Fall 2000

The Academic Workplace (Fall/Winter 2000): For-Profit and Traditional Institutions: What Can Be Learned from the Differences?

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

Deborah Hirsch
University of Massachusetts Boston

Robert R. Newton
Boston College

Jeffrey Apfel
Rhode Island School of Design

www.nerche.org

Fall/Winter 2000, Volume 12, Number 1

THE ACADEMIC WORKPLACE

NERCHE New England Resource Center for Higher Education

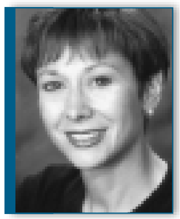
NERCHE *Events*

NERCHE and The Futures Project host an All-Think-Tank Dinner Discussion

The Futures Project: Policy for Higher Education in a Changing World (futuresproject.org) was established to explore strategies to address the forces driving the enormous changes in American higher education: technology and distance learning, the competition from for-profit providers, globalization, and shifting demographics. The project aims to stimulate an informed national debate about the impact of these changes in order to influence future policies. In November **Frank Newman**, Project Director, and **Lara Couturier**, Project Coordinator, moderated a discussion with think tank members and their guests. Members read a scenario developed by the project that presented likely outcomes

continued on page 14

The New England Resource Center for Higher Education is devoted to strengthening higher education's contributions to society through collaboration. It does this by working on a continuing basis with colleges and universities in New England through think tanks, consultation, workshops, conferences, research, and action projects.



Letter from the Director
Deborah Hirsch

If our think tanks are the pulse of higher education in New England, then two events of the past six months are worth noting: first, the loss of think tank members from Bradford College, which closed its doors last May; second, the arrival of a think tank member from a for-profit university. Both events herald a new age for American higher education.

While small, private, tuition-driven colleges may be first in the line of fire, they are not the only ones vulnerable to today's market forces. The proliferation of corporate universities and for-profit providers are part of the backdrop of pressures that are driving many of our colleges and universities to rethink many of their timeworn and deeply entrenched modes of operating. **Robert Newton**, in our featured article, outlines the differences between for-profit and traditional institutions. When the University of Phoenix and "Traditional College" are pitted against each other, the differences in focus, delivery, target audience, and curriculum are striking. The comparison is useful for those institutions that still resemble "Traditional College," but how many American institutions of higher education can lay claim to that classification? The reality is that most of our institutions contain elements of both Phoenix and traditional residential colleges. In fact, I suspect that if you removed the labels from Newton's table (see page 7), you would be hard-pressed to say which one is the for-profit and which one is the not-for-profit. In the effort to stay competitive, even traditional institutions have taken on some of the elements of the for-profits, and as the for-profit institutions reach out to broader audiences, they have begun to incorporate many of the characteristics of traditional colleges and universities.

While no one wants to be caught unprepared for change, as reviewer **Jeff Apfel** concludes in his book review of *The "E" Is for Everything: E-commerce, E-business, and E-learning in the Future of Higher Education*, the solution is not to jump wholeheartedly into every promising opportunity. The result would most certainly be to spread resources so thin that financial and educational stability would be jeopardized.

The confluence of widespread changes in technology, demographics, and market forces presents unprecedented challenges for higher education. This is the subject of the Futures Project, led by Frank Newman, which is deeply immersed in understanding the many forces that are currently acting upon higher education. The project has convened policymakers and leaders from across the country and abroad to discuss several scenarios suggested by these and other challenges and to identify possible initiatives to help higher education shape rather than be led by change. Our think tank members participated in one of these discussions, lending the perspective of practitioners from the very institutions that will experience the greatest impact of such forces. (See NERCHE Events for more information about this event).

continued on page 19

IN THIS ISSUE

Creating Community, Collaboration and Change in Higher Education

The New England Resource Center for Higher Education has received support from the Graduate College of Education and the Office of Graduate Studies at the University of Massachusetts Boston the Ford Foundation, the W. K. Kellogg Foundation, the John S. and James L. Knight Foundation, the Nellie Mae Foundation, the Pew Charitable Trusts, the Exxon Education Foundation, the Mellon Foundation, The Education Resources Institute, the Carnegie Foundation for the Advancement of Teaching, and anonymous gifts.

Informing Policy with Practice

Now in its second year, NERCHE's Informing Policy with Practice Project continues to feed practitioner expertise into policy discussions. In 1999-2000 we released three NERCHE Briefs featuring policy recommendations generated by NERCHE's think tank discussions (see below).

NERCHE also hosted 13 Visiting Fellows and Senior Associates, administrators and faculty who are typically on leave or in transition and whose practical experience and reflective viewpoints lend valuable substance to the discussion of problems and issues facing higher education. Some of these individuals work directly with NERCHE's funded projects. Others conduct independent programs and research projects that focus on practice. (See the Visiting Fellows section of the newsletter for more information about current Visiting Fellows.)

Civic Engagement Cluster

The Civic Learning Cluster Project is now named the Civic Engagement Cluster Project, a change that reflects the broad institutional transformation sought by the endeavor. The Project supports higher education institutions undergoing transformation to better serve the needs of students and society. The premise of the Cluster model for institutional change is twofold: first, that higher education plays a critical role in preparing students for engagement as responsible citizens; and second, that transformation in higher education can be accomplished most effectively by promoting and supporting systematic change in educational practices and institutional environments simultaneously among a diverse group of institutions rather than tackling one institution at a time.

Last spring NERCHE was pleased to announce the 10 institutions invited to participate in the Cluster and to convene the first meeting of teams from the Cluster institutions in July during the AAHE Summer Academy in Snowbird, Utah. The Civic Engagement Cluster consists of Alverno College, Kansas State University, Morehouse College, Olivet College, Oglala Lakota College, Portland State University, Rutgers University, Spelman College, University of Denver, and the University of Texas at El Paso. NERCHE will facilitate communication across the institutions in order to bolster their individual initiatives to strengthen civic engagement. Please visit www.nerche.org for contact information and Cluster project descriptions.

During the first meeting of Cluster institutions, in July, the participants formed cross-institutional task forces to provide a mechanism for team members from across the Cluster to work together on specific issues related to strengthening civic engagement. These task forces will (1) design innovative curriculum and pedagogy to promote civic responsibility; (2) develop student leadership and activism for civic engagement; (3) assess Cluster activities and student outcomes; and (4) promote university partnerships with K-12 schools and integrate civic engagement themes into teacher education. Each cross-institutional project plan reflects institutional commitment and attention to sustainability. In addition, Cluster members are collaborating on the development of a Civic

NERCHE Briefs

Briefs are a distillation of collaborative work of NERCHE's think tank members and project participants. NERCHE Briefs emphasize policy implications and action agendas from the points of view of people who tackle the most compelling issues in higher education in their daily work lives. With support from the Ford Foundation, NERCHE disseminates these pieces to a targeted audience of over 600 higher education association heads, foundations, college and university presidents, and legislators. To read the complete texts, visit our website (www.nerche.org).

Brief 1	**The Technology Challenge on Campus from the Perspective of Chief Academic Officers, January 2000**
Brief 2	**Benchmarking from the Perspective of Chief Financial Officers, April 2000**
Brief 3	**Making Assessment Work, July 2000**
Brief 4	**Building Partner Relationships, December 2000**

Contact Information

The Academic Workplace
Editor, Sharon Singleton

617-287-7740
www.nerche.org
nerche@umb.edu

NERCHE
Graduate College of Education
University of Massachusetts Boston
100 Morrissey Blvd.
Boston, MA 02125-3393

Engagement Cluster web site. The web site will serve as a clearinghouse for resources and will provide a means to hold virtual conversations, post messages, and draft documents collaboratively.

Project Engage

NERCHE developed Project Engage to further recognize and support community-based action research through grants to faculty-student-community research teams. Project Engage began with a Wingspread meeting in January 2000 (see *The Academic Workplace*, Spring 2000), when NERCHE convened faculty, all deeply involved in community research, who had been nominated for the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach and charged them with the task of shaping a request for proposals and developing the criteria for selecting grant winners. The request for proposals, sent to all Lynton Award nominees, challenged faculty to involve both students and community representatives as full partners in the community-based research. In this way, Project Engage promotes the principle of a learning collaborative in which all partners learn from each other's expertise and insights. The proposal guidelines also emphasized that projects seeking funding should meet high standards of action research as scholarship, incorporating knowledge generated from theory tested by experience and from reflective practice.

In June the first Project Engage grants were awarded to the following projects.

1. Collaborative Research in the Educational Village

Lynn, Massachusetts

Research Team: Mary Lou Breitborde, Professor of Education, and Mary DeChillo, Professor of Social Work, Salem State College; Claire Crane, Principal, and Susan MacNeil, Ford Elementary School; Kimberlee Gonsalves, student in the Department of Education, and Melanie Sauder, graduate student in the School of Social Work, Salem State College.

2. Digging Where We Stand: Research with Campus Workers to Understand and Change Their Place in the University

Knoxville, Tennessee

Research Team: Fran Ansley, Professor of Law, University of Tennessee College of Law; Chris Pelton, Organizer, Campus Workers for a Living Wage; Kristen Rudder, graduate student, University of Tennessee College of Law.

3. Mending Our Ways with Words: The Demeter Project

Washington, DC

Research Team: Patricia O'Connor, Associate Professor, Department of English, Georgetown University; Valencia Dillon, Clinical Executive, Demeter NW Substance Abuse Treatment Center; Jessica Billian, student in the English and Spanish departments, Georgetown University

4. The Mission Project

Miami, Florida

Research Team: Annette Gibson, Professor, School of Nursing, Miami-Dade Community College, Medical Center Campus; Ronald Brummitt, Director, Men's Center, Miami Rescue Mission; Maria Esther Jaurrieta, student in the School of Nursing Class, Miami-Dade Community College.

5. Promoting Understanding and Learning by Embracing Diversity

Green Bay, Wisconsin

Research Team: Bernadette Berken, Assistant Professor of Mathematics, St. Norbert College; John Jacobs, Curator of Science, Neville Public Museum of Brown County; Olga Villarroel, student in the Department of French.

The faculty involved in the design of Project Engage spoke at Wingspread about the power of the learning collaborative model in the context of action research. The sense of shared inquiry, problem solving, and reflection on experience profoundly affects teaching and learning. NERCHE will be documenting and evaluating the learning outcomes of each project funded by a Project Engage grant, with an emphasis on students. Over the course of the year, NERCHE will help project research teams disseminate both their findings and information about the model of faculty-student-community action research partnerships. Please visit our web site (www.nerche.org) for project descriptions.

Project Colleague

University-community partnerships have been receiving considerable attention recently in the media and in higher education conferences. Building and sustaining strong partnerships involves complex issues often tied to differences in the structures and cultures of the partner organizations. But the rewards of revitalized neighborhoods, improved quality of life, and increased educational achievement continue to strengthen the role of universities as active citizens of their communities. Gradually, a body of literature and knowledge is developing about lessons learned from those involved in university-community partnerships.

Project Colleague has contributed to this exchange of information and support for faculty involved in community partnerships. Project Colleague Faculty Associates understand that both community organizations and university faculty and staff often lack practical resources that would enable them to navigate within each other's cultures and systems. To that end, Faculty Associates designed a workshop and facilitator's guidebook: "Swinging Doors: Making College-Community Partnerships Work." The workshop serves as an introduction for community organizations to the potential rewards and challenges of partnering with colleges and universities. The workshop and facilitators' guidebook are available through NERCHE. Contact us if you are interested in holding a workshop as part of a faculty development program or in hosting an event for university and community partners.

FEATURE ARTICLE

For-Profit and Traditional Institutions: What Can Be Learned from the Differences?

Robert R. Newton,
Associate Academic Vice President, Boston College

The 3,500+ institutions of higher education in the United States represent a wide variety of purposes and clienteles. Major research universities, selective liberal arts colleges, religiously oriented colleges, state college systems, and private and public two-year colleges are all part of the multifaceted $200+ billion American higher education industry. Within that industry, the *Chronicle of Higher Education* reported in January 1998, the fastest growing sector is for-profit higher education, at that time totaling 564 institutions. The *Chronicle* commented that "Within little more than five years, post-secondary proprietary education has been transformed from a sleepy sector of the economy, best-known for mom-and-pop trade schools, to a $3.5 billion-a-year business that is increasingly dominated by companies building regional and even national franchises."

The most highly publicized for-profit institution has probably been the University of Phoenix. It offers graduate and undergraduate degree and certificate programs to working professionals around the world. In summer 2000, it had 85 campuses and learning centers in the United States, Puerto Rico, and British Columbia and a growing number of on-line programs that know no boundaries. With 68,000 students enrolled, it claimed to be the largest private accredited university for working adults. According to its web site, the University is exploring opening campuses in the Netherlands and Germany and will eventually enter markets elsewhere in Europe and Asia.

At a recent conference on distance education sponsored by the New England Board of Higher Education, Jorge Klor de Alva, then President of the University of Phoenix, described the purpose and various facets of his institution. The University's clear and highly systematic approach to the implementation of its programs was impressive. The sharpness of its objectives and organization stimulated me to ask how the University of Phoenix and, by extension, other similar for-profit institutions differ from traditional colleges or universities. Such a comparison would add both an understanding of how for-profits like Phoenix stand apart from traditional colleges and a heightened awareness of what is distinctive about traditional institutions that needs to be emphasized and strengthened if they are to maintain their position in higher education. For the purposes of this comparison, I will contrast the University of Phoenix with the kind of traditional college that sits at the far end of the spectrum of traditional and nontraditional institutions. I realize that U.S. higher education institutions fall along numerous points of this broad spectrum and that the comparison for a particular institution would need to be adjusted accordingly.

> *For many [faculty], evaluation of student learning is an unscientific process that often has little impact on the delivery of the course the next time around.*

Focus

The University of Phoenix has concentrated on one slice of the higher education pie: the education of working adults with already-established career goals. To enroll in a Phoenix program, you must be over age 27 and employed full time. Phoenix course goals could be described as tactical rather than strategic, focusing on the knowledge and skills that have immediate payoff. They are the competencies these individuals need right now for advancement along a chosen career path. Focusing on this narrowly defined student population enables Phoenix to pursue its mission unfettered by the multiple concerns or clienteles that preoccupy traditional institutions.

The traditional college usually targets a different age group and generally encourages full-time study while discouraging full-time employment. These institutions usually offer the "college or university experience," a broad range of educational, extracurricular, artistic, social, and athletic programs that make up the academic experience and stimulate growth both inside and outside the classroom. The focus of the traditional college is a liberal education, an experience that seeks to "free" the students from prejudice and ignorance by confronting them with fundamental human questions, exploring different responses to these questions, insisting that students develop their own positions, and challenging them to live the "good life." While some undergraduate degree programs may have a professional focus, it is usually within the broader context of the traditional aims of a liberal education.

Metaphors

Institutions of higher education are both educational corporations and communities of scholars. As corporate entities, colleges and universities depend on expertise in finance, higher education law, accreditation, marketing, customer relations, etc., to survive in the highly competitive environment of American higher education. While every institution must also be an efficiently functioning corporation if it is to maintain its viability, the concepts of higher education as an "industry" and students as "customers" are relatively recent developments. Framed by the industrial metaphor, a college or university is an educational corporation, part of the $200+ billion industry that delivers education and training services to consumers. Scholarly individuals who provide the knowledge base and the expertise in pedagogy and evaluation are an essential component of any institution of higher education, traditional or for-profit. Viewed as a community of scholars, the university is not a business but a "sacred" institution with a special societal mission; students are not customers but co-learners with or apprentices to faculty in the communication and discovery of knowledge.

While traditional colleges attempt to maintain themselves as scholarly communities in both their rhetoric and operation, for-profit colleges

"Can anyone remember what our core business is?"

© The New Yorker Collection 1999 Robert Cline from cartoonbank.com

like Phoenix are content with their role as competitors in the higher education industry efficiently and effectively delivering the knowledge and competencies students need at a price they can afford. Thus, if one were to arrange all institutions of higher education along a spectrum whose ends were "community of scholars" and "educational corporation," it seems clear that the for-profit model like Phoenix and the traditional college would land at opposite points.

Faculty

One of the most interesting facets of the Phoenix model is the "unbundling" of the teaching component of the faculty role. In the traditional college, the faculty member, like a craftsman in a cottage industry, is the knowledge expert, the course designer, the presenter, and the evaluator. In the Phoenix model, the faculty functions are separated: content and curriculum experts design the course objectives and materials; practitioners hired as part-time faculty deliver the course, adding their real-world insights; and evaluation experts, rather than the instructors, design assessments for the course. In the traditional setting, where the typical faculty member performs all these functions, there are considerable quality variations as result of the uneven talents of individual teachers. Some faculty may be outstanding knowledge experts but be weak in course design or presentation. For many, evaluation of student learning is an unscientific process that often has little impact on the delivery of the course the next time around.

What constitutes scholarship, teaching, and service; how these activities interrelate; and in what ways they can be carefully and reliably assessed are issues that individual faculty, departments, and disciplines in the range of colleges and universities are reexamining.

The Phoenix model identifies experts in each phase of the course design, delivery, and assessment processes. It resembles more a systems approach in which precise competencies or outcomes are identified, a course experience is designed to produce these outcomes, and an assessment is developed to measure them. Curriculum designers are responsive to customer assessment and revise courses based on student evaluations. The results of the assessment are used in a feedback loop to improve the course design or teaching performance. In the traditional setting, the faculty member holds the central position, controlling the educational process throughout its various stages within general guidelines provided by the department or college. The model emphasizes the unique talents and creativity of individual faculty members, but often produces inconsistent results. In the Phoenix model, the instructional system is central and controlled, plugging the various knowledge, design, delivery, and assessment experts into their appropriate slots. The model emphasizes rational design, consistency, and continuous improvement but minimizes the creativity of individual faculty members, except in the delivery phase.

Traditional college faculty members are affiliates of departmental, school, and university communities that provide professional context not only for their own growth but also for the development of their disciplines. Traditional college faculty members are expected to teach (the "bundled" responsibility described above), be engaged in scholarship, and perform various kinds of internal and external service. The Phoenix model not only separates instructional

continued on next page

 continued from previous page

process into its various parts, but also eliminates the research and service elements for the classroom teachers. In the Phoenix model, the classroom instructors are individual contractors, technicians implementing and supplementing a preset instructional design. As even traditional colleges become more complex in response to a changing world, there is an inevitable impact on traditional faculty roles. What constitutes scholarship, teaching, and service; how these activities interrelate; and in what ways they can be carefully and reliably assessed are issues that individual faculty, departments, and disciplines in the range of colleges and universities are reexamining. Also affecting faculty roles are the means by which many institutions are linking academic and student affairs—traditionally the "customer service" arm of the organization—in an effort to promote fuller, more integrated learning.

Students

The terms used to describe students give an additional clue to the difference between for-profit and traditional institutions. As noted above, the Phoenix model views the student as a consumer seeking a businesslike relationship that will deliver the skills and competencies he or she wants. The connotations of the words "consumer" and "customer" are quite different from those that surround the word "student." In a traditional institution the student/faculty relationship is viewed as a helping relationship in which the student feels that the faculty member has his or her best interest at heart. Teaching has traditionally been regarded as a "vocation" not unlike that of the doctor or clergyman. The concept of customer or consumer, on the other hand, symbolizes a relationship in which the provider's ultimate concern is a literal bottom line. This is not to suggest that the goal is not first-rate service and consumer satisfaction, but that the ultimate motivation for these intermediary goals is corporate profit and growth.

Knowledge

The traditional college or university has always had discovery of knowledge as one of its main goals. It aims not only at the communication of the intellectual, historical, and cultural traditions but also at the extension and expansion of this heritage. The University of Phoenix does not seek to discover new knowledge but to teach students how to apply existing theory and research to practical situations and real work issues.

Klor de Alva describes the traditional college as providing a "just in case" education—a broad education in which most student learning is not related to an immediate objective or application. Statements like "preparation for life or citizenship" or "development of the whole person" symbolize the often intuitive but rather vague goals of the traditional institution. A Phoenix education, on the other hand, is a "just in time" experience: The student learns just what he or she needs and can apply immediately, predominantly in a career setting.

This comparison also raises questions for faculty, staff, and students alike: What must remain "sacred" in order for a college to remain a college?

Investments and Organization

As noted above, the University of Phoenix focuses on a narrow segment of the higher education market and, within that market, on one set of needs: the knowledge, skills, and competencies needed for career advancement. As a result, it targets its investment on the development of a content, pedagogy, delivery, and assessment system that can produce these outcomes. The more traditional college or university makes major infrastructure investments in libraries, classrooms, athletic facilities, theaters, laboratories, dining facilities, residences, student unions, infirmaries, etc. A traditional college (especially if residential) aims to be a total environment. Colleges or universities, with their many and varied goals and the requirement that they involve multiple constituencies with widely varying interests, are notorious for a glacial pace of change and decision making. An organization like Phoenix, on the other hand, sharply focused on a narrow set of objectives and required to satisfy only its corporate leadership and its consumers, can adapt much more quickly to changes in the environment.

Educational Model

The traditional college operates on a scholarly discipline model where the disciplines are the context for conveying cultural heritage, for posing the questions that have perplexed humankind over the ages, for engendering new questions, and for teaching the methods of inquiry that have developed in particular disciplines. Students interact with the best ideas and minds, both historical and contemporary, through a variety of educational means. The Phoenix model, on the other hand, has a more behaviorist starting point that focuses on the competencies that the student needs and the most efficient and effective ways to deliver these outcomes to the student. These different starting points, perhaps more than any of the other differences noted above, illustrate the contrast between the goals of the University of Phoenix and a traditional institution.

The table on page 7 summarizes what I have suggested are the differences between a traditional college and the University of Phoenix.

Conclusion

I proposed that by comparing the University of Phoenix with a traditional college, we could learn something about both. I am impressed with the sharp focus and efficient organization of the Phoenix plan. It is likely that they will provide a good service to the clientele they have identified and will be successful and profitable. Their stated intent is not to displace the traditional college or university but to serve a currently underserved clientele in a more targeted and efficient way. At the same time, for-profit institutions could have a significant impact on not-for-profit higher education institutions that focus on adults who need education or training for career advancement, or on traditional institutions that have "profitable" adult career education as part of their portfolios.

This comparison challenges more traditional institutions to examine how effectively they are delivering on their lofty, even if less precise, goals. At the New England Board of Higher Education meeting mentioned above, the moderator asked whether traditional colleges and universities were really genuine "communities of scholars," whether students are actually receiving the level of personal attention necessary for developing the "whole person," whether these institutions are efficiently using their substantial resources and effectively engaging students in an exploration of the perennial questions.

continued on page 14

	TRADITIONAL COLLEGE	UNIVERSITY OF PHOENIX MODEL
focus	multiple goals: teaching, research, service—a total environment	one slice of operations of the traditional college: career training of adult working population
goal of learning	strategic (long-term, distant, broad goals)	tactical (clear, immediate aims)
time perspective	preparation for life	preparation for next career move
targeted group	traditional undergraduate and graduate students	working adults
students' goals	the undergraduate or graduate experience	skills needed for careers
symbolic goal	the degree	the credential
view of learner	student at feet of master or scholar	consumer seeking a businesslike relationship
institutional metaphor	community of scholars	educational corporation
organizational metaphor	cottage industry	higher education industry
sharpness of goals	broad, vague goals of a liberal education	behavioral outcomes, measurable competencies
evaluation	intuitive	outcomes assessment
pace of change	glacial, requiring the participation and buy-in of diverse constituencies	more responsive; decisions and changes made by administrative leadership
instructor relationship to institution	member of departmental, school, university communities	individual contractors
faculty role	craftsmen in a cottage industry	specialized deliverers; teacher as technician implementing a preset instructional design
locus of learning	learning inside and outside classroom	instructional experiences leading to competencies
style of organization	loosely organized	rational, systematic, focused on systems that produce precisely defined outcomes
knowledge	discovery and communication of heritage	focus on the application of knowledge to practical situations
profit orientation	not-for-profit	profit-making, special divisions of not-for-profits, profit-making subsidiaries
major investments	infrastructure, technology, libraries, research labs, residences, student life, etc.—requirements of a total environment	content, pedagogy, assessment—just what's needed—no more
content focus	what learners should know	what learners need to know and do for next career move
faculty	maximize research/satisfice teaching	maximize learning
instructional functions	bundled—teacher is expert in all aspects of instruction: content, pedagogy, presentation, assessment	unbundled—different experts for content, pedagogy, presentation, assessment
criterion for content	just in case (the student might need it)	just in time (with what the student needs)
nature of programs	one size fits all	customized; tailored to individual needs
educational model	scholarly discipline/great books (Bruner/Hutchins)	behaviorist (Skinner)
metaphor	sacred institution—the cultural heritage, perennial questions, preparation for life	corporate entity serving a constantly changing market

THINK TANKS

One of NERCHE's hallmarks is its think tanks for faculty and administrators from New England colleges and universities. Think tanks meet five times a year for intense discussion of the most pressing issues facing higher education.

Think Tank Members Present

Members of the Chief Financial Officers Think Tank presented at the October 16th conference of the Eastern Association of College and University Business Officers (EACUBO) in Boston. Their presentation focused on the NERCHE Think Tank as a unique opportunity for professional development and support, as well as personal renewal. **Susan Davy** of the New England Conservatory of Music, **David Hornfischer** of the Berklee College of Music, and **Larry Ladd** of Grant Thornton described think tank discussions as invaluable in "getting away from the noise" of the average workday and focusing on broader issues in common across institutions. They also highlighted ways in which NERCHE think tank membership differs from membership in professional organizations: think tanks provide confidential sessions with a consistent group of peers from both similar and different institutions. The group sustains a depth and complexity of discussion that is difficult to achieve in one-shot conferences or workshops.

Associate Deans Think Tank

An ongoing challenge for associate deans is the need to work creatively and innovatively while also managing an unrelenting torrent of day-to-day details. The Associate Deans Think Tank will dedicate this academic year to exploring aspects of the larger theme "The Associate Dean as Innovator in Higher Education." **Tammy Lenski**, NERCHE Senior Associate, and **Sue Lane** of Lesley University co-facilitate the group. In its first meeting, co-led by **Malcolm Hill** of Northeastern University and **Melissa Read** of Dean College, members explored strategies for keeping abreast of, participating in, and leading "big-picture" thinking and activities on campus. In preparation, members read "The Moral Dimensions of Academic Administration" by Rudolph H. Weingartner and "Like the Cities They Increasingly Resemble, Colleges Must Train and Retrain Competent Managers," by Marvin Lazerson, Ursula Wagener, and Larry Moneta.

How do associate deans do their jobs? What are the strategies for "leading from the middle"? When these think tank members describe their work, they use the words "connect," "articulate," "negotiate," and "translate." The associate dean is the "universal translator" of communication among senior management, faculty, and students. Most associate deans come from a faculty background and therefore understand faculty priorities and concerns—in effect, faculty language. In the case of "sticky issues," like assessment, associate deans can articulate to faculty the intrinsic academic value of what, on the surface, appears to be a mandate from an external agency. On the other hand, associate deans often find that they need to revise some of their own "faculty habits," such as working in isolation, in order to be effective administrators. They need to learn to work with others as team members and to delegate. And in so doing they are in a better position to persuade other faculty to do the same.

On the practical level, resources such as planning and other grants are very useful tools for a dean to have. In an effort to encourage faculty to undertake assessment, for example, it helps to be able to say, "If you go through this process, you will be rewarded." One associate dean was able to secure a modest amount money to pay for faculty training in student advising. An end result was that faculty took ownership of the process.

But, without supportive leadership from the top and careful leadership from the middle, rewards are not enough to ensure success of a program or of planned change. For example, the results of grant-supported planning effort can be overturned by top management. Higher education is often characterized at its best as a horizontal culture; but, the theory does not always translate into practice. Depending on the associate dean's relationship with top administrators, he or she can point out the contradictions between theory and practice. One dean said that the goal isn't necessarily to create a horizontal culture, but to help create an organization that can learn. In a top-down organization, negotiation plays a large role. An associate dean needs to survey the landscape and ask critical questions: What goals do I have to achieve? Where do they want to go? Where are people now?

Leadership from the middle involves working between the concrete and the abstract, being the intermediary between the operational and the strategic. Associate deans need to be sure that the big picture floating down from the president and faculty and the one floating up from students coincide. They must strike balances.

The deans talked about the directions in which leadership is heading. One style is to lead as if the people you are leading are volunteers. Under volunteer conditions, what would you do to get people to stay? Referring to higher education as a culture that employs inspiration to motivate, the deans talked about the importance of finding the right story to illuminate an issue. A key to change is creating an ongoing, not just incidental, dialogue—one that is sustained even during the good times. Inspiration is not an easy thing to engender, especially when one is putting out fires as often as one is trying to ignite sparks. In future meetings, think tank members will continue to talk about the kinds of things that help them keep a sense of perspective and effectiveness in their work.

Student Affairs Think Tank

The role of student affairs professionals is changing. It was not so long ago that student affairs was commonly understood to be student support. Student affairs and academic affairs still occupy distinct and unequal positions in most organizations. But, as institutions examine in detail the multiple layers of student learning, they are coming to recognize that student affairs plays a pivotal role in the academic mission of the institution. This year, the Student Affairs Think Tank, facilitated by **Rod Crafts** of the Franklin W. Olin College of Engineering, is delving into "The Evolving Role of Student Affairs Professionals."

The group's first meeting dealt with organizational structures—specifically, how student affairs organizes its services and units. In a discussion facilitated by **Joe Petrick** of New England College, members talked about the forces that drive their divisions toward change.

Many, if not most, institutions are teaching a new and diverse population of students. They enter with a variety of learning styles, backgrounds, and levels of preparedness. Some institutions are addressing this diversity by creating organizational structures that capitalize on the strengths, similarities, and complementary capacities of both student and academic affairs. This kind of collaboration can produce innovative strategies for enhancing student learning.

Ideally, the integration of student and academic affairs would be driven by the units themselves, but in the real world the need to cut costs drives many restructuring efforts. Some colleges, especially smaller ones, are compelled to combine student and academic affairs in order to save money. This impetus for change inevitably creates resentments, but if the restructuring is carefully and inclusively managed, it can work. The new arrangements may bring together people who have wanted to combine forces, but who, for structural reasons, have competed with each other for resources. As a result of the restructuring, student affairs can enjoy a higher profile in the institution. Lines of reporting, though, make a difference, especially in small settings where the effects of individual personalities can be powerful. In any case, the institutional context plays a significant role.

Mela Dutka, Janet Begin Richardson, Arthur Jackson

Some institutions create informal collaborative arrangements, such as partnerships between student and academic affairs that operate using mutual influence. The operative word here is "influence." For example, student affairs staff can work to help faculty become more student oriented, including assisting faculty participation in student organizations and clubs. Faculty can work to help student affairs staff understand the ways in which they are part of student learning, such as how student affairs work in residence halls related to learning communities.

Think tank members shared their organizational charts and referred to examples of mission statements from student affairs divisions in a selection of institutions. They agreed that where sensitivity to the role of student affairs in student learning is strong, any number of structures can work.

In upcoming meetings, members will talk about practices and policies for dealing with troubled students, the role of student affairs in graduate higher education programs, and making student affairs more central to curricular aspects of student learning.

Academic Affairs Think Tank

In the 2000-2001 academic year the Academic Affairs Think Tank, facilitated by NERCHE Senior Associate **Hannah Goldberg**, is considering the theme "Developing Students, Developing Faculty as Lifelong Learners." They are examining in particular the meaning and impact of economic, ethnic, cultural, and gender diversity and of a rapidly changing social environment on motivations, modes of learning and teaching, and possible outcomes.

At October's session the group sought to achieve a better understanding of students with respect to gender, age, class, preparation, and ability. Members read "The Students," a chapter from Zachary Karabell's book, *What's College For?;* "Meadows College Prepares for Men," by Catherine Krupnick; and "The Civic Challenge of Educating the Underprepared Student," by Alexander Astin.

Has higher education eliminated gender discrimination? Many think tank members' experiences suggest that there is more work to do. Research findings indicate that men enter college with greater confidence in their ability to succeed than women do. Both women and men enter the classroom with layer upon layer of substantial yet invisible conditioning. Research suggests, however, that when

continued on next page

women have been educated in a single-sex environment that values them and provides them with role models, positive effects persist in the world beyond the classroom or institution.

Is it a faculty member's obligation to teach whoever is in front of him or her? Is it the obligation of the academy to bring about fundamental social change? Indeed, higher education has played an extraordinary role in working toward the goal of democratization of American society by increasing access to education. People who might not have been considered appropriate candidates for a college education are now attending two- and four-year institutions in record numbers. But within the academy there are contradictions. The predominant value system in higher education is established by elite institutions and then imitated by most others, regardless of whether those values serve their missions. For example, the research model now prevails, even at small liberal arts colleges where the focus has traditionally been on teaching. So pervasive is this mindset that even at community colleges, whose very purpose is to provide access to education for less privileged students, there is ambivalence about the quality of students, especially among faculty: Terms such as "pragmatic" or "concrete" learner are heard by faculty as codes for "inept." At one school, the faculty dismissed the notion of an honors program because they did not believe that the school enrolled honors students. These attitudes are inevitably manifested in both subtle and overt ways in their teaching. Much of this ambivalence stems from a faculty reward system that places undue emphasis on research above all other kinds of scholarship.

Like students, faculty are the products of socialization. Many are trying to do "the right thing" but do not recognize the effects of their negative expectations, or if they do, believe that they cannot alter them. In fact, several classroom strategies and methods have proven effective in helping faculty unlearn old behaviors and learn new ones. By reviewing videotapes of their teaching, for example, faculty can analyze how they interact with a variety of students and can address inequities.

Sharon Singleton, Frank Newman, Neil Severance

Future think tank discussions will investigate the role of chief academic officers in fostering institutional atmospheres that contribute to the growth of students and faculty as lifelong learners.

Department Chairs Think Tank

As higher education institutions change, becoming more complex and diverse, faculty work becomes more multidimensional. Notions of scholarship are expanding, while the standards for assessing the new scholarship are often slow to keep up. In this period of flux, department chairs play a critical role, encouraging and supporting faculty in innovative thinking about scholarship while reassuring them about its value. Central to this are clear and rigorous standards for evaluation. The Department Chairs Think Tank, facilitated by **Barbara Beaudin** of the University of Hartford, is investigating ways to develop chairs' skills for evaluation and review.

Bill Stargard, Pine Manor College, and **Rob Sabal**, Emerson College, facilitated the group's first discussion in October about defining and assessing scholarship. Among the readings were "Making a Place for the New American Scholar," by Eugene Rice, and "Scholarship Assessed: Evaluation of the Professoriate," by Charles E. Glassick, Mary Taylor Huber, and Gene I. Maeroff.

As institutions move toward a culture of assessment, they must first do battle with the confusion and anxiety that many faculty experience regarding evaluation and tenure processes. What drives standards? Is it the discipline? The department? The union? A dean or a provost? The answer varies depending upon the institution. Even within disciplines and departments there are fissures.

The department chair's job is, first, to provide clarification and straightforward communication about evaluation, promotion, and tenure. On campuses that have unions, evaluation standards are often defined in the contract; however, there is frequently ambiguity about the kind of emphasis a faculty member should put on teaching, scholarship, and service. At many public comprehensive colleges, the message that teaching is most valued is fairly clear. But as schools move toward university status, the relative importance of these categories can change.

Many institutions are embracing what Gene Rice calls "the new American scholar": a view of faculty work that includes advancing, integrating, transforming, and applying knowledge. The new American scholar advocates a value of collaboration, which is especially prevalent in the area of faculty professional service. Conventional modes of assessment are not geared to collaborative work. Problems don't get defined by disciplines, and solutions often require cross-disciplinary work.

Think tank members talked about how, in reality, the "good old days" of clear standards for evaluation may never have existed. At some institutions, senior faculty endured a less thorough tenure process than current faculty must undergo, because of the emphasis on research that has evolved over the decades. At other institutions, senior faculty discourage faculty professional service, because they believe it will undermine scholarly work. They do not want to jeopardize a junior faculty member's career by underemphasizing research.

There is a lot about expectations of promotion and tenure processes, in particular, that are unwritten or assumed. Each promotion and tenure case is an opportunity to test those assumptions. It may be that someone who is about to be denied tenure is not deficient. Instead, the situation occurred because of a lack of clarity. Chairs need to help clarify these assumptions. And, just as faculty do with students, chairs must stimulate faculty members to be reflective.

Chief Financial Officers Think Tank

Colleges and universities are now looking at and experimenting with a variety of new ventures intended to increase revenues from sources other than tuition. What are the opportunities that colleges are considering or already exploiting? What are the criteria that a college should use to evaluate these opportunities? What are successful strategies for implementing them? How do you ensure that these activities are consistent with the mission of the college and that their management is accountable to the college? What are the pitfalls to avoid? These are some of the questions inspired by this year's theme for the Chief Financial Officers Think Tank, "Alternative Resource Development: Balancing the Need to be Both Accountable and Entrepreneurial." **Larry Ladd**, NERCHE Senior Associate, facilitates the group.

The think tank kicked off the year with a look at the role of the Chief Financial Officer (CFO) in a capital campaign. **Jeff Apfel** of the Rhode Island School of Design facilitated the discussion, which was informed by members' considerable experience with capital campaigns, as well as readings: "Bridging the Gap," by Mary Ellen Collins; "Planning and Fundraising: From Bureaucratic to Strategic Management," in *Exemplars;* and "Institutional Planning in Fundraising," by Rick Nahm and Robert Zemsky.

One of the first steps taken by CFOs in a capital campaign is to bring relevant people within the institution together. Find out who reports to whom for the purposes of the campaign. Collaborate and be proactive in breaking down institutional barriers that might impede the activities of the campaign. Convene a meeting and identify how communication will occur between and among groups and individuals who are involved. Plan the activities that will be occurring in each quarter. Develop relationships to ensure that interactions are not enmeshed in conflict. It is worthwhile to have the development office explain to the finance office how a capital campaign works. The success of a campaign often depends on how needs are structured and what questions are asked in the planning phase. What are the demographics of the donor base? Who decides whether the campaign will be all about buildings or about buildings and endowment? The CFO usually monitors this planning process, sets boundaries, articulates assumptions, and moves the players toward consensus about the campaign. In addition to establishing agreement about the campaign, these kinds of meetings help build trust. The CFO serves as both cheerleader and fiduciary watchdog.

Ramping up for a campaign also means thinking about hiring new staff and adding new costs. Capital campaigns cost money. A gift of laboratory equipment worth $100,000 can cost $200,000 to install. CFOs supplied several strategies for financing a capital campaign, including long-term planning, identifying naming opportunities, and inserting specific endowment language into a fundraising case statement.

It's a different story for public institutions. Donors tend not to give to them, as they assume that state funding is sufficient. When they do give, donors tend to contribute to four-year rather than two-year institutions. Foundations that are set up as private 501(C)3 organizations often act as conduits for funds to public institutions. State matching fund programs also provide incentives for public institutions, especially community colleges, to launch fundraising campaigns

CFOs will continue to explore resource development strategies throughout the year by focusing on such topics as entrepreneurial activity, establishing on-campus profit centers, program costs and accountability, and grants.

All-Think-Tank Dinner Discussion

VISITING FELLOWS & SENIOR ASSOCIATES

Each year NERCHE invites individuals to become Visiting Fellows and Senior Associates with the Center. These individuals are faculty and administrators, usually drawn from the regional area but occasionally from other parts of the country, who bring a range of experience and perspectives on problems and issues facing institutions of higher education.

Visiting Fellows and Senior Associates 2000-2001

James L. Bess conducts research on organizational and faculty issues and is a consultant to colleges and universities throughout the world. He was on the faculty of New York University and taught at Columbia University's Teachers College. Jim has also held a number of administrative positions in institutions of higher education in the Northeast and has written and edited books on topics such as teaching, faculty effectiveness, tenure, creative leadership, and collegiality. He is currently working on a handbook of organizational theory for colleges and universities and is completing several books and papers on higher education policy. Jim is also working on developing a journal, the theme of which will be the convergence of theory and practice in education.

John M. Carfora has experienced higher education from numerous perspectives. Currently the Assistant Director of Grants and Contracts at Dartmouth College, where he also directs faculty outreach efforts, John has taught economics and international affairs both in the U.S. and abroad and currently teaches a course in grantwriting at Simmons College. During the late1970s John was a research scholar at Radio Free Europe–Radio Liberty in Munich, Germany, where he authored a variety of studies on social, economic, and political themes. John has conducted interviews with scores of college and university presidents and is interested in writing about leadership in higher education.

Mark Lapping is Professor of Public Policy at the University of Southern Maine (USM). Prior to returning to the faculty, he served for six years as provost and vice president for academic affairs at USM. He was also founding dean of the Edward Bloustein School of Planning and Public Policy at Rutgers University, dean of the College of Architecture, Planning, and Design at Kansas State University, and was the founding director of the School of Rural Planning and Development at Ontario's University of Guelph. Mark has also taught forestry at the Universities of Missouri and Vermont, and planning at Virginia Tech. He is the author of six books and many scholarly articles in the areas of rural planning and development, environmental planning, agricultural policy, and higher education. He serves on the boards of several journals and has consulted for governments and agencies throughout the world. Most recently he has been active in efforts to democratize educational systems in Estonia. Among Mark's scholarly pursuits is a persistent interest in exploring what it means to be a member of an institution of higher learning in a democratic culture. On a more applied level, he plans to explore the challenge of bridging the gulf between student and academic affairs.

Sherry Penney, formerly the Chancellor of UMass Boston, joined NERCHE as Senior Associate in January. She has taught American history at Union College, Yale University, and SUNY Albany. From June 1995 until January 1996 she served as president of the University of Massachusetts on an interim basis. At Yale she was associate provost and also worked with public and private institutions throughout the state of New York as an associate in higher education for New York State's Division of Academic Program Review. Sherry has served on many boards of higher education, business, and foundations in the region and nationally. At NERCHE, she will develop a think tank for research and discussion for senior academics.

Brenda Smith, former Vice President for Fiscal Affairs and Chief Financial Officer at Bradford College, is currently overseeing the business wind-down of the College, which closed permanently last May. She is also enrolled in a master's degree program, Philanthropy and Media, at the Visionaries Institute of Suffolk University. Brenda has held senior finance positions at Merrimack College, the School for Field Studies, Wang Labs, and the United States Agency for International Development in Pakistan and Bolivia. She is a CPA and has been active in NERCHE's Chief Financial Officers Think Tank. As a Visiting Fellow, Brenda will begin to chronicle the last year of Bradford College's two-century history, focusing on the impact that the college closing has had on the students, faculty and staff, trustees, the city of Haverhill, and on other institutions of higher education. Brenda will develop a checklist of warning signs for small colleges and other tuition-driven institutions, a timely endeavor given the recent spate of closings of small private colleges. Her work will inform others as to the policies, procedures, and practices that are necessary to maintain financial viability.

BOOK REVIEW

By Jeffrey Apfel, Executive Vice President for Administration and Finance at Rhode Island School of Design.

The "E" Is for Everything: *E-commerce, E-business, and E-learning in the Future of Higher Education, Volume 2*

Katz, Richard N., and Diana G. Oblinger
EDUCAUSE Leadership Strategies, San Francisco, Jossey-Bass, 2000, 118 pp.

The first scene in the movie *Risky Business* concerns a dream. Tom Cruise emerges from a steamy shower into — surprise! — a high school classroom, stark naked and unprepared. This sequence contains elements from two quite common dreams: nakedness in a public place and being unprepared for school. In my own PG version, I am usually in my underwear and it is always math class. Or at least it has been until recently.

Then I read *The "E" Is for Everything*. Now I awake at 3 a.m., shaking, recalling a dream in which I find myself mysteriously transported to a campus—an ideal campus, of course, not a real one like mine. The dream campus is wired to the nines. Information technology has been harnessed to produce superior productivity gains on the administrative side. And it has been used to transform the pedagogy, all to the good. Yet I am still in my underwear, with that creepy, unsettling feeling: uh-oh, what didn't I do now?

Unless you are on the bleeding edge of technology, in which case you have other problems, you are likely to experience a little of this feeling after reading *The "E" Is for Everything*. This is a comprehensive review—surprisingly thorough, given its compactness—of a wide variety of issues related to information technology and higher education.

The articles, either selected or written by Katz and Oblinger, range from primers (what you need to do to prepare for e-business) to policy (which ones you will need to change, or invent) to the historical (why colleges were "first to the ballroom" where technology is concerned, but "last to the dance"). In all cases, the articles maintain useful distinctions between different manifestations of e-ness: e-learning, e-business, e-commerce, and others. For while information technology is in a sense all of a piece, it has quite different impacts and meanings in entities as complex as colleges and universities.

At one level, technology in a college can do things like improve productivity in administrative functions, as it has done in for-profit organizations. This aspect, important as it is, improves a college's operations on the margin, and can enhance competitiveness by freeing up resources for the core mission. But at another level, technology promises (or threatens, depending on your point of view) to act as a transformative agent with respect to the core mission itself: the process of education. Katz and Oblinger's articles not only discuss the specific ways e-learning is developing, but they also do not flinch from describing the reasons for institutional resistance to change.

The conservatism described seems formidable, based as it is on a time-tested argument. One often hears it said that higher education, after all, has survived roughly in its current form for hundreds of years, far longer than recent upstarts like the modern corporation. This statement is typically accompanied by chest-thumping and by proclamations to the effect that "colleges are not businesses!" and "the corporate model does not work here!"

Fair enough. Higher Education developed its hard-to-govern style properly as a means to organize knowledge, not widgets. Accordingly, Taylorite models appropriate to the manufacture of widgets are inappropriate in most educational settings.

The problem, though, is that the Taylorite model suited the last industrial revolution, not the current one. Value added in today's world has much more to do with the fuzzier frontiers of information and knowledge than classic production processes. Accordingly, it seems more likely that businesses will adopt traits from the educational model at least as much as the reverse.

Before purists rest on their laurels, however, they should reflect on the fact that, as business becomes more college-like, it remains under strong competitive pressure, and is well-adapted to meeting the challenges competition brings. As a result, it is thinking hard about better ways to (here comes that dirty word) manage the complexities of knowledge creation and dissemination. Not Taylorite management, mind you, but recognizable management nonetheless.

So those proclaiming the virtues of the long-lived Renaissance university model may be half-right: correct that a diffuse model will continue to survive. But, on the other hand, will they be out of business? Cold comfort, there. The superiority of a college-like model is a generalized thing and does not attach itself to any particular institutional form or, for that matter, to any particular institution.

Defenders of the status quo are easy to poke fun at, but proselytizers for the future can also be ludicrous. The last few years have witnessed a lot of puffery where technology is concerned, and lots of inflated prose written by romantics of the first order. Things can get overheated and appear way oversold. When it all seems just too much like a dream, the Luddites take back a few yards and all is temporarily quiet. Yet while the future seldom arrives exactly on time, come it will. When it does, a little surprise will be fun; too much, a clear indication of unpreparedness.

And in this regard, *The "E" Is for Everything* is not puffery. It is straightforward and clear, and can help one be better prepared. I think it represents, where higher education is concerned, an approach that reflects the maturation of the issue. What it lacks in breathless prose it more than makes up for in bracing facts.

I conclude it's not wholly a bad thing that I am dreaming of standing around in computer labs in my underwear, feeling somewhat at a loss. The Shock of the New is upon us, I guess, and while anxiety can create paralysis, it can also foster the impetus for change. You make that call after you wake up.

CONGRATULATIONS

Larry Benedict, former Dean, Homewood Student Affairs, Johns Hopkins University, has become Dean of Student Life, Massachusetts Institute of Technology. Larry will be rejoining the Student Affairs Think Tank next year.

Vonda K. Bradbury, who was invited to be a member of the Student Affairs Think Tank this year, has decided to make a career change. She is buying a bookstore and will become a bookseller.

Rod Crafts, coordinator, Student Affairs Think Tank and former Dean of Student Affairs at Brandeis University, is the new Dean of Student Life at the Franklin W. Olin College of Engineering.

Iain Crawford, a member of the Department Chairs Think Tank, has moved from his position as Chair of the English Department at Bridgewater State College to that of Dean of Liberal Arts at Southern Indiana University.

Associate Deans Think Tank Member **Mark Kosinski** has moved from St. Joseph's College, where he was Associate Academic Dean, to Manchester Community College, where he is now Director of Liberal Studies.

Academic Affairs Think Tank member **Jackson Kytle**, formerly Dean and Vice President at Norwich University, is now the Associate Provost at the New School.

Michele Lepore, former member of the Student Affairs Think Tank and Dean of Student Life at Pine Manor College, is the new Associate Dean of Students, Wellesley College.

Former Visiting Fellow **Amy Lezberg** was awarded a Fulbright grant to the West Bank, Palestine, for 2000-2001.

Linda Ragosta, former Vice President of Student Affairs at Newbury College, is now Vice President of Academic Affairs. She is a member of the Academic Affairs Think Tank this year.

Former Student Affairs Think Tank member **Pat Rissmeyer** has been promoted from Dean of Students to Vice President for Student Affairs at Emmanuel College. We will welcome Pat back to the Student Affairs Think Tank next year.

Former Student Affairs Think Tank member **Jack Warner** has moved from the Board of Higher Education, where he was Vice Chancellor, to become the Associate Chancellor at the University of Massachusetts Dartmouth.

NERCHE EVENTS

continued from page 1

of trends in New England: increasing competition from for-profit education providers and from institutions offering merit aid packages to high-achieving students. The scenario raised numerous questions about the long-term impact of competitive market forces on higher education and about the role of policy in mitigating or magnifying the impact. What are the effects of merit aid on diversity and access to a college education? Can policy strike a balance between need-based aid and merit aid? What policies do New England institutions currently employ to attract high-achieving and tuition-paying students? How do institutions with limited financial resources remain competitive?

Two important themes emerged: (1) competition is challenging institutions to sharpen their focus on the quality of the education they provide and to assess and market the value of their programs in order to attract diverse top students; and (2) institutions are not entirely at the mercy of market forces and regulatory policies. Every day institutional leaders make deliberate choices in recruiting students, hiring faculty, and shifting resources to support specific programs. By making these choices, practitioners can seize new opportunities to shape change in the higher education landscape.

FEATURE ARTICLE

continued from page 7

The question implied was that if traditional colleges cannot demonstrate that they are providing an experience that distinguishes them from a more delimited and efficient for-profit education, will prospective students and their families be willing to continue to support this much more expensive alternative?

The University of Phoenix, with its clear focus on one segment of higher education, provides a sharp contrast to the world of traditional higher education with its commitment to a broad and complex spectrum of goals and constituents. Phoenix markets a stripped down, but more efficient, version of higher education targeted to the career ambitions of a narrow clientele, with the ultimate goal of making a profit for the provider. Traditional colleges and universities, in their role as major societal "institutions," view themselves as the places where humankind does its thinking, where the insights and knowledge that guide society and power the economy are generated, and where the new generation of citizens learns how to deal with challenges of the future. At the same time, the contrast between these two approaches and the challenge offered by the for-profits is for traditional institutions to be more effective both in achieving their goals and in articulating to their various publics the critical role they have played and must continue to play in society. This comparison also raises questions for faculty, staff, and students alike: What must remain "sacred" in order for a college to remain a college?

OUTREACH

GEAR UP Think Tank

Last summer the Nellie Mae Foundation asked NERCHE to design a think tank to bring together GEAR UP coordinators to discuss the issues and challenges they face in running their programs. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) was created in 1998 by federal legislation that developed out of President Clinton's proposal to create a national goal that every college should partner with at least one middle school in a low-income community. The intent is to help raise expectations of students and ensure that they are well prepared for college. Here in New England, the Nellie Mae Foundation has joined the U.S. Department of Education to award matching funds to five GEAR UP programs in the Northeast.

The Foundation believes that understanding the complexities of the program from the perspective of those most deeply involved will not only help them to effectively support GEAR UP, but will also inform their strategic planning discussions in terms of future funding for community initiatives. NERCHE designed the GEAR UP Think Tank according to the same principles of reflection and dialogue that underlie its other think tanks. **Anne Larkin**, a faculty member at Lesley University's School of Education and director of Lesley's Say Yes to Education program, co-facilitates the think tank with NERCHE's **Deborah Hirsch** and **Thara Fuller**. Anne brings extensive experience as an educator and coordinator of school-college partnerships. She has also been a Faculty Associate participating in NERCHE's Project Colleague.

Evaluation of the Institutionalization of Learn and Serve America Programs

In September, NERCHE began work with Westat and the Center for Human Resources at Brandeis University to conduct an evaluation for the Corporation for National Service (CNS) of the impact of Learn and Serve America grants on the institutionalization of service learning in schools, community-based organizations, and higher education institutions. NERCHE is focusing on the role of Learn and Serve grants in establishing, expanding, and promoting long-term sustainability of service-learning opportunities in higher education institutions.

Community Service Coordinators Think Tank

In order to create an infrastructure to support ongoing dialogue and professional development for leaders in the community service and service learning movement, NERCHE and the Massachusetts Campus Compact are co-sponsoring the new Community Service Coordinators Think Tank. The first meeting, held in October, brought together service learning coordinators who hail from many different institutional types and, within the institutions, represent a range of units. This think tank, facilitated by NERCHE and **Charlotte Degen**, Massachusetts College of Liberal Arts, is designed to enable participants to reflect on their roles as campus change agents, service leaders, and professionals. Think tank goals include (1) addressing the expressed need of Community Service Coordinators (CSCs) for a network of colleagues and (2) gaining information from CSCs about the compelling issues that have an impact on their work.

Members spoke about the importance of understanding the perspectives of service among students, faculty and administration, and the community, as well as guiding these constituents to an agreement on the definition of service. Among the challenges members face is how to encourage students, many of whom have different impressions of service learning, to recognize service learning's academic merit and to enter partnerships with faculty in community-based projects. Another key issue for service coordinators is establishing credibility about service learning among faculty. Presenting service learning to the faculty senate provides an opportunity to stress the pedagogy and learning outcomes to faculty leaders and to address any concerns directly. Group members also expressed a need for additional information on assessment instruments to measure service learning outcomes. The think tank will continue to meet five times a year through June 2002.

The Beacon Think Tank

The Beacon Think Tank, which held its inaugural meeting this October, is the first think tank NERCHE has sponsored that is designed for students. Based at UMass Boston, the think tank is a collaborative effort of Student Affairs professionals with faculty from the College of Public and Community Service and the departments of Critical and Creative Thinking and Psychology. **Adrian Haugabrook**, Assistant Dean of Students, conceived the idea for the group as one of a number of initiatives in support of the University's urban mission. He and NERCHE's **Thara Fuller** coordinate the group.

The Beacon Think Tank was envisioned as a forum within which students would be invited to explore issues that they deem important. The discussion theme for the fall series of meetings was chosen by group consensus: Issues of Student Costs at the University of Massachusetts Boston. A sampling of student-selected topics includes the welfare debate, economic disparity in the United States, and explorations of the connections among race, class, privilege, and wealth accumulation. During the final meeting in December the group drafted a Thinking Report synthesizing the insights from the series of discussions and outlining policy recommendations. A new series of think tank meetings will take place in the spring semester.

continued on page 19

WORKING PAPERS

These are selected titles. Visit www.nerche.org to view the complete catalog and abstracts. Some papers may be downloaded in full.

NEW WORKING PAPER

Scholarship Unbound:
Assessing Service as Scholarship in Promotion and Tenure Decisions

Working Paper #25

KerryAnn O'Meara

Scholars of higher education have long recognized that existing reward systems and structures in academic communities do not weight faculty professional service as they do teaching and research. This paper examines how four colleges and universities with exemplary programs for assessing service as scholarship implemented these policies within colleges of education. Case studies suggest that policies to assess service as scholarship can increase consistency among an institution's service mission, faculty workload, and reward system; expand faculty's views of scholarship; boost faculty satisfaction; and strengthen the quality of an institution's service culture.

INSTITUTIONAL TRANSFORMATION

Working Paper #23
Nancy Thomas
An Examiniation of
Multi-Institutional Networks
Fall 1999

PROFESSIONAL SERVICE

Working Paper #3
Abram B. Bernstein
"Knowledge Utilization"
Universities: A Paradigm for
Applying Academic Expertise
to Social and Environmental
Problems
Spring 1994

Working Paper #17
Deborah Hirsch and
Ernest A. Lynton
Bridging Two Worlds:
Professional Service and Service
Learning
Fall 1995

Working Paper #18
Edward Zlotkowski
Does Service Learning
Have a Future?
Winter 1995

Working Paper #19
KerryAnn O'Meara
Rewarding Faculty
Professional Service
Winter 1997

Working Paper #20
Sharon Singleton, Cathy
Burack, and Deborah Hirsch
*The Status of Faculty
Professional Service and
Academic Outreach in
New England*
Summer 1997

Working Paper #21
Sharon Singleton, Cathy
Burack, and Deborah Hirsch
Organizational Structures for
Community Engagement
Winter 1997

Working Paper #22
Nancy Thomas
The Institution As a Citizen:
How Colleges and Universities
Can Enhance Their Civic Role
Winter 1999

NEW Working Paper #25
KerryAnn O'Meara
Scholarship Unbound:
Assessing Service as
Scholarship in Promotion
and Tenure
Winter 2001

GENERAL EDUCATION

Working Paper #24
Janice Green
Reviewing and Renewing
General Education: A Practical
Guide
Spring 2000

FACULTY LABOR MARKET

Working Paper #7
Sandra E. Elman
The Status of Black and
Hispanic Faculty in
Massachusetts Colleges
and Universities
Spring 1991

Working Paper #10
Ted I. K. Youn
The Characteristics of Faculty
in Comprehensive 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

HOW TO ORDER

To order Working Papers, send your request with a check for $5.00 per paper.

Checks should be made payable to: NERCHE [Federal ID #043167352].

Mail to:
NERCHE
Graduate College of Education
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125-3393

Letter from the Director

continued from page 1

It is critical that those in policy-making positions hear these voices. Today's faculty and administrators need to be a part of any process geared toward transforming institutions of higher education. The question with which we are left to wrestle as we go through this latest transformation brought on by the proliferation of not-for-profits is, what comprises the "soul" of the university? In his op-ed last spring, Arthur Levine challenged those of us in academia to figure out what is really critical to us and what we are willing to give up: "Those of us in higher education have a small amount of time to stop and think. What is the purpose of higher education? How shall we accomplish it?" (*New York Times*, March 13, 2000) Questions such as these formed the basis of many of our think tank discussions over the past year and will continue to be debated throughout the year. For example, to what extent should we mold students' tastes rather than pander to them? How do we manage to prepare students for participation in both a civic society and the workforce? Are these mutually exclusive? How can education be a democratizing force if our systems are stratified by class? The results of these discussions are summarized in this newsletter and in our policy-oriented briefs.

The real lesson from the Bradford College tragedy and the new for-profit providers is that each of our institutions better be clear about its mission, the students it serves, and the faculty and curriculum it offers. Otherwise, we are all in danger of wasting our resources and drifting into territories best covered by others. Once we understand this, we can do what is necessary to be the best at what we do. There is room for both "Traditional College" and "For-Profit U." Rather than thinking of this as a new era of competition, we can focus on the myriad opportunities for collaboration and cooperation.

OUTREACH

continued from page 15

The Stanley Z. Koplik Executive Leadership Institute

The Stanley Z. Koplik Executive Leadership Institute launched its second Fellowship class in February 2000. The class will continue into early 2001. The Institute, sponsored by NERCHE, funded by the Massachusetts Board of Higher Education, and directed by **Sharon McDade**, aims to enlarge the leadership capacity of senior administrators of institutions in all segments of Massachusetts public higher education. Session facilitators present on a wide variety of topics related to the specific educational, developmental, and professional needs of Massachusetts public higher education senior officers. Meetings rotate to various campuses throughout the state so that Fellows can experience the full range of Massachusetts public higher education environments. In addition, presidents from many public institutions speak with the group about how they became presidents, their leadership philosophies, and the challenges presently facing them as they lead their institutions into the future.

At this year's final Institute session, Fellows will present their individual leadership development projects and revisit the concept of leadership for Massachusetts higher education.

Outreach Notes

NERCHE Associate Director **Cathy Burack** and Lynton Award nominee **Brian Rood**, faculty member and Director of Undergraduate Research at Mercer University in Macon, Georgia, are developing a think tank on undergraduate research for the five colleges in the Macon area: Wesleyan College, Macon State College, Mercer University, Fort Valley State University, and Georgia College.

NERCHE assisted Campus Compact in the development of their new web site, "Strategies for Creating an Engaged Campus: An Advanced Service-Learning Tool Kit for Advanced Leaders." The site (www.compact.org/advancedtoolkit) is designed for college and university presidents, provosts, chief academic officers, and deans who wish to deepen the civic education of their students and to increase the engagement of their institution with their local communities. The site is a work in progress and new material is welcome.

Cathy Burack facilitated two workshops on academic outreach at the University of Massachusetts Amherst. The workshops were sponsored by UMass Amherst's Office of University Outreach and focused on faculty issues associated with defining, documenting, evaluating, and rewarding outreach.

THE LAST WORD

The basic difference between for-profits and not-for-profits is customer service. In conventional institutions, we "serve the truth" — the disciplines. In for-profits, customer service is a major value.

— Academic Affairs Think Tank

Higher education institutions are part church and part car dealership. The question an institution has to ask is: Can we survive as a church?

— Chief Financial Officers Think Tank

At what point does judgment become clouded by imperceptible steps and become just another manifestation of the "supermarket mentality" — we sell what's on the shelves. Education should mold taste rather than pander to it. Some high school students have never heard of anthropology and philosophy. Students should have opportunities to sample what they have never heard of. Is there a conflict between "truth" and what students want? The challenge to higher education is to give the student what she wants without compromising the truth. But is it ethical to charge parents for programs they're not interested in? On the other hand, is it higher education's ethical responsibility to undermine parents who send kids to school to study business?

— Academic Affairs Think Tank

Responsible leadership involves continually assessing whether programs and policies align with mission, and whether they address the needs of the institution's students.

— Academic Affairs Think Tank

Students are learning how to navigate the Web to find lawyers, but I am not sure that they are learning how to negotiate with other people.

— Student Affairs Think Tank

The reward system does not encourage faculty to act as change agents in the lives of students. In fact, the effect is just the opposite. "If you're not producing a steady stream of publications, I sentence you to the classroom full-time. And if you're very good, you won't have to teach at all."

— Academic Affairs Think Tank

A think tank meeting is my day for growth. It is my opportunity to stretch my mind and my ideas. Does my institution benefit? Absolutely!

— Chief Financial Officers Think Tank

THE ACADEMIC WORKPLACE
NERCHE New England Resource Center for Higher Education

NERCHE New England Resource Center for Higher Education

Graduate College of Education
University of Massachusetts Boston
100 Morrissey Blvd.
Boston, MA 02125-3393

Non Profit
Organization U.S. Postage
PAID
Boston, MA
Permit No. 52094
Third Class Mail