohn, Ferris, Glovsky and Popeo, P.C.; and “Doing the Presidency, Not Just

ANNOUNCING THE 2022–2023 PRESIDENTIAL VOCATION AND INSTITUTIONAL MISSION PROGRAM

CIC will open nominations for the 2022–2023 Presidential Vocation and Institutional Mission program in October. Senior administrators currently serving CIC member institutions and contemplating a college presidency are encouraged to consider this intensive professional development opportunity. Participants will be selected from nominations by current CIC presidents who believe the candidate has the potential to become an effective president. The nomination deadline is **February 4, 2022**. For more information, visit www.cic.edu/VocationMission or contact Harold V. Hartley III, CIC senior vice president, at (202) 466-7230 or hhartley@cic.nche.edu.

Being the President,” led by L. Jay Lemons, president of Academic Search and president emeritus of **Susquehanna University** (PA), provided crucial perspectives on the work of the presidency in the independent sector. In a presentation on “Leadership and Values in Times of Crisis,” Teresa Valerio Parrot, principal at TVP Communications, emphasized the importance of building a crisis management framework based on shared values to prepare for a variety of emergencies. Participants examined crisis-management scenarios and discussed such issues as leadership’s role in the situations, staffing needs, timing and audiences for messaging, and aligning solutions with the institution’s and the community’s values.

CIC and AALI also partner on the Senior Leadership Academy (SLA), another yearlong program for mid-level administrators who aspire to senior leadership positions in independent colleges or universities. Linda Bleicken also directs this program, which is generously supported by AALI and Academic Search. The closing seminar for the 2020–2021 cohort of SLA met virtually, June 17–18, 2021. (For the list of participants, see www.cic.edu/Independent/Fall2021.) Over the two days, participants discussed such topics as “Your SLA Vision and Your Values: How Can They Guide Your Professional Leadership Pathway?” led by 2019–2020 ELA alumni Robert Kelly, vice president and special assistant to the president at **Loyola University Maryland**; and “Mission-Driven Financial

Strategies to Support Long-Term Growth,” facilitated by 2017–2018 ELA alumna Sarah Kottich, provost of **College of Saint Mary** (NE). A peer-led workshop titled “Toward Antiracist Policies and Procedures on Our Campuses,” was especially well received.

The SLA concluded with lessons learned on how to build a successful team from Colette Pierce Burnette, president of **Huston-Tillotson University** (TX). She encouraged participants to develop “foundational must-haves” such as a strong understanding of authentic equity leadership, support for diversity in all forms (race, creed, color, age, sex, religion, thought, experience), awareness of biases, gratitude and humility, and curiosity and empathy. She shared guidelines for building successful teams, emphasizing the importance of regular communication, creating a culture of trust, building a strong foundation before crises occur, and both giving and accepting feedback. “You are the group that the baton is being passed to now. Surround yourself with those on the same mission as you,” Burnette concluded.

The opening seminar for the 2021–2022 ELA cohort met virtually June 24–25, 2021. The SLA will return to a face-to-face model this fall, holding its 2021–2022 opening seminar in Louisville, Kentucky, November 5–7, in conjunction with the Institute for Chief Academic Officers. For the 2021–2022 participant lists, see the Spring 2021 *Independent*.

CIC will open nominations for the 2022–2023 Executive and Senior Leadership Academies this fall. For more information, visit www.cic.edu/ExecutiveLeadershipAcademy and www.cic.edu/SeniorLeadershipAcademy.

Deliberation & Debate Workshops

The first workshop in a new series—Deliberation & Debate: Advancing Civil Discourse through Courses for First-Year Students—took place in Washington, DC, July 25–28, 2021. Nineteen teams of two faculty members participated in the workshop. (For the list of participants, see www.cic.edu/Independent/Fall2021.) CIC developed the Deliberation & Debate workshops in response to an increasing number of episodes on campuses that raise questions about students’ readiness to engage controversy with respect for a diversity of ideas and opinions. The workshops prepare faculty members to use techniques such as logical argument, the use of evidence, and empathic listening in courses taken by a large proportion of first-year students. Michael Gilligan, CIC senior advisor and president emeritus of the Henry Luce Foundation, leads the program. The series is generously supported by the Charles Koch Foundation.

On the first full day of the workshop, Robert Groven, associate professor and co-chair of the communications studies, film, and new media department at **Augsburg University** (MN), outlined the principles of argumentation and debate. Using his years of experience teaching debate and directing the Minnesota Urban Debate League, he advised participants on how to integrate skillful debate and argumentation into their classes. While outlining the Toulmin method of argument—in which every argument begins with three fundamental parts: the claim, the grounds, and the warrant—Groven shared topics for interpretive arguments that could be used in first-year classrooms



Left: The Deliberation & Debate workshop included a presentation by Angela Minor, associate professor in the Cathy Hughes School of Communications and director of the Dr. Martin L. King, Jr. Forensics Program at Howard University. Minor provided a case study about the history and challenges of Howard’s competitive inter-scholastic mock trial and debate programs. Right: Workshop participants listening to a session on discussing difficult questions.

MEETINGS AND EVENTS

“The speakers provided trenchant and helpful suggestions for how to incorporate debate and deliberation into the first-year curriculum.... In our current hyper-partisan era where any political discussion seems practically impossible, the workshop presenters provided essential tools for training college students to engage in democratic discussions in ways that can advance our country’s collective self-governance.”

*— Jack Musselman, associate professor of philosophy,
St. Edward’s University (TX)*

and explained why he preferred arguments with right and wrong sides. “You can’t learn how to argue, you can’t have good arguments,” Groven said, “unless you can learn how to be wrong.”

On the second day, Sara Mehlretter Drury, associate professor and chair of the department of rhetoric and director of Democracy and Public Discourse at **Wabash College** (IN), focused on “Teaching for Democracy through Deliberative Pedagogy.” Complementing Groven’s discussion of argument-based learning experiences, Drury expanded on ways to have meaningful conversation, using a model of defining problems, identifying stakeholders, exploring options, and coming to consensus about actions. Drury noted that deliberative pedagogy “can map onto many first-year assignments,” and she provided small groups with exercises and questions to consider throughout the day.

Session discussions, small group projects, and round-robin collaborations explored a wide-range of topics and strategies. Jack Musselman, associate professor of philosophy at **St. Edward’s University** (TX) observed, “The speakers provided trenchant and helpful suggestions for how to incorporate debate and deliberation into the first-year curriculum, and I plan to revise my own classes accordingly. In our current hyper-partisan era where any political discussion seems practically impossible, the workshop presenters provided essential tools for training college students to engage in democratic discussions in ways that can advance our country’s collective self-governance. And meeting faculty colleagues in many other disciplines from other colleges provided opportunities to compare and contrast how we all pursue this goal.”

The workshop concluded with a conversational session between Marjorie Hass, president of CIC, and Mary Dana Hinton, president of **Hollins University** (VA), on “Creating an Environment for Discussing Difficult Questions.” Hinton noted, “The worst situation on campus is when we don’t engage in difficult conversations. When as people, we don’t try to learn—when we assume that the campus is unidirectional and that stakeholder groups are monolithic.”

At the end of the workshop, Gilligan noted, “In small group sessions and informal conversations, I learned about the creative strategies participants have already developed to engage their students at diverse institutions across the country. I look forward to hearing how this experience informs their work when they welcome new cohorts of first-year students in the weeks and years ahead.” CIC will offer a second workshop on Deliberation & Debate in summer 2022.

Humanities Research for the Public Good

After a hiatus due to the pandemic, CIC hosted an opening workshop for campus teams from 24 member institutions that received grants through the Humanities Research for the Public Good (HRPG) program. (For the list of participating institutions, see www.cic.edu/Independent/Fall2021.) During virtual sessions on June 24, June 29, and July 1, participants learned from national experts on publicly engaged scholarship and project evaluation; gained practical advice from the veterans of a previous round of HRPG grants; and collaborated in small groups to fine-tune campus projects that will launch later this year.

The HRPG program helps CIC member institutions forge partnerships with community-based organizations to develop and promote student-led public programs that address issues of significant local concern. Each campus project begins with primary research by students based in library, archival, or museum collections held by the institution. Each project team is led by a faculty member, a collections expert (such as an archivist, curator, or librarian), and an academic administrator. Topics range widely, including the human ecology of Nebraska’s tallgrass prairie, popular reading habits in 19th-century Pennsylvania, and oral histories of Muslim immigrants in Minnesota and Hispanic immigrants in Connecticut. A complete list of 2021–2022 projects can be found at www.cic.edu/PublicHumanities.

The workshop began with a conversation between HRPG project director Annie Valk, executive director of the American Social History Project (CUNY Graduate Center), and Modupe Labode, a curator at the Smithsonian Institution’s National

The value of the public humanities was a major theme of the workshop. Two panels of team leaders from the first round of HRPG grant awards combined practical advice about time- and project-management with examples of how their projects engaged members of the community and transformed student researchers. The presenters showcased exemplary outcomes—including public recognition, student awards, and additional grants—and shared hard-earned lessons about working across

The final day of the workshop focused on evaluation and impact. Sheri Levinsky-Raskin, founder of SJLR Solutions and former head of evaluation at New York's Intrepid Sea, Air, & Space Museum, led an interactive session on the principles and tools of program evaluation. Valk was then joined by CIC senior vice president Jo Ellen Parker (a former college and museum president) to discuss broader issues of impact on communities and institutions. In addition to the formal sessions, participants had opportunities to review and discuss their project plans, both with their campus teammates and with their colleagues from other institutions. The workshop included multiple breakout sessions to discuss the particular responsibilities and challenges associated with participants' various campus roles.

INSIGHTS FROM THE SUGGESTED READINGS:

"To do public...humanities, the 'public' needs to come first. Always."

— Sheila Brennan

HUMANITIES RESEARCH FOR THE PUBLIC GOOD

The Council of Independent Colleges

What aspect of your projects are you most concerned about?

time

engagement

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participation

access

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New Currents in Teaching Philosophy Institute

The Institute was designed to help philosophy instructors at CIC member institutions tack against these headwinds. Over five days of collaboration and intense discussions, 29 CIC faculty members and nine presenters focused on three central questions: How can we highlight the relevance of philosophy for today's world? How can we make philosophy accessible and rewarding for students of all backgrounds? And how can we build vibrant philosophy programs that support the needs of an institution and its community? Participants also explored specific models of effective pedagogy, drawn from the courses taught by presenters at their own institutions. (For the list of participants, see www.cic.edu/Independent/Fall2021.)

MEETINGS AND EVENTS

As the presenters demonstrated, there are many ways to make philosophy courses relevant and appealing to students. Meghan Sullivan, Wilsey Family Collegiate Professor of Philosophy at the University of Notre Dame, explained how the award-winning course she leads on “God and the Good Life” taps into concerns about mental health and burnout among college students and young professionals. She reminded participants that “philosophy is a research discipline but also a caring discipline, concerned with people’s souls and happiness,” and offered strategies that encourage students to bring their own lives into the classroom. For Eric Swanson, professor of philosophy at the University of Michigan, a popular course on “minds and machines” not only applies the insights of philosophy to the moral challenges of artificial intelligence and Big Data but also draws career-minded students from popular majors such as cognitive science, computer science, and engineering.

Making philosophy current and relevant also requires a more diverse approach to the traditional curriculum. Ron Sundstrom, professor of philosophy at the University of San Francisco, demonstrated how he integrates texts from the African American intellectual tradition into his courses—including work by Frederick Douglass, W.E.B. DuBois, and Harriet Jacobs—by pairing them with “canonical” philosophical texts that are engaged in the same conversations. “[Douglass’s autobiography is] a political treatise in the form of a narrative,” he argued, “but so are works by Locke, Rousseau, and others.”

Hall led a session on “opening access to philosophy” that considered the related challenges of “getting students in the door *and* convincing them they want to stay.” One approach came from presenter Mark Schroeder, professor of philosophy at the University of Southern California, who described his popular introductory course on social and moral issues. “Students show up to ethics courses wanting to talk,” he observed, “but they come out as relativists, feeling that everything has two sides.” His solution: start with meaty moral issues that students really care about—and which seem to have some consensus understanding (like the right of self-defense against an attacker)—and then add different philosophical theories and more complicated issues. Mara Harrell, teaching professor of philosophy at the University of California San Diego, offered a more structured approach: “argument mapping,” a pedagogical technique that helps students understand and then construct philosophical arguments.

One panel featured representatives from two CIC member institutions that have built vibrant philosophy programs: **Connecticut College** and the **College of Wooster** (OH). Their advice began with student-centered approaches, such as creating opportunities for students to share their research or refocusing the curriculum on “doing philosophy” instead of just studying



Top: Participants in CIC’s New Currents in Teaching Philosophy Institute explored the distinct but related challenges of *doing* philosophy and *teaching* philosophy. Bottom: Meghan Sullivan, Wilsey Family Collegiate Professor of Philosophy at the University of Notre Dame, introduced participants to the popular course she teaches on “God and the Good Life.”

philosophy. But they also described tactical approaches (such as building alliances with other small, vulnerable programs on campus) and strategic approaches to strengthening a philosophy program. “Always be in the room where it happens,” advised Elizabeth Schiltz, Raju Chair of East-West Philosophy at Wooster: keep an eye on your institution’s priorities and make sure that philosophers are involved in all major initiatives and activities, from the restructuring of the general education curriculum to budget meetings to student advising.

“I have never experienced anything quite like this workshop,” wrote one participant following the Institute. “The experience was overwhelmingly positive, as well as being deeply useful professionally.” After the Institute, participants were eager to implement what they had learned on their own campuses (assisted by a \$1,000 implementation grant awarded to each participant). They were also eager to continue working with each other; as another philosopher noted, philosophers are not always good at working with one another, but “the Institute created a welcoming and supportive community.”

New Currents in Teaching Philosophy is generously supported by the Andrew W. Mellon Foundation. Additional Institutes will be offered in 2022 and 2023. For more information about the program, visit www.cic.edu/Philosophy.

Seminar on Science Pedagogy

CIC's second Seminar on Science Pedagogy took place virtually, July 12–16, 2021. The program is designed to improve teaching effectiveness and student learning in introductory biology, chemistry, and physics courses on CIC member campuses. The seminars use methods based on research in cognitive neuroscience, with an approach advanced by Stanford University physicist and Nobel laureate Carl Wieman and his colleagues. Support from the W. M. Keck Foundation makes this seminar possible.

Eight institutional teams, each consisting of four faculty members from one or two departments, participated in the program. (For the list of participating institutions, see www.cic.edu/Independent/Fall2021.) In preparation for the seminar, teams spent the last academic year collecting baseline data on student learning in existing classes, reflecting on current teaching and learning practices, and beginning to examine and discuss resources on active learning and student cognition.

The seminar was facilitated by Warren Code, associate director of the Science Centre for Learning and Teaching, and Georg Rieger, associate professor of teaching in physics and astronomy, both of the University of British Columbia; and Argenta Price, research associate in Carl Wieman's science education research group in the Stanford physics department. All three have worked with Wieman extensively and were trained by him to help faculty construct courses that align learning goals and assessment, challenge students to think deeply about increasingly complex problems, and provide the prompt and extensive feedback that is most effective in student learning. The facilitators led active sessions on topics such as cognitive load and memory, handling students' prior knowledge, knowledge organization, deliberate practice, and backward design of courses.

All three facilitators emphasized that helping students organize their knowledge in easily retrievable ways improves learning. In addition, Rieger advised having students think on their own first to solve problems, even if they do not have all of the knowledge they need. As students work on complex problems, he said, "They are assessing their prior knowledge, activating it, and making their own connections with new knowledge, as well as identifying areas of concern."

Code suggested that concept inventories can be used to discover students' prior knowledge and to measure learning progress. He also asked participants to "think of teaching as a learning enterprise" and to consider the questions "To what extent is instructor motivation visible to the students? Do the

students know what you think is important in the lesson, and do they understand your thought processes and decision points as you solve problems?" Harsha Sharma, professor of biology at **Nebraska Methodist College**, observed, "I have noticed that the environment that is supportive fosters growth mindset. It goes both ways, impacting students as well as faculty."

In a discussion about guiding students through feedback, Price said, "Effective feedback is timely, targeted to specific areas of improvement, and can be acted upon." She explained, "Novices tend to sort information around surface features, but experts sort by underlying principles and concepts. Experts have interconnected knowledge. As teachers, we need to help students connect and organize their knowledge." Aida Jimenez Esquilin, biology program director and biology professor at the **University of Charleston (WV)**, added, "The most effective feedback helps students realize 'I missed this skill,' not 'I missed this question.'"

Wieman met with the group to give an overview of his and his colleagues' work on improving science education and to lead a discussion on the value of building expertise in students through deliberative, guided practice. "Extended low-level practice is not helpful. Practice must be focused on areas of difficulty and be intense and deliberate in order to make a difference," said Wieman. "We now know that the brain is transformed by intense thinking, which actually changes neurons and chemicals in the brain and improves connections. Deliberate, intense practice enhances neuron connections."

During the seminar, program evaluator Sandra Webster, professor of psychology at **Westminster College (PA)**, briefed the participants on assessment procedures and held separate focus groups with faculty and administrators. Each institutional team will introduce the new teaching and learning methods they acquired into one or two introductory science courses over the next academic year, measure the impact of the new methods, and plan to revise additional courses in the following year. Reports on progress are due in 2022 and 2023.

"Think of teaching as a learning enterprise" and consider the questions "to what extent is instructor motivation visible to the students? Do the students know what you think is important in the lesson, and do they understand your thought processes and decision points as you solve problems?"

—Warren Code, associate director of the Science Centre for Learning and Teaching, University of British Columbia

MEETINGS AND EVENTS

American History Seminar

Eighteen faculty members in history and related fields participated in “The American Civil War: Origins and Consequences,” which took place in Charlottesville, Virginia, August 1–5, 2021. (For the list of participants, see www.cic.edu/Independent/Fall2021.)

Led by Gary W. Gallagher, John L. Nau III Professor in the History of the American Civil War Emeritus at the University of Virginia, with the assistance of Gilder Lehrman Institute master teacher Lois MacMillan, the seminar examined the war’s beginnings, scope, and consequences that continue to resonate today. Gallagher opened the first full day of the seminar with a discussion of strategies and themes to consider when teaching the Civil War, and of key moments both before and during the conflict worthy of renewed consideration. As John Bell, assistant professor at **Assumption University** (MA) reflected after the seminar, “It’s easy to approach the teaching of the war with what Professor Gallagher dubbed ‘Appomattox Syndrome,’ everywhere looking for signs that the Union’s victory was inevitable. Or to look at the lead up to secession as though there was only one potential outcome. Last week’s seminar recalibrated my thinking on so many of the presumed ‘turning points’ on the road to disunion and to Confederate surrender, and I’m excited to do the same for my students.”

Over the course of the seminar, discussions explored the background of the conflict; stages of the war; and the costs, consequences, and ongoing memory of the war, among other topics. The quality and wide-ranging nature of the discussions were remarked on by participants as a hallmark of the week. David Dalton, professor of history at the **College of the Ozarks** (MO) noted, “Thoughtful questions were in abundance. Despite going down numerous rabbit holes, we always emerged, and we left the seminar room feeling as though the day couldn’t have gone any better.”

For many of the participants, another special feature of the seminar was simply being able to meet with colleagues face-to-face once again and to have the opportunity to recharge their intellectual batteries in preparation for a new academic year. For Tracy Revels, professor of history at **Wofford College** (SC), “... just being around fellow historians helped improve my attitude after a year of remote work, which was incredibly isolating. Having a group where most everyone was, to a large degree, a generalist rather than a specialist in the area was very useful. Along with ideas, we shared problems and challenges.”

This was the 19th and final seminar in a long and successful series of programs held in partnership with the Gilder Lehrman Institute of American History (GLI). The series began in 2002

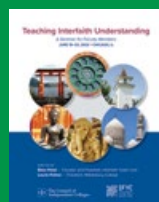
with “The Slavery Debates: Problems in Slavery Studies Today,” led by the late David Brion Davis, Sterling Professor of History Emeritus and then director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University. Eleven of the later seminars were led by David W. Blight, Class of 1954 Professor of American History and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition. The weeklong summer seminars, first supported by GLI and later through generous grants to CIC by the Andrew W. Mellon Foundation, were held annually.

Teaching Interfaith Understanding Seminar

This June, faculty members from a range of disciplines participated in an online seminar on Teaching Interfaith Understanding. Led by Eboo Patel, founder and president of Interfaith Youth Core (IFYC), and Laurie Patton, president of **Middlebury College** (VT), the seminar was the first of three generously funded by Lilly Endowment Inc. The seminar continues a long-running series of programs designed to help faculty members strengthen the teaching of interfaith understanding, develop new courses and resources, and expand the network of like-minded educators. Originally scheduled for June 2020, the seminar took place June 14–18, 2021, with 22 participants drawn from the 41 nominations received. (For the list of participants, see www.cic.edu/Independent/Fall2021.)

In preparation for the seminar, participants read a number of scholarly texts, including chapters from the most recently published Network for Vocation in Undergraduate Education book, *Hearing Vocation Differently: Meaning, Purpose, and Identity in the Multi-Faith Academy* (2018), and prepared personal case studies. As Eboo Patel explained on the first day of the seminar,

ANNOUNCING THE 2022 TEACHING INTERFAITH UNDERSTANDING SEMINAR



The 2022 Teaching Interfaith Understanding Seminar will take place in Chicago, Illinois, June 19–23. The nomination deadline is January 14, 2022. For more information, visit www.cic.edu/TeachingInterfaith.

case studies provide “a great way to gain knowledge about how to navigate religious diversity positively” and allow participants to explore methodologies and pedagogies for interfaith topics.

Throughout the seminar, participants examined the substantial theoretical questions inherent in teaching interfaith understanding and discussed the practical work of translating these ideas into courses. The week included plenary discussions led by Patel and Patton, small group workshops led by IFYC staff on interfaith studies syllabi, and consideration of the narrative case studies.

Following the seminar, Frances Sweeney, professor of Spanish and vice president for mission at **Saint Mary’s College of California**, stated, “The seminar was incredibly informative and useful not only in terms of the specific interfaith content and approaches shared, but also for the inclusion of topics associated with institutional culture, change, and leadership. Having Eboo and Laurie collaborate on this seminar is critical, as they are both experts in the disciplines of religious diversity and interfaith cooperation—with one living in the external community of nonprofit and societal spheres, and the other grounded in the heart of university life and its own realities.... The use of case studies is brilliant, in that they afford the opportunity to look at various levels of a topic, from the core issue to the multiple perspectives about it, and the institutional or societal layers that are also in play.”

An in-person Teaching Interfaith Understanding seminar is scheduled for June 2022. For more information, visit www.cic.edu/TeachingInterfaith.

Teaching European Art in Context Seminar

“Materiality, Knowledge, and Art in the Early Modern Globe, c. 1350–1650” was led by **Oberlin College’s** (OH) Christina Neilson, associate professor of Renaissance and Baroque art history and chair of the art history department, and Erik Inglis, professor of medieval art history. Ten CIC faculty members from a variety of fields participated in the seminar that took place on June 22, 24, and 26, 2021. (For the list of participants, see www.cic.edu/Independent/Fall2021.) Generous support from the Samuel H. Kress Foundation made this seminar possible.

The seminar drew upon the rich collections of Oberlin’s Allen Memorial Art Museum, with the first session focused on a portable altarpiece by Jacopo Ligozzi (1547–1626), who headed a workshop in Florence for the Medici court. The second day’s discussion centered around an ivory Afro-Portuguese salt cellar and two Hispano-Philippine ivory reliefs. These sessions allowed




One of the many art objects discussed during the June art history seminar: *The Conversion of St. Eustace* (Hispano-Philippine, 17th century).

participants to explore the means of production and the materials used through the consideration of works produced both in Europe and in other parts of the world for European audiences.

Margaret Oaks, professor of English at **Furman University** (SC), remarked, “The chance to have scholarly discussions with colleagues after a year of being alone in my office and Zooming with students, the exposure to new ideas, and the obviously beautiful museum at Oberlin was great. The takeaway of the global trading routes and cultural exchange (in centuries where students never imagine that happening) was immensely eye-opening and will be a wonderful teaching tool.”

The final day of the seminar focused on pedagogical issues. Inglis suggested ways to acquire works of art that are relatively affordable, especially for campuses that are far from museums. He also described how he incorporates acquiring works of art into courses by having students suggest works in auction catalogues to bid on, and requesting them from Allen Memorial Art Museum staff.

Neilson showcased a stucco relief attributed to Andrea del Verrocchio (c.1435–1488) in the Allen’s collection, discussing how it was made, including the differences between plaster and stucco. Participants were able to consider ways to teach with works that are in poor condition, made from low-cost materials, or by unknown artists. The seminar closed with a discussion on ways to reconstruct historical “recipes,” including ambitious ones that may involve collaborating with a chemistry professor as well as recipes that students could do at home with little equipment. She emphasized the importance of teaching the creation process and reflection on the process, rather than just on the end product. “Reconstruction can be used to reflect on how an object may have been made even if we don’t know for sure,” Neilson said. For instance, faculty members and students can reconstruct stucco recipes to better understand how the Verrocchio relief may have been made.

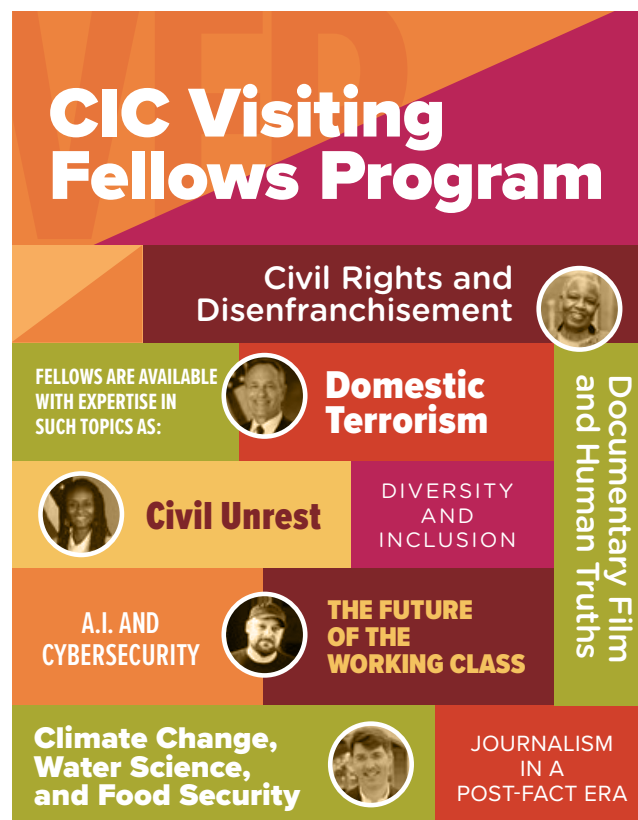
An in-person art history seminar will be offered at the Allen Memorial Art Museum in June 2022. 

Visiting Fellows Provide Cost-Effective Programming In Person or Online

The heart of the CIC Visiting Fellows program is the roster of 125 professionals across various disciplines who can engage students, faculty, and community members in explorations of important yet complex topics, such as climate change, poverty, criminal justice and policing, and American civic engagement. Fellows share a dedication to fostering the professional and intellectual development of the next generation of leaders—exemplified by their eagerness to spend time on CIC member campuses speaking in classes, meeting with community members, and mentoring students. CIC is currently accepting applications to host a Fellow, on campus or online, during the 2021–2022 academic year. Institutions should submit their applications as soon as possible to have the greatest range of choices.

CIC Visiting Fellows have continued to produce new work and make noteworthy achievements, despite the pandemic.

- Long-time Fellow and Pulitzer-Prize winning journalist **David Shipler** published two intriguing reports on his blog, *The Shipler Report*: one on food insecurity in America focused on childhood malnutrition and another on the June 2021 Geneva summit between Presidents Joe Biden and Vladimir Putin. Another Fellow interested in food insecurity, poet and agricultural expert **Hiram Larew**, uses webinars and roundtables to mobilize poets to help bring attention to the issue.
- The Marshall Project, a nonprofit news organization that covers the U.S. criminal justice system and is headed by Fellow **Carroll Bogert**, won several awards this spring. In June, the Marshall Project won a Pulitzer Prize in national reporting for *Mauled*, an investigation on lifelong injuries caused by police dog bites. In May, the Marshall Project was honored with 2021 Deadline Club Awards (presented by the New York City chapter of the Society of Professional Journalists) for two projects, including the 2020 documentary, *Anatomy of Hate*, which tells the powerful story of how three Muslim American students were killed in 2015. The Marshall Project also is working on new initiatives that examine COVID-19 infections in state and federal prisons.
- In June, composer and Fellow **Paul Dresher** joined with several other musicians to live stream a concert, “With Friends Like These,” featuring multi-instrument improvisation.
- Fellow **Mike Hingson**, blind since birth, whose book about how his seeing-eye dog guided him to safety from




the 78th floor of the World Trade Center on 9/11, began spearheading a campaign to make websites accessible to the visually impaired.

- In June, Fellow **Jane Best** was highlighted in *The Economist*, in the obituary of the friend with whom she co-founded the nonprofit God’s Love We Deliver in the mid-1980s to bring home-cooked meals to victims of AIDs. Today the nonprofit organization relies on 17,000 volunteers in metropolitan New York to feed 2.5 million impoverished residents on an annual budget of \$23 million.
- Across the Atlantic, **Elizabeth Day**, a British writer and host of the podcast *How to Fail*, recently published two new books: a novel, *Magpie*, and a nonfiction work, *Failosophy: A Handbook for When Things Go Wrong*. The *Stylist* said of the latter, “Elizabeth Day has revolutionized the way we see failure,” and the *Sunday Times* reported *Failosophy* as a “top five best seller.” Day is an award-winning writer and broadcaster who also works as a columnist for *You* magazine.

- **Louise Dube**, a recent addition to the roster of Visiting Fellows, heads iCivics, a nonprofit educational movement started by former U.S. Supreme Court judge Sandra Day O'Connor in 2009 in order to reintroduce civics courses to American K–12 schools. A recent interview given by Dube to *The Fulcrum* focused on creating school environments where controversial issues such as critical race theory can be discussed in a civil manner. Today iCivics reaches 7.6 million students in all 50 states.

- **Julius Krein** is the newest addition to the roster. Formerly a hedge fund analyst, Krein is founder and editor of *American Affairs*, a quarterly journal that examines U.S. industrial policy and political economy from a conservative perspective. He has lectured at Harvard, Yale, and Stanford University and has appeared on FOX News, MSNBC, and CNN.

CIC invites colleges and universities to visit the program website (www.cic.edu/VisitingFellows) to review the roster of available Fellows and submit an application online. Applications are accepted at any time. 







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- Ensure your students are taking online courses from trusted partners
- Facilitate transfer of credit and payments through consortial agreements

Learn more about this seamless, affordable option, powered by Acadeum, at www.cic.edu/OnlineCourseSharing.



300 Member Institutions and Counting!

NetVUE Members Receive New Grants, Return to Live Events

This summer, CIC awarded 28 members of the Network for Vocation in Undergraduate Education (NetVUE) grants to support student programming and professional development related to vocational exploration and discernment. In addition, NetVUE hosted two live events. NetVUE is a nationwide network of colleges and universities formed to enrich the intellectual and theological exploration of vocation among undergraduate students.

GRANTS

NetVUE Vocation across the Academy Grants support institution-wide initiatives to expand programming in vocational exploration and discernment across the liberal arts and applied professional fields. The grants provide three years of support, with an initial award of up to \$25,000. Institutions that raise the same amount in donor funds over the course of the grant's first year will then receive a second installment from CIC, in an amount equal to the initial award. Thus, institutions will potentially receive up to \$75,000 in support for programming that helps their students discern and explore their many callings in life. Over the first three years of this grant program, 51 NetVUE member colleges and universities received awards totaling over \$1.5 million; this year, another six grants were awarded (see list of recipients below).

Among the newly funded projects, **Pepperdine University** (CA) plans to implement a four-year program to support historically marginalized student groups as they reflect on spiritual formation, community, career, resilience, and service.

Rochester University (MI) will expand its mentorship program known as RISE (Relationship, Inspiration, Support, and Engagement), connecting all juniors and seniors with a mentor from their chosen career field. And the **University of Mary** (ND) expects to develop a four-year, credit-bearing curriculum for scholar-athletes to encourage them to consider the relationship between their lives as athletes and their broader life choices, helping them to lead lives of purpose.

In addition, CIC recently granted 22 NetVUE colleges and universities Professional Development Awards, which collectively provided over \$200,000 in support (see list on page 21). These one-year awards of up to \$10,000 are often the first grants received by newer members of NetVUE and are designed to initiate campus conversations about vocation and calling.

The awards enable member institutions to offer professional development opportunities such as campus reading groups, retreats for faculty and staff members, or invitations to speakers on vocation-related themes.

Among the projects supported by this year's Professional Development Awards, **Hollins University** (VA) will host monthly workshops for faculty and staff members (as well as a separate set of workshops for graduates) to develop advising and mentoring activities related to vocational exploration and discernment. **Lebanon Valley College** (PA) will host a summer seminar to assess institutional capacities for developing students' career readiness, explore the concepts of vocation, and develop a common language for vocational development at the college. **Mitchell College** (CT) will implement a guest speaker series, small group workshops, and online opportunities, focusing on a text exploring the vocational impact of diversity, inclusion, belonging, and intersectionality. **Stonehill College** (MA) will expand campus conversations about vocation by supporting a cohort of ten faculty members who will consider how best to link social justice advocacy and vocational discernment. And faculty members at **Wittenberg University** (OH) will have the opportunity to participate in a three-day workshop on vocation and then develop courses or experiential learning opportunities to help students forge connections among their majors, minors, general education courses, and co-curricular experiences.

This is the eighth round of NetVUE Professional Development Awards. In previous rounds, a combined 130 awards were made, totaling over \$1.2 million. Over the course of NetVUE's 12-year history, CIC has provided NetVUE member institutions with nearly \$14 million in grants across numerous programs thanks to the generosity of Lilly Endowment Inc.

NETVUE 2021 VOCATION ACROSS THE ACADEMY GRANT RECIPIENTS

College of the Ozarks (MO)
Harding University (AR)
Pepperdine University (CA)
Rochester University (MI)
University of Mary (ND)
Wesleyan College (GA)



Participants in the 2021 Teaching Vocational Exploration seminar shared ideas during an after-dinner discussion on June 17.

SEMINARS

After more than a year of virtual events, CIC returned to face-to-face meetings this summer with a NetVUE faculty development seminar, held June 14–18 in Indianapolis, Indiana. Fourteen faculty members gathered for Teaching Vocational Exploration (for the list of participants, see www.cic.edu/Independent/Fall2021). This seminar encourages participants to probe a variety of understandings of vocation, to develop courses or course materials, and to establish a broader network of faculty members committed to incorporating the themes of vocation and calling into their teaching.

This year's seminar marks the fourth iteration of the program, led by Paul J. Wadell, professor emeritus of theology and religious studies at **St. Norbert College** (WI), and Darby Kathleen Ray, Donald W. and Ann M. Harward Professor of Civic Engagement at Bates College. In preparation for the seminar, participants studied selected materials on vocation and submitted a written reflection. Over the coming academic year, participants will develop a new course or course materials or redesign an existing course with greater focus on vocational exploration.

All NetVUE member institutions may nominate one faculty member for the 2022 seminar, which will take place next June 13–17. The nomination deadline is **September 24, 2021**; instructions for the nomination process are available at www.cic.edu/TeachingVocation. The NetVUE Teaching Vocational Exploration seminar is made possible through the generous support of Lilly Endowment Inc.

The second NetVUE gathering this summer was of participants in the NetVUE Scholarly Resources Project. This project develops new scholarly resources for teaching and research on vocational exploration and discernment. Past scholars in this project collaborated on three books; all were published by Oxford University Press and are being used by faculty reading groups and others at NetVUE member and nonmember institutions. New project director Erin VanLaningham, professor of English at **Loras College** (IA), led the August 2–6 seminar, which took place in Indianapolis, Indiana. The seminar brought together 12 scholars who will contribute to the project's fourth volume, focusing on vocation, work, and the common good. (For the list of seminar participants, see www.cic.edu/Independent/Fall2021.)

(continued on page 23)

NETVUE 2021 PROFESSIONAL DEVELOPMENT AWARD RECIPIENTS

Andrew College (GA)
Bethel College (KS)
Carthage College (WI)
Centenary College of Louisiana
Cornerstone University (MI)
Franklin College (IN)
Hollins University (VA)
LaGrange College (GA)

Lebanon Valley College (PA)
Lindsey Wilson College (KY)
Mars Hill University (NC)
Mitchell College (CT)
Northwestern College (IA)
Oklahoma Christian University
Otterbein University (OH)
Pfeiffer University (NC)

Samford University (AL)
Stonehill College (MA)
Union College (KY)
University of Northwestern-
St. Paul (MN)
University of Saint Francis (IN)
Wittenberg University (OH)

State Councils Update: CIC/UPS Scholarship Amounts Increase; New Grant Develops Career-Readiness Project

In recent months, two CIC State Councils programs benefited undergraduate students: the long-running CIC/UPS Scholarships grant program and the new Bright Futures Internships project. In addition, the State Councils Advisory Committee welcomed a new member in July.

STUDENT SCHOLARSHIPS

This summer, CIC distributed more than \$1.4 million to State Council members through the CIC/UPS Scholarships grant program, enabling college students to receive the highest individual scholarship amount awarded through the program in 19 years.

The CIC/UPS Scholarships program supports student access, equity, and inclusion at independent four-year colleges and universities that grant degrees in the liberal arts. Distributed annually through State Council members of CIC, awards for the 2021–2022 academic year will provide \$3,200 scholarships to 449 full-time undergraduates who qualify as low-income, minority, first-generation, or new American students. This year's program will award the financial aid to students whose enrolling institutions are members of one of the 26 CIC State Councils (see recipient list at left).

Carol Schuler, vice president for State Council programs, said, "With this year's awards, CIC affirms its commitment to inclusion and equity through the scholarships that are given in the name of UPS, whose financial support created the CIC/UPS Educational Endowment. CIC's goal is to help underrepresented students benefit from the superb education offered by private colleges and universities."

Since the inception of the program in 1985, more than \$62 million has been awarded in scholarship grants to state associations to assist 22,220 first-generation, low-income, minority, or new American students at independent colleges across the country.

CAREER-READINESS INITIATIVE

CIC recently received a \$30,000 grant from the UPS Foundation toward support of a new career-readiness initiative, the Bright Futures Internships project, in collaboration with the UPS Talent Acquisition Management Team. The new grant will support CIC services that prepare CIC/UPS Scholarship recipients to apply for paid internships with UPS. These scholarship recipients will now be able to connect to opportunities at UPS, one of the world's leading corporations, with more than 500,000 employees worldwide. UPS offers paid internships in a wide range of fields, including human resources, marketing, engineering, information technology, finance, and accounting and offers its student interns long-term career pathways.

CIC President Marjorie Hass noted that the project will connect students to a corporation that already is committed to their success in college. "Over a 40-year period of continuous support, UPS has provided more than \$62 million in direct financial aid to private college students," said Hass. "This new internships opportunity will reinforce the impact of

STATE COUNCIL RECIPIENTS OF 2021 CIC/UPS SCHOLARSHIP PROGRAM GRANTS

Alabama Association of Independent Colleges and Universities
Arkansas' Independent Colleges and Universities
Associated Colleges of Illinois
Association of Independent Kentucky Colleges and Universities
Council of Independent Nebraska Colleges Foundation
Florida Independent College Fund
Independent College Fund of Maryland
Independent College Fund of New Jersey
Independent Colleges and Universities of Texas Foundation
Independent Colleges of Indiana
Independent Colleges of Washington
Independent Higher Education of Colorado Fund
Iowa College Foundation
Louisiana Independent College Foundation
Michigan Colleges Alliance
Minnesota Private College Fund
Missouri Colleges Fund
North Carolina Independent Colleges and Universities
North Dakota Independent College Fund
Ohio Foundation of Independent Colleges
Oklahoma Independent Colleges and Universities
Oregon Alliance of Independent Colleges and Universities
South Carolina Independent Colleges and Universities
Virginia Foundation for Independent Colleges
West Virginia Independent Colleges and Universities
Wisconsin Association of Independent Colleges and Universities

the scholarships and help the selected students move on to a promising career, whether at UPS or elsewhere. This is an outstanding opportunity for CIC to enhance outcomes for these Pell-eligible first-generation, low-income, minority, or new American students, and we are most grateful to UPS for partnering with us on this initiative.”


CIC has selected MaryAnn Baenninger, former president of **Drew University** (NJ) and of **College of St. Benedict** (MN), to serve as senior advisor for the project. She will work closely with Hass and Carol Schuler to strengthen campus services and interventions that focus on career preparation for CIC/UPS Scholarship recipients. For more information about the CIC/UPS Bright Futures Internships Project, contact Schuler at cschuler@cic.nche.edu or (202) 466-7230.

ADVISORY COMMITTEE

In July, the State Councils Advisory Committee, which provides advice to CIC on matters related to programs for State Council members, welcomed Treva Haugaard, executive director of the

Council of Independent Nebraska Colleges and Universities Foundation. Haugaard replaces two-term member Lou Manzione, who recently retired as president of the **Independent College Fund of New Jersey**.

Other members of the committee include Robert Bartlett, president, **Michigan Colleges Alliance**; Paul Cerkenik, president, **Minnesota Private College Fund**; Paul Pribbenow, president, **Augsburg University** (MN); Bill Spiker, president, **Ohio Foundation of Independent Colleges**; Terri Standish-Kuon, president and CEO, **Independent Colleges of Washington**; and Mick Weltman, executive director, **Associated Colleges of Illinois**. CIC President Marjorie Hass and Vice President for State Council Programs and the Online Course Sharing Consortium Carol Schuler also serve on the committee.

The committee informally represents CIC’s 26 State Council members who serve nearly 500 private colleges and universities. Committee advice to CIC staff helps guide requirements for State Council grant programs, funding priorities, and the State Councils Annual Conference. The committee’s presiding officer—currently Bill Spiker—also serves on the CIC Board of Directors. 

(NetVUE, continued from page 21)

In preparation for the seminar, the contributors read chapters from *Generous Thinking: A Radical Approach to Saving the University* by Kathleen Fitzpatrick; *Teaching Community: A Pedagogy of Hope* by bell hooks; *Dangerous Religious Ideas: The Deep Roots of Self-Critical Faith in Judaism, Christianity, and Islam* by NetVUE Scholar Rachel S. Mikva; and *The Tyranny of Merit: What’s Become of the Common Good?* by Michael J. Sandel. These and other readings were organized into a series of 14 seminar sessions by VanLaningham, who will also serve as editor of the volume. In addition to the formal sessions, the seminar provided participants with opportunities for informal discussions and gatherings. The same approach was used to develop the first three books for the project, with the result that readers often experience them more as co-written volumes rather than as diffuse collections of essays.

The group will meet twice more as they develop the new volume: once in January 2022 to read rough drafts of one another’s work, and again in summer 2022 to finalize the volume. The book is expected to be published in late 2023. 



Erin VanLaningham (far right), director of the Scholarly Resources Project, leads project contributors in a discussion of vocation and the common good.

CIC Members Forge New Pathways for Community College Transfer Students

CIC is developing partnerships to help community college students pursue bachelor's degrees in liberal arts disciplines at independent colleges.

This spring, **North Carolina Independent Colleges and Universities** (NCICU) and the North Carolina Community College System (NCCCS) built on an existing comprehensive articulation agreement and current discipline-specific agreements in effect in the state by signing a new articulation agreement in psychology and sociology. This new agreement applies to all 58 community colleges in North Carolina and to all those NCICU institutions that sign it. Through the agreement, community college students who follow set curricular pathways in psychology and sociology will be able to transfer into independent, four-year institutions in North Carolina as juniors with completed general education requirements and two years of coursework remaining to complete their bachelor degrees.

The new agreement is a product of Independent Pathways: Community College Transfer in the Liberal Arts, an initiative launched by CIC and NCICU in 2019 to help community college students pursue bachelor degrees in liberal arts disciplines at independent colleges in North Carolina. Funded by the Teagle Foundation, the project focuses on creating pathways in sociology and psychology and providing a clear advising framework for students to follow. Fifteen NCICU institutions have paired with 15 two-year colleges (14 community colleges and a private two-year college) to design these pathways and to foster a "culture of transfer." (For the list of participating institutions, see www.cic.edu/Independent/Fall2021.) Enriched advising at both two- and four-year institutions helps students navigate the complexities of the transfer process, including financial planning and the efficient transfer of credits between institutions. All of the private colleges are CIC members, and all will be signing the new articulation agreement.


Project Director Steve Brooks and NCICU President A. Hope Williams worked with participating institutions to draft three curricular pathways in psychology and sociology (for a BA in psychology, a BS in psychology, and a BA in sociology) throughout the 2019–2020 academic year. Despite the COVID-19 pandemic, teams continued to meet virtually in 2020–2021 to finalize these agreements and to build stronger relationships between two-year and four-year institutions.

In the 2021–2022 year, participating institutions will continue to work together to implement these new agreements and ensure that students receive the necessary support to



North Carolina Independent Colleges and Universities President Hope Williams and North Carolina Community College President Thomas Stith signed an articulation agreement in psychology and sociology this spring.

overcome barriers to transfer and bachelor degree completion. Faculty members and administrators will have the opportunity to participate in a virtual workshop on advising, hosted by leaders at the John N. Gardner Institute for Excellence in Undergraduate Education, in fall 2021 and will gather in person for a closing conference in spring 2022.

The success of the Independent Pathways project led CIC to launch a second initiative on community college transfer, focusing on building pathways at independent colleges and universities in Ohio. This spring, CIC received a grant from the Teagle Foundation and Arthur Vining Davis Foundations to launch a consortium on transfer in partnership with the **Ohio Foundation of Independent Colleges** (OFIC). The Ohio Consortium for Transfer Pathways to the Liberal Arts will bring together 14 independent colleges and universities and ten community colleges in Ohio to establish three pathways to baccalaureate degrees in English, psychology, and biology for students at community colleges. Building on lessons learned through the North Carolina initiative, the Ohio Consortium will begin with a series of planning meetings in fall 2021. For the press release announcing this new project, see www.cic.edu/press-releases/transfer-pathways. 

Meet Marjorie Hass *(continued from page 1)*

Marjorie Hass, CIC's new president, and Paula M. Miller, editor of the *Independent*, sat down for an interview on July 8. Hass described what drew her to CIC, key challenges affecting independent colleges and universities today, and how CIC serves and supports its member institutions.



What drew you to the CIC presidency at this time, after two successful college presidencies? What made you decide to make the switch?

It really was a sense of calling—perhaps what CIC's NetVUE [Network for Vocation in Undergraduate Education] initiative would call “vocation.” I have loved being president at two different institutions. I was excited about the work we were doing at Rhodes. I was not looking for a new job. But the CIC opportunity felt important to me, and it was such a good match for the ways that my passions and advocacy have evolved over the last decade, that I felt I needed to think seriously about the opportunity when it was presented to me.

How have the passions you mentioned evolved—what are they now?

I think independent higher education is at a significant inflection point. There are, of course, the pressures that have been with us for some time—including pressures to find affordable ways to

provide excellence and ensure that our curricula are both deep and relevant to new generations of students. We're also seeing increasing pressure from legislators to regulate course content and teaching methodologies. This is a moment when independent higher education has a role to play, not only for our own students, but for the broader world. We have an obligation to preserve and protect the kind of education and open inquiry that we know transforms students' lives.

What wisdom gained from your college presidencies do you expect will be most applicable to leading CIC?

I come into this role with a deep understanding of the challenges presidents face and compassion and admiration for the work that presidents and other campus leaders do. I hope that experience translates into ensuring that CIC programs are relevant and responsive to the needs of our membership. In terms of leadership, leading a college gives you a firm and immediate lesson in how to keep your eyes on the strategic vision while also managing the day-to-day challenges.

What differences between leading a college and leading an association do you see as potentially challenging?

Good question. I have spent my career working at independent colleges. In fact, this is the first time in my adult life that I'm not employed on a college campus. On the other hand, over the past decade, I've been increasingly involved in mentoring future leaders and helping to diversify the leadership pipeline. I've been engaged in national conversations through my work with CIC and a number of our other sister associations. My increasingly national and even international perspective has been part of my preparation for this new role. That said, I'm already missing the daily rhythms of campus life, so I'll be living vicariously through our members. I'll be very eager to hear their stories about what they see as they walk down the quad and engage with students, faculty, and staff on campus.

SPECIAL REPORT

(Hass interview, continued from page 25)

If it would help you with the transition from a campus to association environment, we could arrange for CIC staff members to call you in the middle of the night with various crises...

Please don't! One of the real challenges of the college presidency is that you do live in something of a state of permanent issues management, it gets harder and harder to find time to step back and reflect. One of the things that I think CIC offers to its membership is the space, the time, and the kind of collegial framework in which reflecting on the bigger, strategic issues can occur.

Speaking of big, strategic issues, what do you see as the top priorities for independent higher education now and in the very near future?

Diversifying and strengthening the leadership pipeline is critical—where will the leaders of the future come from who have the skills, the passion, and the willingness to take on this work? Other issues arise from the long overdue racial reckoning that is underway—as well as the backlash against it. This is a familiar dynamic in moments of cultural crisis and change. As we would expect, college campuses are central to that dialogue and debate. Independent higher education has an opportunity and a moment to claim space for thinking about how what we do on campuses prepares students to live in a vibrant, diverse, and democratic society. Another priority is the ongoing challenge of how to fund

an education of true excellence. We know that it's not possible for students alone to carry the burden of that investment. We have to make ever more visible the contribution to society that our students make and promote a broad understanding that investing in independent higher education is investing in the things that we, as a nation and as citizens in a democracy, hold dear.

In what ways can CIC membership help members respond to these challenges? Why should colleges and universities be CIC members?

CIC has a tripartite mission. We focus on developing and supporting leaders, we focus on helping our members access the resources they need to advance excellence on their campuses, and we focus on enhancing public understanding of the contributions independent higher education makes to society. I think all three of those aspects are pressing right now.

Having served at three campuses that were CIC members, I know how important each of those pieces of the CIC mission are. CIC's leadership development programs are second to none—CIC really has a strong track record, and I want to continue to build on that. In terms of advancing excellence, in the last ten years, CIC has distributed \$35.8 million to member colleges and universities and State Councils from grants contributed by foundations and other funders. That's in addition to providing services that strengthen fellowship and resources for excellence beyond just the dollars. And finally, in terms of

(continued on page 28)



VIDEO TO VIEW

Benedict College (SC) President Roslyn Clark Artis conducted a video interview with Marjorie Hass on July 26. Artis serves on the Executive Committee of CIC's Board and was on the search committee that selected Hass. Watch their engaging ten-minute discussion about such topics as expanding the leadership pipeline; strengthening campus diversity, equity, and inclusion goals; and why philosophers might make great leaders on www.cic.edu/Independent/Fall2021/SpecialReport.



BIOGRAPHY

Marjorie Hass became president of the Council of Independent Colleges on July 12, 2021. From 2017 until her appointment to the CIC presidency, Hass served as president of **Rhodes College** (TN). During that time, she expanded the college's engagement with the city of Memphis, enhanced inclusive excellence, and led a comprehensive and inclusive strategic planning process to position the college for success in the next decade. Previously, Hass served for eight years as president of **Austin College** (TX) where she defined a strong vision for the college's future, pairing academic excellence with a commitment to educational access for talented students regardless of financial background, along with a strategic approach to securing the resources needed to achieve that vision. Earlier, she spent more than 16 years as a member of the philosophy faculty and subsequently as director of the Center for Ethics, interim dean of the faculty and vice president for academic affairs, and provost at **Muhlenberg College** (PA).

Hass was a member of the CIC Board of Directors from 2012 to 2016, serving as vice chair for resource

development on the Executive Committee from 2014 to 2016. She has been a frequent presenter at CIC's annual Presidents Institute and most recently served as a faculty member for CIC's New Presidents Program. Hass also has been active in the leadership of other prominent higher education associations, serving as a board member of the Association of American Colleges & Universities and as former chair of the board of the **National Association of Independent Colleges and Universities**. She is the author of the new book *A Leadership Guide for Women in Higher Education* (see R+B, page 30). Hass earned bachelor's, master's, and doctoral degrees in philosophy from the University of Illinois at Urbana-Champaign. She has published widely on the philosophy of language, logic, and feminist philosophy and is an award-winning teacher.

Her husband, Lawrence Hass, was a professor of humanities at Austin College and a former professor of philosophy and theater arts at Muhlenberg College. He also is an internationally celebrated sleight-of-hand magician and teacher of magicians. They have two grown children.

(Hass interview, continued from page 26)


making the case for our colleges, it's always frustrating to pick up a newspaper and see higher education misrepresented. We have to be firm advocates and we have to take advantage of new media. CIC has a chance to do that on behalf of our membership and to amplify the work our members do in this regard.

What CIC programs and services would you like to see developed in light of these priorities?

We want to continue the programs that our members tell us are useful to them. We know we have a strong suite of programs, but we'll also be looking strategically at everything CIC does in order to make the best choices about what to offer. I have spoken with a number of member presidents already, and I will be doing a lot of listening this year. Some of the themes I've heard really resonate with me. For instance, I know that there's a need to support presidents who are "the first" of some kind—I've been the

first Jewish president and the first woman president at different campuses. So we need to support presidents and provosts and help campuses be prepared for what breaking down those barriers means. I also know that we need to go beyond echoing the pundits who say the business model of higher ed is broken—we need to provide real and practical solutions for our members to consider. We also need to provide a space of sanctuary for reflection and camaraderie because the work is hard.

Any concluding remarks to share with *Independent* readers?

I would just like to emphasize that CIC is the Council of Independent Colleges, and I think the "of" is important. We don't claim at the association to have the answers to every problem and question. What we do is harness the wisdom of our members, we amplify good ideas, we bring members into conversation not only with each other, but also with wise thoughts and ideas from other related sectors. Engagement in CIC matters. Our association is only as strong as the engagement of our member presidents. One of my priorities is to work closely with each of our member institutions to enhance that engagement. 



QUICK TAKES ABOUT PRESIDENT HASS

What specific thinkers have shaped your philosophy on leadership?

Ludwig Wittgenstein and Hannah Arendt have been important influences in my general philosophical thinking. Abraham Lincoln and Martin Luther King Jr. have influenced me on how to use language to make change.

You've participated in several CIC Presidents Institutes over the years—what are your favorite features of the Institute?

I've learned from every panel and presentation, but I most value the friendships and collegial conversations.

What were the first places you visited after you moved to Washington, DC?

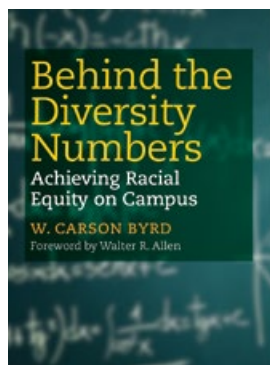
Eastern Market and Union Market, since we live nearby. When the museums began re-opening, we visited the National Gallery of Art, which is a long-time favorite.

What do you prefer to read outside the fields of higher education and philosophy?

I read deeply in art history and psychoanalytic theory.

A Compendium of Recent Research and Books of Interest to Higher Education Professionals

BOOKS

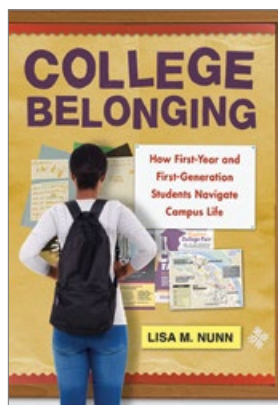


Behind the Diversity Numbers: Achieving Racial Equity on Campus

W. Carson Byrd (Harvard Education Press, 2021)

This book reveals how frequently used approaches to examine and understand race-related issues on college campuses can reinforce racism and inequality, rather than

combat them. Author W. Carson Byrd argues that educational leaders must look beyond quantitative metrics in order to develop institutional policies and practices that promote racial equality. Using nearly 30 years of data and research, Byrd shows that limiting conversations about racial inequality to numeric representation and outcomes fails to take into account the fact that inequality is also an experience. Quantitative-heavy approaches can turn students into numbers, devaluing their lived experiences of marginalization on campus. Byrd repositions these experiences to better understand how to design effective analytic and policy strategies to promote racial equity and justice in higher education. *Behind the Diversity Numbers* provides a range of suggestions for institutional change, including how to incorporate racial justice and equity as central components of higher education, especially when analyzing and monitoring data that can inform decision-making and policy-making. Byrd is faculty director of research initiatives in the National Center for Institutional Diversity at the University of Michigan.

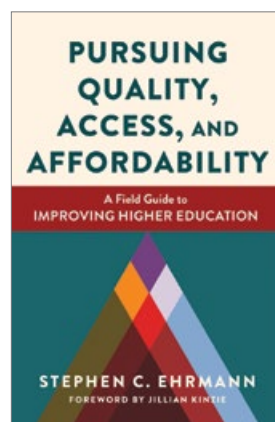


College Belonging: How First-Year and First-Generation Students Navigate Campus Life

Lisa M. Nunn (Rutgers University Press, 2021)

This book shows how efforts by colleges and universities to foster a sense of belonging in their students are often misguided. For instance, when colleges bombard

new students with the message to “get out there!” and “find your place” by joining student organizations, sports teams, and clubs, the colleges demonstrate a flawed understanding of what belonging is and how it works. Drawing on the sociological theories of Emile Durkheim, Lisa M. Nunn explains that belonging is something that members of a community offer to each other. Individuals cannot simply walk up to a group or community and demand belonging; it is something that must be given, like a gift. Nunn states that the group must extend a sense of belonging to each and every member. It happens by making a person feel that their presence matters to the group and that they would be missed if they were gone. Nunn describes why “finding your place” is bad advice in particular for first-generation students; how financial aid packages affect students’ experiences of belonging; the impacts of “nice” and “not-so-nice” diversity; and the hypocrisy of “white niceness” on college campuses. She offers nine recommendations for campuses to change students’ experiences and begin to actively extend belonging in a practical way. Nunn is a professor of sociology at the University of San Diego and director of the university’s Center for Educational Excellence.



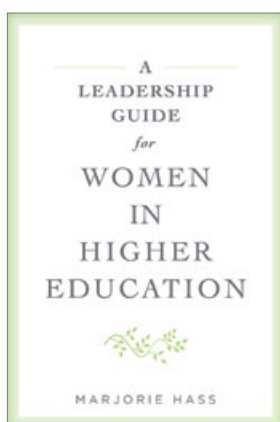
Pursuing Quality, Access, and Affordability: A Field Guide to Improving Higher Education

Stephen C. Ehrmann (Stylus, 2021)

Whether they recognize it or not, virtually all colleges and universities face three “grand challenges,” posits author Stephen C. Ehrmann. The first is how to improve the learning outcomes of higher education—many college graduates lack certain capabilities

that faculty members and employers both see as crucial. The second is how to extend more equitable access to degrees—too often, students from underserved groups and low-income households either don’t enter college or else drop out without a degree. The third grand challenge is how to make academic programs more affordable (in money and time) for students and other stakeholders—many potential students believe they lack the money or time needed for academic success; many faculty members believe they don’t have time to make their courses and

degree programs more effective; and many institutions believe they can't afford to improve outcomes. The author states that, while these challenges are global, in a higher education system such as that in the United States, the primary response must be institutional. This book analyzes how, over the years, six pioneering colleges and universities have begun to make visible, cumulative progress on all three fronts. Ehrmann is associate professor of educational technology leadership at George Washington University's Graduate School of Education and Human Development.



A Leadership Guide for Women in Higher Education

Marjorie Hass (Johns Hopkins University Press, 2021)

Women face unique challenges as they move into senior leadership roles at colleges and universities. This guide by Marjorie Hass, now president of the Council of Independent Colleges and former president of **Rhodes College** (TN) and **Austin College** (TX),

provides women with the frank, supportive advice they need to advance their careers and lead with excellence. Hass draws on her 16 years of senior leadership experience, her work with national higher education organizations, and her mentorship work with dozens of women to address fundamental issues women face when they lead in higher education. Aiming to level the playing field by giving women the insightful, supportive advice they need to launch, build, and advance their careers and to lead with excellence, this candid guide combines practical information with career coaching. The book addresses a wide range of topics, including how to develop a personal leadership style; become comfortable with power, ambition, and personal voice; navigate patriarchal assumptions; find joy in leadership work; gain experience with budget management, revenue generation, personnel management, and fundraising; and effectively manage conflict.



When Colleges Close: Leading in a Time of Crisis

Mary L. Churchill and David J. Chard (Johns Hopkins University Press, 2021)

Wheelock College, founded in 1888, offered undergraduate and graduate programs that prepared students to work in the helping professions, including teaching and social work. But due to declining admissions and

increasing debt, Wheelock officially closed and merged with Boston University in 2018, creating the BU Wheelock College of Education and Human Development. Written by David Chard, former president, and Mary Churchill, former vice president for academic affairs of Wheelock College, *When Colleges Close* describes how the board and administration of the small college, with enrollment of under 1,100 students, determined early that it needed to plan for a future in which it would no longer be viable. In an era when many institutions face difficult financial challenges, this book provides a detailed example of a merger between a small college and a large university with an enrollment of more than 33,000 students, and the many leadership decisions that need to be made as part of the process. The book is written for college and university leaders, as well as for scholars of higher education who are interested in strategic planning. Each chapter includes a series of leadership lessons that readers can consider in light of the Wheelock-BU merger or in their own decision-making.



Super Courses: The Future of Teaching and Learning

Ken Bain (Princeton University Press, 2021)

From education expert and author of the bestselling book *What the Best College Teachers Do*, Ken Bain's *Super Courses* highlights a new breed of innovative courses that inspire students and improve learning. Decades of research have produced

profound insights into how student learning and motivation can be unleashed—but it's not through technology or even the best of lectures. Bain describes how enterprising undergraduate,

graduate, and high school teachers are using evidence-based approaches to spark deeper levels of learning, critical thinking, and creativity—whether teaching online, in class, or in the field. Visiting schools across the United States as well as in China and Singapore, Bain and his longtime collaborator, Marsha Marshall Bain, uncover super courses throughout the humanities and sciences. Bain defines these as super courses because they all use powerful researched-based elements to build a “natural critical learning environment” that fosters intrinsic motivation, self-directed learning, and self-reflective reasoning. *Super Courses* shows teachers how they can build their own super courses and reveals how these classes can help students reach their full potential, equip them to lead happy and productive lives, and meet the world’s complex challenges. Bain is president of the research and educational organization Best Teachers Institute; previously, he was the provost and vice president for academic affairs at University of the District of Columbia. (For information on CIC’s Seminar on Science Pedagogy, which explores similar conclusions, see page 15.)

REPORTS



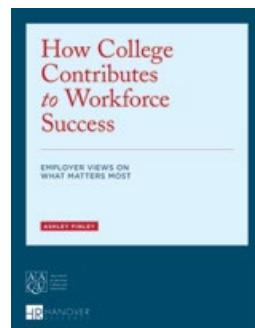
Private, Nonprofit Higher Education: Shaping Lives and Anchoring Communities

National Association of Independent Colleges and Universities (NAICU, April 2021)

This NAICU Community Impact report, using analysis by Parker Philips Inc., finds that,

nationwide, private nonprofit colleges and universities generated \$591.5 billion in economic impact in 2018–2019 and supported 3.4 million jobs. The report also estimates that over the course of their 40-year careers, the 583,667 bachelor’s degree recipients at private nonprofit colleges and universities in 2019 will earn \$3.1 trillion, support and sustain a cumulative total of 17.4 million jobs, and generate \$382 billion in tax revenue at the local, state, and federal levels. Through extensive research, the report tells the story of the contributions of private nonprofit colleges and universities using both a series of narratives and quantitative data analysis. The focus of the report is on the economic, social, and cultural vitality that is added to communities, regions, and the nation by private nonprofit higher education. Each year, these institutions enroll more than 5 million students and graduate more than 1 million students (in all degree levels) who then enter

the workforce or pursue an advanced degree. Within the entire national higher education ecosystem, the private nonprofit sector enrolls nearly 21 percent of students, while conferring nearly 30 percent of bachelor’s degrees, 45 percent of master’s degrees, and 45 percent doctoral degrees. For the full report, visit www.NAICU.edu.



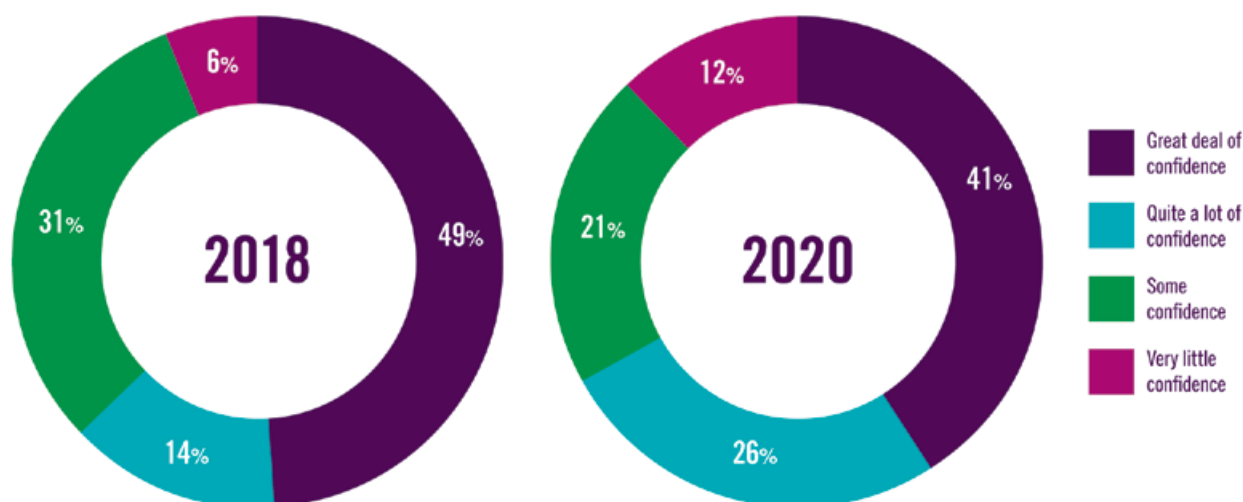
How College Contributes to Workforce Success: Employer Views on What Matters Most

Ashley Finley (Association of American Colleges & Universities [AAC&U], April 2021)

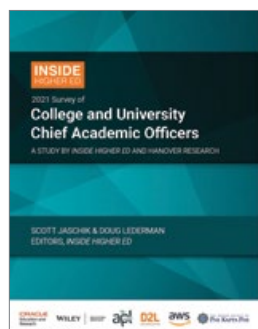
This report presents the findings of AAC&U’s seventh survey of employers, which included 496

executives and hiring managers and was conducted in partnership with Hanover Research. The report examines employer views of what constitutes workforce preparedness, the educational outcomes and experiences employers value most when making hiring decisions, and employers’ perceptions of recent graduates’ ability to succeed in entry-level positions and in later promotion and career advancement. Overall, the report finds that most employers view a liberal arts education as essential to workforce success, but fewer believe that graduates are prepared with the skills and knowledge needed to succeed. For example, only six in ten employers say that recent graduates possess the knowledge and skills needed for success in entry-level positions at their companies or organizations. So, while employers clearly value graduates educated in the liberal arts tradition, their actual experience with job applicants and new hires has shown that not all recent graduates have, in fact, received a liberal arts education. This discrepancy may account for the finding that one in three employers does not have much confidence in higher education (see figure, page 32). Of particular significance at a time of mounting need for higher education to redress racial injustice and other forms of systemic inequity, the survey found evidence of greater recognition of the value of civic skill building and community engagement among younger and more highly educated employers. For the full report, visit www.AACU.org.

Figure: Employer Confidence in Higher Education



Source: How College Contributes to Workforce Success: Employer Views on What Matters Most, Figure 2. 2021. Association of American Colleges & Universities. Figure recreated by the Council of Independent Colleges.



2021 Survey of College and University Chief Academic Officers

Inside Higher Ed and Hanover Research (April 2021)

Inside Higher Ed partnered with Hanover Research to develop and disseminate this latest survey of provosts and chief academic officers

to understand how they view the challenges that U.S. colleges and universities currently face. The survey was answered by 183 CAOs (83 of whom are from private nonprofit colleges and universities) in February and March of 2021. Among the key findings, CAOs indicated that the quality of their offerings during the fall semester was lower than in semesters before the pandemic. Still, most indicated that the quality of their courses remained good. Institutions will likely offer more hybrid and online courses after the pandemic than they did before. About one in four CAOs reported that their institution had to cut faculty positions during the pandemic. The positions that they most often

cut were adjunct faculty (67 percent), followed by tenure-track faculty (not yet tenured) (19 percent). Significantly more CAOs from private colleges and universities (33 percent) compared with public institutions (4 percent) reported that the humanities were disproportionately affected when eliminating faculty slots. The survey also touched on opportunities for improvement in faculty engagement and professional development, changes to policies as a result of recent attention to longstanding structural racism in the United States, and planned allocation of academic funding. For the full report, visit www.insidehighered.com.

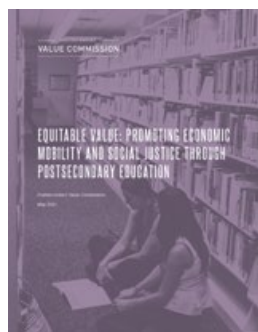


Benchmarks for Efficiency and Sustainability: A Research Study on the Cost of Delivery

Sean Creighton, Nick LaMendola, and Avo Kechichian (New American Colleges and Universities, supported by TIAA Institute, May 2021)

With rising tuition costs under scrutiny, colleges are minimizing

annual tuition increases while boosting financial aid packages, straining an already fragile business model. This study attempts to determine whether there is a common set of core strategies leading to financial sustainability at campuses that belong to the **New American Colleges and Universities (NACU)**, a consortium of more than 20 small to medium-sized independent institutions. The researchers document several examples of NACU institutions that consistently increased their annual return on investment. They found that presidents of high-performing campuses typically exercise centralized, data-driven decision-making and vigilant oversight of all financial matters. They also rely on performance-based and data-informed metrics to find ways to increase efficiencies, especially with regard to staffing realignment and cost of instruction. These presidents are willing to make unpopular decisions, while maintaining full transparency, if data show it will benefit the institution. High-performing campuses are expanding in high-demand areas—including graduate, noncredit and online programs—and they reward people who work hard for the benefit of the institution. The researchers used IPEDS data from 2008 to 2018 to develop and analyze benchmarking dashboards and interviewed leaders at campuses with high return-on-investment ratios. For the full report, visit www.tiaainstitute.org.



Equitable Value: Promoting Economic Mobility and Social Justice through Postsecondary Education
Postsecondary Value Commission (May 2021)

This Postsecondary Value Commission report, written by Institute for Higher Education Policy

and Bill & Melinda Gates Foundation staff, discusses wide-ranging disparities in the value of a postsecondary education in the U.S., in terms of race, income, and gender. The report then explores how to transform the higher education system to make it more student-centered and deliver on the promise of equitable opportunity. An action agenda aims to inspire key postsecondary actors at the federal, state, and institutional levels to rethink existing policies and practices. For example, policies on equitable admissions, robust need-based financial aid, and an improved postsecondary data system can help students achieve economic mobility, by ensuring that students have equitable access to degrees and credentials of value and programs of study that align with their goals, their interests, and workforce demands. The foundation hopes that an “equitable value movement will play


a key role over the next decade in rebuilding a postsecondary system centered on ensuring equitable value for Black, Latinx, Indigenous, and AAPI students, students from low-income backgrounds, and women, and reimagining our postsecondary system as an instrument to create a stronger and more just society together.” For the full report, visit www.gatesfoundation.org.



State Funding for Private Institutions

Sophia Laderman (State Higher Education Executive Officers Association [SHEEO], May 2021)

This issue brief provides an overview of how state funding for general operating and financial aid to private institutions has changed over time.

In general, it finds that state support for private institutions has declined at a steeper rate than state support for public institutions. For example, while unadjusted total state funding for private institutions has increased by about \$600 million since 2001, this increase has not kept up with inflation or enrollment growth at private institutions. In fiscal year 2020, state governments provided \$2.7 billion in support to private institutions or \$563 per full-time equivalent (FTE) enrolled student. In comparison, state governments provided \$93.5 billion or \$8,436 per FTE in support to public institutions in 2020. Funding for private institutions represents 2.8 percent of total state support for all higher education, down from 3.4 percent in 2001 (the earliest year for which these data are available). The brief emphasizes that although states do not have the same kind of statutory obligation to fund private institutions as they do public institutions, decreases in state funding for private institutions should be important considerations in conversations about financial pressures and enrollment declines facing private institutions in the wake of the COVID-19 pandemic and ensuing economic recession. For the full report, visit www.sheeo.org. (For a comparative analysis of the efficiency and cost-effectiveness of private vs. public institutions in selected states, see the 2020 CIC report, *State “Free College” Programs: Implications for States and Independent Higher Education and Alternative Policy Approaches*.) 

A Compendium of Recent News from CIC Member Institutions

Left: Photo courtesy of Milligan University;
Right: Photo Credit: USA Cycling and Casey Gibson



Milligan University (TN) student-athlete Megan Jastrab made history in her Olympic debut by helping USA Cycling win a bronze medal and setting a national record in the Women's Team Pursuit on August 3, 2021. Jastrab is the first Olympic medalist in Milligan University history and was the only current undergraduate student-athlete in the state of Tennessee to compete for Team USA at Tokyo 2020.

CELEBRATING ACHIEVEMENTS

According to the U.S. Olympic & Paralympic Committee, more than 75 percent of U.S. athletes participating in the Tokyo 2020 Olympics (held July 23–August 8, 2021, due to the pandemic) competed in the American collegiate system. Team USA included current and former students from 15 CIC member institutions: **Ashland University** (OH), **Baylor University** (TX), **Campbellsville University** (KY), **Connecticut College**, **Eckerd College** (FL), **Ithaca College** (NY), **King University** (TN), **Livingstone College** (NC), **Marian University** (IN), **Milligan University** (TN), **Missouri Baptist University**, **Pepperdine University** (CA), **Texas Christian University**, **University of the Pacific** (CA), and **Wayland Baptist University** (TX).

In June, *Diverse: Issues in Higher Education* published the list of 2021 Most Promising Places to Work in Student Affairs. This national recognition—commissioned by the American College Personnel Association and *Diverse*—celebrates student affairs

workplaces that are vibrant, diverse, supportive, and committed to professional development, inclusive excellence, and staff work-life balance. Of the 30 institutions listed, four are CIC members: **Bellarmino University** (KY), **Elon University** (NC), **Holy Names University** (CA), and **Rider University** (NJ).

In June, the Council for Advancement and Support of Education (CASE) announced its 2021 Circle of Excellence Awards winners. The awards honor institutions worldwide whose staff have advanced their organizations through resourcefulness and ingenuity. Winners are selected based on factors such as overall quality, innovation, use of resources, and the impact of the institution on its external and internal communities. Twenty-four CIC member institutions are among those recognized: **American University of Beirut** (Lebanon), **Arcadia University** (PA), **Bellarmino University** (KY), **Berea College** (KY), **Bucknell University** (PA), **California Lutheran University**, **Campbell University** (NC), **Cedarville University** (OH), **College of Saint Rose** (NY), **Connecticut College**, **Gallaudet University** (DC), **Georgian Court University** (NJ), **Kalamazoo College** (MI), **Kenyon College** (OH), **Lesley University** (MA), **Madonna University** (MI), **Norwich University** (VT), **Oberlin College** (OH), **Olivet Nazarene University** (IL), **Point Loma Nazarene University** (CA), **Roberts Wesleyan College** (NY), **Swarthmore College** (PA), **University of Richmond** (VA), and **Ursinus College** (PA).

Note: This issue of Campus Update includes news that colleges and universities reported from April through July 2021. Because the coronavirus epidemic continues to affect campus operations, institutions may have adjusted their operations and plans since then.

This spring, **Alverno College** (WI) was awarded the 2021 Trudy W. Banta Lifetime Achievement in Assessment Award. The national award has previously only been given to individuals, making Alverno the first institution to receive it. The award will be presented at the 2021 Assessment Institute, hosted by Indiana University–Purdue University Indianapolis (IUPUI) in October. The institute is the oldest and largest U.S. higher education event focused on assessment and improvement.

In May, the U.S. Department of State’s Bureau of Educational and Cultural Affairs designated 20 historically Black colleges and universities (HBCUs) as this year’s annual Fulbright HBCU Institutional Leaders, recognizing their noteworthy engagement with the Fulbright Program in 2019–2020. Four of the 20 institutions recognized are CIC members: **Morehouse College** (GA), **Spelman College** (GA), **Tougaloo College** (MS), and **Xavier University of Louisiana**.

The Harry S. Truman Scholarship Foundation announced the 62 college students from 51 U.S. colleges and universities who were selected as 2021 Truman Scholars. The Truman Scholarship is the premier graduate scholarship for aspiring public service leaders in the United States; the scholars demonstrate outstanding leadership potential, a commitment to a career in government or the nonprofit sector, and academic excellence. Seven of the scholars are from CIC member institutions: Sarah Beisner and Destiny Magnett of **Grinnell College** (IA), Sophie Cardin of **Colorado College**, Daud Mumin of **Westminster College** (UT), Iesha-LaShay Phillips of **Oberlin College** (OH), Makaila Ranges of **Franklin & Marshall College** (IN), and Klarke Stricklen of **Sewanee: The University of the South** (TN).

The White House Initiative on Historically Black Colleges and Universities announced in August its eighth cohort of HBCU Scholars. The program recognizes students for their accomplishments in academics, leadership, and civic and campus engagement; the scholars serve as ambassadors for the initiative and participate in related programs. This year, 33 of 86 scholars selected are from 21 CIC member institutions: **Allen University** (SC); **Benedict College** (SC); **Bennett College** (NC); **Clark Atlanta University** (GA); **Dillard University** (LA); **Edward Waters University** (FL); **Florida Memorial University**; **Jarvis Christian College** (TX); **Johnson C. Smith University** (SC); **Lane College** (TN); **Livingstone College** (NC); **Morehouse College** (GA); **Oakwood University** (AL); **Philander Smith College** (AR); **Rust College** (MS); **Shaw University** (NC); **Spelman College** (GA); **Stillman College** (AL); **Talladega College** (TX); **Voorhees College** (SC); and **Xavier University of Louisiana**.

In June, five Virginia institutions—**Bridgewater College**, **Hollins University**, **Randolph-Macon College**, **Shenandoah**



Photo credit: American Pianists Association

The American Pianists Association named **Park University** (MO) International Center for Music graduate student Kenny Broberg the 2021 American Pianists Awards winner in June; the competition ended at the Indiana Landmarks Center Grand Hall. As the winner, Broberg will receive the Christel DeHaan Classical Fellowship, valued at more than \$100,000; career assistance; concerti and solo recitals worldwide; an artist-in-residence post; and a recording contract with the Steinway and Sons record label. Broberg is one of the most highly decorated pianists in the world under the age of 30; he has studied with award-winning pianist Stanislav Ioudenitch at Park University since 2016.

University, and Virginia Commonwealth University—received the 2021 GoAbroad Innovation Award for Innovation in Diversity for their Black+Abroad initiative. The GoAbroad Innovation Awards celebrate institutions, organizations, and individuals moving the study abroad field forward. The Black+Abroad program aims to curate a space for Black students to share their thoughts, questions, and reservations about travel and study abroad by engaging in conversation and storytelling with experienced travelers, study abroad alumni of color, and education abroad advisers.

CREATING PARTNERSHIPS

More than 35 colleges and universities took part in the nation’s largest deliberative democracy event for students—the “Shaping Our Future” virtual polling event hosted by Stanford University and the Berggruen Institute in May. The two-day program was designed to capture what a diverse group of young people would think about important public policy issues after having an opportunity to listen to and learn from others. The event used a structured deliberation model called Deliberative Polling and brought together more than 1,500 students. Participating CIC member institutions included **Centre College** (KY), **Emory & Henry College** (VA), **Spelman College** (GA), and **Sewanee: The University of the South** (TN).

Photo courtesy of Dominican University



Dominican University (IL) fielded a team of student ambassadors who fanned out throughout Chicago's marginalized communities this summer, meeting with residents in churches, youth centers, laundromats, and factories to encourage them to get vaccinated against COVID-19 and to counter misconceptions about the vaccine. They also helped organize vaccine clinics at partner sites and on campus. The university's Faith in the Vaccine initiative helped convince more than 300 people to get vaccinated.

Students, faculty members, and community volunteers from 13 colleges and universities across Virginia took to the streets in July to collect data about how heat varies across communities as part of a statewide effort to understand where residents are most at risk during extreme heat waves. Participating institutions included **Bridgewater College, Emory & Henry College, Hampden-Sydney College, Hollins University, Marymount University, Randolph College, Roanoke College, Shenandoah University, Sweet Briar College, University of Lynchburg, University of Richmond, Virginia State University, and Virginia Wesleyan University.** Data from the Heat Watch project will inform many projects, such as public health, energy efficiency, climate change mitigation, emergency preparedness, equity and social justice, community partnerships, and student engagement initiatives.

Hilbert College (NY) launched international exchange partnerships with six institutions in Europe this fall. The one-semester exchange programs, open to undergraduate students and faculty members at Hilbert and at the participating institutions, include agreements with Leonardo De Vinci University in France, Mykolas Romeris University in Lithuania, Brookins Business Institute in Luxembourg, Vistula University in Poland, University of Fernando Pessoa in Portugal, and Romanian-American University in Romania.

Webster University (MO) and PSB Academy, one of Singapore's leading private education institutions, signed a

memorandum of understanding this spring to explore collaboration opportunities. Webster and PSB Academy intend to develop and deliver undergraduate and postgraduate programs in Singapore, including cybersecurity and business management courses.

Franciscan University of Steubenville (OH) and **Walsh University** (OH) recently signed two agreements that will address the need for skilled rehabilitative care professionals in occupational and physical therapy and help their students save time and money. Beginning this fall, the cooperative programs will offer students a path to complete a bachelor's degree at Franciscan University and a master's degree in occupational therapy at Walsh University in six years and an accelerated path to complete a bachelor's degree at Franciscan and a doctorate degree in physical therapy at Walsh also in six years.

Culver-Stockton College (MO) and **Westminster College** (MO) established a partnership to offer a 3+2 accelerated master of athletic training (MAT) program beginning this fall. Westminster exercise science students can now complete three years of undergraduate courses on their campus and then seamlessly matriculate into Culver-Stockton's MAT program, which will include clinical experiences in both athletic and hospital settings.

Concordia University Chicago (IL) and **Dominican University** (IL) launched a joint cybersecurity governance certificate program this fall to prepare students for the rapidly advancing information technology field. The online program will be taught by instructors at both universities. The certificate is offered as an added credential for post-baccalaureate or post-master's degree students, as well as for students currently pursuing master's degrees in library and information science, information management, and business.

The **University of Holy Cross** (LA) and Delgado Community College recently signed articulation agreements between their health science departments, making it easier for students to transfer credits from Delgado to UHC. Beginning this fall, Delgado students who complete an associate of applied science degree in radiologic technology will have the opportunity to transfer those credit hours and apply them toward completion of a BS degree in health sciences at UHC. In addition, a new 2+2 program will enable students who complete Delgado's associate of applied science degree in respiratory care technology to transfer as juniors into UHC's BS in health sciences program for respiratory therapists.

The **Appalachian College Association** (ACA) and Credo Higher Education have partnered to create a cohort of independent campuses that will work both individually and collectively to improve student outcomes. After the first cohort, which includes **Bluefield University** (VA) and **Carson-Newman University** (TN), began its work last year, the second cohort, including **Davis & Elkins College** (WV), **Emory & Henry College** (VA), and

Averett University (VA), will begin this fall. Under the Moving the Needle project, these cohorts of ACA institutions will research their student retention challenges and opportunities, identify the most promising areas to boost student outcomes, and implement strategies for success.

The Washington Center for Internships and Academic Seminars (TWC) and **Elon University** (NC) established a school of record partnership that took effect this fall. The partnership enables students from colleges and universities that are not affiliated with TWC to receive an Elon University transcript for up to 15 academic credit hours when they complete TWC's Academic Internship Program. Previously, only students enrolled in an institution affiliated with TWC could receive academic credit.

Centre College's (KY) Center for Global Citizenship and the Center for Career and Professional Development established a partnership with Global Experiences Virtuoso to provide students with virtual international internship opportunities. This spring, 26 Centre students began virtually interning in Costa Rica, England, Ireland, Italy, and Spain. Through the internships, the students conduct research, create materials, support event planning, apply for grants, write analyses, and provide sales support for organizations all over the world.

In June, **Judson University's** (IL) Demoss Center for Worship in the Performing Arts formed an exclusive partnership with Dark Horse Recording/Dark Horse Institute of Franklin, Tennessee, one of the world's premier recording studios. According to the agreement, Judson's senior music business and entrepreneurship students will spend their final semester in Nashville, taking classes at Dark Horse Institute and connecting with major music-industry performers. Judson's music business seniors will take one of three tracks at the Institute: audio engineering, music business, or songwriting and composition.

Rider University (NJ) and Saxbys have formed a partnership to introduce an exclusively student-run café to campus this fall. The café will be located in Sweigart Hall, home to Rider's Norm Brodsky College of Business, and run via the Saxbys Experiential Learning Platform. Each semester, Saxbys will employ an undergraduate student as a student cafe executive officer who will run and manage all aspects of the café. In addition to earning a competitive wage and bonuses, the student also will receive a full semester of college credit.

A collaboration between **Gannon University** (PA) and several entities including **La Sierra University** (CA) and the Department of State has developed the Madaba Digital Documentation and Tourism Project that launched in May. The project, "One Place, Many Stories," aims to foster greater appreciation and protection for Jordan's cultural heritage by showcasing the connection between community members

and their local heritage. The program provides training in 3D documentation and storytelling to members of the local community, empowering them to share their perspectives through an interactive web-based experience.

MAJOR GIFTS, GRANTS, AND CAMPAIGN SUCCESSES

In May, **Wofford College** (SC) completed its six-year, \$300 million comprehensive campaign with gifts and pledges totaling more than \$470 million, one year ahead of schedule. The "For Wofford" campaign will fund five new buildings, the renovation and improvement of several other facilities, and 189 new endowed scholarships and funding to support experiential learning and campus renovations.

This summer, **Bucknell University** (PA) received a pledge of more than \$40 million from 1958 alumnus Michael Pascucci. Of this, \$30 million will support unrestricted, need-based financial aid through the Pascucci Family Scholarship, and over \$10 million will fund improvements in and around Christy Mathewson-Memorial Stadium. In the spring, Bucknell also received a \$6 million gift from 1981 graduate Glen Tullman. The donation will support three initiatives: \$3 million to endow the newly named Douglas K. Candland Dean of the College of Arts and Sciences; \$2.5 million to establish the Douglas K. Candland Fund for Civic Action; and \$500,000 to endow the Animal Behavior Program. Candland is a retired psychology and animal behavior professor who was Tullman's mentor at Bucknell.

In May, **Connecticut College** received the largest philanthropic gift in its history: \$30 million from 1988 alumnus Robert Hale and his wife, Karen. The gift will provide \$10 million for financial aid, \$10 million for improvements to campus infrastructure, and \$10 million for athletics, all areas significantly affected by the pandemic. The Hales also gave the college \$20 million in 2015.

Colorado College announced in April a \$33.5 million estate gift from an anonymous donor. The commitment will support future needs of the college and provide funding for the Colorado Springs Fine Arts Center at Colorado College.

Hampden-Sydney College (VA) announced receipt of a \$12 million gift from the estate of the late Sarah (Lucile) and M. Blair Dickinson Jr. (1937) in April. The Dickinsons were both World War II veterans and educators with a lifelong devotion to education and to Hampden-Sydney College.

Ashland University (OH) received a \$10 million gift from long-time supporters Bob and Jan Archer in April. Most of the gift will fund four-year scholarships for Ashland students, including those enrolled in the Ashbrook Center and the Ashland

CAMPUS UPDATE

Theological Seminary. The gift also will support student-retention initiatives, athletics, marketing, and capital improvements.

After receiving the largest endowment gift in its history—\$10 million from the Williams family—**Elon University** (NC) has named the university's school of education in honor of vice president emerita Jo Watts Williams (1955), a legendary educator and administrator who has been associated with her alma mater for more than 75 years. The gift came from her sons William (Lee) Williams III and his wife, Beth, through the Beth and Lee Williams Foundation, and Randall Williams and his wife, Elizabeth. The gift will create an endowment to support students, faculty members, the administration, and community partnerships.

In June, Google announced grants to ten HBCUs totaling \$50 million. The grants are designed to help expand pathways and opportunities for increased diverse representation in the STEM industry and will support scholarships, technical infrastructure for in-class and remote learning, and curriculum and career support programs. Among the ten institutions receiving \$5 million each are **Clayton University** (SC), **Clark Atlanta University** (GA), **Spelman College** (GA), **Tuskegee University** (AL), and **Xavier University of Louisiana**.

An anonymous donor committed a \$5 million gift to **Salem College** (NC) in the spring to support its Health Leadership transformation—a model that will make it the only liberal arts institution specifically focused on elevating and expanding the role of women in health leadership. The donor made the gift in honor of Lucy Rose, a 1976 Salem College graduate who is one of the driving forces behind the college's new focus.

Mary Baldwin University (VA) recently announced that Richmond philanthropists Mr. and Mrs. William H. Goodwin, Jr. pledged \$5 million to support the expansion of the Murphy Deming College of Health Sciences. The gift will provide funding

for the new doctor of nursing practice hybrid degree program that MBU began in August.

A \$5 million commitment to **Kalamazoo College** (MI) from emeriti trustees Rosemary and John Brown will create an endowed scholarship fund. The Browns are longtime supporters of Kalamazoo. Rosemary is a lifelong educator who taught math in schools in Kalamazoo and New Jersey; John is chair emeritus of Stryker Corporation, a Kalamazoo-based company that develops medical devices and surgical equipment.

This spring, **Coker University** (SC) received \$5 million in funding from two family foundations within the Hartsville, South Carolina, area. The grants will support a number of university projects including new programs in business and health sciences, renovated science labs, outdoor athletic facilities, a new career services center, and improvements to Coker's iconic Davidson Hall.

Fisk University (TN) announced in June a \$3 million donation from Cravath, Swaine & Moore LLP. The gift will support infrastructural improvements to classroom and learning spaces, including Jubilee Hall, the oldest permanent structure on any HBCU campus. The law firm's relationship with Fisk dates back to the university's founding during Reconstruction.

In May, **Loras College** (IA) reported the receipt of a \$2 million estate gift from Robert A. "Bob" Holtz. The contribution will augment an endowed scholarship fund already established in his name. Holtz was a lifelong Delaware County resident who farmed near Greeley, Iowa, and helped more than 60 students attend Loras College over the past 20 years. Loras will name its advancement suite the Bob Holtz Advancement Suite.

Elizabethtown College (PA) received \$3.5 million in gifts and commitments toward diversity and inclusion efforts, cultural and performing arts, and student scholarships this spring. The bulk of the support came from Joan Puchaty, a friend of the



Photos courtesy of Wilberforce University

Wilberforce University (OH) sent its newest graduating classes home with peace of mind this spring. At the end of the May 29 commencement exercises, President Elfred Anthony Pinkard (right) announced to the new 2020 and 2021 graduates that their student debt and fines owed to the university have been forgiven. The total amount dismissed exceeds \$375,000.

college who established a trust exceeding \$1.5 million through her estate, which will benefit the college's cultural and performing arts. In addition, Joseph A. and Nancy DePippo, graduates from the class of 1976 and 1979, respectively, pledged more than \$1 million to support a scholarship to benefit U.S. citizens of color who demonstrate financial need.

TUITION INITIATIVES

Philander Smith College (AR) closed out approximately \$80,000 of outstanding balances held by graduates in the classes of 2020 and 2021. Philander Smith College President Roderick L. Smothers, Sr., made the surprise announcement during commencement ceremonies on May 8. Along with donations made by the college's alumni and other private gifts, Philander Smith received a \$54,000 grant from the Jack and Jill Foundation's College GAP Fund in support of this effort.

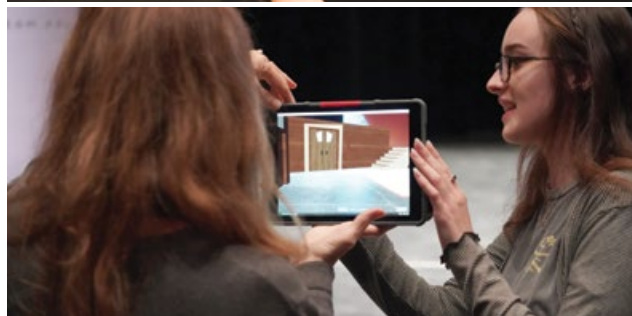
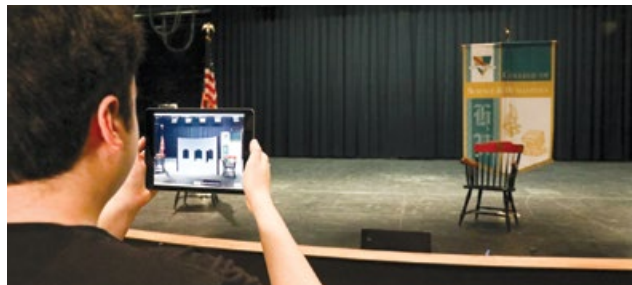
This fall, **Hope College** (MI) launched a pilot of a new financial model that will eventually fully fund tuition for every student who is admitted to Hope. The college-wide strategy, "Hope Forward," is built on a foundation of three pillars—accessibility, generosity, and community—and uses a "pay-it-forward" approach. Hope Forward students will invest after, not before, they receive a Hope education—and in turn send the same opportunity forward to future students.

NEW INSTITUTES, PROGRAMS, AND MAJORS

Anderson University (SC) has launched a doctor of education program in leadership and learning designed to prepare working professionals to lead, teach, and consult in the public and private sectors. The program will offer two concentrations—in school and community leadership and in curriculum and instructional leadership—and will be offered in a Hyflex format that offers in-person learning or a fully online experience.

Newman University (KS) will launch its first two doctoral programs in spring 2022. Offered through the school of business and using a scholar-practitioner model, the doctor of business administration program will provide experienced professionals and academics with advanced skills and credentials in business beyond the MBA. Offered through the School of Nursing and Allied Health, the doctor of nurse anesthesia program is designed for baccalaureate-prepared registered nurses who wish to become a certified registered nurse anesthetist.

Hilbert College (NY) recently established a new online division: Hilbert College Global. In addition to Hilbert's recently



Photos courtesy of Husson University

Husson University (ME) has created a program for students interested in careers in the design, programming, and technology associated with virtual and augmented reality: a bachelor of science in extended reality (XR) that began enrolling students this fall. Husson also launched a new School of Technology and Innovation in the College of Business. Students enrolled in the program will work in the iEX Center, which is located in the state-of-the-art, just-opened Harold Alfond Hall.

launched online graduate programs, **Hilbert College Global** will offer several undergraduate degree programs: liberal studies (BS), digital media and communications (BA), psychology (BA), business management (BS), criminal justice (BS), cybersecurity (BS), liberal arts (AA), and business administration (AAS).

The **Robert Morris University** (PA) School of Informatics, Humanities, and Social Sciences recently added nine new bachelor's degree programs. Beginning this fall, three of the programs will be offered through the Department of Arts and Humanities: BA and BFA degrees in cinema and photography; BA and BFA degrees in graphic design; and a BA degree in user experience/user interface (UX/UI) design. Four of the programs will be offered through the Department of Communication and Organizational Leadership: a BA in news and sports communication; a BA in public relations and advertising; a BA in strategic communication; and a BA in professional writing.

This fall, **Palm Beach Atlantic University** (FL) created a new College of the Arts by merging the School of Music and Fine Art and the School of Communications and Media; the union allows the college to maximize resources and makes it easier for arts students to double major. In addition to the many degree programs already in place, the College of the Arts will add four new bachelor of fine arts degrees—in cinema, dance, graphic design, and theatre.

CAMPUS UPDATE

Saint Leo University (FL) recently broke new ground among American colleges and universities by creating the first undergraduate degree devoted to veteran studies. The Saint Leo major was created to allow students the opportunity to study the veteran experience—including the distinctive lives and cultures formed by military service and by retirement from service—a part of American culture that is not well understood.

NEW AND RECENTLY RENOVATED FACILITIES

In July, **Oakwood University** (AL) held a ceremony to celebrate the completion of the renovation of Peterson Hall. The building, originally constructed in 1955, has been completely renovated to include residential use as well as a full conference center. The Peterson Hall and University Conference Center now includes 52 private rooms, four suites, meeting rooms, an auditorium, a business center, and an exercise room.

Berry College (GA) opened its new state-of-the-art animal science building this summer. Housing the college's largest major, the \$15.7 million, 23,000-square-foot facility will enhance teaching and research in animal health and production, including genetics, microbiology, and physiology. The building is connected to the School of Mathematical and Natural Sciences, bringing students in scientific disciplines together and promoting collaboration in areas such as One Health, which explores the

Photo courtesy of Wofford College



In May, **Wofford College** (SC) officially dedicated the Chandler Center for Environmental Studies and celebrated the servant leaders who made it possible, Harold (an alumnus and trustee emeritus) and Delores Chandler. The 17,525-square-foot center has received three Green Globes for sustainable design and operations and includes laboratories, classrooms, and office space.

interconnectedness of human, animal, and environmental health.

St. Thomas Aquinas College (NY) officially opened the fully renovated Naughton Hall, new home of the Admissions Welcome Center, in July. The center features a state-of-the-art conference room, meeting rooms, and outdoor campus spaces, with a dedicated entrance gate and ample parking for prospective students, families, and guests.


NAME CHANGES AND CAMPUS TRANSITIONS

Several CIC member institutions officially changed their names this spring and summer. **Piedmont College** (GA) officially became **Piedmont University** on April 9, and Morningside College (IA) became **Morningside University** on June 1. Effective July 1, **Converse College** (SC) became **Converse University**, and **Edward Waters College** (FL) became **Edward Waters University**. **Bluefield College** (VA) officially changed its name to **Bluefield University** on August 18.

Moravian College (PA) officially changed its name to **Moravian University** on July 1. That same month, **Moravian Theological Seminary** (part of Moravian University) and **Lancaster Theological Seminary** received formal approval to begin to combine the two seminaries. Each will teach its current degree and certificate program curricula during the 2021–2022 academic year; the process of full consolidation is expected to take several years.

This spring, **Gwynedd Mercy University** (PA) and **Saint Charles Borromeo Seminary** signed an agreement that will allow the seminary to relocate to Gwynedd Mercy's campus. The university and seminary will share a campus but remain two separate and distinct institutions. The Maguire Foundation provided a \$3 million gift to Gwynedd Mercy to supplement the \$10 million purchase price by the seminary.

In July, **Saint Leo University** (FL) and **Marymount California University** announced an agreement to merge the two institutions. The agreement will unite the two Catholic institutions together under the Saint Leo University name, helping to build upon their historic missions, expand academic and co-curricular programming, and increase geographic offerings for students.

Willamette University (OR) and the **Pacific Northwest College of Art** (PNCA) finalized their merger in June. PNCA students will now have access to the breadth of curricular offerings at Willamette and benefit from its proximity to policymaking and government in Salem, while Willamette students will benefit from the arts and design offerings provided by PNCA and the culture and creativity in Portland. Pacific Northwest will be a college within Willamette University and will retain its name, faculty, and Portland campus. 

HAVE A POTENTIAL NEWS ITEM FOR CAMPUS UPDATE?

Please email news items for review to Paula M. Miller, CIC editorial and communications director, at pmiller@cic.nche.edu. CIC also is interested in receiving "action" photos for possible inclusion.

CIC Joins Double Pell Alliance and Releases New KIT Reports

DOUBLE PELL ALLIANCE

This spring, CIC joined the Double Pell Alliance—a coalition of 24 higher education associations and organizations that launched a national campaign (#DoublePell) to advocate for doubling the maximum Pell Grant by the program’s 50th anniversary, in June 2022. This summer, the alliance published a campaign website designed to provide students, families, and other stakeholders with resources that explain the benefits of expanding this federal financial aid program and with tools to encourage legislators to support doubling Pell grants to a maximum of \$13,000 per year. The website also invites students to share their stories about how the Pell Grant has allowed them to pursue their educational dreams. For the campaign website, visit <https://doublepell.org>. For the #DoublePell community letter, which CIC and 1,200 organizations co-signed this spring, visit www.acenet.edu/Documents/Community-Letter-Double-Pell-032521.pdf.

KIT REPORTS

CIC released the latest edition of the Key Indicators Tool (KIT) reports in June. Customized for each CIC institutional member, the benchmarking report presents an assessment of an institution’s performance over time and comparisons with similar institutions. The confidential resource is prepared for the exclusive use of CIC member presidents, who in turn may share some or all of the report with others on their campus. The free report is prepared by the Austen Group and generously supported by Ruffalo Noel Levitz (RNL). For more information about the KIT and other CIC Benchmarking Services, visit www.cic.edu/BenchmarkingServices or contact Harold V. Hartley III, CIC senior vice president, at hhartley@cic.nche.edu or (202) 466-7230.

RESEARCH DIGEST



CIC released the ninth edition of the *Digest of Recent Research* in September. The *Digest* highlights timely and pertinent research from scholarly journals that independent college and university leaders may find useful. The *Digest* is edited by Matthew J. Mayhew, William Ray and Marie Adamson Flesher Professor of

Educational Administration at Ohio State University. The latest issue includes reviews of articles on enhancing multicultural education in the classroom, achieving representational equity in faculty hiring, improving students’ persistence in college, study abroad’s impact on volunteering, and the influence of party affiliation on educational policy choices. The *Digest* is available online (www.cic.edu/ResearchDigest) and may be downloaded as a PDF. CIC is grateful to the Spencer Foundation for its support of this series.

CIC IN THE NEWS

Several media outlets reported on the Double Pell Alliance’s new campaign and listed the initial 24 higher education organizations that are contributing members, including CIC. Among the stories, *Forbes* published “A New Higher Ed Coalition Forms to Push for Doubling of Pell Grants” (July 13), and *University Business* released “Double Pell Alliance’s New Site Is a Direct Line to Congress” (July 13).

CIC’s Humanities Research for the Public Good initiative, which promotes student research and public engagement, was recently highlighted in several publications. The *Pittsburgh Post-Gazette* story “Mister Rogers’ Original Neighborhood Works to Preserve Fred’s Legacy” explored a series being developed by **Saint Vincent College** (PA), the Fred Rogers Center, and the Latrobe Art Center (May 25). Slated for a February 2022 launch, “Won’t You Be My Neighbor, Again?” will consist of four community events mostly curated by Saint Vincent students. The *Roanoke Times* story “Grant Helps Ferrum College’s Plans to Share Appalachian Folklore” discussed how the Blue Ridge Institute and Museum at **Ferrum College** (VA) will make the tales and songs in James Taylor Adams’s papers available to a much wider audience (June 24). The collection contains 13,000 pages of Southwest Virginia folklore assembled by historian and folklore collector Adams before he died in 1954. The *Greenville Sun* story “Tusculum to Continue 1980s Oral History Project” discussed how **Tusculum University** (TN) will build on earlier research, examining past interviews and conducting new oral histories of today’s Horse Creek community to learn how life there has changed over the last 35 years (May 5).

Independent Pathways: Community College Transfer in the Liberal Arts, an initiative launched by CIC and **North Carolina Independent Colleges and Universities** (NCICU) to help community college students pursue bachelor degrees in select liberal arts disciplines at independent colleges in North Carolina,

CIC NEWS

was featured in the *Stanly News & Press*. The article “NCCCS, NCICU Sign Articulation Agreement” discussed how NCICU and the North Carolina Community College System will create seamless transfer pathways among NCICU member institutions and 58 community colleges, thanks to the CIC project (April 21).

CIC’s second Independent Pathways project, a community college transfer initiative to building pathways at independent colleges and universities in Ohio, received extensive press coverage. The Ohio Consortium for Transfer Pathways to the Liberal Arts, launched by CIC and the **Ohio Foundation of Independent Colleges** (OFIC), was reported in *Higher Ed Dive*, “How 14 Private Colleges Are Planning to Improve Community College Transfer” (July 20); *Advertiser-Tribune*, “**Tiffin University** [OH] to Improve Community College Transitions” (July 31); *Delaware Gazette*, “New Consortium to Aid Students” (July 21); *Bluffton Icon*, “**Bluffton University** [OH] Joins Consortium to Improve Pathways for Community College Transfers” (July 21); *News-Herald*, “Tri-C, **Ursuline College** [OH] Join Consortium to Ease Transfer Credits to Four-Year Colleges” (July 17); *Crain’s Cleveland Business*, “Private Colleges, Two-Year Publics Link Up on Pathways Project” (July 14), and the Catholic Diocese of Cleveland’s *News of the Diocese*, “Ursuline College Joins Consortium to Aid Student Transitions from Community Colleges” (July 13).

The CIC Online Course Sharing Consortium, powered by Acadeum, was highlighted in widely disseminated newswire coverage (“Network for Online Course Sharing Launches to Boost Community College Enrollment and Completion”) featured by *Yahoo! Finance*, *Markets Insider*, and many others on May 27. *Higher Ed Dive* also mentioned the Consortium in “Community Colleges Have a New Option for Sharing Courses” (May 27).

The *Essex News Daily* article “**Bloomfield College** [NJ] Receives \$50,000 NetVUE Program Development Grant” discussed how CIC’s Network for Vocation in Undergraduate Education grant will supplement Bloomfield College’s initiatives toward deepening vocational exploration and discernment among undergraduate students (April 14).

The May 1 *News-Herald* article “**Ursuline College** [OH] President Given Council of Independent Colleges’ Award” stated that on April 27 Christine De Vinne, OSU, received CIC’s 2021 Charles W. L. Foreman Award during the CIC State Councils Annual Conference. The Catholic Diocese of Cleveland also reported on the award in the May 19 story “Ursuline College President Receives National Leadership Award.”

STAFF NEWS AND NOTES

Congressman Steve Cohen (TN-09) honored new CIC President **Marjorie Hass** during remarks in the U.S. House of Representatives on July 21. Cohen thanked Hass for her transformational leadership at **Rhodes College** (TN) and her service to Memphis and wished her well in her new leadership role at CIC. The remarks are published in the July 21 edition of the *Congressional Record* (Vol. 167, No. 128).

MaryAnn Baenninger, former president of **Drew University** (NJ) and past chair of the CIC Board of Directors, was named senior advisor for the CIC State Council’s Bright Futures Project in June. The project, supported by the UPS Foundation and carried out in collaboration with the UPS Talent Acquisition Team, will build an infrastructure of student support services and campus networks to help CIC/UPS Scholarship recipients prepare and compete for paid internships within UPS (see page 22).



LinkedIn®

CIC’s organizational LinkedIn page features thought leadership and media coverage of independent higher education as well as updates on CIC research, programs, and events. CIC members are encouraged to follow CIC on LinkedIn and engage in discussions.

In July, **Jonnie Guerra**, CIC senior advisor for annual programs, assumed additional responsibilities as CIC senior advisor for the Ohio Consortium for Transfer Pathways to the Liberal Arts. The project focuses on easing the transfer of community college students into liberal arts programs at **Ohio Foundation of Independent Colleges** member institutions (see page 24). Guerra also was honored with a distinguished service award by the Emily Dickinson International Society during its 2021 Annual Meeting, held virtually in August.

In August, **Allison Blackburn** was promoted to CIC vice president for conferences. She joined CIC in October 2005 as director and became executive director of conferences in January 2018. In addition to contract negotiations and logistical management of CIC's conferences, Blackburn will now oversee CIC's relationships with sponsoring corporations and foundations to enhance sponsorship prospecting and recruiting initiatives.

In late September, **David Brailow**, CIC's vice president for development since August 2016, will retire from his position to serve as senior advisor. In this new role, he will focus on CIC's Crafting Democratic Futures project as well as supporting foundation and sponsor relations. **Samantha Sabalis**, formerly development officer at CIC, was promoted to director of development on July 1. She will lead CIC's foundation fundraising efforts, in collaboration with Marjorie Hass, beginning on October 1. **Alana K. Cassidy**, director of sponsorships, will lead CIC's sponsorship fundraising efforts, also in collaboration with Hass.

Kelsey A. Sherman Creech left CIC in early September after filling pivotal positions on the staff team for seven years. She most recently served as operations director, president's office and assistant secretary, Board of Directors; earlier she served as executive assistant to the president and assistant secretary of the Board of Directors, among other roles. She is now supporting the CEO of a majority woman-owned commercial real estate investment management firm.

Kathleen Smith was promoted to executive assistant to the president in September. In this role she will handle responsibilities for the president's office, serve as the primary liaison with the Board, and support CIC operations as well as the Online Course Sharing Consortium. Smith joined CIC as projects manager in August 2019.

After more than two years of successful service as CIC Vice President for Academic Programs, **Kerry Pannell** followed the call to return to campus and began her tenure as provost and vice president for academic affairs at **Presbyterian College** (SC) in June. CIC is completing the search for Pannell's successor. ☞



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INDEPENDENT

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LISTSERVS

CIC links a national network of people who lead and staff private colleges and universities. The free listservs are reserved exclusively for CIC member institutions. To join the discussion groups, visit www.cic.edu/Listservs.

Presidents: Open only to current presidents.

Chief Academic Officers: Open to chief academic officers, provosts, and those with similar rank.

Advancement: Open to development officers and staff.

Chairs: Open to department and division chairs.

Data: Open to anyone at CIC member institutions interested in discussing data and institutional research.

Deans: Open to deans, associate provosts, and other academic officers.

Enrollment: Open to chief enrollment management officers.

Finance: Open to chief financial officers.

NetVUE: Open to anyone at member institutions of CIC's Network for Vocation in Undergraduate Education (NetVUE).

Public Relations: Open to public relations officers and staff.

Presidential Assistant: Open to the presidential assistant.

Presidential Spouses: Open to spouses and partners of current presidents.

State Councils: Open to all staff at CIC State Council members.

Student Affairs: Open to student affairs officers and staff.

CIC-TEP: Open to Tuition Exchange Program liaisons.



The Council of Independent Colleges

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2021–2022 CALENDAR OF EVENTS

OCTOBER 8, 2021

**CIC Board of Directors
Executive Committee Meeting**
Washington, DC

OCTOBER 28–29, 2021

**NetVUE Regional Gathering
Hosted by Dominican
University**
River Forest, IL

NOVEMBER 5–7, 2021

**2021–2022 Senior Leadership
Academy Opening Seminar**
Louisville, KY

NOVEMBER 6, 2021

**Workshop for New Chief
Academic Officers**
Louisville, KY

NOVEMBER 6, 2021

**Workshop for CAOs in
Their Third or Fourth Year**
Louisville, KY



NOVEMBER 6–9, 2021

**Institute for Chief Academic
Officers, with Chief Student
Affairs and Chief Diversity
Officers**
Louisville, KY

NOVEMBER 18–19, 2021

**NetVUE Pre-Conference
Gathering at the American
Academy of Religion**
San Antonio, TX

JANUARY 3–4, 2022

New Presidents Program
(Including Spouses and
Partners of New Presidents)
Marco Island, FL

JANUARY 3–4, 2022

**Presidents Governance
Academy**
Marco Island, FL

JANUARY 4, 2022

**CIC Board of Directors
Meeting**
Marco Island, FL

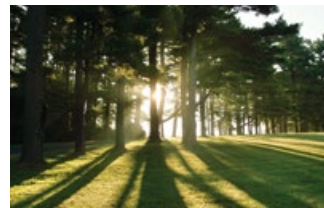


JANUARY 4–7, 2022

Presidents Institute
Marco Island, FL

FEBRUARY 21–22, 2022

**Presidential Vocation and
Institutional Mission Seminar**
Atlanta, GA



MARCH 24–26, 2022

NetVUE Conference
Dallas, TX

APRIL 7–9, 2022

**Workshop for Department
and Division Chairs**
Greenville, SC

APRIL 24–26, 2022

**State Councils Annual
Conference**
Austin, TX

APRIL 29–MAY 1, 2022

**Humanities Research for the
Public Good Closing Workshop**
Baltimore, MD

MAY 4–6, 2022

**Workshop for Department
and Division Chairs**
Pittsburgh, PA

MAY 24–26, 2022

**Workshop for Department
and Division Chairs**
Columbus, OH

JUNE 1–3, 2022

**NetVUE Gathering
Hosted by St. Norbert College**
DePere, WI

JUNE 7–9, 2022

**Workshop for Department
and Division Chairs**
Phoenix, AZ

JUNE 9–10, 2022

**CIC Board of Directors
Meeting**
Washington, DC



JUNE 19–24, 2022

**Teaching Interfaith
Understanding Seminar**
Chicago, IL