

University of Massachusetts Boston

ScholarWorks at UMass Boston

The Academic Workplace

New England Resource Center for Higher
Education (NERCHE)

Spring 1994

The Academic Workplace (Spring/Summer 1994): Reduce Student Costs and Enhancing Student Learning: The Challenge of the 1990's

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

Zelda F. Gamson

University of Massachusetts Boston

Alan Guskin

Antioch University

Follow this and additional works at: https://scholarworks.umb.edu/nerche_academicworkplace

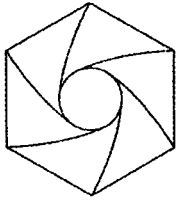


Part of the [Higher Education Commons](#), and the [Higher Education and Teaching Commons](#)

Recommended Citation

New England Resource Center for Higher Education at the University of Massachusetts Boston; Gamson, Zelda F.; and Guskin, Alan, "The Academic Workplace (Spring/Summer 1994): Reduce Student Costs and Enhancing Student Learning: The Challenge of the 1990's" (1994). *The Academic Workplace*. 8. https://scholarworks.umb.edu/nerche_academicworkplace/8

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, christine.moynihan@umb.edu, Lydia.BurrageGoodwin@umb.edu.



The Academic Workplace

New England Resource Center for Higher Education

Spring/Summer 1994 Volume 5, Number 2

Lisa McMahon, Editor
Published by the New England Resource Center
for Higher Education
Graduate College of Education
University of Massachusetts at Boston
Boston, Massachusetts 02125-3393
Telephone (617) 287-7740
Fax (617) 287-7922
eMail NERCHE@UMBSKY.CC.UMB.EDU

Reducing Student Costs and Enhancing Student Learning: The Challenge of the 1990's.

An Abridged Version
by Alan E. Guskin, President,
Antioch University — page 6

In This Issue

Events	2
Think Tanks	4
Staff Update	11
Associate/Fellows	11
Interstate Interchange	12
Reader Survey	14

Letter from the Director:

As I read the current round of reports from the Wingspread Foundation, The Pew Higher Education Roundtable and many others about what needs to be changed in higher education, I am struck by how little attention is being paid to how we get from here to there. It is not enough to say that we must re-structure our institutions in certain ways; we must also say how we will build support for new structures and how we will implement them. It is not enough to declare that faculty must be more productive; we must also create the conditions for faculty to accept that productivity is a problem and then, in fact, become more productive.

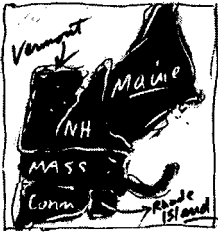
In higher education as in other realms, especially those involving professionals, coercion is the change strategy of last resort. The state can mandate and administrators can hold back lines and salaries, but the people who do the daily work in colleges and universities will pretty much determine what will happen in the end. Does this mean that change is impossible? Not at all, for there are many other tools besides the stick. Carrots, for instance. Incentives, such as recognizing good teaching in promotion and tenure decisions, are getting quite a lot of attention these days, and rightly so. Changing incentives is one of the quickest ways to change human behavior. Give people the right rewards — rewards that they value, in currencies recognized by others — and they will change their behavior.

But there are several problems with relying too much on incentives as a change strategy. First, most incentives cost — whether in money or time. Second, incentives operate most effectively with individuals. If we want organizational change, incentives probably won't work.

What do we need to do to make organizational change? We need to confront those things in the organization and culture of colleges and universities that impede change. What are those impediments? While the exact story will be different on every campus, the plot line is very much the same: The rapid growth of higher education in the 1950s and 1960s, combined with greater federal and state involvement in higher education, increased the size

Continued on page 3

Events



Susan LeVan

Spring 1995 Conference, May 5-6:

Save the date!

The Resource Center will hold its annual conference next year on May 5-6, 1995 at the New England Center at the University of New Hampshire in Durham, NH. The subject of the conference will be *Scholarship Assessed*, based on the upcoming publication by **Ernest Boyer**, President of the Carnegie Foundation for the Advancement of Teaching, and **Ernest Lynton**, NERCHE Senior Associate. The book is a sequel to Boyer's best-selling *Scholarship Reconsidered* and the conference theme is a follow-up to our Fall 1993 Conference on Faculty Roles and Rewards. Details on the conference to follow in the fall.



Gary Samson

Workshop

NERCHE, together with the Division of Continuing Education at the University of Massachusetts at Boston, continues its series of workshops to provide continuing professional development for faculty, staff, and administrators of colleges and universities in the region. A workshop was held in March on the topic of "Building Community in Departments to Meet Shared Responsibilities: Defining Collective Tasks." The group defined appropriate components of a unit's collective responsibility, as well as the performance standards appropriate to each task. The workshop was led by **Janice Green**, a Visiting Fellow at NERCHE, and **Ernest Lynton**. It lends itself well to presentation on a campus, tailored to the interests and needs of the specific college or university. If you are interested please contact Martha Stassen at (203) 956-6545.

and complexity of colleges and universities, leading to more administrators and greater bureaucratic complexity. This resulted in a growing gap between administrators and faculty members.

Faculty shortages in the 1960s increased faculty power in the academic side of life. Later surpluses of faculty, instead of leading to a shift in power toward the administration, only strengthened the academic side. Ambitious college presidents used the faculty buyers' market to "upgrade" their institutions by hiring research-oriented faculty and tightening up tenure and promotion requirements. Teaching loads declined and attention drifted away from undergraduate education and institutional citizenship. Faculty involvement and vision, already narrow, grew even more limited, as discipline, generation, race and gender divided the faculty even further. The result: greater fragmentation of the academic side.

What is the matter with this picture? Not too much when resources are plentiful, when new ideas and projects can be added easily enough. But when resources are declining, as they are now almost everywhere, the results are greater competition, isolation, speed-up, stress, and organizational gridlock. Any effort to change higher education must confront the gap between administration and faculty and the fragmentation of the faculty in colleges and universities today.

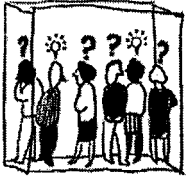
How to do this? The problem is not new or even unfamiliar. Sociologists have struggled with

what they call the problem of integration in urban societies for more than a century. They have concluded that it makes little sense, especially in the post-modern society we have become, to look for a return to the small town as a general solution. Instead, they have proposed the kind of integration that comes from shared symbols, overlapping memberships, and collective responsibility.

How do these ideas translate to higher education? First, senior administrators should see themselves as integrators who invoke (and sometimes create) symbols and meanings in their institutions. College presidents in the past understood this better than contemporary presidents do. Second, it would strengthen mutual compassion, if nothing else, for faculty members to take on administrative jobs for a spell, and for administrators to teach. Third, collaborations across departmental lines and between academic and administrative realms should deliberately be built and rewarded. A few years of concerted efforts like these should prepare a campus for serious change.

The Resource Center encourages these directions in the organizational life of colleges and universities through its workshops, conferences, and outreach activities. We are pleased to publish an abbreviated version of a longer paper to appear in *Change* by the president of Antioch University, Alan Guskin, on crucial aspects of change in higher education.

Zelda Gamson



Susan LeVan

Student Affairs Think Tank

The Student Affairs Think Tank this year has focused on the theme, "Finding Common Roads to Faculty, Staff, and Presidents." After discussing the professional development of student affairs staff under the leadership of **Doris Arrington**, Dean of Students at Greater Hartford Community College, and **Jack Warner**, Dean of Students at Bristol Community College, the think tank turned to ways of encouraging greater interaction and building better organizational ties with academic affairs. **Delina Hickey**, Vice President for Student Affairs at Keene State College, and **Daniel DiBiasio**, Vice President for Student Affairs at the University of New Hampshire, led the group in a discussion of beliefs and stereotypes that student affairs staff and faculty hold about each other. Faculty often say that they do not understand what student affairs staff do — and whatever it is, they say, can't be important! Student affairs people, on the other hand, don't think faculty work very hard, are very distant from students, and are only interested in their disciplines. Despite these stereotypes, both faculty and student affairs staff have a deep commitment to students and believe in the value of the higher education experience. They described some of the collaborative projects between academic and student affairs that have worked on their campuses, such as freshman seminars, retention committees, joint faculty–student affairs membership on search committees in both areas, freshman orientation programs, and increasing collaboration on race and gender issues. The think tank will extend this discussion of relationships between Student Affairs and Academic Affairs in the context of the need for restructuring colleges and universities. Several members will be writing articles and making presentations on this topic.

Associate Deans Think Tank

This semester, the Associate Deans Think Tank used case studies to analyze and discuss issues related to academic administration. By nature of the position, the Associate Deans must handle problems that do not originate in their offices and for which they have little or no authority. As a result, they must be problem-solving oriented as well as skillful negotiators to bring a variety of constituents together. Their role is often a "protector of the process" rather than advocate for any particular campus group. At the February meeting, **Dorothea Alexander**, Assistant Dean of Academic Affairs at Northshore Community College, and **Gwendolyn Rosemond**, Associate Dean of Academic Affairs at Salem State College, led a case discussion highlighting the complexities of being "in the middle" and trying to balance the needs of various administrative and faculty units. The April meeting led by **Carol Hurd-Green**, Associate Dean of the College of Arts and Sciences at Boston College, and **Dorothy Laton**, Associate Dean for Undergraduate Studies at Assumption College, focused on a discussion of a case of academic integrity/dishonesty. The group also shared their institutional policies on academic misconduct. A small group from the think tank led by **Milton Kornfeld**, Associate Dean of Academic Affairs at Brandeis University, will be meeting with a group from the Student Affairs Think Tank to plan a joint meeting in the fall on developing a campus-wide response to meet the emotional and psychological needs of students.

Academic Affairs Think Tank

The Academic Affairs Think Tank devoted part of their meetings this year to planning the fall Conference on Faculty Roles and Rewards, assessing the conference and discussing possible follow-up activities. The think tank will continue to play a pivotal role in the development of such activities, and in planning next spring's regional conference on Scholarship Assessed (see EVENTS section). In addition, the think tank focused this year on community building on our frequently atomized and dispirited campuses. In November, **Cathy Livingston**, Dean of Academic Affairs at Lasell College, led a discussion of community building through the assessment of student learning as an example of how to generate campus discussions of important educational issues. In January, **William Lopes**, Vice President for Academic Affairs at Westfield State College, examined the issue of faculty morale and its impact on the campus community. Using the Herzberg two factor theory, hygiene factors (i.e. salary, working conditions, institutional policies) undermine morale if absent, but do not necessarily promote good morale. Motivators, which do promote morale, include such things as recognition, responsibility, advancement and the work itself. At the April meeting, **Ray Rodrigues**, Vice President for Academic Affairs at North Adams State College, led the group through a case he developed on helping junior faculty. For more information please contact Ernest Lynton at (617) 287-7740.

General Education Interest Group

The purpose of this newly formed think tank is to build support and expertise among general education administrators in the region. Initial meetings have focused on discussions of general education efforts at members' campuses in addition to deciding on the form and purpose of the group. Members decided that the think tank would have a dual role: as consultants to one another on their own general education projects and as a forum for discussions of issues or concerns surrounding general education or liberal learning. Suggested topics for future meetings ranged from examining the way the language of general education is alienating, to learning more about student needs and interests in the liberal arts. Group members expect the discussions to lead to further activities, for example, collaborating on articles and grant proposals.

Charter members of the group include **Sandra Kanter**, NERCHE; **Howard London**, NERCHE; **George Humphrey**, College of Pharmacy and Allied Sciences; **Clark Hendley**, College of Arts and Sciences, Bridgewater State College; **Charles Combs**, General Education Department, Berklee College of Music; **Joe Murray**, North Adams State College; **Gordon Lerversee**, Vice President for Academic Affairs, Keene State College; **Andrea Leskes**, Vice Provost for Undergraduate Education, Northeastern University; **Richard Weeks**, Vice President for Academic Affairs, Franklin Pierce College; **Diane Strommer**, Dean of the University College, University of Rhode Island; and **Maureen Goldman**, Associate Undergraduate Dean, Bentley College. New members are welcome. Contact Sandra Kanter at the University of Massachusetts at Boston, (617) 287-7740.

Reducing Student Cost and Enhancing Student Learning: The Challenge of the 1990's

An Abridged Version
by Alan Guskin, President, Antioch University

Colleges and universities today face their most significant crisis in over forty years. The analysis of the crisis of the 1990s has gained considerable steam in the last 12 months with a focus on the double-edged sword of costs: the expenses of institutions are too high for their revenues and the costs are growing beyond students' (and their families') capability or willingness to pay.

I believe we have the capability to creatively survive if we choose to do so, but traveling down that path requires significant, even radical, changes in how we organize and manage our administrative structures and educate students. My fear is that because we rebounded so well from the problems of the 1970s and enjoyed the incredible growth in income in the 1980s, our success will make us cynical about the major changes required to deal with the later half of the 1990s. In short, our previous success may well undermine our institutions and breed serious crises, not continual success.

The pressure for colleges and universities to change will be enormous. I believe there are three major forces at work in higher education that over the next 5-10 years will alter our colleges and universities.

1) The cost of education: The high cost of an undergraduate education in the public and private sector is creating an overwhelming pressure to cut back expenses rather than increase tuition to the level needed to fund institutional costs.

2) Student learning: There is a growing demand from many sectors of society for evidence of student learning outcomes. The pressure to refocus undergraduate education on student learning is only beginning.

3) New Technologies: Over the next 5-10 years, the new information technologies will provide the capability to alter how students learn and faculty teach. There will be considerable pressure to utilize them.

Need to Change Assumptions

Refocusing higher education by reducing student costs and enhancing student learning is not a simple matter, for it forces us to question some of our basic assumptions and to ask how we need to change them. Three examples highlight this need to change.

Assumption #1: *Efficiency and cost effectiveness are enhanced through centralization.*

The logic of this assumption drove administrative/management teams throughout higher education

and businesses until very recently. This assumption breaks down when we look at the effectiveness and impact of such systems on the people being served – whether customers, students, or faculty. Are people better served? The answer seems to be "no."

Alternative #1: *Consistent with institutional priorities, significantly cut costs and redesign the administration by decentralizing everything that can be decentralized and centralizing only those things that are absolutely essential (and review these "essential" assumptions continuously).*

Less can be more: Fewer people, less office and computer costs; more local accountability, more access to decision makers, more and better decisions. We need to focus on student learning, not the needs of faculty and administrators.

Assumption #2: *Students should be taught by faculty in classroom settings utilizing the same weekly calendar for all courses.*

This educational delivery method is more than a century old and is, for the most part, unexamined. How is it possible that every academic subject matter is best taught in one hour blocks, 2-3 times per week? While some may be, surely many are better taught in intensive blocks, others are better taught through a combination of intensive individualized and peer group work along with periodic lecturing and discussions with faculty members.

Alternative #2: *Rebuild the academic calendar so it enhances how students learn.*

The academic calendar should be built to enhance the relationship between the presentation of a particular subject matter and the diversity of student learning styles. This will create the need for more creative alternatives to the present weekly calendar arrangements.

Students need more time to think, to be with peers and less seat time; new, interactive electronic technologies will enable students to learn complicated material on their own or with peers as well or better than in most classroom groups; faculty members are better suited to interacting with people who are more motivated and have real questions than just trying to teach students who are filling seats.

Assumption #3: *The quality of our institutions is defined by the quality of faculty and institutional facilities, the inputs into the educational process.*

Institutional quality has focused on faculty, their background, their disciplinary interests as well as the physical facilities and services to students. It is this focus which has led to the proliferation of disciplinary programs and to the significant increase in administrative and student services in the past 15 years.

Alternative #3: *The quality of our undergraduate institutions should be defined by the outcomes they aspire to and society expects of them, namely enhancing student learning.*

Continued on page 8

The key to dealing with sustained lower revenue while maintaining quality education and service is to face the reality that present ways in which we are organized cannot be sustained.

Need to Change Assumptions
Continued from page 7

We need to refocus the academic area and role of faculty on how students learn. Focusing on student learning turns our thinking about the future of our colleges and universities upside down: from faculty productivity to student productivity, from faculty disciplinary interests to what students need to learn, from faculty teaching styles to student learning styles, from classroom teaching to student learning.

**The Need to Restructure:
Starting with the
Administration**

The administrative structures of effective universities and colleges are organized like our businesses and suffer similar problems. In the 1980s university administrative offices grew and grew, fueled by federal and state regulations and by the professionalization of higher education's administration.

Reports by the Pew Higher Education Research Program on how universities and colleges are responding to the 1990s financial problems indicates some good news, but mostly bad. The good news is that institutional leaders are beginning to take seriously the need for a "fundamental reassessment of [their institution's] scope and operations..." The bad news is that the researchers were left with the "prevailing

impression...of the inherent difficulty in rethinking patterns of institutional growth and contraction..."

The common conception in dealing with administrative reduction is to cut, combine, add a little computing power but leave the basic services and work intact. The only problem is that the same amount of work has to be done in the organization. The key to dealing with sustained lower revenue while maintaining quality education and service is to face the reality that the present ways in which we are organized cannot be sustained. We must face the need not only to reduce costs but to reorganize how we work.

As we reflect on how we must reorganize, how we do administrative and academic work, we must **first** focus on the need to redesign the administrative structures of our institutions. Only after such planning and its implementation can we proceed with the reorganization of the work of faculty members.

**Restructuring the Role of
Faculty**

It is clear to me that even major alterations in how administrative work is organized will not produce enough savings in university expenses to significantly reduce student costs. Significant savings in university expenses will have to involve major reductions in the academic area.

I believe the only way we can create major savings in the academic area while enhancing student learning is by restructuring the role of faculty members. At first, this will prove to be a monumental undertaking. All of the incentives seem against doing so, except creative survival or just survival. For over three decades faculty have been trained, encouraged and rewarded for reducing their teaching load in order to do their own work—namely, research, writing, consulting, and so on. During this same period, university governance structures have shifted powerfully to emphasize the primacy of faculty in determining the nature of curriculum and of faculty work. Planning increases in faculty productivity by increasing the number of courses taught runs counter to the personal and professional interests of faculty and will, at the outset, create considerable resistance.

Some productivity gains can no doubt be produced by faculty just teaching more, that is, doing more of what they now do. But I don't believe the volume of activity is what we should seek. Most faculty do work very hard.

An alternative is the problem and the challenge: to create a learning environment that focuses directly on those activities that enhance student learning and to restructure the role of the faculty. This means maximizing essential faculty-student interaction, integrating new technologies fully into the learning process, and enhancing student learning through peer interaction.

Student Learning

Student learning at the undergraduate level is very complex, both in our aims and what is achieved. We want students to learn about a lot of things, to accumulate information and knowledge in a host of fields, with depth in at least one. We expect students to develop skills in writing and communication, in the use of quantitative and scientific methods, in the learning of a foreign language. Even more importantly, we have strong expectations regarding student conceptual learning, the development of conceptual,

intellectual tools that enable them to compare and contrast the material they are acquiring, and to make judgements about its relevance to other issues of concern.

If we take seriously our student learning goals then we should emphasize the most effective educational settings for achieving them. Chickering and Gamson, in their influential "Seven Principles for Good Practice in Undergraduate Education," summarize many years of research on good practice in college teaching. They conclude that good practice:

Encourages student/faculty contact

Encourages cooperation among students

Encourages active learning

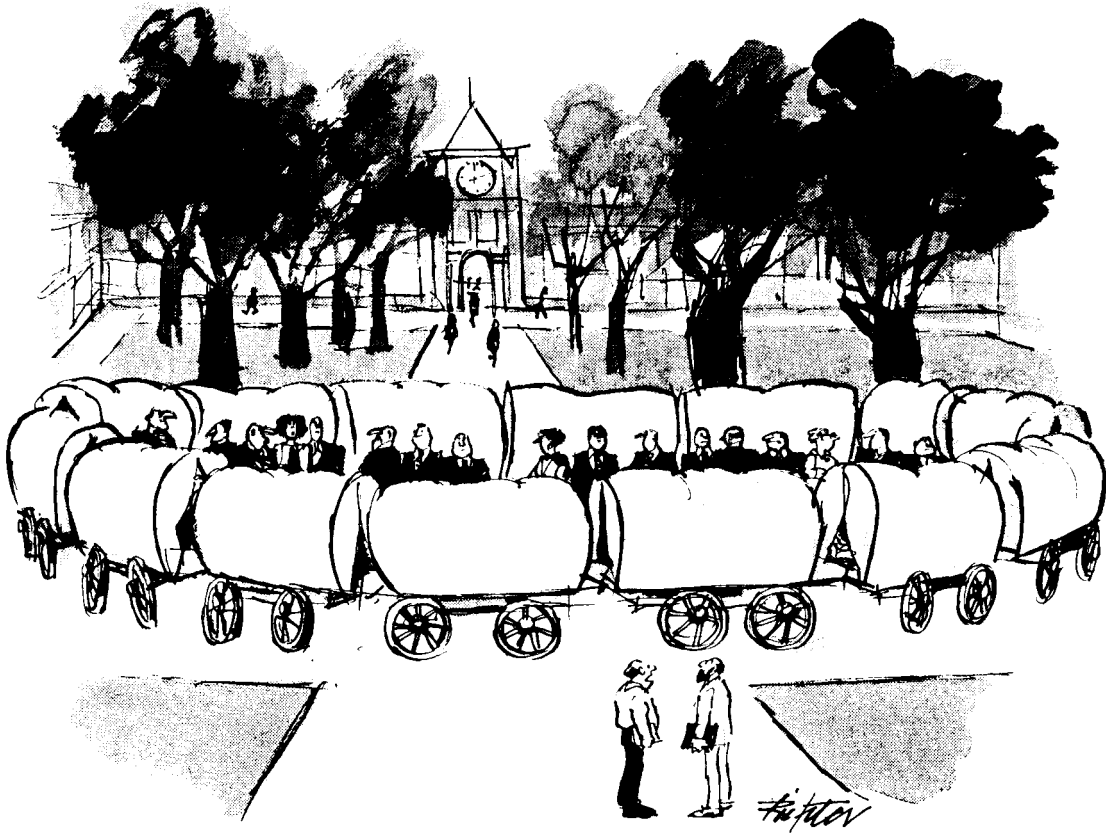
Gives prompt feedback

Emphasizes time on task

Communicates high expectations

Respects diverse talents and ways of learning

Continued on page 10



THE CHRONICLE OF HIGHER EDUCATION

HARALD BAKKEN AND MISCHA RICHTER

"Good Lord! Isn't that all of the central administration?"

Restructuring the Role of Faculty
Continued from page 9

These optimal settings present a clear message to every college and university: that the primary learning environment for undergraduate students, the fairly passive lecture-discussion format where faculty talk and most students listen, is contrary to almost every principle of optimal student learning settings.

If we combine the findings of Chickering and Gamson with the increasing availability of sophisticated interactive technologies over the next 5-10 years, I believe a number of conclusions about student learning can be reached.

Key aspects of student learning can be accomplished effectively through the human interaction of students and faculty members utilizing electronic technologies, especially new information technologies, through peer interaction without the presence of a faculty member and by students learning by themselves inside and outside the institution.

Learning Strategies: Faculty,
Technology, Peers

By developing student learning strategies in each of these three areas, we can begin focusing on the potential changes in the role of faculty members: from teachers in classrooms to mentors and coaches, from lecturers to guides to student group learning and the use of new technologies and, over communications networks, to information

sources throughout the nation and the world. Students themselves will learn with their peers as well as alone and will test their ideas and themselves in work and service environments off-campus. Faculty will be critical to the development of real conceptual learning and, as their peers in graduate education, they will work more closely with students.

I believe rethinking what faculty do can be accomplished because so much effort is expended utilizing methods that are not very effective in producing high levels of student learning, namely talking at students in fairly large groups. I also believe that faculty spend precious little time involved in activities which are important to student learning—namely direct, individual faculty/student interaction, intense small group discussions, etc.; and in encouraging students to be involved in activities which are important for student learning but do not involve faculty—team-oriented settings, peer tutoring and coaching, experiential learning outside the institution. Further, I believe faculty members can effectively and efficiently utilize new electronic technologies in a way that will enhance and/or often substitute for a good deal of their present method of teaching, thereby freeing faculty to spend time with more students and have greater impact on the learning of all these students.

Conclusion: Changes Needed

Colleges and universities are locked in an unexamined educational delivery system that is increasing in costs while, at best, maintaining a steady state in student learning. Radical changes in our administrative and academic structures will be required over the next ten years. The costs of our enterprise will drive us to do it, the new technologies will challenge us and the society will force us to be accountable.

In this brief analysis—there is a much longer version—I am attempting to begin the discussion of restructuring administrative structures and the role of the faculty. To accomplish all of this, many faculty and administrators will need additional skills; and students will need to be encouraged and taught how to utilize new technologies and learning environments to enhance their learning.

Our institutions will survive the 1990s. The question is whether they will do it creatively or whether they will limp slowly and painfully into the 21st century.

Resources:

Chickering, Arthur W. and Gamson, Zelda F. *Applying the Seven Principles for Good Practice in Undergraduate Education*. New Directions in Teaching and Learning, #47, San Francisco: Jossey-Bass, 1991.

Pew Higher Education Research Program, 4200 Pine St., 5A, Philadelphia, PA 19104-4090.

Staff Update

Zelda Gamson taught a course this term on colleges and universities as organizations in the new doctoral program in higher education in the Graduate College of Education at UMass/Boston. She has presented on faculty worklife at Temple University and the annual conference of the Massachusetts American Council on Education/National Identification Program; on curriculum at the annual meeting of the Association for the Study of Higher Education; on the academic workplace of the future at the annual conference of the Association of Faculty for the Advancement of Community College Teaching; and on the "Seven Principles for Good Practice in Undergraduate Education" for a teleconference organized by Starlink of Texas. She recently completed a policy paper on collaborative learning for a conference organized by the National Center on Postsecondary Teaching, Learning, and Assessment at Penn State.

Deborah Hirsch has begun the second round of site visits for her work with Brandeis University and Abt Associates evaluating grantees from the Corporation on National Community Service. In April, she met again with a working group, funded by the Corporation, at Rutgers University. The group is charged with developing an agenda for service and service learning at the post-secondary level. Deborah is also involved in research on the service experience for non-traditional students in community college and/or urban university settings.

Associates/Fellows

Ernest Lynton, NERCHE Senior Associate, continues to be involved in a variety of activities, including the editing of the quarterly journal, *Metropolitan Universities*. The next issue focuses on the fine arts; the following issue will feature articles on faculty roles and rewards. NOTE: The journal is always looking for stimulating contributions on topics of interest to faculty and administrators in metropolitan and urban universities. Contact Ernest by phone at (617) 232-5046, fax (617) 566-4383 or e-mail LYNTON@UMBSKY.CC.UMB.EDU if you have an idea for an article.

Ernest and **Clara Lovett**, formerly Director of the AAHE Forum on Faculty Roles and Rewards, and now President of North Arizona University, and **Nevin Brown** of AAHE are preparing an AAHE monograph on Professional Service targeted for publication by the end of 1994. That is also the intended date of publication for the follow-up to *Scholarship Reconsidered*, to be called *Scholarship Assessed*, on which Ernest is working with **Ernest Boyer**. Ernest continues to speak on this topic on campuses and at national and regional professional meetings and symposia.

Finally, Ernest appeared as an expert witness in federal court in one aspect of the long-standing litigation about the desegregation of the higher education system in Alabama. He testified to the importance of close ties between a metropolitan university and its local constituencies.

Janice Green, NERCHE Visiting

Fellow, has represented NERCHE as a consultant to Western State College of Colorado and Long Island University, Brooklyn Campus. She is also consulting independently with the Urban College of Boston and St. Joseph's College in Indiana. Janice has recently completed a paper on leadership in academe reflecting on her years in senior administrative positions at several institutions of higher education. She will be continuing her affiliation with NERCHE next year as a Senior Associate.

Martha Stassen, NERCHE Visiting Fellow, has recently joined our staff as Coordinator of outreach activities and services. In her new role, Martha will be exploring ways to improve NERCHE's outreach to colleges and universities in the region through conferences, workshops and consultations. Martha recently completed a case study workshop on classroom conflict for faculty at the New Jersey Institute for Collegiate Teaching and Learning. She is also working with Janice Green to evaluate a project at Long Island University.

Abe Bernstein, NERCHE Visiting Fellow, is establishing a consulting practice in Keene, New Hampshire. He has also been doing considerable writing and has four articles in preparation, on topics ranging from technological innovation to environmental education.

CONGRATULATIONS TO:

Sue Ann Huseman, Academic Affairs Think Tank, on becoming President of Monmouth College (Ill.).

Continued on page 13

The University of New Hampshire is pleased to announce the "First Year Course" for entering students. This mandatory, non-credit course will address the high school to college transition and provide a forum for discussion of obligations and responsibilities inherent in community membership. Scheduled for full implementation in fall 1995, the course is administered by the Provost/Vice President for Academic Affairs, in collaboration with the Vice President for Student Affairs. A management committee of faculty, staff, and students will develop and oversee curriculum.

The Association of Academic Affairs Administrators (ACAFAD) Conference

The 29th annual meeting of **ACAFAD** – Northeast Region, "Public Service & Global Perspectives: Higher Education's New Accountability" will take place November 3–5, 1994 at the Omni Shoreham Hotel, Washington, D.C. Contact Dr. Myron Schmidt, Vice President for Academic Affairs, Dean College, Franklin, MA 02038. Telephone (508) 528-9100 ext.216.

"Continuous Improvement Academic Standing: A Collaborative Model"

More students are experiencing success in the School of Management at **Suffolk University**. Since 1987 the number of academic actions decreased 60%! The dramatic improvement in academic standing is attributable to our goal of increasing student persistence and success through well-coordinated collaborations between academic

and student affairs, enrollment and retention management staff, administration, faculty and students. Collaborative projects include early warning systems with CLOUT, an intrusive faculty special advisor program, comprehensive monitoring and follow-up, and creative incentives (for example, a free summer course for eligible students). For information please contact Myra Lerman, Director of Undergraduate Affairs, Suffolk University, Boston, MA 02108. Telephone (617) 573-8624.

The North Shore Tech Prep Initiative links eleven area high schools with **North Shore Community College**. The initiative outlines a clear sequence of course work throughout high school and provides options for advanced placement credit at technical and community colleges. The Initiative, funded by the Carl D. Perkins Act, consists of a network of educational constituencies and business and industry partners working together to combine work-related and educational learning to prepare students with the skills to successfully enter an increasingly competitive workforce in business, manufacturing, engineering and health.

Bunker Hill Community College will implement a new General Education Policy that applies to both associate in arts as well as associate in science degrees across the college. Under the program, all students enrolled in degree programs will be required to take a general education core that includes 6 credits of

communications course work and 16 credits of general education distribution, including courses that meet requirements in the categories of the Individual in Society, Modern Civilization, Quantitative Thought, Scientific View of the World, and Creative Exploration. For more information contact the Provost at Bunker Hill Community College, Dr. Kathleen E. Assar, telephone (617) 241-8600.

The Freshman Seminar Program at **Middlesex Community College** (Bedford, MA) was featured in John and Suzanne Roeuche's new book, *Between a Rock and a Hard Place: The At-Risk Student in the Community College*. It also was featured as one of five model community college initiatives in the PBS television program "Author to Author" that was aired this March and focused on the Roeuche book. For more information, contact Evelyn Clements, Dean of Student Development, Middlesex Community College, Telephone (617) 280-3524.

Bradford College was one of 30 institutions to receive an award from The Council of Independent Colleges to link service learning to the core curriculum. As a member of their "Learning and Service Alliance," Bradford is forming a Community Advisory Board of representatives from local non-profits to help create experiential exercises and field-based community service projects that will be integrated into two core courses in the fall 1994. This sequence dovetails with their

existing Senior Seminar in Ethics and Values which asks students to articulate their personal ethic as it has developed over four years.

Keene State College has been chosen by the Association of American Colleges (AAC) as one of 40 planning institutions to take part in their new initiative, "American Commitments: Diversity, Democracy and Liberal Learning." This is a national, multi-project initiative to help colleges and universities define approaches to diversity as a fundamental dimension of liberal arts education and provide resources to institutions grappling with diversity issues in their curriculum, campus ethos and institutional mission. The KSC team, along with those from the 59 other participating institutions, attended a three-day conference last month where faculty and administrative teams explored a range of curricular models, new scholarship on diversity and democratic pluralism, pedagogical approaches, possible forums for faculty development, and ways to implement curricular reform. The **University of Massachusetts at Boston** serves as one of a small group of resource institutions to this project.

Congratulations
Continued from page 11

Jehuda Reinharz, Academic Affairs Think Tank, on his appointment as President of Brandeis University.
David Entin, former NERCHE Visiting Fellow, on his appointment as Dean of Arts & Sciences at New York City Technical College. **Lanny Kutakoff**, Associate Deans Think Tank, on his new position as Associate Dean of Academic Affairs at Dean College, Franklin, MA.

Reader Survey

NERCHE encourages discourse, discussion and development of new ideas and initiatives in the organizational life of colleges and universities. It does this through its think tanks, workshops, conferences, outreach activities and newsletter. To enable us to help you better, we would like you to take a few minutes to fill out the following reader survey and return it to us by July 15, 1994. Please mail responses or fax them to (617) 287-7922. Please be sure to write NERCHE on cover sheets when faxing.

Title

Institution

Member of Think Tank Yes No

(above questions are optional)

Which article or section of this newsletter did you read first?

Letter from the Director

Events

Featured article

Think Tanks

Announcements

Interstate Interchange

Is this the section you usually read first? Yes No

If no, which section do you usually read first?

Which section(s) do you find the most useful to your daily work? To your long term professional goals?

Daily

Long term

Letter from the Director

Events

Featured article

Think Tanks

Announcements

Interstate Interchange

Do you pass this newsletter along to other people? Yes No

If yes, please specify title(s) of those you send it to (if you include their names and addresses we will add them to our mailing list):

What would you like to see more of?

Working Papers

Working Paper #1:

Sandra E. Elman
*The Academic Workplace:
Perception Vs. 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 #4:

Ernest A. Lynton
*New Concepts of Professional Expertise:
Liberal Learning as a 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 #11:

David H. Entin
*TQM in Higher Education:
A Preliminary Look at Ten Boston Area Institutions*
Spring 1992

Working Paper # 12:

Ted I.K. Youn and Zelda F. Gamson
*Organizational Responses to the Labor Market:
A Study of Faculty Searches in Comprehensive Colleges and Universities*
Spring 1992

Working Papers Request Form

NAME:

AFFILIATION:

ADDRESS:

CITY:

STATE:

ZIP:

PHONE: ()

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

#1 #2 #4 #5 #6 #7 #8 #9 #10 #11 #12

There is a \$3.00 charge per paper, pre-paid. Please make check payable to NERCHE Working Papers and mail to:
New England Resource Center for Higher Education, University of Massachusetts at Boston, Graduate College of
Education, W/2/143-06, Boston, MA 02125-3393. Telephone (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 02125-3933

Third Class Mail