

University of Massachusetts Boston

## ScholarWorks at UMass Boston

---

The Academic Workplace

New England Resource Center for Higher  
Education (NERCHE)

---

Fall 1992

### The Academic Workplace (Fall/Winter 1992): Issues Facing Higher Education

New England Resource Center for Higher Education at the University of Massachusetts Boston

Sandra Kanter

*University of Massachusetts Boston*

Claire Van Ummersen

*University of Massachusetts Boston*

Follow this and additional works at: [https://scholarworks.umb.edu/nerche\\_academicworkplace](https://scholarworks.umb.edu/nerche_academicworkplace)



Part of the [Higher Education Commons](#), and the [Higher Education and Teaching Commons](#)

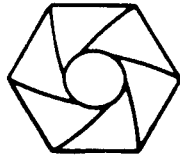
---

#### Recommended Citation

New England Resource Center for Higher Education at the University of Massachusetts Boston; Kanter, Sandra; and Van Ummersen, Claire, "The Academic Workplace (Fall/Winter 1992): Issues Facing Higher Education" (1992). *The Academic Workplace*. 7.

[https://scholarworks.umb.edu/nerche\\_academicworkplace/7](https://scholarworks.umb.edu/nerche_academicworkplace/7)

This Occasional Paper is brought to you for free and open access by the New England Resource Center for Higher Education (NERCHE) at ScholarWorks at UMass Boston. It has been accepted for inclusion in The Academic Workplace by an authorized administrator of ScholarWorks at UMass Boston. For more information, please contact [scholarworks@umb.edu](mailto:scholarworks@umb.edu), [christine.moynihan@umb.edu](mailto:christine.moynihan@umb.edu), [Lydia.BurrageGoodwin@umb.edu](mailto:Lydia.BurrageGoodwin@umb.edu).



# The Academic Workplace

---

Volume 4, Number 1  
Fall/Winter 1992

Published by the New England Resource Center for Higher Education  
Graduate College of Education, University of Massachusetts at Boston  
Boston, Massachusetts 02125-3393

---

## A Letter from the Interim Director

As I sit at my desk early one morning, wondering what to write about, I realize that Zelda Gamson will be back next semester, so this is my only shot at the director's column. Yet I discard each idea as too pessimistic. There are already too many naysayers about higher education, both inside and outside the academy.

My thoughts turn to the recent election. Although hopes for Bill Clinton's presidency are high -- unrealistically high -- it is worth noting that, in this period of public discontent, most incumbents were returned to office. A common explanation for this phenomenon is that voters who want to throw out all the "bums" mean everyone but their own representatives. *Their* elected officials are hardworking, honest women and men who represent their districts well.

I think that many people harbor a similar schizophrenic view of higher education. My neighbors and friends often remark that while their alma mater provided them with a good education, graduates of other colleges are nearly illiterate. Faculty within my own institution frequently express the view that only students who come under their influence or major in their discipline emerge well educated. "The others . . . Well . . .," they say quietly behind closed doors, "the caliber of the faculty does not quite meet *our* standards."

I am aware of all the unfortunate effects of the "we can do it better" attitude on our campuses, including the reinforcement of our

atomistic culture. Increasingly, however, I am convinced that this perspective has at least one valuable quality.

Let me offer a concrete example. Over the last three years, several colleagues and I have visited a number of college campuses to study the process of reforming a general education curriculum. The harsh reality is that changing such a course of study is a difficult task. Schools frequently underfund general education programs; faculty support is limited; the negative impact of change often outweighs the benefits of reform. Nonetheless, we found many campuses engaged in the process of reforming their general education curriculum. Economic motives, such as the need to increase enrollments or revenues, are often as important as educational goals.

As a hardheaded realist, I might warn campuses that reforming the general education curriculum is not likely to change the size or characteristics of the student body and will only marginally improve educational outcomes. But, thank heavens, some educational innovators ignore dissenters like me. While we have found a number of disappointing cases, there have also been exceptions. Some exceptions, including learning communities, cluster courses, the senior capstone, collaborative learning, critical thinking, the freshman year experience, to name just a few, have far-reaching significance. The academy is infinitely richer because a few people believe in themselves and their colleagues.

## ***The Academic Workplace***

***page two***

So I am grateful that there are still people in our colleges and universities who think they can do it better. While I may occasionally utter a disparaging remark about their lack of realism, I envy their optimism. We are lucky that some people still have the ability to dream.

Whether you define yourself as an optimist or a pessimist, you would be well advised to read Claire Van Ummersen's insightful article on issues facing higher education in this issue of *The Academic Workplace*. Dr. Van Ummersen, former Chancellor of the University System of New Hampshire, details what she believes to be the critical issues facing higher education in the coming years. It is a challenging list.

Happy holidays.

Sandra Kanter

P.S. I want to thank Zelda Gamson and the staff at the Resource Center for the support and assistance that enabled me to undertake the directorship of the Center temporarily. Zelda will undoubtedly bring new energies and enthusiasms with her when she resumes her post of director in mid-January. My advice is to stay tuned to the Resource Center for future events and activities.

### **Current Research Projects**

#### **Faculty Labor Market Project**

The Resource Center is analyzing and writing up the data from its study of how comprehensive colleges and universities recruit, promote, and retain faculty. Funded by the Pew Charitable Trusts and the Andrew W. Mellon Foundation, a team of researchers carried out fieldwork at three universities and one college in New England from 1989 to 1992. The researchers concentrated on two arts and sciences fields (English and mathematics), two professional fields (business and education), and a fifth department that varied across the four institutions. They conducted 159 interviews with 19 senior administrators, 28 department chairs, 28 search committee and promotion and tenure committee chairs, and 84

tenured, untenured, and nontenure-track faculty members.

The project team has produced several NERCHE Working Papers; see #2, #3, #6, and #10. Ted Youn of Boston College and Zelda Gamson, co-principal investigators, have completed "Organizational Responses to the Labor Market: A Study of Faculty Searches in Comprehensive Colleges and Universities," which will soon be available as NERCHE Working Paper #11. Youn is also working on a paper entitled "Legitimizing Rituals and Rationalizing Routines: Changing Practices in Tenure and Promotion Evaluation in Comprehensive Colleges and Universities."

Dorothy Finnegan of Oklahoma State University and Zelda Gamson are completing a paper on how comprehensive colleges and universities and, within them, English and mathematics departments, have adapted to the culture of scholarship and research. Gamson and Finnegan will present some of their ideas in January at the first conference of the Forum on Faculty Roles and Rewards organized by the American Association for Higher Education (AAHE) in San Antonio. Finnegan's paper, based on her companion research on English and mathematics departments in two of the four institutions included in the Faculty Labor Market Project and entitled "Segmentation in the Academic Labor Market: Hiring Cohorts in Comprehensive Universities," will appear in the *Journal of Higher Education* within the next year.

#### **The General Education Project**

The Implementation of General Education project, funded by the Exxon Education Foundation, is entering its fourth year. The final site visits to comprehensive institutions in various parts of the country were completed last spring and site visit reports were prepared over the summer and fall. Project members held a two-day session in October to analyze the data from the fifteen site visits and telephone survey. Another

session in early December produced an outline for a book and several articles.

The project team has produced NERCHE Working Papers #5 and #9, which report preliminary conclusions of the project. A more recent paper, "General Education Reform: Moving Beyond the Rational Model of Change," by Howard London, Sandra Kanter, and Zelda Gamson, will appear in the upcoming issue of *Perspectives*. Project members presented the results of their research at "Changing Curricula/ Changing Practice: World Cultures and General Education," a conference sponsored by the National Institute on Issues in Teaching and Learning and before the Academic Affairs Round Table at the New England Resource Center.

Gamson, Kanter, and London will be in Seattle in January for the Association of American Colleges annual meeting. Gamson will participate in a panel on Wednesday evening, January 13, discussing what matters in general education. Kanter and London will chair a Friday, January 15, AAC workshop session on managing successful general education reform.

### News from the Think Tanks

#### **Academic Affairs Round Table**

The Academic Affairs Round Table, whose members include chief academic officers of colleges and universities throughout the New England region, has entered its fifth year. Ernest Lynton, Senior Associate of the New England Resource Center for Higher Education, is chairing the meetings. Visiting Fellow Elizabeth (Bettina) Blake of the University of Minnesota at Morris was a guest member of the Round Table during the fall semester.

The Round Table's first meeting, on October 2, was well attended. Guest speakers Sandra Kanter and Howard London presented their work on the implementation of general education and led the group, whose participation they encouraged, through a representative case

study. At the December meeting, Round Table members discussed the concept of unit accountability and review of faculty performance. Round Table member Michael Baer led the discussion by describing the University of Kentucky's experience with this concept.

#### **Members of the Round Table for 1992-1993 include:**

Kathleen E. Assar, Vice President, Bunker Hill Community College; Michael Baer, Provost, Northeastern University; Karen C. Beyard, Provost, Central Connecticut University; Warrick Carter, Dean, Berklee College of Music; Joanne Creighton, Vice President for Academic Affairs, Wesleyan University; Walter Eggers, Provost and Vice President for Academic Affairs, University of New Hampshire; Sandra Elman, Associate Director, New England Association for Schools and Colleges; Hannah Goldberg, Provost and Vice President for Academic Affairs, Wheaton College; Connie Hayes, Acting Dean, Portland School of Art; Sue Huseman, Provost and Vice President for Academic Affairs, University of Maine at Farmington; Edward C. Knox, Vice President for Foreign Languages, Middlebury College; Jonathan Lawson, Senior Vice President for Academic Affairs and Dean of Faculty, University of Hartford; Gordon Lerversee, Vice President for Academic Affairs, Keene State College; William Lopes, Senior Vice President for Academic Affairs, Westfield State College; James Martin, Vice President for Academic Affairs, Mount Ida College; Gail O. Mellow, Academic Dean, Quinebaug Valley Community College; Barbara Murphy, Academic Dean, Community College of Vermont; Jehuda Reinharz, Provost and Senior Vice President for Academic Affairs, Brandeis University; Raymond Rodriguez, Vice President for Academic Affairs, North Adams State College; Fuad Safwat, Vice Chancellor for Academic Affairs and Provost, University of Massachusetts at Boston; Carl Schilling, Dean, Middlesex Community College; Susan Sgorbati, Dean of Faculty, Bennington College; Robert Silvestre, Vice President for Academic Affairs, Community College of Rhode Island; Paulette St. Ours, Dean, University of New England; Beverly Swan, Provost, University of Rhode Island; Lee Thornton, Dean of Faculty, Norwalk Community College; Maxine Walker, Dean, Eastern Nazarene College; John Weston, Vice President, Endicott College; James Yess, Dean of Academic Affairs, Massasoit Community College.

#### **Student Affairs Think Tank**

The Student Affairs Think Tank continues its five-year tradition of thoughtful discussion about serious issues in higher education. Interim Director Sandra Kanter and Karen Haskell, Dean of Students at Roger Williams College, are chairing the Think Tank meetings during the fall semester. New members include Robert Ariosto, Vice

President and Dean of Students, Central Connecticut State University; Susan Brady, Dean of Student Life, Johnson State College; Kris Clarkson, Dean of Students, Southern Vermont College; Susan Elsass, Dean of Students, Daniel Webster College; Jean Kim, Vice President of Student Affairs, University of Hartford; Robert Minetti, Vice President for Student Affairs, Bentley College; Robin Rose, Dean of Student Life, Brown University; and Lynn Willett, Vice President for Student Affairs, Bridgewater State College.

The theme of the first meeting of the Think Tank, on October 16, was how personal and professional values affect members' work life. At the December meeting, Think Tank members explored characteristics of today's students and whether current programs are responsive to students' needs. The December discussion was facilitated by Think Tank members Susan Brady, Manuel Carreiro, and Jack Warner.

**Members of the Think Tank for 1992-1993 include:**

Doris Arrington, Dean of Students, Greater Hartford Community College; Robert Ariosto, Vice President and Dean of Students, Central Connecticut State University; Robert Bongiovanni, Dean of Student Affairs, Thomas College; Susan Brady, Dean of Student Life, Johnson State College; Manuel Carreiro, Dean of Student Affairs, Quinnipiac College; Kris Clarkson, Dean of Students, Southern Vermont College; Susan Elsass, Dean of Students, Daniel Webster College; Ann Craig Hanson, Dean of Students, Middlebury College; Karen Haskell, Dean of Students, Roger Williams College; Delina Hickey, Vice President for Student Affairs, Keene State College; Hollie Ingraham, Director of Student Life, University of Maine at Farmington; Wendell Norman Johnson, Vice President and Dean of Students, Boston University; Jean Kim, Vice President for Student Affairs, University of Hartford; John McCray, Vice President for Student Development, University of Rhode Island; Robert Minetti, Vice President for Student Affairs, Bentley College; Charlotte Morocco, Dean of the College, Simmons College; Robin Rose, Dean of Student Life, Brown University; Judith Sanford-Harris, Dean of Students, Bunker Hill Community College; Jack Warner, Dean of Student Services, Bristol Community College; Lynn Willett, Vice President for Student Affairs, Bridgewater State College; Trey Williams, Dean of Students, Hampshire College.

**Associate Deans Group**

The Associate Deans Group has entered its third year under the leadership of Milton Kornfeld, Associate Dean of Brandeis University. The first meeting of the group was held at North Shore Community College on September 30, 1992. Members discussed student advocacy, faculty accountability, and relations between students and faculty. The group convened at Wellesley College in December to discuss trends in international studies.

**Members of the Associate Deans Group for 1992-1993 include:**

Dorothea Alexander, Assistant Dean, Northshore Community College; Jeanne Dillon, Associate Dean, Tufts University; Carol Hurd-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, Dean of Freshman, Pine Manor College; Bonnie Leonard, Dean of Continuing Education, Wellesley College, Victoria McGillin, Dean, Wheaton College; Kevin McKerna, Associate Dean, Clark University; Joanne Murray, Associate Dean of Students, Director of the Career Center, Wellesley College; Lois Nunez, Associate Dean, Sargent College, Boston University; Sr. Mary Daniel O'Keefe, O.P., Associate Dean, Boston College; Sarah H. Rockett, Assistant Dean, University of Rhode Island; Gwendolyn Rosemond, Associate Dean, Salem State College; Robert Shaw, Associate Dean, Brown University; Voncile White, Dean of First Year Students, Wellesley College; Jean Woodbury, Associate Dean, Academic Affairs, Framingham State College.

**Issues Facing Higher Education**

Claire Van Ummersen

"By the year 2000 American colleges and universities will be lean and mean, service-oriented and science-minded, multicultural and increasingly diverse, if they intend to survive their fiscal agony."<sup>1</sup> Higher education is indeed confronted with a crisis -- neither its first nor last -- but a difficult and agonizing challenge with its roots in growing fiscal pressures and public disenchantment.

## *The Academic Workplace*

*page five*

For the first time in higher education history, state appropriations were lower this year than the previous year. Professor Edward R. Hines of Illinois State University, director of the continuing study of state appropriations to higher education, comments that "even the Depression of the '30's did not prompt similar cutbacks."<sup>2</sup> Colleges and universities are struggling to balance access and quality with the need to keep pace with spiraling costs. Several factors are creating the severe financial crisis: (1) the inability of state and federal governments to continue increased funding support; (2) the inability of institutions to balance budgets by raising tuition and increasing enrollment; (3) skyrocketing payroll and benefits costs -- particularly health insurance; and (4) the inability of families to afford the increasing cost of education as financial aid availability decreases and shifts increasingly toward loans.

In addition, critics of higher education have raised questions about whether our colleges and universities are giving good value for the money as tuitions rise faster than the inflation rate. We know that a strong national economy will not return soon and, therefore, the real and sustained growth in discretionary income and tax revenues with which higher education is linked will not increase.

Legislatures in several states have called for investigations of faculty workloads and class size. In North Carolina, for example, the state auditor warned academic institutions about "the lack of monitoring of professors' workloads." The *Chicago Tribune*, in its series on higher education, concluded, in part, that research has replaced instruction as the dominant mission of academia,<sup>3</sup> and *Forbes* reports that since the 1920s college faculty time in the classroom has shrunk by more than 50 percent.<sup>4</sup> The assumption is that the time cleared is spent on research. However, the investigation of Democratic Congresswoman Patricia Schroeder of Colorado into the high cost of tuition at public colleges revealed that while the teaching load of faculty had

dropped from fifteen hours per semester to as little as six hours to allow more time for research, more than 50 percent report that they devote fewer than five hours per week to research. She charged publicly: "When it comes to college education, American families are paying more and getting less."<sup>5</sup>

The public trust in higher education, indeed, has been severely shaken by a decade of steep price increases and the recent scandals stemming from the misallocation of indirect cost funds, athletic abuses and allegations of price fixing at some of our most prestigious universities. All our institutions are tainted by the improprieties of a few. Richard Ingram, President of Association of Governing Boards, refers to this mistrust as "the end of sanctuary" for higher education.

At the same time that campuses are facing stringent financial pressures, they are facing a major challenge in increasing the diversity of faculty, staff, and student body and in integrating multicultural coursework into the curriculum. The stakes in the current debate about diversity and curriculum reform have never been higher. For example, by 1997, in California, even the term "minority" will be outdated. By that time the Euro-American population will cease to be the majority and will never regain that status. Diversity is the norm, and knowledge of the bases of different cultures will be critical to every educated person. Such knowledge can bind together a diverse society by providing the basis for rational discourse about values and moral structure. "The first university that can provide such an intellectual preparation for its students will set the standard by which other universities will measure themselves in the future. It will be to the 21st century what Berkeley has been to the 20th, what Harvard was to the 19th and what Oxford and Cambridge were to the 18th."<sup>6</sup>

Furthermore, there are increasing public expectations not only for high quality programs and more accountability for performance and productivity but for more emphasis on connecting

***The Academic Workplace***  
***page six***

institutional priorities (especially in public higher education systems) to major public policy challenges.

More than ever before in higher education, there is a need for courageous institutional leadership. Working with trustees, administrators, and faculty, presidents and chancellors must create a strategic vision for their institutions that not only embodies institutional values but defines a mission based upon uniqueness and seeks excellence on its own terms rather than by imitation. Resources must be focused on core competence -- that which an institution can do best and that which distinguishes it from other colleges and universities. The result will be greater differentiation and specialization among institutions. Realistic financial planning must follow. Balanced budgets must reflect priorities and the considerable costs of adequate physical plant maintenance and equipment purchase and replacement as well as program and personnel benefits costs.

---

---

***"Higher education is indeed confronted with a crisis -- neither its first nor last -- but a difficult and agonizing challenge with its roots in growing fiscal pressures and public disenchantment".***

---

---

To accomplish this goal will necessitate a restructuring of our institutions. The time to increase productivity, to be more efficient, and to grow by substitution is with us. These efficiencies will need to come from both academic and administrative areas. Careful review of all services and programs must be carried out, and those which do not support the core mission or institutional priorities will need to be eliminated. Only in this way can we reduce operating costs. As a part of this process we must make every effort to do a better job of documenting just how hard our faculties do work. We must clarify for

faculty members what is expected and evaluate them regularly to be certain that expectations are met. Restoring credibility is critical to restoring trust.

---

---

***Addressing these challenges will require institutional leadership and the formation of a cohesive partnership among trustees, presidents and chancellors, and especially faculty to bring about the extensive changes required".***

---

---

Much greater attention needs to be given to finding ways to share resources -- both faculty talents and physical facilities -- among institutions. Colleges and universities in close proximity can eliminate overlap in programs and still provide their students with quality courses through cross registration; those which are distant from one another through creative uses of technology. There must be a greater will to collaborate; successful models have existed for years, but the fear of losing institutional prestige has prevented adoption of them. As cost pressures increase, collaborations in the form of consortia will become an important tool in an institution's cost restructuring.

Because every college and university is different, each will have to create its own program to reduce costs. There will be as many types of restructuring and cost control as there are academic institutions.

Even as our colleges and universities respond to these pressures, they must remember also that globalization, environmental degradation, and demographic change are overwhelming forces with which our students will have to contend throughout their lives. These themes need to be woven into the curriculum so that they are a part of every student's education regardless of institutional type.<sup>7</sup> All students must be prepared to embrace multiculturalism as an intrinsic element of their future productive lives -- their coworkers and clients will be increasingly di-

## *The Academic Workplace*

*page seven*

verse. Higher education must lead in development models for others to emulate.

Furthermore, higher education cannot continue to remain aloof from the ills of American society. Raising educational attainment through restructuring the public schools and undergraduate education, increasing minority participation and achievement, and revitalizing the state's economy through improved professional education, training, research, and technology transfer are major challenges facing our states. Our institutions must reach out and work with the schools: establishing cooperative programs to strengthen curricula, to provide professional development for teachers, and to encourage minority youth to continue their education. Public service must be renewed as a major commitment of our campuses, especially for public institutions. The knowledge and the research efforts of the faculty and other institutional resources must be extended to meet other needs such as economic development, the problems of urban poverty, and increasingly, the pollution and mismanagement of our natural environment. Faculty who participate in these activities need to have them valued by the institution and rewarded appropriately.

Colleges and universities must work harder to increase minority participation and achievement. This means that our institutions will have to reach out even more to the K-12 schools to assist with enrichment programs, tutors, and mentors, to build bridges with the community to encourage young people to study, and to increase scholarships and other forms of financial aid for minority students. It is critical to provide admitted students with a welcoming environment, support networks, and cultural activities that celebrate diversity. The campus must actively promote cultural diversity and awareness by offering multicultural experiences within the curriculum. Only through such attention can we increase the pool of minorities available to staff our colleges and universities and to serve as our faculties. Otherwise we will continue our bidding

war for minority faculty and staff without increasing their availability.

The New England Board of Higher Education's Equity and Pluralism Project is a good example of how cooperative efforts among colleges and universities can make a difference. Eighteen hundred minority students in New England colleges and universities have been matched with graduate student and faculty mentors who assist them with their academic problems and career plans. With support from the Pew and Ford foundations, a minority doctoral fellows program is planned as an extension of the current project. The aim is to support one hundred minority fellows in New England institutions, thereby expanding the pool of minority faculty. Commitments of this sort will assist all our campuses in achieving their goals of increasing diversity and creating a welcoming environment. But more important, the project recognizes and validates minorities as an important part of our community.

Addressing these challenges will require institutional leadership and the formation of a cohesive partnership among trustees, presidents and chancellors, and especially faculty to bring about the extensive changes required. Dialogues on rethinking the paradigm with the focus on student learning are necessary. Perhaps one of the models for a new paradigm will come from the University of Rhode Island. Its faculty and administration are actively engaged in reconceptualizing its organizational structure around collaborative thematic research and academic centers. The result might lead to the elimination of traditional collegiate and department structures. College and university administrations will also require streamlining with cost effectiveness of all operations under scrutiny.

Eliminating marginal services, outsourcing of functions, and a flatter organizational structure are some of the ways that higher education institutions have trimmed administrative staff. No options should be left unexplored.

Higher education is being sorely tested,



## ***The Academic Workplace***

***page eight***

but history has shown that it is a resilient and responsive entity. It is already showing signs of positive response to the current crisis. I have no doubt that our colleges and universities will meet the challenge and emerge better and stronger than ever.

### **References**

1. J. Elson, "Campus of the Future," *Time*, April 13, 1992, 54.
2. S. Jaschik, "1% Decline in State Support for Colleges Thought to Be First 2-Year Drop Ever," *Chronicle of Higher Education*, October 21, 1992, A-21.
3. Grossman, Ron, Jouzaitis, Carole and Leroux, Charles, "Universities Put Teaching in a Backseat," *Chicago Tribune*, June 23, 1992, 1,8.
4. Spencer, Leslie, "College Education Without Frills," *Forbes Magazine*, May 27, 1991, 290-294.
5. *Boston Globe*, "Colleges Want More For Less Lawmakers Say," September 14, 1992, 24.
6. A. Altschul et al., "Higher Education Must Change," *AGB Reports*, May/June 1992, 14.
7. D. Hayes-Bautista, "Academe Can Take the Lead in Binding Together the Residents of a Multicultural Society," *Chronicle of Higher Education*, October 28, 1992, B-1.

### **Conferences and Workshops**

**The Massachusetts Faculty Development Consortium**, an organization devoted to enhancing the professional development of faculty and administrators, is hosting an annual conference on teaching and learning on February 12, 1993. The theme of the conference, which will be held at Bentley College, Waltham, Massachusetts, is "Involvement in Learning: Implications for

Students and Faculty." For further information about the consortium or the conference, write to Dr. Susan A. Holton, MFDC, Bridgewater State College, Bridgewater, Massachusetts 02325, or call (508) 697-1201 (fax [508] 697-1701).

**The Naples Institute of Mount Ida College** will hold its Third Annual Higher Education Conference at the Naples Beach Golf Club Resort, Naples, Florida, on February 17-19, 1993. Speakers will include Arthur Schlesinger, Jr., Trudy Banta, Paul Harrington, and John Waggaman. For more information about the conference, contact Jim Martin, Vice President for Academic Affairs, Mount Ida College, 777 Dedham Street, Newton Centre, Massachusetts 02159, or call (617) 969-7000, extension 110.

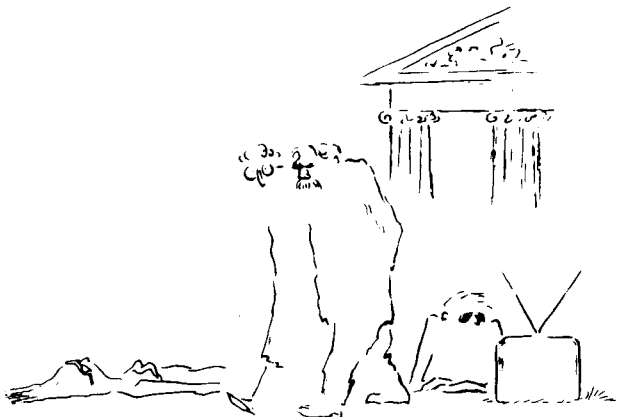
**The New England Resource Center for Higher Education** is sponsoring a series of regional workshops on faculty roles, responsibilities, and rewards. The following three workshops will be held:

*The Nature of Scholarship* (January 15, 1993) will explore the several dimensions of scholarship. The emphasis will be on common characteristics of all forms of scholarship and on the criteria for excellence they share. The workshop will also focus on flexibility in faculty assignments, weighing differences among colleagues at any given time as well as changes in an individual's responsibilities over time.

*Evaluation of Scholarship* (March 19, 1993) will consider how the unifying characteristics of an array of scholarly activities and criteria of excellence can be identified. It will examine the use of portfolios and other modes of documentation to assess various forms of scholarship.

*Departmental Responsibilities and Accountability* (May 14, 1993) will discuss the growing interest throughout higher education of shifting to the department or equivalent institutional unit the collective responsibility for delivering the aggregate scholarly activities needed to fulfill the institutional mission.

The workshops will be led jointly by Claire Von Ummersen, Visiting Fellow at NERCHE and former Chancellor of the University System of New Hampshire, and Ernest Lynton, Senior Associate of NERCHE and Commonwealth Professor at the University of Massachusetts at Boston. For further information, write Professional Training Programs, Division of Continuing Education, University of Massachusetts at Boston, 100 Morrissey Boulevard, Boston, Massachusetts 02125-3393, or call (617) 287-7290 (fax [617] 287-7922).



Vivian S. Hixson

"In your best thesis is that some colleges have an anti-intellectual student subculture?"



### Interstate Interchange

The University of Hartford initiated a process for campuswide analysis of its institutional values and missions. In the two years since its formation, hundreds of faculty, staff, and students have taken part in meetings, retreats, and workshops with other community stakeholders, including parents and employers. The participants have engaged in thoughtful conversations about the essential characteristics and attitudes of the institution and planning for the future. One of its goals is the development of a shared institutional vision that can be achieved through ongoing collaboration of members of the community.

The New England Board of Higher Education joined the Harvard Medical School in sponsoring a highly successful conference on biomedical science careers. The aim of the conference was to encourage minority high school and college students to enter the fields of biomedical science.

*Metropolitan Universities*, edited by NERCHE Senior Associate Ernest Lynton, is completing its third year of quarterly publication. The next issue, due in early February 1993, is devoted to the theme of Assessment. The guest editor, Barbara Wright, who headed the AAHE Assessment project for three years, has resumed her position as a faculty member in German at the University of Connecticut.

The journal welcomes suggestions for articles on issues, programs, and policies affecting higher education generally and regionally oriented universities specifically. Contributions can be critical descriptions of innovative approaches as well as analyses of current and anticipated trends. The journal is also interested in provocative and well-reasoned suggestions for institutional improvement and individual development. If you wish to determine whether an article you would like to submit is appropriate for the journal, please write, fax, or phone Ernest Lynton, 14 Allerton Street, Brookline, Massachu-

sets 02146, telephone (617) 232-5046 (fax [617] 566-4383).

To order a subscription to *Metropolitan Universities*, write to Dean Mary Ellen Mayze, Senior Editor, *Metropolitan Universities*, Wright State University, Dayton, Ohio 45435.

### Visiting Fellows

#### Visiting Fellows 1992-1993

The Resource Center has appointed three Visiting Fellows for 1992-1993. David Entin, Dean of the College of Arts and Sciences at Wentworth Institute of Technology, is investigating how colleges and universities are adopting Total Quality Management to deal with cost saving and restructuring. He has collected information from ten campuses in Massachusetts: Babson College, Bentley College, Boston College, Boston University, Lesley College, Massachusetts Institute of Technology, Tufts University, the University of Massachusetts at Boston, Wentworth Institute of Technology, and Worcester Polytechnic Institute.

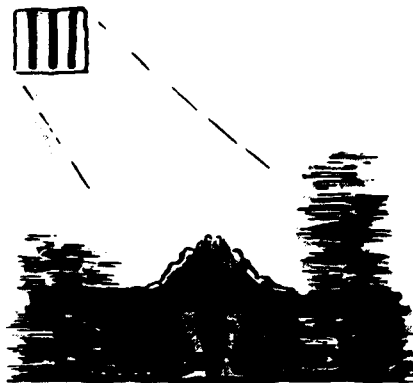
Elizabeth (Bettina) Blake, Vice Chancellor for Academic Affairs at the University of Minnesota at Morris, on leave during the fall 1992 term, is preparing a paper on public institutions that have chosen to remain small and focus on undergraduate liberal arts education. Among such institutions are Saint Mary's College of Maryland (Saint Mary's City), Ramapo College of New Jersey (Mahwah), Evergreen State College, Olympia, Washington, Mary Washington College, Fredericksbury, Virginia, New College of the University of South Florida, and the University of Minnesota at Morris. Blake's paper highlights the essential elements of an outstanding liberal arts education in any setting and suggests ways to justify and defend public liberal arts institutions to governing boards, legislators, and the general public.

Claire Von Ummersen, former Chancellor of the University System of New Hampshire, is collaborating with Ernest Lynton in presenting a

series of professional development workshops on faculty roles, responsibilities, and rewards. The workshops will explore various dimensions of scholarship and emerging trends in academic accountability. (See Conferences and Workshops for announcement of workshops.)

### Applications for Visiting Fellowships

The New England Resource Center for Higher Education invites faculty members and administrators interested in research or action projects in higher education to apply to be Visiting Fellows at the Center for 1993-1994. Visiting Fellows are usually on sabbatical or leave of absence from their home institutions and in need of a base and a set of colleagues. While the Center cannot offer financial support to Visiting Fellows, it does provide simple office space and good fellowship. For more information, telephone Zelda Gamson ((617) 287-7740) or write to her at the New England Resource Center, Graduate College of Education, University of Massachusetts at Boston, 100 Morrissey Boulevard, Boston, Massachusetts 02125-3393.



VIVIAN SCOTT HIXSON

*The assistant professor who, at the beginning of the term, led the crusade to assign more written work. . . .*



**Staff Notes**

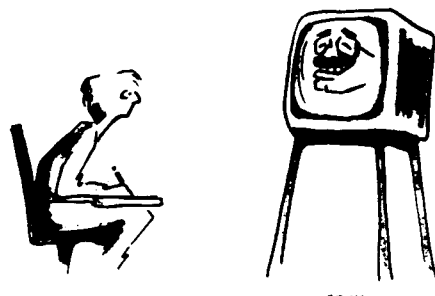
**Zelda Gamson**, on leave during the fall 1992 term, has been working on the Faculty Labor Market Project and the General Education Project. She is continuing to work with a committee of faculty members at the University of Massachusetts at Boston on a higher education concentration in the new Ed.D. program, with an innovative curriculum designed to prepare practitioners to work effectively for change in colleges and universities. In November, at the Association for the Study of Higher Education in Minneapolis, she delivered a keynote address entitled "The Destruction and Re-Creation of the Academic Community: A Personal View." Her book, *Higher Education and the Real World*, has taken on new meaning with the emphasis in the Clinton campaign on work force education and training. (To order the book, write to Longwood Publishing, 545D Turner Drive, Durango, Colorado 81301, enclosing payment -- \$25 for hard cover or \$14.95 for paperback plus \$1.00 for postage and handling. Telephone [603] 522-3338.)

**Ernest Lynton** is among those planning the forthcoming first national conference sponsored by AAHE's new "Forum on Faculty Roles and Rewards." To be held in San Antonio on January 29-31, 1993, it will address changes in faculty work and the academic workplace as well as new ideas for describing, documenting, and evaluating that work. The meeting should be of particular interest to faculty and administrators in comprehensive and doctoral-level universities. Provost-led teams are urged to attend. Additional information is available from Jon Wergin at AAHE.

**Sandra Kanter**, interim Director, is hard at work coordinating efforts to analyze the results of the General Education Project. Current plans include a book and series of articles. In November, she traveled to Chicago to present case material based on the project at the National Institute on

Issues in Teaching and Learning at the University of Chicago Center for Continuing Studies.

The staff of the Resource Center are all new this semester. **Janet Powers**, a native New Englander, retired from her position as an administrative assistant at the Massachusetts Bay Transportation Authority after twenty-three years of service. **Jenny Kaplan**, another New Englander, is completing her master's degree in education at the University of Massachusetts at Boston and will spend the next semester working toward her certification in secondary education. **Bivha Singh**, from Calcutta, India, is pursuing a master's degree in computer science at the University of Massachusetts at Boston with a concentration in software development.



VS Hixson  
VIVIAN SCOTT HIXSON

"Now that the semester is over, I just want to say that it's been wonderful getting to know all of you."



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: No longer available**  
Ted I. K. Youn  
*The Sociology of Academic Careers  
and Academic Labor Markets*  
Fall 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*  
Spring 1991

**Working Paper #8:**  
Ernest A. Lynton  
*The Mission of Metropolitan  
Universities in the Utilization of  
Knowledge: A Policy Analysis*  
Spring 1991

**Working Paper #9:**  
Sandra Kanter  
*The Buck Stops Here: Outside Grants  
and the General Education Curriculum  
Change Process*  
Fall 1991

**Working Paper #10:**  
Ted I.K. Youn  
*The Characteristics of Faculty in  
Comprehensive Institutions*  
Spring 1992

---

Working Paper Request Form

Name: \_\_\_\_\_

Affiliation: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone (including area code): \_\_\_\_\_

Please circle the appropriate number (s) of the NERCHE Working Paper (s) you are requesting.

#1    #2    #3    #4    #5    #6    #7    #8    #9    #10

There is a \$3.00 charge per paper, prepaid. Please make check payable to *NERCHE Working Papers* and mail to: New England Resource Center for Higher Education, University of Massachusetts at Boston, Harbor Campus - W/2/143/06, Boston, Massachusetts 02125-3393, phone (617) 287-7740

---

***The Academic Workplace***

The New England Resource Center for Higher Education  
University of Massachusetts at Boston  
Graduate College of Education  
Harbor Campus --W/2/143-06  
Boston, MA 02125-3393

---

**First Class Mail**

