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Spring 1991

The Academic Workplace (Spring/Summer 1991): Stalking the People's Schools: The Roots and Harvest of the Comprehensive Sector

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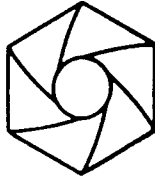
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The Academic Workplace

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Mary-Beth McGee, Editor

A Letter from the Director:

You don't have to be from Massachusetts and from an embattled public university to feel the financial pinch these days. *The Chronicle of Higher Education* -- as well as the *Boston Globe* -- is carrying news of enrollment shortfalls and sacked administrators. It is clear that higher education, like other industries, will have to live with a lower rate of growth, no growth, and even contraction in the years ahead. But the way colleges and universities go about their business was laid down in times of expansion. It will be most difficult for colleges and universities -- notoriously slow-moving creatures that they are -- to shift from a culture of plenty to one of scarcity.

The temptation, of course, is to return to an earlier, presumably simpler time. Institutions under stress, like individuals, are bound to feel a strong pull from earlier stages in their development. We may find ourselves longing to go back to the time when students were more serious, when the faculty spoke the same language, when things were just less *complicated*.

I have been watching with no little amazement the "politically correct" thinking, which provides the symbolic justification for regression in a time of competition for scarce resources. Is there a struggle over whom to hire in the one open faculty line? Accuse affirmative action of being a coercive policy. Do some faculty members assert that the required readings for general education courses reflect the experience of European white men? Defend Western civilization as if it were under attack from barbarians. Do some students need extra help to get through college? Define the problem as one of moral virtue and focus attention on the students who can handle the curriculum without extra help.

Cutbacks have been disproportionately borne by poor students and poor institutions and

by the women and minorities who have only recently been appointed to faculty and senior administrative positions. They are the inadvertent victims of the regressive urge. It will take great maturity on the part of faculty members and administrators, boards of trustees, and policymakers to resist regressive solutions to fiscal problems.

The immigrants, poor people, women, and blacks formerly excluded by colleges and universities were granted access to higher education in the last few decades. As the feature article in this issue of *The Academic Workplace* demonstrates, comprehensive colleges and universities have long carried the responsibility of educating ordinary Americans. Dorothy Finnegan tracks the origins of the almost 600 such institutions in the United States today. They expressed the needs of native and immigrant populations in the nineteenth century through the YMCA, Catholic seminaries, normal schools, academies, Protestant schools, manual labor schools, and schools for blacks and women.

As always, the Resource Center is concerned about the range of colleges and universities that comprise the rich heritage of American higher education. Our various think tanks bring together people from public and private, elite and nonelite, research-oriented and teaching institutions. Our research and assistance focus on questions that face the faculty, administrators, and staff who work in colleges and universities -- how they experience their institutions, how they learn to do their work, how they continue learning, what contributions they can make to the larger society.

We have had a busy year and look forward to a more reflective time this summer. We hope you do the same.

Zelda F. Gamson

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Current Research Projects

The General Education Project

The New England Resource Center for Higher Education received a three-year grant from the Exxon Education Foundation to study how two- and four-year colleges and universities implement changes in their general education programs. Until now, team members have focused their attention on four-year institutions. Telephone surveys to comprehensive, doctoral-granting, and liberal arts institutions in New England have been completed and are being analyzed. The results provide fresh data on the process of change in these types of institutions. Project Director Sandra Kanter and Research Associates Howard London, Jana Nidiffer, Lisa Noble, and Robert Ross have also made site visits to a small number of four-year institutions that have introduced significant changes in general education.

Although the research is not yet complete, dissemination of tentative findings has begun. Based upon the results of the first year of research, Sandra Kanter wrote a case study about curriculum change at "Weservall University," a fictitious comprehensive New England university. An article based on the first year of research is available as Working Paper #5, *Implementing General Education: Initial Findings*, and will be published in an upcoming issue of the *Journal of General Education*. Team members have given presentations at a number of conferences sponsored by the Council of Colleges of Arts and Sciences, the Association of American Colleges, and the American Association for Higher Education.

Faculty Labor Market Project

The Resource Center is in the second year of a study of how New England's colleges and universities are contending with potential faculty shortages. Funded by the Pew Charitable Trusts and the Andrew W.

Mellon Foundation, a team of researchers has been conducting fieldwork at three universities and one college in New England concerning their recruitment and promotion of faculty, as well as their future plans for faculty. The researchers are concentrating on English, mathematics, business, education, and a variable fifth department in each of the four institutions. They have completed 150 interviews with senior administrators, chairs of search committees and promotion and tenure committees, tenured and untenured faculty, adjunct faculty, retirees, and former faculty. Zelda Gamson and Ted I. K. Youn of Boston College, who codirects the project, continue to work closely with team members Dorothy Finnegan and Robert Ross in the analysis phase of the study. They have periodically been assisted by Jan Civian, Sharon McDade, and Donna Schroth.

Results of systematic coding and text analysis will not be available for several months, but members of the team have already written several related papers, all of which are available as Working Papers from the Resource Center: *Assessing Faculty Shortages in Comprehensive Colleges and Universities*, by Gamson, Finnegan, and Youn (Working Paper #2); *The Sociology of Academic Careers and Academic Labor Markets*, by Youn (Working Paper #3); and *Opportunity Knocked: The Origins of Contemporary Comprehensive Colleges and Universities*, by Finnegan (Working Paper #6), which is excerpted in this issue of *The Academic Workplace*. (See list of Working Papers on page 13).

Additional Working Papers related to the Faculty Labor Market Project will be issued on faculty characteristics in comprehensive colleges and universities, based on several national databases, and on the development of comprehensives beyond the period covered by Finnegan.

Minority Faculty Project

Results from a survey of Massachusetts colleges and universities on the status of black and Hispanic faculty are available in a report by Sandra E. Elman. *The Status of Black and Hispanic Faculty in Massachusetts College and Universities*, Working Paper #7 in the series distributed by the Resource Center, records the distribution of black and Hispanic faculty in seventy-two institutions that responded to a questionnaire sent in the winter of 1990. The study, funded by The Education Resources Institute (TERI), discusses the representation of black and Hispanic faculty in public and private universities and colleges and in various categories of institutions, such as liberal arts colleges and doctoral-granting universities. It also examines differences in the population of minority faculty in a variety of disciplines. The report describes what institutions have done, and intend to do, to recruit more minority faculty. Finally, it draws helpful policy implications from the study, which apply to the range of colleges and universities in New England and other regions.

News from the Think Tanks

New England Student Affairs Think Tank

The Student Affairs Think Tank has been meeting five times a year for three years. The members for 1990-1991 are: Larry Benedict, Vice President for Student Affairs at the University of Southern Maine; Manuel Carreiro, Dean of Students at Quinnipiac College; Cynthia Forrest, Dean of Students at Framingham State College; Zelda Gamson, Director of the New England Resource Center for Higher Education at the University of Massachusetts at Boston; Richard Hage, Dean of Student Affairs, Plymouth State College; Karen Haskell, Dean of Students at Roger Williams College; M. Ben Hogan, Dean of Student Affairs, Dean Junior College; Hollie Ingraham, Director

of Student Life, University of Maine at Farmington; Wendell Norman Johnson, Dean of Students at Boston University; Bobbie Knable, Dean of Students at Tufts University; Joan Apple Lemoine, Dean of Student Affairs, Western Connecticut State University; Ernest Lynton, Senior Associate, New England Resource Center for Higher Education at the University of Massachusetts at Boston; James Morris, Associate Vice Chancellor for Student Affairs, University of Massachusetts at Boston; Sheila Murphy, Dean of Students, Mount Holyoke College; Elizabeth Rawlins, Associate Dean of the College, Simmons College; Robert Sherwood, Dean of Student Development, Boston College; Nancy Stoll, Dean of Students, Suffolk University; Joseph Tolliver, Dean of Student Life, Connecticut College; and Trey Williams, Dean of Students at Hampshire College.

This year, the Student Affairs Think Tank discussed Ernest Boyer's report, *Campus Life: In Search of Community*, in light of their efforts to deal with unruly students and diverse student bodies. In the course of their discussion, they came to recognize that higher education -- student affairs in particular -- is being pressed to deal with social problems of alcohol and drug abuse, family instability, and conflicts over race and gender. They have talked about the policy implications and practical means of developing standards of civility on their campuses. And they have turned inward to think collectively about their own work as student affairs administrators -- how they learned to do their jobs, how they continue to learn, how they cope with everyday stress and pressures.

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Academic Affairs Round Table

The Academic Affairs Round Table -- chief academic officers of colleges and universities throughout New England -- continues to meet two to three times a semester at UMass/Boston. The group meets for a Dutch-treat dinner and informal socializing on Thursday evenings and devotes Friday mornings to one principal topic set at a previous meeting. The members include: John Bardo, Vice President for Academic Affairs, Bridgewater State College; Ronald Cohen, Dean of Faculty, Bennington College; Joanne Creighton, Vice President for Academic Affairs, Wesleyan University; John Deegan, Jr., Provost and Vice President for Academic Affairs at the University of Southern Maine; Walter Eggers, Vice President for Academic Affairs at the University of New Hampshire; Sandra Elman, Assistant Director, New England Association of Schools and Colleges; Zelda Gamson, Director, New England Resource Center for Higher Education at the University of Massachusetts at Boston; David Gitlitz, Provost, University of Rhode Island; Penina Glazer, Dean of Faculty at Hampshire College; Hannah Goldberg, Provost and Vice President for Academic Affairs, Wheaton College; Robert Hahn, Vice President for Academic Affairs, Trinity College; William Lopes, Senior Vice President for Academic Affairs, Westfield State College; Ernest Lynton, Commonwealth Professor, New England Resource Center for Higher Education at the University of Massachusetts at Boston; James Martin, Vice President for Academic Affairs, Mount Ida College; John McCardell, Provost and Vice President for Academic Affairs, Middlebury College; Michael Morris, Dean of Arts and Sciences, University of New England; Barbara Murphy, Academic Dean, Community College of Vermont; Cynthia Pace, Vice President and Dean of Instruction, Waterbury State Technical College; Richard Pattenaude, Vice

President for Academic Affairs, Central Connecticut State University; Robert Silvestre, Vice President for Academic Affairs, Community College of Rhode Island; James Yess, Dean of Academic Affairs, Massasoit Community College; and Leverett Zompa, Provost, University of Massachusetts at Boston.

Associate Deans Group

The Associate Deans Group has been meeting twice a semester since June 1989 to discuss issues that concern them as professional administrators. Though they represent a range of institutions and each has somewhat different responsibilities, they have found a remarkable sense of compatibility. Caught in the middle between policymakers and the students who must live with the consequences of policies, divided between the conflicting loyalties generated by sympathy for faculty (which many once were or still are) and the exigencies of administrative expectations, the members of this group have expressed a keen sense of what it means to be "middle management." They have been able to assist one other by exchanging insights and creative solutions to perplexing problems on their home campuses and have discussed advising, admissions standards, freshman year programs, new technologies, administrative sabbaticals, and orientation programs.

Members include: Dorothea Alexander, Assistant Dean, North Shore Community College; Thomas Brooks, Dean of Academic Advising, Wheaton College; Jeanne Dillon, Associate Dean, Tufts University; Zelda Gamson, Director, New England Resource Center for Higher Education at the University of Massachusetts at Boston; Carol Green, Associate Dean, Boston College; Greg Hall, Assistant Dean, Bentley College; James Kee, Associate Dean, College of the Holy Cross; Milton Kornfeld, Associate Dean, Brandeis University;

Lanny Kutakoff, Freshman Dean, Pine Manor College; Ernest Lynton, Senior Associate, New England Resource Center for Higher Education at the University of Massachusetts at Boston; Victoria McGillin, Associate Dean, Clark University; Lois Nunez, Associate Dean, Boston University; Sister Mary Daniel O'Keefe, O.P., Associate Dean, Boston College; Judith Sanford-Harris, Assistant Dean, Bunker Hill Community College; and Jean Woodbury, Associate Dean, Framingham State College. Milton Kornfeld chairs the Associate Deans Group.

Higher Education Research Seminar

The Higher Education Research Seminar has been meeting seven times a year for almost two years. Its 1990-1991 roster is composed of a cross-section of researchers, policy analysts, and practitioners with a scholarly interest in higher education as a field of study. Seminar members take turns leading discussion on a variety of prepared topics, with accompanying reading. This year the subjects and presenters included: the implementation of general education through the use of a composite case study written by Sandra Kanter of UMass/Boston; gender differences in a longitudinal study of high school valedictorians based on research carried out by Karen Arnold of Boston College; a longitudinal study of the retention of Boston Public School graduates in Boston area colleges and universities conducted by Peter Langer of UMass/Boston; a report on stages in the development of academic computing by Greg Jackson of MIT; and a free-for-all on "political correctness" and its media discourse led by Karen Harbeck, an attorney and freelance anthropologist, and Howard Cohen of UMass/Boston.

**Stalking the People's Schools:
The Roots and Harvest of the
Comprehensive Sector**
Dorothy E. Finnegan

Throughout its history, the United States has welcomed one generation after another of immigrants. Some came by choice; others were coerced by slavery or impelled by economic, religious, and political hardship to leave their native land. From the middle of the nineteenth century to the middle of the twentieth, America promised a better life than the one they left behind. At first, the realization of that promise arose from land and jobs. Once basic economic needs were satisfied, education and religion became central to new Americans. In the nineteenth century, higher education was an exclusive domain training men for the ministry, law, and medicine. Its secret passwords were Latin and Greek; for those who did not have access to these keys by virtue of their gender, race, or religion, education was closed.

*The story of contemporary
comprehensive colleges and universities is
a counterpoint to the exclusivity of
nineteenth-century American education.*

It is a tale of access, a chronicle for people who, when they were blocked from participation in the bounty of the country, created their own institutions. Neither rebellious nor militant, they were not necessarily interested in supplanting the professionals being educated in the established colleges. The sectarian colleges and YMCA centers they founded perpetuated their ideals while offering their adherents a means to realize their hopes. Civic-oriented institutions, such as

normal schools, prepared students for vocations useful to the community, providing the expertise vital to an emerging middle class. The programs of study and resulting occupations, taking their cue from the leadership of the professions and the elite institutions, applied the direction and authority of their guides.

The access offered by these institutions afforded students, white and black, male and female, many of whom were no more than one generation removed from the land, the means to climb the social mobility ladder. The access additionally extended the democratic ideal to education. In the aggregate, these places of learning disregarded class, gender, and ethnicity and permitted the free expression of religious beliefs. As institutions outside the mainstream, driven by their specialized mission, they progressed through a period of establishing legitimacy, especially with regard to accreditation criteria. The process standardized their structures, faculty, and curricula and, in many cases, their missions.

The Comprehensives Today

This account of the modern comprehensives is less than complete. Comprehensive colleges and universities, as the middle sector of the institutional continuum, often leave with some ambiguity organizational analysts as they attempt to define their boundaries. The very term implies the difficulty involved in defining the stratum. Therefore, comprehensives are often distinguished in the literature by what they are *not*: they are not research facilities, not liberal arts institutions, not community colleges (Birnbaum 1985). This less precise tone pervades much of the writing about the sector. For example, comprehensives have an "unsettled quality" (Kerr 1969) as an "ugly duckling" in higher education (Wong 1979), implying that they are by-

products of other historical events in higher education: they are characterized by a "general dilution" (Clark 1987) "with too few parades to march" (Riesman 1974), pointing to a relatively weak institutional culture that does not stand strongly on its own.

A few writers, however, describe the comprehensive sector in more positive terms, drawing especially on egalitarian values in American higher education. Harclerod and Ostar (1987) emphasize the contributions of state colleges to increasing access to higher education in general and to professional education in particular. Similarly, Dunham (1969) portrays the public institutions within the sector as serving a neglected but increasingly important population by referring to them as "Colleges for the Forgotten Americans." Lynton and Elman (1987) point to the contributions of regional, especially urban, universities to the application of knowledge and the preparation of professionals committed to solving societal problems.

Comprehensive institutions share similarities not only in their origins within their own contemporary classification but also with colleges that fall into other Carnegie classifications. Further confusing the issue, prior to the early 1970s, scholars and authors of government reports divided American institutions into four categories: universities, four-year colleges, two-year colleges, and others, which translated to professional schools, such as medicine and law.

In 1972, the Carnegie Foundation for the Advancement of Teaching devised an authoritative typology of American postsecondary institutions. The comprehensive sector has been defined as one of nine categories in the classification scheme. Using survey data from the Department of Education's Higher Education General Information Surveys (HEGIS), the National Science Foundation, the Higher Education Research Institute, and the 1987 Higher

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Education Directory, the most recent Carnegie Classification (1987) groups colleges and universities according to the types and number of degrees offered. Further distinctions are made according to the amount of research support from the federal government, the number of degrees conferred annually, and admissions selectivity. The Carnegie Classification divides public and private comprehensive institutions into two categories, differentially based on enrollment size, yielding a total of 595.

Beyond the traits identified by the Carnegie Classification, does the sector exist? Do these institutions share significant traits that form a nonartificial sector of American higher education?

Have these institutions merely intersected at a point in time and place or have they been developing along parallel lines through history? Since their membership in the comprehensive category is contemporary, a retrospective analysis of their institutional organization and objectives could provide a more accurate contemporary perspective.

The demonstration of common traits in founding goals and objectives could lead to a more productive examination of organizational responses to a changing environment. One must grasp the nature of the various splices to better understand the current structure and fruits of this hybrid sector, if it is a hybrid.

The Comprehensives Yesterday

In my study of the origins of comprehensive universities, I ask three central questions: (1) Why did certain historical types originate? (2) Once formed, how did these types compare in organizational structure and purpose? (3) How did they compare in their interaction with the social environment and the American system of education? The study

defines a variety of historical types that emerge at various points during the past two hundred years. The common institutional nature within each historical type is discussed within the context of the nature of the organization or movement that produced the type. Institutions are founded by people -- in most cases within this story by members of organizations or social movements that recognized a specific need unmet by existing forms of American higher education.

How does one analyze a group of colleges retrospectively? My method was first to identify the founding organization and charter dates of each of the 595 comprehensive institutions. The date of the first conferral of the baccalaureate degree, enrollments at various points, and changes in name and control were also noted. As I extracted the data from *American Universities and Colleges* and *The College Blue Book*, subgroupings became apparent within both the private and public institutional sectors. Once I determined the subcategories, the research entailed surveying the literature, both contemporary and historical, to uncover the founding intentions, missions, functions, curricula, and organizational patterns within each major educational trend discussed. With a few exceptions, my analysis relies primarily on secondary sources. I made attempts to locate nonacademic sources, such as government reports and summaries, that analyzed and summarized the state of the institutions at various periods throughout their existence.

Three Species in the Comprehensive Sector

The intention of the original missions and organizational forms of contemporary institutions may be categorized in one of three ways: (1) They served an explicit population of students; (2) They specialized in a certain curriculum, producing graduates for a specific vocation; or (3) Combining the two, they

provided a specialized curriculum to a particular group with limited access to mainstream American higher education.

Slightly more than half of the existing 595 comprehensive colleges and universities are controlled by the states and a few municipalities. The need to educate teachers for increasingly popular and eventually legislated primary and secondary education led to the founding of the institutions within the categories of normal schools and teachers colleges. The requisite to train technicians and professionals in applied occupations developed by the industrial and technological revolution demanded the creation and extension of institutions that disseminated applied rather than created knowledge. Extension centers and two-year colleges that evolved into comprehensive four-year institutions and fully constituted state colleges and universities served these functions.

Many of the land grant and agricultural, mechanical, and technical institutions were established in an effort to provide equality in educational opportunity to African-Americans.

While these institutions afforded access to higher education, they initially determined the boundaries of that admittance to technical vocations.

Privately controlled comprehensive colleges and universities were initially established by urban and sectarian constituencies for instrumental functions. Concerned about the secular nature of public colleges, Protestant denominations and Roman Catholic dioceses and religious associations founded over two hundred private institutions that are now classified as comprehensive. The original missions run the gamut of liberal arts and two-year colleges to academies, Bible colleges, and theological training centers.

During the last years of the nineteenth century, a plethora of semiautonomous urban centers of the Young Men's Christian Association (YMCA) initiated an entirely new and eclectic institutional mission by offering courses for the citizens of their cities. At least eleven universities credit their origins to the YMCA movement. Finally, some civic-minded entrepreneurs founded independent colleges and universities to provide primarily specialized technical and applied education to local citizens.

Dorothy E. Finngan is currently a doctoral candidate in the Higher Education Program at Penn State University and a Research Associate of the New England Resource Center for Higher Education.

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V. S. HIXSON

VIVIAN SKIFF

"What this department needs is higher morale. What I mean is
that all those egocentric prima donnas have got to stop
being so negative about each other."



Uncapping Faculty Retirement Age
Craig E. Daniels
Janet D. Daniels

The following is a version of an article by
the authors that appeared in the
September/October 1990 issue of *AGB
Reports*.

During the 1940s and 1950s, retirement at
age sixty-five became an accepted
American norm. With the start of the
1960s, however, a graying population led
to both earlier and later retirement.
Earlier retirement became more common
in the 1980s. By 1985 the median
American retirement age had fallen to
sixty-two and is continuing to drop. At the
same time, retirement is being delayed
among some groups because of better
health, inflation, and federal legislation.

More than most groups, college
faculty are part of this delayed retirement
trend. A 1989 TIAA-CREF study of
employed policyholders over age fifty-five
showed that 28 percent of them expected
to retire at age seventy or older.

Effects of Uncapping

After December 31, 1993, faculty may not
be forced to retire on the basis of age.
Two major worries about uncapping
faculty retirement concern:

- the allocation of resources --
concerns that senior faculty members, who
frequently control and receive a
disproportionate share of limited
resources, will continue to do so.
- reduced performance --
concerns that some senior faculty have
become liabilities in the classroom, are
publishing little, or are working in areas
that are unappealing to students and
funding agencies.

Possible solutions include better
ways of allocating faculty resources, more
effective professional development for
senior faculty, and incentives for
retirement. Below we summarize some of

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Conferences and Workshops

On March 8, the New England Resource Center for Higher Education held the second of two workshops on *Ethical Issues in a Time of Change and Diversity*. The first, which took place last October, was entitled "Free Speech and Its Limitations" and dealt with issues of verbal harassment. Bobbie Knable, Dean of Students at Tufts University, discussed the rise of overt and covert incidents of bigotry toward minorities on campuses and cited a number of recent examples. Gregory Spence, general counsel at Brandeis University, provided an overview of recent attempts at Stanford, Michigan, and other institutions to develop policies to curb such harassment. He also discussed the legal issues involved in conflicts between civil rights and civil liberties. Both presentations were followed by lively discussions in which many participants described occurrences and policies on their own campuses.

The second workshop, "Community and Diversity," focused on institutional adaptations to the growing diversity of the student body. Dean Knable spoke about the continuing need to bring about such changes. Professors Estelle Disch of the Sociology Department and Esther Kingston-Mann of the History Department, both at UMass/Boston, opened the discussion of possible actions to be taken. Professor Disch described her own diversity awareness workshops, and Professor Kingston-Mann analyzed the grassroots effort she had led on campus to build broad student and faculty understanding of the need for required courses dealing with diversity. The topic was then pursued in small discussion sessions.

The workshops were arranged by the Division of Continuing Education at UMass/Boston and moderated by Ernest Lynton, Senior Associate at the New England Resource Center for Higher Education. Presenters have been invited to hold day-long workshops, combining the two topics, at one college in northern Maine and one in New Hampshire.

The Resource Center is planning additional workshops on current topics during the next academic year as part of its program of professional development for faculty and academic administrators. If you would like to be notified of future events, have suggestions for topics, or want to explore the scheduling of a workshop on your campus, please call Ernest Lynton at (617) 287-7740.

Interstate Interchange

Massachusetts Bay Community College has launched *The Educational Forum*, a new journal of teaching, learning, and professional development. The first issue contains articles on better ways to teach college reading and writing and on collaboration in teaching and learning contributed by faculty, professional staff, administrators, and students. A cluster of articles conveys the influence of the college's Critical Literacy Across the Disciplines group on professors in such diverse fields as ESL, speech, accounting, and marketing.

The journal documents a form of the "new scholarship" that Gene Rice and Ernest Boyer advocate. This scholarship addresses issues of teaching and learning that are particularly relevant to community college educators, who generally do little traditional research but possess untapped reservoirs of experience and ideas.

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Copies of *The Educational Forum* are \$5.00. For further information, contact Elizabeth Fideler, Associate Dean for Teaching/Learning and Professional Development, Massachusetts Bay Community College, 50 Oakland Street, Wellesley Hills, Massachusetts 02181, telephone (617) 237-1100.

The National Center for the Study of The Freshmen Year Experience at the University of South Carolina in Columbia, Connecticut College, and Mt. Holyoke College are co-sponsoring a "small college" conference at Connecticut College in Mystic Connecticut, November 7-9, 1991. For further information, please contact John Gardner or Betsy Barefoot at the National Center for the Study of The Freshmen Year Experience, University of South Carolina, Columbia, South Carolina 29208, telephone (803) 777-6029.

The Massachusetts Development Consortium held its annual conference on Friday, May 17, 1991 at Bridgewater State College, Bridgewater, Massachusetts. The theme of the conference was "Collaboration and Collegiality in Changing Times." State Representative Stan Rosenberg was the keynote speaker. Topics covered were conflict management in academic settings, new faculty roles, faculty development in fiscally difficult times, and nurturing collegiality. For further information, call (508) 697-1201.

Staff Notes

On April 25, 1991, Rutgers University honored Ernest Lynton, Senior Associate of the New England Resource Center for Higher Education and Commonwealth Professor at UMass/Boston, by naming twin dormitory towers on the Livingston College campus of Rutgers for him. Dr. Lynton was the founding dean of Livingston College, whose mission was the establishment of a multiracial and multicultural environment. Opened in 1969, the college has a highly diverse student body and a heterogeneous faculty and administration



VIVIAN S. HIXON

"The 'power look' is O.K., but don't you have something that says 'intellectually exciting'?"

Cartoons appearing in this issue are reprinted with permission of the artist, Vivian Scott Hixon.

Working Papers

Working Paper #1:

Sandra E. Elman
*The Academic Workplace:
Perception versus Reality*
Fall 1989

Working Paper #2:

Zelda F. Gamson, Dorothy E. Finnegan
and Ted I. K. Youn
*Assessing Faculty Shortages in
Comprehensive Colleges and Universities*
Fall 1990

Working Paper #3:

Ted I. K. Youn
*The Sociology of Academic Careers and
Academic Labor Markets*
September 1990

Working Paper #4:

Ernest A. Lynton
*New Concepts of Professional Expertise:
Liberal Learning as Part of Career-
Oriented Education.*
Fall 1990

Working Paper #5:

Sandra Kanter, Howard London, and
Zelda F. Gamson
*Implementing General Education:
Initial Findings*
Fall 1990

Working Paper #6:

Dorothy E. Finnegan
*Opportunity Knocked: The Origins of
Comprehensive Colleges and Universities.*
Winter 1990

Working Paper #7:

Sandra E. Elman
*The Status of Black and Hispanic Faculty
in Massachusetts Colleges and
Universities*
April 1991

Working Paper #8

Ernest A. Lynton
*The Mission of Metropolitan Universities in
the Utilization of Knowledge: A Policy
Analysis*
April 1991

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