COLLECTIVE IMPACT

50 Years of Strategic Collaboration

University of Chicago
University of Illinois
Indiana University
University of Iowa
University of Michigan
Michigan State University
University of Minnesota
Northwestern University
Ohio State University
Pennsylvania State University
Purdue University
University of Wisconsin-Madison
Headquartered in the Midwest, the Committee on Institutional Cooperation (CIC) is a consortium of the Big Ten universities plus the University of Chicago. For half a century, these 12 world-class research institutions have advanced their academic missions, generated unique opportunities for students and faculty, and served the common good by sharing expertise, leveraging campus resources and collaborating on innovative programs.

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Fifty years ago, the presidents of America’s Big Ten Universities formally established a voluntary academic alliance—governed by the chief academic officers of each member university—that would enable them to leverage their considerable resources in research and teaching for the common good. Although they could not have known it at the time, their decision would set the standard for voluntary, academic collaboration among independent research universities.

Today, we live in a global, networked age. Leaders in higher education realize that no university can expect to achieve greatness standing alone. As the CIC marks its 50th anniversary, we want to celebrate the sustained, voluntary and deep levels of collaboration our member universities have achieved.

We are public and private universities with rural and urban foundations. Yet as premier research institutions we have found much common ground, and vast opportunities for collaboration. Our goal with this alliance has remained the same over all these years: help build each school’s unique strengths while finding more and better ways to share our collective assets. And although we have realized greater efficiencies and innovations in the past five decades, it is just the beginning of what we can accomplish together.

We invite you to learn more about our work in the pages of this anniversary publication.

Rodney A. Erickson  
Executive Vice President & Provost, Pennsylvania State University  
Chair, Committee on Institutional Cooperation

Barbara McFadden Allen  
Director, Committee on Institutional Cooperation

“Academic isolation has long been impractical; in today’s world, it is impossible. At a time when yesterday’s bright new fact becomes today’s doubt and tomorrow’s myth, no single institution has the resources in faculty or facilities to go it alone. A university must do more than just stand guard over the nation’s heritage, it must illuminate the present and help shape the future. This demands cooperation—not a diversity of weaknesses but a union of strengths.”

Herman B. Wells (1902-2000)  
President of Indiana University  
1938-1962. Leader behind the establishment of the CIC.
CIC TODAY: Building from Strength

For half a century, leaders of the CIC universities have wisely recognized that no single institution has sufficient faculty, funding or facilities to meet the escalating challenges of higher education.

The key strength of our coalition is that it leverages both investments and ideas. Our joint projects reflect an understanding that there is power in shared purpose and that, through aggregation of our resources, we can achieve far more than any one individual campus could ever hope to do. The efficacy of this approach can be seen in a growing array of transformative programs that expand educational opportunities, advance research, enhance efficiency, reduce costs, and amplify our impact in the wider world.

What Makes All of These Collaborative Achievements Possible? A Unified Vision, a Pragmatic Approach and a Long View.

All consortium projects are voluntary. However, CIC member universities share an expectation of cooperation and accountability. They also regard each other as peer institutions. Thus, despite important distinctions, great similarities at the graduate level and across research enterprises contribute to a collective sense of purpose. The resulting collaborations benefit all 12 member universities and serve the cause of American higher education in innumerable ways.

Creating Peerless Resources for Research and Instruction

The Shared Digital Repository (SDR): Building a Library Without Walls

Today, college and university libraries are struggling with questions of how best to increase access to their collections and, in so doing, ensure that American higher education remains strong and relevant. CIC libraries were among the first to recognize that digital conversion of print collections would be an essential element in maintaining the viability of their respective universities.

In 2006—despite daunting legal, technical, security, and information management challenges—the CIC library directors agreed on a preliminary set of principles for mass digitization of their collections. As a first step, they engaged in detailed discussions relating to copyright, best practices for preservation of print collections, strategies for securing digital content, support services for large digital repositories, and related topics. Then, acting on their vision, they co-invested nearly $6 million to build and support a shared digital repository—the first resource of its kind in higher education.

Upon completion, the SDR will provide students, faculty and staff with seamless, secure access to an online library containing digitized versions of legacy print collections. The SDR will also serve as a foundation for further collective development of strategies for archiving and disseminating other formats such as newspapers, maps, audio/video files, and other more obscure research materials. Content will be stored in a non-commercial format that can be accessed and archived to meet specific research needs. This collective project will not only benefit patrons by preserving and unifying the collections of all member libraries, but will also save millions of dollars in start-up and support costs.
The Google Book Search Project: Expanding Access to Vital Research Collections

In 2007, the consortium entered into an agreement with Google to digitize as many as 10 million volumes across all CIC library systems. This project represents one of the largest cooperative ventures of its kind in higher education; one that will enable CIC institutions to preserve a vast realm of legacy content and make that material available worldwide within just a few years.

Under the terms of this landmark agreement, Google will scan some of the most distinctive collections from CIC libraries and their 79 million volumes. The project will preserve richly diverse holdings that reflect each university’s unique history, geography, faculty interests, and student needs. These legacy collections are known to scholars worldwide, reflecting decades of careful investment and curation to build distinctive resources for research. Although in the past scholars might have traveled to gain access to these collections, the Google partnership promises to open up these resources to a much broader audience.

The Book Search Project is being aided and accelerated by a long tradition of CIC library resource sharing. That tradition began in the 1980s with efforts to build a shared digital card catalog and is now culminating in the creation of the shared digital repository, which will house Google content along with a wide array of other materials from all CIC library holdings.

“This shared repository will offer direct, digital access to the holdings of some of the world’s largest academic libraries. It will enable researchers to study an immense array of material, conduct customized searches, and, quite possibly, discover new information that was previously difficult or even impossible to access.”

E. Thomas Sullivan
Senior Vice President for Academic Affairs & Provost, University of Minnesota
Diversity Programs: Enriching the CIC Learning Community

As a direct outgrowth of its enduring commitment to student diversity and equal access to higher education, CIC has launched a number of programs that provide opportunities for underrepresented minority students and create a pipeline for future graduate students, faculty and professionals. Perhaps the best known of these initiatives is the Summer Research Opportunities Program (SROP), which has mentored over 10,000 students and won the prestigious Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring in 1999 from the White House.

SROP was piloted in the summer of 1986, a time when minority enrollment in graduate degree programs was dropping precipitously. The goal was to reverse this trend by providing opportunities for promising Black, Hispanic and Native American students to work on research projects under the close guidance and direct supervision of faculty and graduate student mentors.

During that first summer, the program attracted 99 undergraduate students from 11 CIC campuses. Each of the students was paired with a faculty mentor from one of 40 different fields of study. By summer’s end, an astounding 90% of participants reported that they planned to attend graduate school. Today, over 600 students participate in the SROP each year and the program consistently earns high praise from both students and their mentors.
AESOP: Training the Global Citizens and Scholars of Tomorrow

The world is growing smaller every day. Advances in technology have made distance irrelevant. National economies are driven by global markets and global competition. The environmental decisions of one country impact ecosystems on every continent. As the forces of internationalization increase and intensify, the challenge to American colleges and universities is clear. We must prepare students to function as world citizens and world leaders.

In 1996, CIC universities launched a unique collaboration designed to dramatically increase opportunities for global learning by opening their study abroad programs to all member campuses. Today, through the Alliance for Expanded Study in Overseas Programs (AESOP), students are able to participate in more than 100 programs based in 29 countries on six continents. In addition, the consortium offers five collaborative study abroad programs of its own, including summer and fall learning experiences in Quebec, the Dominican Republic and Mexico.

Leveraging Academic Resources to Benefit Students

CIC institutions have a long tradition of sharing faculty expertise by making excess capacity in specialized classes available to students from member universities. In 2006, the CIC Deans of Arts and Sciences took this concept to the next level by launching CourseShare, an ambitious and visionary pilot program that offered distance-learning courses to students at all CIC campuses. The response was so positive that, in the fall of 2007, CourseShare expanded its offerings to 18 courses in linguistics, chemical informatics, American Indian studies, Asian American studies, phonological disorders, and a wide array of less commonly taught languages. Demand continues.
“Faculty, staff and students all benefit from the multi-institutional programs. We offer everything from courses in less commonly taught languages to study abroad programs, and from research opportunities to professional development.”

Kim Wilcox
Provost & Vice President for Academic Affairs, Michigan State University

CIC TODAY: Building from Strength
to grow, and plans are underway to extend the CourseShare model to faculty and students across the universities as a whole.

The benefits are significant. Campuses are able to retain specialized courses while broadening their departmental offerings. Faculty have access to the best students from all campuses as well as a network of CIC colleagues. Students have the opportunity to enroll in one-of-a-kind courses.

In much the same way, CIC has helped researchers in small scholarship areas build broad communities. Faculty members specializing in American Indian or Asian American Studies, for instance, might number in the single digits on any one campus. But through CIC collaborations, more than 300 faculty and graduate students across the 12 universities have connected to create thriving virtual programs.

The Traveling Scholar Program: “Sabbaticals” for Doctoral Students

Launched in 1963, the Traveling Scholar Program (TSP) is one of CIC’s earliest and most successful initiatives. Each year since its inception, the program has made it possible for approximately 200 doctoral students to spend up to a full academic year pursuing specialized courses of study, researching unique library collections, and working in advanced laboratories and facilities at other CIC institutions—with no change in registration procedures from their home university and no additional tuition payments or fees. The application process is centralized.

To date, more than 5,600 doctoral candidates have participated in the program. Summer is typically the most popular time for TSP. Many students use the summer term to take courses at CIC member universities or to learn less commonly taught languages, often in conjunction with CIC’s Foreign Language Enhancement Program.
Information technology has never been more important to the future of higher education. Faculty depend on high-speed, connectivity enriched networks as a means of accessing information, sharing knowledge, managing data, and supplementing classroom learning. Students rely on that same technology for online courses, research materials and access to university resources. In fact, virtually every academic function depends to some degree on information technology.

For that reason, the chief information officers (CIOs) of CIC member universities have made it their priority to build IT capacity while reducing costs. One outstanding example is OmniPoP—a network collaboration that connects CIC universities to each other and to research “hubs” worldwide. The ultra high-speed broadband network was made possible by CIC’s 2004 purchase of fiber optic technology in Chicago that connected the regional networks owned by its member schools.

In 2007, OmniPoP became an Internet2 connector, making CIC universities an integral part of the newest, fastest, most robust version of the web. Thanks to its huge bandwidth capacity, OmniPoP will give researchers and educators powerful new tools for exploring, discovering, collaborating, and innovating. Advanced security protocols now under development will assure that users enjoy easy, immediate, fully protected access to resources at all CIC institutions.

In addition to providing state-of-the-art capacity for communications and IT support services, this collective purchase enabled the consortium to save $25 million initially, with additional projected annual savings of $600,000 per university.
CIC TODAY: Building from Strength

Professional Development Programs: Cultivating Talent, Introducing New Skill Sets

In order to remain viable and competitive, universities must continually invest in their faculty and staff—providing programs that build leadership ability. By leveraging resources and culling the expertise of its member institutions, CIC is able to offer professional development opportunities that are both relevant and highly effective.

One of the most successful CIC leadership initiatives is the Academic Leadership Program (ALP). Established in 1987, this intensive professional development experience develops the leadership and managerial skills of faculty who have demonstrated exceptional ability and administrative promise. Many of the program’s 960 Fellows have gone on to serve with distinction as college provosts, presidents and deans.

Since 1997, more than 450 department heads and chairs from across CIC have benefited from Departmental Executive Officer (DEO) Seminars. Topics at this annual three-day training event range from conflict resolution and time management to faculty development, performance evaluations and group problem solving. The DEO program consistently generates positive feedback and high ratings, especially among newly appointed department heads.

CIC’s commitment to professional development extends to university staff members as well. One example is the biennial TechForum, a professional development seminar for IT staff members with leadership potential. This popular event, which is hosted by the chief information officers of member universities and typically draws as many as 200 participants, presents a broad overview of emerging issues and challenges in the world of campus information technology.
The Purchasing Consortium:
Collaborating for Maximum Cost Efficiency

In 1998, CIC formed what has become a remarkably effective Purchasing Consortium for commodities and services. By joining forces, member institutions are able to negotiate better terms and gain significant price advantages on products with relatively high margins. To date, CIC institutions have saved more than $19 million. That amount includes:

- A 45 percent cost reduction on Cisco® routers, used in every campus network, with estimated total savings of $1,947,000.

- Single-university savings of as much as $500,000 per quarter on research and laboratory supplies.

- Aggregate savings of $3.89 million in fiscal year 2005 for office supplies, scientific supplies, A/V tapes, anti-virus software, networking equipment, copy paper, background check services, and underwriters insurance.

- Expanding into purchasing other non-traditional services such as customs brokerage of international purchases and identification of women- and minority-owned businesses.

“The CIC has saved its members more than $19 million through collaborative purchasing. The bottom line is this: we are able to save more, do more and offer more by working together.”

Teresa A. Sullivan
Provost & Executive Vice President for Academic Affairs,
University of Michigan
What’s next for the CIC? How will this remarkable consortium build on its past success to make an even greater impact in the decades to come? What are the most fruitful areas for future collaborative efforts? What can we accomplish together that we could not even dream of as individual institutions? And where are the key strategic opportunities?

Through formal planning sessions and informal discussions, CIC is identifying the next great challenges in higher education and preparing to meet them with collective resolve and resourcefulness. Leaders from our member universities are exploring ways to promote greater engagement in science and engineering among today’s college students. We are considering how to create deeper levels of digital access and more effective protocols for sharing research data sets. We are also looking beyond our campus walls, examining regional concerns about how best to drive economic development and improve quality of life in the nation’s Midwest.
Thinking forward, we have identified a set of key opportunities, many of which build on CIC achievements of the past 50 years. Specifically, we envision:

- Using the OmniPoP high-capacity network and CIC’s superb information technology infrastructure as a springboard for unique, large-scale research collaborations.

- Expanding CourseShare to create a virtual “super-university,” a space in which students can enter new realms of knowledge and learn from faculty and peers at other CIC universities.

- Growing our shared digital repository in strategic ways, with the goal of providing students, faculty and staff with 24/7 access to digital, video and other resources at all CIC universities.

- Protecting our campuses from potential IT security breaches through collaborative research and deployment of advanced technologies that assure system integrity, operational continuity and prompt disaster recovery.

- Focusing on ways to expand our educational reach around the globe—through distance learning and state-of-the-art networking capabilities.

- Continuing to reduce operating costs for member universities through cooperative large-scale purchases of products and services.

- Increasing collaboration for international and study abroad programs to provide more students with more opportunities.

- Creating and coordinating opportunities for CIC members to shape regional and national debates on the future of research universities.

- Enabling cross-fertilization of scholarship and research through more and larger collaborations among students and faculty in American Indian studies, Asian American studies and other specialized areas.

- Enriching our learning communities by making graduate programs more accessible to students from diverse backgrounds.

Above all, CIC will continue to fulfill its mission with steadfast purpose. We will share our expertise, resources and intellectual capital. We will innovate. We will leverage our strengths. We will continue to honor and preserve the unique identities of each member university. We will strengthen the fabric of trust that empowers honest, open collaboration. And in the process, we will make significant contributions not only to our member institutions, but to all of American higher education.

“Our universities have found a unique balance of collaboration and competition. We compete for the best faculty, students, and even research funding, while collaborating in a variety of ways as united and effective partners.”

Patrick Farrell
Provost & Vice Chancellor
for Academic Affairs, University of Wisconsin – Madison
Statistics certainly can’t provide a complete picture of CIC. But they do convey a great deal about the combined strength of our member universities.

Faculty, students, employees, research dollars, graduate programs, degrees granted, library holdings, capital expenditures… By every metric used to gauge academic excellence, CIC institutions are notable among their peers. It is these collective resources—powered by a collaborative spirit, creative thinking and shared goals—that have enabled the consortium to exert a powerful and enduring influence on higher education.

CIC Universities—2006–07 Academic Year Statistics

HUMAN CAPITAL
Faculty (full- and part-time) 49,599
Students (undergraduate, graduate, and professional) 385,000
Full-time Employees 142,410

RESEARCH & DEVELOPMENT EXPENDITURES
Total R&D $6 billion
Federally funded $3.5 billion

DOCTORAL DEGREES AWARDED (U.S.)
Total # of doctoral degrees awarded by CIC institutions 6,532
CIC percentage of all doctoral degrees granted in U.S. 14.5%
CIC percentage of all engineering doctoral degrees granted in U.S. 20%
CIC percentage of all agricultural doctoral degrees granted in U.S. 25%

DOCTORAL PROGRAMS
Areas of study 147

LANGUAGES
Number of languages taught 100+

STUDY ABROAD PROGRAMS
Total # of CIC programs in over 100 countries 1,000+

LIBRARIES
Volumes 79 million
Total library expenditures in 2006-07 $401 million
Collaborative electronic licensing savings $2.5 million

EXPENDITURES
Goods and services purchased annually $7.5 billion

ANNUAL SAVINGS REALIZED
Consortial purchasing $2.7 million

“The story of how these fiercely independent research universities came to establish a tradition of inter-institutional cooperation that supplanted generations of rivalry is perhaps unique in the annals of American higher education.”

Excerpt from a 20-year report issued in 1978 by CIC
CIC Milestones

1957 — The Council of Ten votes to establish CIC as a voluntary academic consortium governed by the chief academic officers of each member university.

1958 — CIC holds its first official meeting and issues an invitation to the University of Chicago to join the coalition.

1963 — Launch of the Traveling Scholars Program, an initiative that enables doctoral-level students to spend up to a year working at other CIC universities.

1975 — CIC introduces the Midwest Program for Minorities in Engineering to help prepare minority high school students for coursework and careers in engineering. Similar programs are soon added for the social sciences and humanities.

1986 — CIC pilots the Summer Research Opportunities Program (SROP), designed to reverse graduate program enrollment declines among minority students.

1987 — The first Foreign Language Enhancement Program (FLEP) scholarships are awarded for summer programs in Arabic, Chinese and other less commonly taught languages.

1987 — Launched Academic Leadership Program (ALP).

1990 — Pennsylvania State University joins CIC as its 12th member.

1994 — The Center for Library Initiatives is launched.

1996 — Through the Alliance for Expanded Study in Overseas Programs (AESOP), CIC universities begin “sharing” available spaces in study abroad programs.

1998 — Campus directors of purchasing establish the CIC Purchasing Consortium.

1999 — CIC receives a Presidential Mentoring Award from President Bill Clinton for the Summer Research Opportunity Program.

2004 — A joint 20-year purchase of fiber optic network technology results in OmniPoP – connecting member universities together by an ultra high-speed network.

2006 — CourseShare is piloted by the deans of Arts and Sciences, giving students video and internet-based access to classes at all CIC universities.

2006 — CIC Library Directors co-invest nearly $6 million to build and support a shared digital repository that will provide secure yet open access to their vast holdings.

2007 — Work begins on the CIC/Google Book Search Project, a collective agreement to digitize the most distinctive legacy collections across all CIC libraries—as many as 10 million volumes in all.

2008 — CIC receives the “Leveraging Excellence” Award from the National Consortium for Continuous Improvement in High Education (NCCI).
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