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The Academic Workplace (Spring/Summer 2001): The Promise of a Scholarship of Engagement

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THE ACADEMIC WORKPLACE

NERCHE New England Resource Center for Higher Education

NERCHE Events

Think Tanks Discuss Low-Income and Minority Student Success

Each year NERCHE brings together members of all our think tanks and their guests to discuss issues of organizational change. In March, at the College of the Holy Cross, NERCHE sponsored a dinner and conversation with representatives from the Institute for Higher Education Policy (IHEP) and the Nellie Mae Foundation. In January 2001 IHEP released the Student Success Study, which identifies the factors related to students' ability to stay in college and succeed academically (see ihep.com for the full report). The study, funded by the Nellie Mae Foundation, examined the results of a survey of more than 400 low-income and

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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

Almost twenty years ago, Donald Schön wrote a landmark book, reviewed in this issue, that recognized the importance of theory embedded in practice. A decade later, Ernest Boyer challenged higher education to apply this notion to scholarship. Even so, the academy remains dominated by theory generated by researchers and developed under conditions that are far removed from the changing, dynamic circumstances of the practitioners' world.

The world of academic administrators is churning in an era of rapid change and unprecedented demands for accountability. There is little or no time for reflection, theory-testing, or knowledge development. Most practitioners are so busy responding to demands and crises that they cannot make time to think about what they do and why they do it, much less relate it to the theory. At the front lines of higher education, NERCHE's think tanks for practitioners provide an oasis of reflection, interpretation, and analysis. Unfortunately, there is little time or encouragement for most higher education administrators to reflect on their practice on their own. Thus, one of the most valuable functions of the think tanks is to create the time and space for participants to leave the relentless demands of their jobs and come together to analyze and discuss their experience. Our experience indicates that participants know much more than they believe they know, and in the process of meeting and talking as a group, they draw this knowledge out in conversation with their colleagues. Participants are encouraged to examine, interpret, and apply relevant literature to their own practice as well as to the experiences of colleagues from a diverse group of institutions. A think tank evaluator put it this way: "To make sense of their institutions, administrators often find it necessary to expand their thinking beyond their own organizational settings....[T]hink tank discussions challenged their assumptions about teaching and learning, organizational structure and communication, and organizational change and innovation."

Participatory action research has particular resonance for practitioners who are committed to genuine change. It involves those in the "real world" in determining the questions, collecting the data, and analyzing the results in order to solve problems and bring about change. Participatory action research invites the practitioner to generate context-rich theories of their practice and to use these theories to effect change. The process of developing and working with the think tanks has extended and informed NERCHE's research agenda, which utilizes a collaborative participatory action research model to develop the questions to be studied and the methodology to be employed. This model also helps determine how the results are disseminated and change is implemented. One example is NERCHE's Project Engage which invests in community-based research carried out by teams of faculty, students, and community members. Since 1997 we have awarded five grants to support models of collaborative action research. In June we will award grants to new teams.

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Informing Policy with Practice

With support from the Ford Foundation, NERCHE has deepened its commitment to delivering the insights and perspectives of practitioners to the broader higher education policy community. Over the past two years, the Informing Policy with Practice project has produced six policy-oriented Briefs (available at www.nerche.org) and has supported the work of Visiting Fellows and Senior Associates.

Here's a sample of what they have been doing.

Michael Kaufman, founder and director of Humanities at Work, a humanistic professional education program, developed an on-campus think tank, using literature to discuss themes of leadership, communication, diversity, ethical dilemmas, and values at UMass Boston. **Amy Lezberg**, former Associate Director of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC), studied the impact of distance education on students and published an article, "Considerations for Enrolling in a Distance Education Program," in *Advising Quarterly*, AMIDEAST, Spring 1999. **Janice Green**, former Provost at Bradford College, produced a NERCHE working paper on

general education review. **Tammy Lenski**, President of Lenski and Associates, a conflict negotiation organization, and cofacilitator of the Associate Deans Think Tank, conducted a survey about conflict resolution in the academy. **Louis Manzo**, University Chancellor at Wesleyan College, is collaborating with **Jay Dee**, a faculty member from UMass Boston's Graduate College of Education, on a research project that focuses on organizational change in Catholic institutions. (See the Visiting Fellows section of this newsletter for more information about current Visiting Fellows.)

Civic Engagement Cluster

The University of Texas at El Paso, one of the Cluster institutions, hosted the second meeting of the Civic Engagement Cluster in February. The meeting was structured to enhance the Cluster as a collaborative learning organization focused on strengthening institutional commitments to civic engagement. Team members from the 10 Cluster institutions provided case presentations and workshops and facilitated roundtable discussions on the Cluster initiatives they are implementing. These included "Civic Responsibility: Engaging the Natural Sciences" (Portland State University); Olivet College's new Roads Semester Program; Oglala Lakota College's

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 point 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, and college and university presidents. To read the complete texts, visit our web site (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** **Department Chairs Discuss Post-Tenure Review, January 2000**
- Brief 5** **Building Partner Relations, February 2000**
- Brief 6** **The Merit Aid Question: How Can We Attract Promising Students While Preserving Educational Opportunity for All**



Robert Petrusis, Olivet College; Dowell Caselli-Smith, Oglala Lakota College; Charles Meadows, Morehouse College; Tom Longana, University of Texas at El Paso

development of a new vision statement to embrace traditional Lakota values throughout the College; “Teaching Global Perspectives and Effective Citizenship” (Alverno College); “Preparing Future Faculty for Civic Engagement” (Rutgers University); and experiences with K-12 partnerships (University of Texas at El Paso).

Institutional commitment to community is a crucial issue as colleges and universities work toward becoming more civically engaged. To help the Cluster teams further their thinking about community engagement, **Yvette Murry** from Rutgers University and **Lisanne Finston**, Director of Elijah Promise, one of the University’s community partners, opened the Cluster meeting with a discussion on “Community as Educator: Collaboration through Cooperation.” A panel discussion, “Enhancing Collaboration: What Are We Learning?” closed the meeting. Panel members, all experienced in multi-institutional collaborations, included **David Lisman**, University of Denver, **Judy Patton**, Portland State University, and **Stephen Sharkey**, Alverno College. The University of Texas at El Paso provided participants with a number of opportunities to learn more about the institution, its students, and the El Paso area. A highlight of the event was a trip to Juarez, Mexico, contiguous with El Paso and an essential feature of the El Paso community.

Project Engage

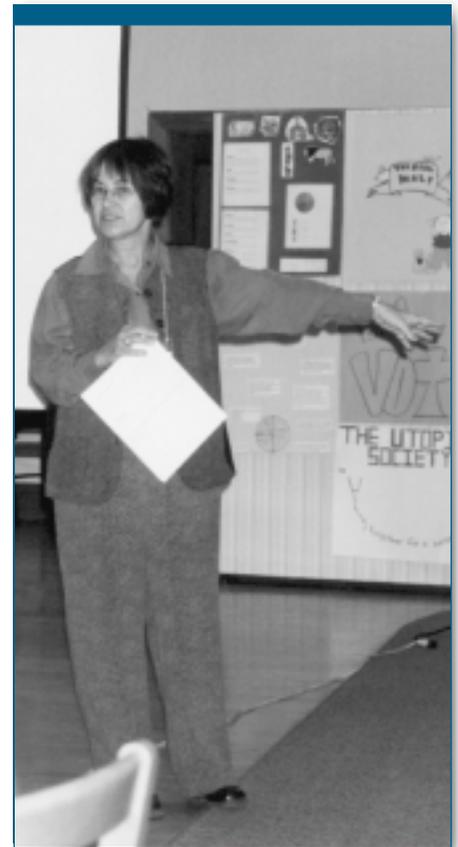
Project Engage emphasizes action research partnerships among faculty, students, and community members. Last year NERCHE awarded five grants to research teams that also operate as learning collaboratives in their approach to community problems. We are currently helping teams to document and evaluate the learning outcomes of their projects. Check our web site (www.nerche.org) for project descriptions. This winter NERCHE issued a second Request for Proposals for collaborative grants to our ever-growing pool of Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach nominees. (We invite you to read about this year’s Lynton Award winners on page 14 of this newsletter.) NERCHE staff and affiliates are reviewing proposals in order to award new grants in June.

In March NERCHE sponsored the session “Life Stories: Connecting Research, Teaching, and Service” at the Association of American Colleges and Universities Network for Academic Renewal conference in Providence, RI. **Patricia O’Connor**, Associate Professor of English at Georgetown University and a member of a Project Engage grant-winning team, presented on the team’s community-based action research to improve services for women in substance abuse treatment.

Other team members are **Valencia Dillon**, Clinical Executive at the Demeter NW Substance Abuse Treatment Center, Washington, DC, and **Jessica Billian**, a senior at Georgetown University.

Swinging Doors Is on the Web!

Due to the volume of requests, we have made “Swinging Doors: Making College-Community Partnerships Work,” a workshop developed out of NERCHE’s Project Colleague, available on our web site (www.nerche.org). The workshop is free, but you will need Adobe Acrobat to access it.



Kathleen Staudt, University of Texas at El Paso

The Promise of a Scholarship of Engagement

*Richard A. Couto, Professor and Modlin Chair,
Jepson School of Leadership Studies, University of Richmond*



At the end of his prolific academic career, Ernest L. Boyer reflected on a scholarship of engagement. He envisioned it as a connection of “the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our cities” (Boyer 1994; 1996,19). Part scholarship of discovery and part scholarship of application (Boyer 1990), Boyer conceived of this scholarship of engagement as a transformative element in and of higher education. “Campuses would be viewed by both students and professors not as isolated islands, but as staging grounds for action” on the pressing problems they researched. This effort to make higher education a deliberate part of the civic infrastructure of problem analysis and problem solving would assist campuses as much as the intended community beneficiaries. After all, Boyer had concluded an earlier report on a survey of undergraduate education with “the uncomfortable feeling that the most vital issues of life—the nature of society, the roots of social injustice, indeed the very prospects for human survival—are the ones with which the undergraduate college is least equipped to deal” (Boyer 1987, 283). The scholarship of engagement meant better equipping our campuses and their students to deal with the most vital issues of life. It would create “a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other, helping to enlarge. . . the universe of human discourse and enrich the quality of life for all of us” (Boyer 1996,19).

American higher education has taken long strides toward a scholarship of engagement. The emphasis on community service in the mid-1980s had become an emphasis on service learning by the mid-1990s. Participatory action research (PAR) advances us another step toward the scholarship of engagement by more surely integrating the urgent problems of urban and rural areas into the curriculum through a community-based, problem-centered pedagogy. This more

recently developed path has had relatively few travelers. Hence, signposts with directions assume added importance. This article offers the lessons from an ambitious participatory action research project as reflections on the practice of an emerging form of the scholarship of engagement.

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Participatory Action Research

Action research, in one definition, engages researchers, students, and community leaders “in a collaborative process of critical inquiry into problems of social practice in a learning context” (Argyris et al. 1985, 236). In order

to make reflective practitioners of these collaborative team members, Kurt Lewin, who coined the phrase, suggested the following characteristics of action research:

- A change experiment on real problems in social systems that focuses on a particular problem and seeks to provide assistance to a client system
- Iterative cycles of identifying a problem, planning, acting, and evaluating
- Reeducation to change well-established patterns of thinking and acting that express norms and values
- Challenges to norms and values of the status quo from a perspective of democratic values
- Contributions to basic knowledge in social science and to social action in everyday life (Argyris et al. 1985, 19)

Administrators may recognize in these elements of action research some of the premises of the literature on organizational leadership and management (Hickman 2000), especially in the learning organization (Senge 1994). According to Peter Senge, such an organization nurtures new and expansive patterns of thinking, has freedom to set higher standards for collective aspirations, and continually engage

people in learning about learning together (Senge 1994). Not a bad model for an institution of higher learning.

Participatory action research obviously differs from action research in its explicit emphasis on participation with the people for whom or about whom the research is being conducted and on accountability of the researchers to them. In addition to the elements already listed, participatory action research has unique canons.

- The problem under study and the decision to study it have origins in the community or group affected by the problem.
- The goal of the research is action for change based upon the information gathered.
- The community or group affected by the problem controls the process of problem definition, information gathering, and decision making about action following the information gathering.
- Members of the community or group are equals in the research process with those conducting the study. Everyone is regarded as a researcher and learner. Skills are transferred among all participants and information is shared.

Participatory action research is a community-based, problem-centered, active-learning pedagogy (Freire 1970), and it imparts several social problem-solving skills and lessons about participation in democratic societies. It requires that students, faculty, and community partners

- listen to one another
- deliberate critically about common problems and issues
- arrive at solutions to mutual problems creatively in a community setting
- work together to implement solutions

Participatory action research has deep roots in several academic disciplines, albeit in their critical theory portions. PAR's focus on problem solving, interdisciplinary

approaches, research "with" the people under study rather than "about" or even "for" them, and critical examination of the epistemological and methodological assumptions of our disciplines makes it an avenue of faculty development and renewal as well as curriculum reform. PAR's roots have generated various branches: action science (Argyris, Putnam, and Smith 1985); naturalistic inquiry (Lincoln and Guba 1985); constructivist theory (Denzin and Lincoln 1994); cooperative research (Reason 1994); and usable knowledge (Lindbloom 1990; Lindbloom and Cohen 1976). John Dewey extolled this combination of democratic practice and education. Indeed, participatory action research brings to scholarship of engagement the reminder that being democratic is the surest method of teaching democracy (Becker and Couto 1997).

Promises, Juvenile Justice, and the Scholarship of Engagement

In 1999 the Richmond [Virginia] Juvenile and Family Court invited me and my students to undertake a particularly ambitious participatory action research project. Angela E. Roberts, then Chief Judge, and Judge Richard D. Taylor proposed to use the centennial of American juvenile courts as a time to increase public awareness of the work and role of the Court. The broad goal for this work was to help the Court to pull together the agencies (public and private) that work with the Court to collaborate in a number of well-organized, highly publicized, scholarly, social, humanistic, artistic, and community-relevant activities. In one of these activities, the Court's Citizen Advisory Council asked the Jepson School of Leadership Studies for assistance in the conduct of a study that would identify

- gaps in court services
- the unaddressed needs of at-risk youth and families for Court interventions
- opportunities for philanthropic agencies to fill in the gaps and address the needs

Clearly, the Court presented the Jepson School and me with a wonderful opportunity for action research. I set off on this scholarship of engagement with two of my Critical Thinking classes, 44 students. Boyer would have been proud of the discourse between civic and campus cultures. Students interviewed more than 150 key informants, people with relevant experience, for this report, including the detained youths. Interviews with these young people were conducted in the Richmond Detention Center and the Richmond City Jail. The insights of these youths, as expressed in their words and artwork, added inestimably to the report. Who can forget 19-year-old Jason's picture of the timeline of his life? He drew a field of gravestones. In the forefront, one read "R. I. P. In Memory of Levina." He explained that his life had stopped with the death of his mother, six years previously. Her death led to his facing alone a series of other losses and eventually to his selling drugs to pay his own way. Or the 16-year-old, whose name we never learned, who summed up the social delinquency of the general public. He understood how the nexus of poverty, racism, unemployment, "war zone" neighborhoods, neglected mental impairment, school failure, and child abuse and neglect lurks behind youthful offenses and offenses against youth. "There are people who don't see what they don't want to look at. It's there but they don't want to see it. So it's not there 'cause they don't look at it" (Couto, Stutts, et al. 2000).

Our study could have remained applied research with a field component but moved beyond that to participatory action research despite extraordinarily difficult circumstances. We had not originally planned to speak with the detained juveniles. We had intended to take the safe route and speak to service providers, stakeholders, and staff members of different agencies within and related to the juvenile justice system. Members of the Citizen Advisory Council, however, suggested that we do so, and it became obvious to us that including them in the study made the difference between research with them and not just for and about them. Once we decided to include the detained juveniles, we had to decide how we would talk with them. As a participatory action

continued on next page

research project, it would not do to treat the juveniles as “subjects.” We faced the challenge of engaging them in a study about juvenile justice and not about them. We were not going to approach them with impersonal survey questions or hit them with the broadside questions about gaps in Court services and the remaining needs of children at risk. It would have been pretentious, at the very least, to assume a mantle of scientific authority and approach this group of young men and women as if we knew the right questions to ask or knew more than they did.

Eventually, the campus side of the research team devised the strategy of sharing a story with the detained juveniles and asking them to complete the picture of the protagonists—“Shorty” and “Denise.” Denise is a composite of cases familiar to the Virginia Poverty Law Center, a legal services and advocacy agency. In our story, Denise comes home from school with her brother Jerry and finds her mother’s boyfriend, Ron, who sometimes lives with the family, working on something on the coffee table in front of the television. After a short time, Denise hears Ron yelling at her brother Jerry. She goes to the kitchen, gets a knife, and stabs Ron. She then takes her brother and flees to her grandmother’s house. In Shorty’s story, based on an actual case in another city, Shorty has a confrontation with Leon. It turns into a gunfight a few days later, as Shorty is walking to his uncle’s funeral. Shorty wounds a little girl on the porch of her own home.

Two students facilitated the discussion of the story with groups of three to six detained juveniles. The students worked with male and female detained juveniles in separate groups. Students read the story aloud. Every group member had a printed copy of it. After reading the story, the students asked the other team members to fill in the main character’s experience with family, school, neighborhood, and the juvenile justice system. The protocol probed these areas in the experience of the juveniles.

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Unlike the young women, who stressed the connections in their lives, the young men described a world in which being shot at is just an ordinary part of life’s uncertainty. The young women stressed responsibility for other members of the family, a search for meaningful connections to other people, affection, and the importance of nurturing in a child’s life. For the most part, they remained optimistic that life offers second chances and that they have within themselves the potential to take advantage of them. The conversations among the boys featured the themes of respect, territoriality, a personal need for things for which the family is unable to pay, and fractious relationships—marked by insecurity and fear—among peers.

They stressed that respect comes from external sources via the recognition that one has certain material goods, which may include a car, clothes, and girls. In general, the juveniles seemed well engaged in the forty-five-minute to one-hour discussions.

This method and the views of our extended research team members provided local grounding for what national studies said about the problems that the juvenile courts face. The views of the detained juveniles made very personal and

views while offering them the freedom to express their knowledge and experience. This method of narrative and storytelling may be useful to make participation possible in extremely sensitive situations, such as in the juvenile court system. It permitted the detained juveniles to reflect on their experiences without incrimination, and it may find its best use in facilitating the reflection of practitioners or key informants on their experience.

- **Participation is key to all aspects of a scholarship of engagement.**

We struck upon our methods to include the detained juveniles and to do research with them because the students and I talked about the methodological problems we faced with the Citizens Advisory Board and among ourselves. Students developed the actual stories we used. One story came from a student’s internship and the other from discussion with local advocates. Naturally, we also field-tested the stories with a small group of detained juveniles and got their advice. In addition to providing their reflections and narratives, some detained juveniles provided poignant and insightful paintings, such as Jason’s, to illustrate the study.

specific the generalizations that agency heads and professionals gave us. The work has won commendation from local officials and national scholars in this field. Our goal here, however, is not to promote our reputations but to suggest the possibility of scholarship and engagement and to reflect on the study and its lessons about participatory action research.

- **A scholarship of engagement requires new methods of research.**

We involved the detained juveniles as members of our research team rather than as its subjects. Our method had to protect the anonymity and the confidentiality of their

- **Keep the focus of a scholarship of engagement study narrow.** Faculty and student teams need topics that they can bring to some degree of closure in a semester, which is a unique measure of time. We could not get our arms around our baggy-monster topics before mid-semester. They involved child development, the juvenile court system, and the differences that class and race make on the life chances of my students and the juveniles with whom they worked. The size of the project compounded the ordinarily difficult logistical problems of coordination. A sharper focus when we started would have improved the best part of the study, the narratives of the detained juveniles, and would have permitted us to complete them more quickly and with less effort.

- **Adapt the methods of the scholarship of engagement to the abilities and intended learning outcomes of students.** Simply put, involve students as much as possible in face-to-face interaction with people affected by the issue under study. The interviews with the detained juveniles sparked enthusiasm for the work and made real the stakes of both research in general and our classroom discussions about the specific course content, critical thinking. We were writing about issues that touched the lives of real people with whom students shared common bonds and interests, as they came to realize. There are two other reasons for

including students in face-to-face evaluative research. It gives voice to people too often not heard in public on our campuses. And on a purely pragmatic level, this research is labor intensive and unlikely to be done otherwise.

- **Choose your community partner well.** The community partner has primary responsibility for the action and follow-up of the scholarship of engagement. A strong and committed community or institutional partner that already has action under way, one that will support the conduct of this scholarship, and will follow up on findings and recommendations, is a necessary part of the scholarship of engagement. This partner also promotes accountability, an important element in the creative and continuing communication of the scholarship of engagement.

provided an important overview of participatory action research and resources for its conduct in a 1997 issue of *Change* that explored the role of higher education in rebuilding civic society. The work of the Astins (Astin et al. 2000) on service learning's effects on students provides an excellent base from which to evaluate the scholarship of engagement.

The promise of such work will be clearer and will arrive sooner as the scholars of engagement reflect on and disseminate the lessons of their work, warts and all. Boyer did not intend second-class status for the scholarship of engagement. Like the scholarship of discovery and application, it is "serious, demanding work, requiring the rigor—and the accountability—traditionally associated with research activities" (Boyer 1990, 22). Practice and reflection have already led to exacting canons for PAR (Argyris and Putnam 1985; Couto 1996; Reason 1994). The scholarship of engagement needs to be especially rigorous and accountable because, as Donald Schön has argued, it implies "a kind of action research with norms of its own, which will conflict with the norms of technical rationality—the prevailing epistemology built into the research universities" (Schön 1995, 27). It will bring conflict to our campuses over academic disciplines and curricular changes. Schön also correctly asserts that the promise of a scholarship of engagement makes that conflict worthwhile. As its reflective practitioners will make clear, the scholarship of engagement means action on democratic goals on and off campus, and that's a promise worth pursuing.

A Promise Worth Pursuing

Fortunately, the scholarship of engagement, in the form of participatory action research, seems to be spreading, just as community service and service learning caught on earlier. In 1993, Campus Compact made seven small participatory action research grants and distilled lessons from them (Campus Compact 1994). In 1998, *The Chronicle of Higher Education* surveyed several community-based (Cordes 1998) research efforts. It focused on the Policy Research Action Group of four Chicago-area universities. Fran Ansley and John Gaventa (1997)

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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.

Academic Affairs Think Tank Members Present

This January at the annual meeting of the Association of American Colleges and Universities (AAC&U)

Hannah Goldberg, NERCHE Senior Associate; **Jackson Kytte**, Associate Provost for Academic Planning and Policy at the New School University; **Charmian Sperling**, Provost and Vice President for Academic Affairs at Middlesex Community College; and **Donald Babcock**, Vice President for Academic Affairs and Provost at Harcourt Higher Education, presented "What Does It Mean to Be an Educated Person in the 21st Century?" The presentation grew out of last year's discussions on the same theme.

Associate Deans Think Tank

From their vantage point, associate deans have an "organic" view of their colleges and universities as complex organizations with students at their center. Associate deans are well positioned to consider the greater good of the college or university. It is a function of their job to move among and between the units of the institution. In doing so, they are able to recognize the value of the diverse viewpoints of others. In a sense, associate deans function as the "institutional citizens" who make the institution work. Internal conflict, however, is built into the position. How do associate deans sustain themselves in the process? Members talked about "Finding Renewal and Fulfillment in Our Work" at the December meeting in a discussion facilitated by **Sue Lane** of Lesley University. In preparation, members read selections from *The Fifth Discipline* by Peter M. Senge and Associates.

Much of what associate deans do is almost imperceptible to others: "Doing a good job" often means keeping a problem from becoming a bigger problem—something for which there is rarely recognition. Part of their role is to see that there is room for others on campus to do their jobs. Associate deans need to be able to articulate the many aspects of their work—to explain what they do—in ways that allow their colleagues to understand it. For example, because they coordinate commencement activities, associate deans have a keen understanding of the significant roles that faculty and other members of the institution play in this culminating event in students' education. A challenge is to "stir the pot" in such a way that others can see things from the associate dean's point of view. This kind of work requires the skills of a mediator and the persistence of a true believer. NERCHE think tanks create space and time for personal renewal for these think tank members. A significant challenge for associate deans is to recreate this kind of replenishment in their

daily lives and, especially, on their campuses.

In February **Milton Kornfeld** of Brandeis University facilitated a meeting on "Working with a Changing Faculty." Among the readings were "The Academic Calling: Creating Spaces for Spirit" by Diana Chapman Walsh.

With faculty aging and turnover high, some local colleges and universities are hiring cohorts of faculty rather than hiring one or two at a time. In some cases, these new faculty are markedly different from those already at the institution that they are entering. New faculty are often younger, more racially diverse, and more technologically sophisticated. A generation ago, a faculty member would often commit her professional life to the institution that granted her tenure. As is the case in the society at large, many faculty today are more mobile and less willing than their predecessors to make a long-term commitment. Some are interested in making their mark professionally and moving on. Stewardship of the institution may not be among their priorities. How do institutions make room for faculty who set their sights beyond the institution as well as those who are hoping to make an investment in the community, but who may be very different from the veterans?

Associate deans are often the primary link for new faculty to the day-to-day processes of student academic life outside of the classroom. Establishing structures to coordinate with these faculty is a logistical challenge for associate deans. On a broader level, this recent hiring trend can raise profound issues for campuses as a whole. How do campuses orient new faculty to the mission and culture of the institution? At the same time, how do they prepare their current faculty for the changes that a new cohort will bring? How diverse is the existing culture? What are the prevailing assumptions about change? In many ways, the responsibility falls to the campus to "educate itself about itself." Associate deans, with their comprehensive institutional view and myriad institutional relationships, can bring valuable skills and experience to this task.

Student Affairs Think Tank

That colleges and universities are educating more and more students who would not have gained admission in the past is one of American higher education's greatest successes, but with success comes a multitude of new complications. Among the recent entrants are students who arrive on campus with mental health needs. In December, **Mela Dutka** of Smith College facilitated a session on "Practices and Policies for Dealing with Troubled Students, and What It Means for Campus Culture."

Members agreed that it is part of the mission of student affairs to provide social services, but in the face of burgeoning demand, student affairs offices operate with limited resources. They find that they are funneling more money into counseling than into other areas, which raises difficult questions about appropriate levels of support for a relatively small proportion of the population. Colleges and universities are struggling to balance the increased needs of one segment of the population with those of the majority of their students.

It's not just about resources. It's also about how societal attitudes and expectations about mental health issues come into conflict on campus. For example, faculty can be hesitant to include undergraduates whom they perceive as disruptive in their classrooms. Some students may be reluctant to room with others whose behavior they don't understand. Many parents are accustomed to having secondary schools treat disruptive behavior as an acceptable component of their child's disease. Students experiencing mental health problems have many and varied feelings about whether their diagnosis is known, as they are well aware of the stigma that can accompany a mental health diagnosis.

The first step for a college or university is to establish clear communication with students, and in some cases, parents, about services that campuses offer to

students with special needs as well as institutional policies and expectations for behavior for all members of the campus community. Policies should focus on *behaviors*, especially life-threatening behaviors, such as eating disorders and substance abuse, and these policies should be included in the student handbook. Drawing clear lines is difficult to do. At what point is the well-being of the community sacrificed in order to accommodate the needs of a few? When does an institution cease to behave like a college and begin to behave like a social service agency?

Members generally agreed that mental health issues are not just a student affairs issue, but a campus issue, and they present ample educational opportunities to pursue. Finance offices and trustees need to be educated about resource demands. Student affairs needs to help faculty understand the difference between behavioral and academic issues. All students can benefit from a thoughtful approach to inclusion of a marginalized group of individuals.

What happens when student behavior results in the need for a disciplinary hearing? At February's session, facilitated by Boston University's **Herb Ross**, members took on the topic "Judicial Affairs—Is the Process Really Fair?" The group read a chapter from *The Shadow University* by Kors and Silverglate. Many colleges and universities seek to provide student offenders with very careful due process that is modeled on the legal system. But in an increasingly litigious institutional environment, with a growing number of lawsuits brought by students and parents, colleges and universities are becoming adversaries rather than educators. Ideally, the disciplinary process should be embedded in educational practice and philosophy. Part of the institutional role, especially for colleges with a traditional-aged student population, is acculturating students to the larger society. These institutions need to be clear about grounding the disciplinary practice in the educational process, which means both demonstrating

thoughtful attention to disciplinary processes and holding students accountable for their behavior.

Department Chairs Think Tank

At a growing number of institutions, particularly state institutions, tenured faculty undergo a periodic post-tenure review (PTR) conducted by their peers. In December **Peter Schuyler**, University of Hartford, led a discussion about "Post-Tenure Review and Review of Senior Faculty." The readings were selected from materials on post-tenure review published by the American Association of University Professors (AAUP), *The Department Chair Newsletter*, and the Associated New American Colleges' Faculty Work Project.

Many faculty are suspicious of PTR and view it as a punitive measure to be used against those who are considered unproductive. But, as a career development tool, PTR can help revitalize a faculty career by providing feedback designed to encourage growth rather than to emphasize failings. The review can be used to channel faculty into devoting more time to bolstering weak areas in their practice and creating future professional goals and objectives. And, unlike an annual review, PTR can be an opportunity to assist faculty members in developing their professional work in a way that is commensurate with the stage of their career. To be effective, a PTR initiative should be faculty driven, and adequate resources must be available for subsequent faculty development.

In January the Department Chairs Think Tank discussed "Defining and Assessing Service as a Component of Faculty Work." The discussion was led by **Rob Sabal** from Emerson College and **Nancy White** from Pine Manor College. Members read *Scholarship Assessed* by Glassick, Huber, and Maeroff, selections from a report from Michigan State University's Committee on Evaluating

continued on next page

Quality Research, and excerpts from *Making Outreach Visible*, by Driscoll and Lynton.

If departments plan to include faculty professional service, or outreach, in the tenure process, tenure committees need to be able to establish the quality of the work using clear and consistent guidelines. To determine the quality of research, faculty are reviewed by peers from inside and outside of the institution. While the notion of peer review is not as well recognized in evaluating outreach as it is in evaluating research, the National Review Board for the Scholarship of Engagement (www.universityengagementscholarship.org/index.html), made up of experienced and distinguished service scholars, is available to provide that expertise.

Some features of faculty professional service seem counterintuitive when set in the context of scholarly tradition. For example, faculty tend to view scholarship as an individual activity, a view that is bolstered by the reward system. To conduct a high-quality outreach project, however, often requires collaboration. Even though a faculty member may produce rigorous scholarly work from a collaborative partnership, the reality is that the faculty member is judged on individual contributions to scholarship at tenure time.

As notions of acceptable scholarship expand to include a richer variety of faculty work, the chair plays a pivotal mentoring role—doing anything from helping a faculty member construct a reasonable timeline to developing ways to document the essential process of reflection.

Similar quality issues arise when evaluating service to the college community. How can a committee distinguish between a good attendance record at multiple committee meetings and active participation in these committees? Some institutions have created ways to weight types of institutional service in order to determine how much of an impact the service has had.

Academic Affairs Think Tank

Most academics have an idealized sense of what it means to be a professor—an image developed in higher education’s “golden age” (if it ever existed). Given resource reductions and changes in student demographics, teaching is harder than it used to be. Faculty enter the profession expecting respect for their role and work. But with higher education under a microscope for the past decade, the public has lost confidence in the process and its providers, the faculty. **Clark Hendley** of St. Joseph’s College led a discussion, “Goodbye Mr. Chips,” about the faculty and change at January’s meeting.

Generational issues among faculty create differences in expectations and understandings of faculty work. Younger faculty struggle with a tenure process in which the rules have changed. Older faculty, who were tenured under different conditions, may have more loyalty to and interest in the institution. In addition, the perception of faculty work has shifted: New Ph.D.’s come in expecting to do more interdisciplinary work and to exploit technological opportunities, but these things may not be rewarded in the peer review process, which retains the criteria of earlier generations.

It is the Chief Academic Officer’s (CAO’s) job to clarify the situation. In the 90s faculty felt marooned in a bewildering torrent of messages. Society seemed to be saying to them, “You have to get with the program or you will be left behind.” From institutional leaders they heard “market, market, market.” Administrators need to take responsibility for the confusion they helped create. CAOs need to let faculty know that the curriculum matters, but that part of the balancing act is attracting students. This involves adapting to change while keeping sight of the mission of higher education. Faculty can do that only if they have information from administrators and a feeling of empowerment.

The more information and control CAOs can put in faculty hands, the better.

Nia Chester Lane of Pine Manor College facilitated February’s meeting, “To Tenure or Not to Tenure”.

Tenure has powerful symbolic value. It is a uniquely academic institution that treats faculty as professionals. At its best, it preserves academic freedom, which in the past has come under attack by powerful factions advancing specific political agendas.

It is important for developmental purposes to establish a culture of continuous improvement on campus. If tenure is connected to post-tenure review, it can foster both institutional and faculty development. But many faculty bridle at the thought of combining professional development with tenure and post-tenure review.

How do we achieve the best protection for individuals and their rights while preserving flexibility for the institution? Are there alternative systems to tenure? Depending on the institution, there may be mechanisms other than tenure that can protect both academic freedom and institutional autonomy. One alternative may be an incentive system. It is up to administrators and faculty to collaborate to develop mutually beneficial structures. No personnel process can function to any benefit if it is cast as “us against them.”

Chief Financial Officers Think Tank

Colleges and universities struggle to balance a need to be entrepreneurial with a commitment to educational mission.

Dennis Stark of the University of Rhode Island facilitated a discussion of “Entrepreneurial Activity” at the think tank’s December meeting.

Historically, the culture of public higher education has not been entrepreneurial. Depending on who controls fees and tuition, institutions have more or less control over how they cover their costs. Profit-making ventures might include



"The New York Collection 1988" Arnie Levin

renting conference space for non-campus events or developing public-private partnerships with local businesses in which student participation is academically based. A difficulty comes in determining whether or how these activities support educational goals. While some campuses are considering outsourcing certain functions, such as residence management, institutional personnel must weigh the risks that come with contracting with non-campus staff to manage a unit of the institution that is centered in the academic mission.

For smaller private schools, especially those with vocational education origins, providing continuing education can be profitable. For example, some institutions offer criminal justice programs for police officers. Tuition is covered by towns or cities. Yet how that income is allocated can present dilemmas for these institutions. In other, larger institutions some continuing education programs have no full-time faculty of their own. They borrow faculty, who are paid additional money to teach at night, from the daytime academic program. Continuing

education contributes a portion of its income to the institution.

In February **Susan Davy** of the New England Conservatory led the group in a discussion of "Program Cost and Accountability: Fostering Communication."

There is rarely a perception in colleges and universities that everyone owns the financial plan. Chief Financial Officers (CFOs) need to communicate to people that their role is not to make decisions about spending but to ensure that there is a process for this decision making. An important goal is to build a budget based on priorities that are driven by agreed-upon program needs. This is the work of all institutional units.

Creating respectful collaboration is one of the greatest challenges for a CFO. Building trust takes a long time, especially when one is fighting to overcome stereotypes about CFOs as "bean counters." It is important for a CFO to develop her role as an educator so as not to be perceived as someone hidden in an office generating reports. CFOs should make information clear and accessible to budget managers. They can initiate outreach to departments and units to let them know how the finance office staff can be helpful to departmental budget managers.

In the not-for-profit sector of higher education, CFOs have to be imaginative about creating and providing incentives to good budget managers. Departments that save money often have to return the savings to the institutions. CFOs need to think about other ways to encourage careful budget management beyond personnel feedback loops. These actions can go a long way toward creating an institutional view of budgeting within departments.

VISITING FELLOWS & SENIOR ASSOCIATES

Each year NERCHE requests applications from individuals wishing to become Visiting Fellows at the Center. Visiting Fellows are faculty or administrators, usually on leave or in transition, who become associated with NERCHE for a semester or a year. Fellows often hail from the New England region but occasionally come from other parts of the country. They bring a range of experience with and perspectives on issues facing higher education.

NERCHE is inviting letters of application that outline a proposed project on an aspect of change in higher education, especially from the practitioners' point of view. A modest stipend will be available to support Fellows' projects in the form of research support (postage, site visits, interview transcription, etc.) and/or travel to conferences or meetings. Each Fellow will produce a working paper, which will be published by NERCHE, and will present his/her work at a roundtable discussion. Proposals will be evaluated on the basis of (1) relevance to NERCHE's mission, (2) qualifications of the applicant, and (3) potential for contributing to the policy arena in higher education.

Visiting Fellows 2000-2001

James Bess, John Carfora, Mark Lapping, and Brenda Smith joined NERCHE last fall and will continue through the spring as Visiting Fellows.

Spring 2001 Fellows and Senior Associates

In January **Diane W. Strommer** became a Visiting Fellow with the Center. Diane has recently returned to the U.S. after two years in the United Arab Emirates, where she served as the founding dean of Zayed University, a new national university for women, with campuses in Abu Dhabi and Dubai. She is currently on leave from the University of Rhode Island, where she has been the dean of University College and special academic programs since

1980. Diane has been active in the National Academic Advising Association (NACADA), the Association of International Educators, and the College Consortium for International Students. She has served on the board of the National Resource Center for the First Year Experience and Students in Transition since 1991 and was the founding president of the Association of Deans and Directors of University College and Undergraduate Studies. Diane has written and consulted on academic advising, learning communities, administrative structures for beginning students, general education, international education, and college teaching. She was a member of the NERCHE Liberal Learning Think Tank from 1993 to 1998. She is currently working on a project that explores the ways in which the American "model" of higher education has been exported.

Senior Associate **Dwight E. Giles Jr.** is a Professor of Higher Education Administration in the Graduate College of Education, UMass Boston, where he teaches courses in both learning and curriculum and institutional change in the Doctoral Program in Higher Education Administration. Prior to coming to UMass Boston in January 2001, he was director of internships and professor of the practice of human and organizational development at Peabody College of Vanderbilt University and a faculty member and program director in

the Field and International Study Program at Cornell University. At both Vanderbilt and Cornell he was active in promoting and developing service learning and community-university partnerships.

His academic interests encompass community development, including volunteerism, civic participation, and participatory action research; and higher education reform, including applications of John Dewey's philosophy, scholarship of engagement, campus-community partnerships, internships, and service learning. He has co-authored numerous books and articles on service-learning research. Dwight serves as a national and international consultant in experiential and service learning for colleges and universities, foundations, and professional societies. He served on the board of the National Society for Experiential Education, and is currently a member of the National Peer Review Board for the Scholarship of Engagement, and served as a consultant for the AAHE-Campus Compact National Consulting Corps.

By David Entin, Vice President for Academic Affairs, Holyoke Community College

The Reflective Practitioner: How Professionals Think in Action

Schön, Donald A. New York: Basic Books, 1982, 374 pp.



Shortly after the outcome of the 2000 Presidential election was finally decided, the Dean of Science, Engineering, and Mathematics at my college expressed to me his shock at the

Supreme Court's 5-4 ruling that gave the election to George W. Bush. Like most Americans, he assumed that the Supreme Court's august judges acted like professionals, interpreting the law as objectively as possible and basing their decisions on past cases. Their seemingly biased and partisan verdict did not square with the popular view of how professionals are supposed to go about their business.

Donald Schön, a highly regarded MIT social scientist, wrote a classic study nearly twenty years ago that examines how professionals engage in their work. His book, *The Reflective Practitioner: How Professionals Think in Action*, focuses on what he calls the "epistemology of practice." He asks how professionals know what they know and how much intellectual rigor really exists in professional practice. Schön notes that while society conducts its business through the professions, professionals are not always credible to society. He observed a crisis in confidence in the professions at the time he wrote his book (1982) following Watergate, the Vietnam War, energy shortages, and the "discovery" of pollution and poverty. Schön wants to know how professional knowledge can match the complexity, uncertainty, instability, uniqueness, and value conflicts of practice. The model of technical rationality founded in early nineteenth century Positivism and based on the scientific prototype seemed to reach its height from World War II through the mid-sixties, when public events began to undermine confidence in professionals. In contrast, Schön posits a model of "reflection-in-action" that can incorporate

intuition and unique situations, craft and artistry, along with the development of theory and research from the scientific model, into professional practice.

The strength of the book lies in several lengthy examples of professionals engaged in their practice, often mentoring a younger trainee. Among the examples are an architect and a therapist, both of whom are supervising novices who appear to be "stuck" in approaching a particular problem in their profession. Schön records their exchanges and experiences and begins to draw out how sensitive professionals actually work. Though the seasoned professional does not actually articulate how he or she works, from his study, Schön is gradually able to deduce the following modus operandi of the skilled practitioner who typically

- frames or re-frames the problem
- engages in conversation or "back-talk" about the situation to see if the re-framing fits the reality of the unique case
- examines alternative hypotheses to see which are more valid
- gets a "feel" for the situation, using past exemplars or cases in his repertoire to test possible explanations
- helps design interventions to bring about change

Schön finds that the practitioner employs an "appreciative system" based on his or her experience and knowledge to make sense of the particular case or situation. It is the "reflection-in-action" that characterizes the unique methodology of the experienced professional practitioner. By articulating the components of reflection-in-action, the author seeks to "demystify" the process by which professionals actually go about their business. Schön recognizes the limits of reflection-in-action and cites instances in which it is not always successful in solving problems.

Schön looks at the role of professionals in the larger society. A newer group of radical critics have pointed out that many professionals serve the interests of the established business class. Counter-professionals have come along to debunk the professions in the interests of the poor and disadvantaged. At the same time, counter-agents of the Right jump into the fray. All sides, Schön declares, have employed professional knowledge and technical expertise. He concludes that by augmenting their reflection with more systematic research to uncover their fundamental methods of inquiry and to develop overarching theories, professionals can contribute to a larger and more reflective societal conversation on various public policy questions. By demystifying and articulating these processes we make them more accessible to examination by the practitioners, their clients, and their critics.

In response to these current limitations of professional practice, Schön also calls for greater collaboration between clients and professionals, and between researchers and practitioners. Here he cites two examples of collaborative reflection within a contentious institutional environment. In one of these cases, engineers from a chemical company worked with federal regulators from the beginning of product development, including sharing the results of studies on the environmental effects of the product. The result of early disclosure and cooperation was a better product and swifter approval.

It is easy to cite more recent situations, such as a President's philandering, the development of genetic engineering, or growing tribal and religious wars around the world following the collapse of the Cold War, to challenge Schön's optimism. The difficulty of simply counting votes in the recent election and solving the resulting problems through the established legal system certainly raises questions about how professionals operate and help society solve

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CONGRATULATIONS

NERCHE Senior Associate **Arthur Chickering** received the Howard R. Bowen Distinguished Career Award at this year's annual meeting of the Association for the Study of Higher Education.

In January NERCHE Founding Director **Zelda Gamson** received an honorary degree from Bridgewater State College.

Al Hamilton, of the Academic Affairs Think Tank, has retired from Salem State College where he was Vice President of Academic Affairs. Al has relocated to Fort Lauderdale, Florida.

Academic Affairs Think Tank member **Lou Manzo** has accepted the position of University Chaplain at Wesleyan University. Lou was formerly the Academic Vice President and Dean at Stonehill College.

Academic Affairs Think Tank member **Robert Pura**, former Dean of Academic Affairs at Berkshire Community College, has taken the position of Acting President of Greenfield Community College.

Paul Tero, Academic Affairs Think Tank member, is now the Dean of Academic Affairs at Hesser College. He was formerly the Dean of Academic Affairs at Lyndon State College.

NERCHE EVENTS

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minority students in the six New England states in order to pinpoint the academic, social, and other supports that contributed to students' persistence in four-year colleges or universities. Colleen O'Brien, Vice President, and Jessica Shedd, Research Analyst, from IHEP presented findings from the study. Blenda Wilson, President, and Diane Saunders, Vice President for Communications, at the Nellie Mae Foundation made recommendations based on those findings. Think tank members and their guests contributed their institution-specific experiences with minority student success to the discussion.



Joe Petrick, New England College; Blenda Wilson, Nellie Mae Foundation; Elise Shutter, New England College; Deborah Hirsch, NERCHE

Ernest A. Lynton Award for Faculty Professional Service & Academic Outreach 2001 Award Winners

Each year at the annual meeting of the American Association for Higher Education's Forum on Faculty Roles and Rewards, NERCHE presents the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach. Over the past five years we have received hundreds of nominations from all kinds of colleges and universities across this country and Canada. This award pays tribute to the late Ernest Lynton, who raised the profile and status of faculty professional service both nationally and internationally. Ernest championed a vision of service that embraces collective responsibility and in which colleges and universities are



Kenneth Reardon, Carla Lynton, Ching-Chih Chen

catalysts not only in the discovery of new knowledge but also in its application throughout society. This February NERCHE presented the award to two faculty members whose work represents meaningful engagement in local and global communities. We also presented honorable mention awards to six faculty nominees. For more information about these award winners, see our web site (www.nerche.org).

Kenneth Reardon is an Associate Professor in the Department of City and Regional Planning at Cornell University. Ken is a leading practitioner in teaching,

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OUTREACH

GEAR UP Think Tank

NERCHE's think tank for GEAR UP coordinators (see the Winter 2000 issue of *The Academic Workplace* for background information) has been meeting to generate recommendations for the Nellie Mae Foundation about the roles that foundations can play in community initiatives. The Foundation, along with the U.S. Department of Education, provides funding for the program in the Northeast. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is composed of partnerships between public schools in low-income neighborhoods, institutions of higher education, and community agencies. These partnerships endeavor to raise the expectations of students and to ensure that they are well prepared for college.

In order to create sustainable programs that are institutionalized beyond the life of any one grant, the group recommends that funders support the development of strong partnerships. The time and money devoted to creating solid partnerships protects investments in the long-term sustainability of the project. (See NERCHE Brief 5 at www.nerche.org for more information.) The quality of the relationships that develops is critical. Beyond a climate of commitment to goals there should be a legacy of good will that serves to foster other projects beyond the life of the grant. GEAR UP coordinators can also see a role for foundations in clarifying the complex process of evaluating a partnership. Assessing the impact of individual projects can be complicated by the different and sometimes conflicting needs of various stakeholders. In cases in which funds are not available for external evaluators, foundations can help partners gain clarity regarding both the measures with which to assess outcomes and the reporting requirements that correspond most closely with partners' needs. The think tank will continue meeting during the spring and will analyze their experiences with GEAR UP in order to extract additional recommendations.

Beacon Think Tank

During the fall semester the focus of NERCHE's first think tank for students was student action projects related to student life at the University of Massachusetts Boston. Working in teams, students conducted research on the management of costs associated with transportation, health/wellness services, and the selling of books and supplies.

In the spring semester students reflected on four key questions related to their research projects: What were our questions when we began the research? What were our assumptions? What did we discover, and what impact did the findings have on our assumptions? What questions and assumptions remain to be explored? Individual students shared the connections they found among their explorations in the think tank, their learning in other classes, and their experiences in jobs and volunteer activities.

In May the UMass Boston think tank participants will hold a forum, open to the UMass Boston community, to present their learning experiences from the year of dialogue and exploration.

Community Service Coordinators Think Tank

The discussions of the Massachusetts Campus Compact Community Service Coordinators Think Tank have focused on themes of creating effective partnerships. The work of developing service programs requires a tremendous amount of partnership building, not only with community organizations in which students are placed, but also within the campus community. Think tank members shared their strategies for community partnerships and explored how, within each service program, there may be multiple and distinct approaches. Members concluded that cooperating with *a site* means helping that organization fulfill its mission, whereas a *partnership* implies an intent to create something greater than either organization's individual mission.

The work of partnership building extends to developing connections within the campus community as well. Whatever the structure of the service program, centralized or decentralized, it is important to sustain a base of support with faculty and administrators across the institution. Think tank members shared strategies for developing cooperation with faculty and assisting those who integrate service components into their classes.

The Stanley Z. Koplik Executive Leadership Institute

The Stanley Z. Koplik Executive Leadership Institute ended its second fellowship class in January 2001 with a wrap-up session at Bridgewater State College. 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. It is tailored specifically to the context of Massachusetts higher education.

The 15 members of the Class of 2000 Koplik Fellows attended monthly sessions at institutions around the state. At the Institute's final session, Fellows presented their individual leadership development projects.

Outreach Notes

This spring NERCHE co-sponsored the Monan Symposium on Higher Education with the Program in Higher Education Administration and the Lynch School of Education at Boston College. The symposium focused on the central issue of gender in higher education. In March Professor Jane Roland Martin spoke

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SAGES

NERCHE is bringing together some of the leading educators in New England who have either retired recently or are nearing retirement, or are in a transition phase of their career. SAGES (Senior Academics Guiding Educational Strategies) is supported by the Mellon Foundation and UMass Boston. It provides a capstone for distinguished careers and a locus for collaboration, research, and needed discussion on the public policy ramifications of current—and often controversial—issues in higher education. After having served as presidents, provosts, scholars, and foundation heads, these senior academics will counsel and mentor younger colleagues and senior administrators. They will publish articles, white papers, and op-ed pieces and will give presentations to wide audiences that both include and reach beyond the national higher education community. Current SAGES are **Edgar Beckham**, former Program Officer, Ford Foundation; **Chuck Bunting**, former Chancellor, Vermont State Colleges; **Arthur Chickering**, NERCHE Senior Associate; **Joseph Cronin**, former President, Bentley College; **John DiBiaggio**, President, Tufts University; **Mary Maples Dunn**, former President, Smith College; **Tish Emerson**, former President, Wheaton College; **Bernard Harleston**, former President, City College, CUNY; **Zelda Gamson**, NERCHE Senior Associate; **Hannah Goldberg**, former Provost, Wheaton College; **Patricia Albjerg Graham**, former President, Spencer Foundation; **David Knapp**, former President, University of Massachusetts; **George Langdon**, former President, Colgate University; **Tom Parker**, President, The Education Resources Institute; **Sherry Penney**, former Chancellor, University of Massachusetts Boston; **Judith Ramaley**, President, University of Vermont; **David Scott**, Chancellor, University of Massachusetts Amherst.

For more information, contact **Deborah Hirsch**, Director of NERCHE.

Staff Update

Over the past year, NERCHE staff have been involved in a variety of higher education activities, both locally and nationally.

NERCHE Associate Director, Cathy Burack

- published “Project Colleague,” an article about the NERCHE project of the same name, in the July-August issue of *Academe*.
- presented “Institutionalizing Service-Learning: Creating a Definition” at the Massachusetts Campus Compact Conference, “Asking the Hard Questions: Visions and Strategies for Civic Engagement in Higher Education” at Bentley College, Waltham, MA, in March.
- served with **Liesa Stamm** as a panelist and presenter at the International Conference on the University as Citizen in Tampa, Florida, “The Civic Learning Cluster: A Multi-Institutional Model for Promoting Engagement,” sponsored by the University of South Florida in February.
- served as a facilitator at the Campus Compact Advanced Institute, “Institutional Classification for Service and Engagement in Higher Education,” in March.

- participated in the “Roundtable Discussion on Community Partnerships with Educational Institutions, Medical Centers, and Public Utilities,” sponsored by the Aspen Institute and the Annie E. Casey Foundation. The Aspen Institute will disseminate insights on the dynamics of partnerships from the perspectives of multiple stakeholders.

NERCHE Director, Deborah Hirsch

- contributed “Practitioners as Researchers: Bridging Theory and Practice” to *Moving Beyond the Gap Between Research and Practice in Higher Education*, edited by Adrianna Kezar and Peter Eckel. This volume is part of Jossey-Bass’s New Directions for Higher Education series, Number 100, Summer 2000.
- was a member of the National Study Group on Citizenship in K-12 Schools, the service-learning initiative of the Education Commission of the States (ECS) and the Compact for Learning and Citizenship convened to focus on the issue of youth disengagement from civic literacy and experience. The efforts of this group contributed to a report, issued by ECS, which contains recommendations for its Every Student a Citizen initiative.
- serves on the advisory committee for the Society for Values in Higher Education project, “Models for Democracy: Strengthening Higher Education for Civic Responsibility and Social Justice.” This project supports teaching and learning in ways that prepare students to participate responsibly in a diverse democracy.
- is a member of the selection committee for the Jimmy and Rosalyn Carter Partnership Award for Campus-Community Collaboration, organized by the College of Arts and Sciences at Georgia State University in Atlanta. The award honors campus and community groups working together for the betterment of the people of Georgia.
- was a member of the selection committee for the Association of American Colleges and Universities Greater Expectations initiative, the goal of which is to identify good practices that assist campuses in building sound programs that lead to better learning.

Cluster Director, Liesa Stamm

- participated in January’s Association of American Colleges and Universities “Degrees of Value” meeting in New Orleans, presenting, along with members from the Civic Engagement Cluster, “Civic Learning: Empowering Students to Become Politically and Economically Active.”
- moderated, with **Arthur Chickering**, “Towards an Engaged Faculty: Case Examples from the Civic Engagement Cluster” at the American Association for Higher Education’s Conference on Faculty Roles & Rewards held in February in Tampa, FL.
- presented, with Cathy Burack and members of the Civic Engagement Cluster, “The Civic Engagement Cluster: A Multi-Institutional Model for Promoting Civic Learning” at the “International Conference on the University as Citizen” sponsored by the University of South Florida in February, Tampa, FL.

Program Coordinator, Thara Fuller

- Presented on the development of UMass Boston’s student-centered Beacon Think Tank with Lisa Gonsalves, Associate Provost for Academic Affairs, and Adrian Haugabrook, Assistant Dean for Student Affairs, both at UMass Boston, at the American Association of Higher Education annual conference in Washington, DC, in March.

WORKING PAPERS

These are selected titles. Visit www.nerche.org to view the complete catalog and abstracts.

Some papers may be downloaded in full.

INSTITUTIONAL TRANSFORMATION SERIES

Working Paper #23

Nancy Thomas
An Examination of Multi-Institutional Networks
Fall 1999

PROFESSIONAL SERVICE SERIES

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 & 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

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Scholarship Unbound: Assessing Service as Scholarship in Promotion and Tenure
Winter 2001

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Janice Green
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Spring 2000

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The Characteristics of Faculty in Comprehensive Institutions
Spring 1992

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OUTREACH

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at Boston College on "In Search of Equality: Women's Four Entrances into Higher Education." In April at Emmanuel College, Sister Janet Eisner, SND, president of Emmanuel College, spoke about "The Changing Landscape: Educating Women and Men in College Today."

NERCHE, the American Council on Education (ACE) Network for Women Leaders, and the Massachusetts Association for Women in Education (MAWE) hosted their first joint program on "Staying Centered as a Leader" on February 27 at the Wellesley College Club. The speaker was Diana Chapman Walsh, President of Wellesley College.

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Letter from the Director

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Another example is NERCHE's Civic Learning Cluster Project, which works with a group of 10 institutions that are undertaking significant change to strengthen civic learning among undergraduates. In a learning network or cluster, not unlike a NERCHE think tank, researchers and practitioners develop theories about educational transformation (widespread change) through reflection on their change process. In addition, participating institutions will create a base for change among other institutions. This

project is intentional about including a team of key stakeholders from each institution as co-investigators in the change process. In this way, theory is developed not only to advance the knowledge of the researchers, but also to enrich the learning opportunities for the practitioners—both necessary factors for creating a political and advocacy base for change.

With a frankness rarely found in discussions of scholarly work, **Richard Couto**, last year's Lynton Award winner, describes the methodology of a participatory action research project in this issue. In his review of Schön's classic, **David Entin** warns that the world in which practitioners operate is untidy and irregular at best. Professionals have some distance to cover in order to provide even adequate

solutions for the kinds of problems that characterize modern life. These aren't problems that surrender to an elegant theory or ingenious marketing plan. Their solutions demand careful systematic "reflection-in-practice." And this work can't be done in the isolation of a boardroom or classroom or lab.

The gap between theory and practice narrows as practitioners become reflective researchers. Since its founding over a decade ago, NERCHE has focused on encouraging reflection, stimulating collaborative thinking and action, and generating research and action projects aimed at the most important issues that shape and reshape the modern academic community.

BOOK REVIEW

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problems. While recognizing the limits of his methodology, Schön would contend that these problems cry out for greater involvement by professionals and careful reflection-in-action.

Finally, as educators, how do we prepare students to enter professions and become skilled practitioners? Schön's book certainly makes the case for moving beyond classroom theories and entering the field so students can directly observe professionals operating and reflecting on their practice. Higher education does make increasing use of internships, clinical practice, cooperative education, externships, and practicums as means for students to incorporate the real world of practice into their education. At my college, most career programs include some form of experience in the field as a requirement for the degree. Even the liberal arts disciplines are now engaging in service learning to place students in the community with various groups and organizations. Schön would urge us to ensure that sufficient contemplation—reflection-in-action—accompanies these experiences of students and professionals at work. Even now Schön's is a timely book.

LYNTON AWARD

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involving, and leading his students in participatory action research methods to transform the worlds of both the university and the community with which they work. He is constantly sharing his research and experiences through his invited lectures and publications that document the effectiveness of his efforts to empower residents and students alike. He shows what is possible through action research that builds racially diverse organizations capable of learning in and acting on the world to improve local conditions of poverty, environmental and social decay, and governmental inefficacy. Through his professional service and academic outreach, Ken has worked with individuals and organizations ranging from grassroots organizations in East St. Louis, IL, to the Office of University Partnerships at HUD, to the United Nations.

Ching-chih Chen, a Professor of Library Science at Simmons College, is a leading researcher in the use of microcomputers, digital imaging, optical technologies, multimedia, and current communications technologies. She utilizes her professional service and academic outreach to develop new technologies to better equip the practitioners of library science to do their work. In addition, she has brought

the technology and her teachings to over 30 countries to provide training for the research and educational programs in the fields of library and information studies. Ching-chih has published, presented, and initiated projects that enable the development of and use of technology for the global internetworking of libraries. She has been recognized for her work on many levels, including being appointed by President Clinton to the Presidential Information Technology Advisory Committee in 1997.

Honorable Mentions went to:

Nicholas Cutforth, Associate Professor of Curriculum and Instruction in the College of Education at the University of Denver, for his efforts to utilize physical education and recreation as a means of improving youth development and as a bridge between universities and communities.

Kathleen Farber, Associate Professor of Educational Foundations and Inquiry/Women's Studies and Director of Partnerships for Community Action at Bowling Green State University in Ohio, for her efforts to integrate professional service and academic outreach

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LYNTON AWARD

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with the research efforts of university faculty, and for expanding the educational opportunities available to students and community members.

Pierrette Hondagneau-Sotelo, Associate Professor in the Department of Sociology at the University of Southern California, for research efforts and involvement of her students in the study and understanding of the lives of the poorest and most disenfranchised immigrants.

Rose Jensen, Director of the Beard Center on Aging and Associate Professor of Sociology at Lynchburg College in Virginia, for her efforts to combine her teaching, learning, and research on the complexity of the aging experience and to promote not only positive aging, but socialization and relationships across generations.

Judith Primavera, Associate Professor of Psychology at Fairfield University in Connecticut, for her work with the Adrienne Kirby Family Literacy Project, a true partnership that links Fairfield University and Action for Bridgeport Community Development in a "resource exchange network" that enables university students, community members, and faculty members to utilize one another's expertise and talents in mutually beneficial ways.

Jean Trounstine, Professor of Humanities at Middlesex Community College in Massachusetts, for her efforts to empower and challenge both her students and women in prison through English composition and Drama.

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THE LAST WORD

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– Chief Financial Officers Think Tank

Partnership building is like courtship. You project a vision onto the other partner about how good they will be for you and then reality hits. Then the question becomes, Is there enough between us, as we really are, to keep going forward?

– Community Service Coordinators Think Tank

Are we enabling students with too much help? At what point does your institution cease to behave like a college and begin to behave like a social service agency?

– Student Affairs Think Tank

It is difficult to watch ourselves and our students move in a world where one's value is quantifiable, where working 80 hours a week is a virtue.

– Associate Deans Think Tank

New faculty orientation begins with the initial interview with new faculty. The conversation should go beyond office hours and workload and should address institutional mission and commitment.

– Academic Affairs Think Tank



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