The Academic Workplace

New England Resource Center for Higher Education (NERCHE)

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The Academic Workplace (Spring 2005): Learning a New Kind of Leadership for the Academic Workplace

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THE *ACADEMIC* WORKPLACE

NERCHE New England Resource Center for Higher Education

Learning A New Kind of Leadership for the Academic Workplace

By Joe Raelin, Asa Knowles Chair of Practice-Oriented Education and Director of the Center for Work and Learning at Northeastern University

The Backdrop

The turbulent world characterizing our organizations today, staffed by increasingly diverse and skillful people, can no longer be pulled together by bureaucratic authority. In fact, information, organized now for decision making in the form of distributed knowledge, is gradually breaking down bureaucracy. It is doing this by providing every organizational member with the necessary tools to not only run his or her immediate work function but to also see how that function connects to the rest of the organization. People have access to information that was once the exclusive domain of top management.

Within the academic workplace, besides facing funding cutbacks due to economic shifts, which in turn place pressure on endowments and debt service, administrators are being exposed to a host of pressures such as diversification in student demographics, competition from corporate and distant providers due to accessibility of information technology, decreasing government support, changing accreditation requirements, and growing consumer expectations producing public scrutiny over their administrative moves. In such a complex environment, they need to unlock the capacity of all to contribute, even the professoriate. No one top

The New England Resource Center for Higher Education at UMass Boston 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.

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administrator possesses a solution for each problem across the university, be it an information system outage, a residential crisis, or a precipitous drop in applications. We need a responsive institution that can empower anyone who is capable and who has the willingness to assume leadership in the moment in his/her relationships with peers, team members, parents, community organizations, and other university partners. Could it be that we have begun to change our very paradigm of leadership from the individual hero without whom the group would founder to the partner who nurtures everyone's contribution?

"Leaderful" Practice

The practice of involving everyone in leadership is so distinct from the conventional view of leadership that I have given it a new name to distinguish it from the archetype based on leadership's root definition as "being out in front." I call it "leaderful practice," and it is based on four critical tenets that I refer to as "the Four C's." Leadership can be collective, concurrent, collaborative and compassionate.

In brief, collective leadership means that everyone in the organization can serve as a leader; it is not dependent on any one individual to take over. Concurrent leadership means that not only can many members serve as leaders; they can do so at the same time. No one, including the supervisor, needs to stand down when someone is making his or her contribution as a leader. Collaborative leadership means that everyone is in control of and can speak for the entire team. All members pitch in to accomplish the work of the organization. Together they engage in a mutual dialogue to determine what needs to be done and how to do it. Finally, in compassionate leadership, members commit to preserving the dignity of every single member of the team; in other

NERCHE was founded seventeen years ago in an era of severe economic cutbacks with a mission to fill the need for information, interpretation, analysis and technical assistance regarding issues that affect colleges and universities engaged in change in New England. What distinguishes NERCHE from other centers of higher education across the country is our grounding in the authentic experience of faculty and administrators at a diverse range of higher education institutions. Practitioners, often responding to crises, must think and act on their feet. They have little time for reflection, theory testing, or knowledge development and often work in isolation from their peers on other campuses. It was with this in mind that NERCHE developed its signature think tanks that provide practitioners with opportunities to step away from their increasingly fast-paced, complex, and situational work and to tackle the things that matter to them on their campuses and in the larger society. Perhaps most importantly, think tanks create a venue for reflection, an elusive but essential component in the process of creating productive change.

Practitioners are usually the first to know when change is or should be underway in higher education, and creating change has characterized much of the work of higher education over the past decades. College and universities have responded to dramatic shifts in student demographics as well as public pressures for practical education. In the March 10 issue of The New York Review of Books, Andrew Delbanco reports that "barely one sixth of all college students fit the traditional profile of full-time residential students between the ages of eighteen and twenty-two . . . . [M]ore than half attend college part-time, typically majoring in subjects with immediate utility, such as accounting or computing." The past twenty years have seen a shift from theoretical and abstract education to learning grounded in experience. There is much progress to report in the form of experience-based pedagogies such as service-learning and problem-based learning—the latter discussed in the book review on the subject by **Gerry Lorentz** in this issue—as well as internships and cooperative education programs designed to speak directly to the need for more practical and practice-based education. It is a mark of success that campuses are accommodating students with a wide variety of backgrounds, learning needs and styles, and levels of preparation. Yet it is the reflective component of these pedagogies that brings about true learning and distinguishes the intellectual foundations of undergraduate education from workforce training.

Indeed a number of campuses nationwide have begun to examine the state of the intellectual community on campus—an idea that should resonate easily with academic workers but one that has sparked concerns about elitism. The irony is inescapable but understandable in institutions that have worked hard to underscore their relevance to the society in which they reside but may be still smarting from accusations of ivory tower exclusivity. Locally, Wheaton College has

developed a course in which students, nominated by faculty and representing equal parts men and women and a range of GPA's and ethnicities, will interview members of area campuses regarding the issue of intellectual communities. It seems the time is ripe for such a re-examination of the academic workplace in a spirit of open inquiry and a willingness to reclaim the academy's dedication to intellectual pursuit in the context of its practical changes. A guiding principle underpinning this undertaking should be public reflection on the purposes and pedagogies of higher education.

In the feature article of this issue, **Joe Raelin** characterizes the need for public reflection in his concept of leaderful practice that strips the traditional notion of leadership of its hierarchy and embraces the expertise that each member of the academic workplace brings to the table. His is an approach to creative problem-solving that blends work-based learning and reflective practice and that echoes the tenets upon which NERCHE built its think tanks and conceptualizes and executes its action-research projects.

Colleges and universities continue to face urgent problems, many of them economic. Among the most compelling for a country that is dedicated to equal opportunity are the effects of economic forces hammering away at public higher education, which, in Delbanco's words, has resulted in "a slow-down, if not reversal, of the trend toward inclusion," one of the hallmarks of the GI bill and the many inclusion initiatives that followed, such as open enrollment. Public support accounts for less than one-third of expenses at public universities, and this fraction is reduced even further for many public colleges in New England, as reported by NERCHE's think tank members. The effect is a stratification of educational opportunity with those unable to pay or to shoulder enormous debt clustered at the bottom.

It is perhaps community colleges that serve the lion's share of students with limited financial resources. Each year a proportion of community college students transfer to four-year institutions, many of them public colleges in the regions in which these students live. A modest number of academically prepared students, however, benefiting from supportive programs and policies at both two- and four-year institutions, move on to complete their educations at selective colleges or universities. This spring, NERCHE, in collaboration with Alicia Dowd of UMass Boston's Doctoral Program in Higher Education Administration and the Center for Urban Education at the University of Southern California, is examining this transfer issue. The ten-month project, funded by the Jack Kent Cooke Foundation, Lumina Foundation for Education, and the Nellie Mae Education Foundation, is a comprehensive national study of factors affecting the successful transfer of community college graduates to selective four-year institutions. (See Funded Projects for more information.)

As Drucker, Rifkin and others have argued, we in the twenty-first century are living in a "knowledge society" requiring

words, they consider each individual whenever any decision is made or action taken.

Developing Leaderful Practice

Once people begin to embrace the prospect of a leaderful organization, they begin to ask how to create one. In particular, they wish to know whether leaderful practice can be taught or produced via training, perhaps recalling the age-old nature vs. nurture debate. Teaching it needs to result in an environment in which everyone is involved in leadership.

Learning to learn

For many individuals, learning is equated with classroom education, whether the classroom be at a school or university or at a training site. Although some useful concepts and practices can be picked up in a classroom, it represents (often by design) a passive environment far removed from the wild and woolly world of the workplace. Without a real-time demonstration of an illustrated tool or concept, the persistence of any classroom lesson can be short-lived.

Moreover, even when skills are "learned" through training, they can become obsolete very quickly. For example, it is thought that most young people now preparing themselves for the job market will experience some six or seven different careers in their lifetime, each requiring new skills. In fact, the whole notion of skills as a set of technical abilities to perform a job has itself become obsolete. Replacing skills is a new form of learning which will be commingled with the notion of work.

The new learning will constitute a "meta-competence," referring to competence that transcends itself. It is not any particular skill that is critical but the change of that skill to adapt to the environment. Another way of putting this is to say that the most important skill is that of "learning to learn." Rather than learning job-specific skills, workers will be asked more and more to learn situation-specific principles attending to a given work domain. By mastering these principles,

they can be expected to handle ongoing variability in work demands.

We need a work-based form of learning in which theory can be integrated with practice and knowledge integrated with experience. Otherwise, classroom lessons can be conveniently "unlearned" once the instruction is over because the back-home work environment is typically unprepared for any new approach. The individual trainee may have learned but not the surrounding department or organization. No change is easy to introduce. However, if it is built into the process of work itself, change can be brokered as part of a system-wide endeavor involving the necessary stakeholders to the change, rather than as an antiseptic lesson.

Work-Based Learning

I like to introduce work-based learning as learning that is:

- acquired in the midst of action and dedicated to the task at hand,

- viewing knowledge creation and utilization as collective activities wherein learning becomes everyone's job,

- demonstrating a learning-to-learn aptitude which frees users to question underlying assumptions of practice.

Learning can be accomplished, accordingly, just-in-time and in the right dose to be helpful to practice. Furthermore, it does not have to become disassociated from the notion of place. It can be designed to assist leaders in navigating through the cultural and political land mines of their own organizations. It can be dedicated to solving actual problems faced by the enterprise in question.

The role of teacher needs to be reconceptualized in a work-based learning world. Not just as instructors, teachers may function as mentors, group project leaders, learning team facilitators, and designers of learning experiences. They come to realize that learning involves active engagement in the action at hand. One doesn't become "learned" by simply reading text or citing prepared answers. Learning occurs not only in the classroom

but within a community of practitioners in which one becomes familiar with the real questions of practice. In fact, knowing only the planned answers is what gives the outsider away. Those on the inside know more. John Seeley Brown and Paul Duguid characterize the action form of learning in this way:

> People don't become physicists by learning formulas any more than they become football players by learning plays. In learning how to be a physicist or a football player—how to act as one, talk as one, be recognized as one— it's not the explicit statements but the implicit practices that count [from "Universities in the Digital Age," *Change*, July-August 1996].

In the domain of professional development, learning organizations are gradually turning toward pedagogical approaches that address immediate strategic issues, rather than those which subject participants to lengthy and lofty theoretical presentations or even overused case studies. Such enterprises believe that general organizational principles are best illustrated by weaving real-life strategies and problems into the curriculum. Participants in programs derive personal and professional learning while simultaneously working out creative and effective solutions to real-time dilemmas. In accomplishing this dual objective of learning while solving operating problems, learning organizations ensure that their enterprises get their money's worth.

The Role of Reflective Practice

The vital link that can unlock the capacity to learn from one's own practice is reflection, particularly in its public or dialogic form. Reflection constitutes the ability to uncover and make explicit to oneself and to one's colleagues what one has planned, observed, or achieved in practice. In particular, it privileges the process of inquiry leading to an understanding of experiences that may have been overlooked in practice. To become more leaderful requires us to let down our guard. It means seeking to discover wisdom through others' eyes as much as through our own. It means being willing to engage in dialogue. Accordingly,

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Community College Transfer Initiative

With funding from the Jack Kent Cooke Foundation, Lumina Foundation for Education, and the Nellie Mae Education Foundation, NERCHE has begun a ten-month comprehensive national study of factors affecting the successful transfer of community college students to selective four-year institutions. The project is a collaboration between NERCHE and the Center for Urban Education at the University of Southern California. It will focus attention on the problem of low transfer access for such students and will identify best practices. Using a multifaceted research design, the project will examine: (1) the prevalence of such student transfers, (2) the attitudes of faculty and administrators at two-year and four-year institutions towards such students, and (3) successful programs that foster such transfers. **Alicia Dowd**, faculty member in the Doctoral Program in Higher Education at UMass Boston, and **Glenn Gabbard**, NERCHE Associate Director, are serving as the project's principal investigators.

Informing Policy with Practice

This project, funded by the Ford Foundation, is designed to strengthen the Center's role in contributing the voices of reflective practitioners to policy-level discussions and deepen NERCHE's commitment to facilitate issue analysis and initiate change in every arena of our work. As part of this project NERCHE publishes NERCHE *Briefs*, distilled from think tank discussions. These discussions represent the collaborative work of faculty and administrators who depend on our think tanks to provide an environment for reflection, discussion, and debate. The *Briefs* are available on our web site (www.nerche.org). In May, this project in conjunction with our New England New Presidents Network will hold an event focusing on issues facing college and university presidents. See next paragraph for more information.

New England New Presidents Network

With funding from The Andrew W. Mellon Foundation, NERCHE continues to develop its support of college presidents in the New England region. In May, NERCHE is planning a panel and discussion entitled Challenges Facing Twenty-first Century College and University Presidents to be held at UMass Boston. The event is based on the results of NERCHE's feasibility study and initial efforts to assist first-time presidents and will bring together think tank members, regional leaders in higher education, and policy makers. Details on this event will follow by email.

The Community College Student Success Think Tank

In spring 2004, NERCHE developed a think tank for community college administrators as part of The Community College Student Success Project, headed by **Alicia Dowd**, Assistant Professor in UMass Boston's Higher Education Administration Program. The project is a year-long national initiative designed to support administrators in the task of meaningful interpretation of institutional data and is funded by Lumina Foundation for Education. The think tank, facilitated by **Glenn Gabbard**, NERCHE's Associate Director, consists of individuals who are responsible for academic affairs, student affairs, and institutional research and who also have a shared responsibility for understanding the factors that influence student achievement.

Assessment, evaluation, and accountability resonate strongly with a broad constituency in the public sector, especially legislators who are eager to attach results to dollars. External pressures for accountability have helped shape how community colleges understand themselves and their complex and far-reaching missions.

Throughout the year, members of the think tank discussed the processes involved in creating meaningful indicators of student success within the context of accountability—for example, the Balanced Scorecard and strategy maps, both of which are intended to tie elements of the mission to academic activities. In addition, think tank members emphasized the importance of establishing feedback loops between individuals doing institutional research, faculty, and administrators so that institutional research data are tied directly to improving programs.

The group shared strategies for encouraging faculty to take ownership of program assessment, including acquiring grants to support faculty work and assisting faculty in developing presentations of their work for national conferences. They also explored ways of advocating for community colleges with legislators and policymakers—for example, highlighting the impact of community colleges on the local economy.

For more information about the Community College Student Success Project, call **Eleanor Leonard** at 617-287-7660 or email eleanor.leonard@umb.edu.

NERCHE *Briefs*

The *Briefs* distill policy implications from the collaborative work of members of NERCHE's ongoing think tanks for administrators and faculty in the New England region, as well as from NERCHE projects. With support from the Ford Foundation, NERCHE disseminates these pieces to an audience of legislators, college and university presidents and system heads, heads of higher education associations and State Higher Education Officers, and media contacts. The *Briefs* are designed to add critical information and essential voices to the policy decisions that leaders in higher education make. A listing of *Briefs* published to date follows. A complete set of *Briefs* can be downloaded from the NERCHE web site (www.nerche.org).

January 2000	The Technology Challenge on Campus from the Perspective of Chief Academic Officers
April 2000	Benchmarking from the Perspective of Chief Financial Officers
July 2000	Making Assessment Work
January 2001	Department Chairs Discuss Post-Tenure Review
February 2001	For Funders of Multi-Institutional Collaborations in Higher Education: Support Partnership Building
March 2001	The Merit Aid Question: How Can We Attract Promising Students While Preserving Educational Opportunity for All?
May 2001	Preparing for the Next Wave of Faculty
May 2001	Graduate Preparation for Student Affairs Staff: What's Needed from the Perspective of Chief Student Affairs Officers
October 2001	Practices and Policies for Dealing with Students with Mental Health Issues
November 2001	Lessons on Supporting Change Through Multi-Institutional Projects
January 2002	Partnering for Accountability: The Role of the Chief Financial Officer at an Academic Institution
March 2002	Global Citizenship: A Role for Higher Education
May 2002	The Critical Connection: Department Chairs' and Associate Deans' Strategies for Involving Faculty in Outcomes Assessment
September 2002	Managing Risk
November 2002	Developing Students: Associate Deans Weigh In
May 2003	In Search of Equity: An Institutional Response
May 2003	New Faculty: A Catalyst for Change
March 2005	Creating a Culture of Inquiry
April 2005	Reversing the Telescope: Civic Engagement from Within
April 2005	The Deans' Role in Faculty Evaluation and Development

rather than mount arguments to win a debate, we learn to share our reflections and solicit those of others. We become sensitive to why things are done in a certain way. We inquire about the values that are being manifested behind any behavior. We wish to uncover discrepancies between what is being said and what is being done. We show an interest in probing into the forces below the surface that may be shaping actions and outcomes.

Leaderful leaders engage the entire team in a dialogue about the organization's goals and aspirations as well as its current behavior and practices. In doing so, they don't need to hold back their own assumptions and views. They are willing to expose these, but at the same time, they commit to finding out how others see them.

Although we may acknowledge how difficult it is for academic administrators to create an egalitarian culture that reduces their viewpoints to one among many, dialogue requires a commitment to sustain a reflective culture which considers all views, wherever they may arise, as hypotheses to be examined. No leaderful senior executive should allow his or her view to be seen as gospel. If we wish to engage in dialogue, we need to not only present our own viewpoint but also to inquire about the views of others. In this way, we attempt to balance advocacy with inquiry. Inquiry, though, does not have to take the form of an interrogation which frequently appears in the form of a blistering set of questions posed to someone with a view. Although questions might be

very effective, they should be supplemented by patient active listening that encourages the speaker to say as much as he or she wishes to say on the subject.

As the basis underlying the value of work-based learning, reflective practice can be applied by academic practitioners in the very process of coordinating their activities. They learn as they work together. Although abstract knowledge can assist them, they tend to

> *As the basis underlying the value of work-based learning, reflective practice can be applied by academic practitioners in the very process of coordinating their activities.*

rely on the context—culture, expectations, tools, and other institutional arrangements—to help them solve challenging workplace dilemmas. The gateway to learning is typically through inquiry with others. We don't tend to respond to problems by consulting the latest theory; rather, we consult with others to see what has worked or what hasn't worked. In this way our learning becomes collaborative.

Those of us in academia are well aware of the many undergraduate reform initiatives that appear to progress at any given time, such as: the first-year experience, campus diversity, community service-learning, undergraduate research, writing across the curriculum, living-learning residences, and the list goes on. While each of these initiatives holds great promise for student

learning, as noted by David Schoem and others [see Schoem's "Transforming Undergraduate Education," in *Change*, Nov-Dec 2002], they are often implemented as stand-alone programs, each with their own supporters, local and national networks, and even their own language and culture. However, if we are to seek a truly comprehensive undergraduate education, it may be necessary to create linkages across these initiatives

using cross-disciplinary learning communities. Using the principles of reflective practice, these learning communities would focus as much on how to learn to integrate as to integrate itself. There are reasons why initiatives develop walls around themselves, and it is through reflective practice that the vision of collaborative action can become actualized.

Leaderful Practice at the Network Level

While these principles are operative at the unit or organizational levels, they can also shape collaborative leadership at the network level. Consider an intervention sponsored by The Boston Consortium for Higher Education (TBC) to implant a collective mindset and a commitment to collabo-

rative behavior among its member universities. Founded in 1996, TBC's mission is to develop creative ideas that can improve quality and produce cost savings among Boston's world-renowned institutions of higher learning. Its primary modus operandi is to develop trusting relationships across its member schools so that each might engage the creativity and energy that reside within the network system. In this way, TBC attempts to create solutions to what may seem to be intractable network problems.

In its intervention to introduce leaderful practice to its member institutions, a three-step Executive Development Series was co-designed with the author and launched in the fall of 2001. The Series took the participants through systematic stages that required increased personal and professional risk. These stages were labeled:

- Perspectives Discussion
- Learning Team
- Project Team

In Stage One, the participants were assembled to intensely interact with a facilitator and with one another regarding alternative perspectives of leadership theory and practice. The participants decided in advance how many and which perspectives that they would like to consider. Each perspective was supported by readings that were carefully selected not only to characterize the perspective in question but also to provide alternative, even contrary, views in order to stimulate thoughtful dialogue and provoke experiments in practice.

In Stage Two, a learning team emerged from the initial stage's discussion group to entertain a new level of experience. Having digested some of the alternative theories of leadership from Stage One, participants endeavored to engage in a series of experiments in their leadership on the job. They were asked to keep journals about their experiments in practice and, when the learning team next assembled, to come prepared to share their experiences with their team members.

In Stage Three, the group transitioned into an even higher level of experience. Those from the prior stage who wished to continue on embarked on a team project of collaborative intercollegiate strategic change, becoming a project team. This stage was based on the theory that there is no greater opportunity for real-time experience and collective reflection on that experience than from doing work together. At Stage Three, the learning team and project team became one and the same.

While going through these stages, the participants had complete control over the agenda. What was happening was an evolutionary process of releasing control. They were encouraged to create a sup-portive community—a veritable practice field—that allowed them to talk freely about their fears and failures as well as their hopes and successes. They reflected together on the personal leadership experiments that they undertook within their campuses. In time, they spawned a second-generation of university administrators who, too, were encouraged to experiment with their leadership behavior in such a way that collective leadership could become contagious within their own institutions. Through these efforts a critical mass of network administrators is now attempting to not only adopt leaderful practice within their own universities but to also reach out to one another across their network to reap additional rewards from collaborating with one another.

Movements are springing up across the country promoting inter-sectoral collaborations based on leaderful practices. For instance, the Imagining America coalition, a national partnership linking universities with the communities they serve, operates as a joint inquiry between academic artists and humanists with their counterparts in local settings. One collaboration involves professors working with neighborhood historians to track the evolution of the Underground Railroad. Movements of this nature characterize civic engagement not as a distributive activity featuring negotiation over scarce resources but as an interplay among diverse perspectives and traditions resulting in sustained and reciprocal partnerships.

Conclusion

Macro-level effects at the organizational and network levels may be enhanced as the parties experience personal transformation at the individual level of experience. Work-based learning can increase people's capacity to collaborate because of its effect on participants' intrinsic motivation. In particular, people are stimulated by the experience of peer challenge and support, by feelings of empowerment as they gain access to people and information, and by the growth opportunity of working on personal learning goals outside of their comfort zone. These internal processes can, in turn, produce greater self-efficacy along with heightened states of autonomy, meaning, and responsibility.

In work-based learning, there is the expectation that there will be synergy across the levels of experience—individual, group, organization, and network—to produce a lasting collaborative effect.

Collaborative leadership emanates from intrinsically motivated people engaged in reflective practice and working across subcultural boundaries on system-wide goals.

Leaderful academic administrators make it their business to learn continuously and collectively as part of their everyday experience. They work continually to create an environment where knowledge is freely exchanged. Their institutions are characterized as learning cultures in which there is less reliance on expertise lodged in single individuals. Rather, everyone becomes a partner in creating and expanding the sources of knowledge. People extend time to their colleagues, to listen to them, to suspend their own beliefs during precious moments of empathy. As knowledge is adapted and enriched in this way, it transforms into learning.

Joe Raelin, Asa Knowles Chair of Practice-Oriented Education and Director of the Center for Work and Learning at Northeastern University

Events

In October 2004, NERCHE sponsored a northeastern regional symposium "Measuring What Matters" with the Community College Student Success Project (CCSSP), directed by **Alicia Dowd**, a faculty member in UMass Boston's Doctoral Program in Higher Education. Members of the CCSSP Advisory Council—practitioners with responsibilities for academic affairs, student affairs, and institutional research at community colleges throughout the nation—served as conference presenters and members of NERCHE's Community College Student Success Think Tank served as discussants. Fifty participants representing regional community colleges attended the symposium which was held at Roxbury Community College.

In April 2005, NERCHE, CCSSP, and the Graduate College of Education at UMass Boston hosted a reception in Boston at the American Association of Community Colleges' annual meeting "Bridging Access to Success."

THINK TANKS

Associate Deans Think Tank

The "learning college" is a concept with growing appeal on area campuses, one that shines a broad light on the contributions and responsibilities of all participants in the learning process—from students to trustees. The Associate Deans Think Tank, coordinated by **Gerry Lorentz**, MassBay Community College, discussed the learning college at its October meeting, which was led by Gerry and **Carolyn Caveny**, Emmanuel College.

Walter Bernstein, Western Connecticut State University, and Stephanie Janey, Roxbury Community College, of the Student Affairs Think Tank

The challenge for faculty in the learning college is to shift their thinking and pedagogical approaches from a teaching perspective to a shared learning perspective, with the goal of enhancing their own reflective practice as well as fostering it in their students. A number of effective practices and pedagogies, such as service-learning or offering second majors toward which general education courses apply, open up rich veins of learning that encourage students' self-awareness and analytical thought. In individual courses, students can assess their learning by writing short papers that evaluate the process by which they accomplished the task. Electronic portfolios hold promise for students to demonstrate both the products of their work and what they have learned in the process of completing it. In addition, involving students in co-curricular programming energizes student participation in learning and helps them draw explicit connections between curricular and co-curricular educational experiences. These connections can be further enriched through linked class assignments.

The commitment to creating a learning-centered environment must be evident in institutional policies and practices that support faculty innovation and reflective practice. For example, some member campuses recognize pedagogical scholarship in promoting faculty and awarding tenure and merit pay; they also consider scholarly reflection on pedagogy when conducting annual reviews.

In December, the group discussed college-wide competency assessment in a session led by **John Kascenka**,

Lyndon State College, and **Rita Miller**, Bridgewater State College. The assessment movement has provided common though sometimes rocky ground for all institutions of higher learning. Conversations about assessment that involve key institutional stakeholders give participants the chance to reflect on their individual and collective goals in the context of the institution's mission. Such conversations also help participants focus on developing meaningful assessment measures. Intra-institutional discussions about assessment can be entirely homegrown or can take place with the aid of a consultant. Often, the conceptual frameworks which emerge from these conversations inform further work, such as determining the applicability of external measures or developing assessment measures which capture unique institutional features.

Many campuses also provide grant money and released time to support faculty to develop learning outcomes for their students. Campuses need to involve students in understanding the meaning and value of outcomes to their education so that they begin reflecting on their own learning soon after entering college. Transparency regarding the expectations for students goes hand in hand with fostering student responsibility for learning.

Throughout the remainder of the year, members will continue to discuss student responsibility for their learning as well as campus approaches to individuals with disabilities.
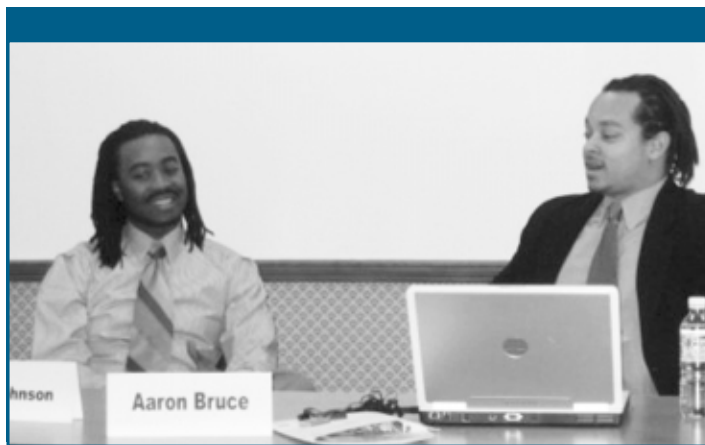
Student Affairs Think Tank

Colleges and universities need to be able to anticipate events and trends and respond accordingly.

The October meeting of the Student Affairs Think Tank, led by **Mike Van Dyke**, Vermont Technical College, who also facilitates the think tank, addressed the culture of change in higher education.

Many community colleges in the region, for example, are experiencing

Tony Johnson, Rhode Island School of Design, and Aaron Bruce, Rhode Island College, of the Multicultural Affairs Think Tank

growth as more traditional age students enroll. Yet with this new demographic come expectations for a traditional college experience that community colleges, with a broad mission to serve a range of educational needs, must find reasonable ways to meet. Public funds now make up a fraction of all public institutions' budgets, resulting in entrepreneurial approaches to costs savings, such as consolidating efforts to reduce redundancy, while preserving quality without raising tuitions beyond the means of most local students.

Leadership is essential during times of change, and new high-energy presidents are spearheading initiatives in a number of public and private colleges in the region. Many of these presidents value input from

a representative range of campus constituents.

In December, **Kathleen Yorkis**, Bentley, led a discussion on defining and refining mission statements. Colleges and universities are re-formulating their missions as they expand their programs to better serve local

needs or attract more students. As a result, Chief Student Affairs Officers are revamping the mission statements of their divisions to reflect the broader purposes of the institution. A concise and memorable mission statement also serves as a set of expectations against which people can evaluate their behavior. Unless mission statements are treated as "live" documents and used as measures of campus goals and actions, their tenets can become phrases which are often repeated but seldom put into practice. It is important that campus members are challenged about how such components as "citizenship," for example, are manifested on campus as well as how they are assessed.

The group also talked about the increasing prevalence of codes of

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conduct which provide guidance to students on issues ranging from academic integrity to appropriate conduct during contentious times, such as the aftermath of the recent presidential election. For the most part, these codes are intended to be educational, rather than punitive and are linked to the mission statement of the college and academic division.

In future meetings the group will discuss declining enrollments of male students and ways of supporting student affairs staff.

Academic Affairs Think Tank

The Academic Affairs Think Tank and the NERCHE staff wish to express our gratitude to **Hannah Goldberg** for her considerable contributions to the development and success of the think tank as its facilitator for many years. This year we welcome **Pam Eddinger**, MassBay Community College, as the group's new facilitator.

The think tank began the season in September with a discussion led by our new facilitator on bridging the divide between faculty and administration. Most administrator-faculty dialogue takes place through formal structures such as committees, which address only certain aspects of institutional life. On most campuses, informal opportunities for communication between faculty and administrators are few, yet they are especially useful in identifying common ground. For example, regular breakfast meetings with administrators help orient new faculty to the institution beyond their tasks in teaching and research; such informal venues can make the decision-making systems and processes at the college more transparent and understandable. At the same time, conversations in these settings can deepen administrators' understanding of faculty perspectives and needs.

Providing released time to faculty who take on administrative tasks creates additional possibilities for collaboration. Involving faculty in writing job descriptions helps them reflect on the responsibilities of faculty at each rank. It also helps them to shape faculty involvement in institutional issues beyond teaching, learning, and research. In addition, administrators with faculty backgrounds are equipped to understand the typical faculty cycle; such administrators can adapt programs and outreach efforts to match the personal and professional capabilities of faculty in various stages of their career.

In December, **Greg Murphy**, Maine College of Art, led a discussion about supporting faculty, especially new hires, in the context of institutional missions and goals. Investment in a faculty member begins with the hiring process. The research culture, perpetuated by elite institutions, has weakened its hold on many colleges and universities that now seek candidates who have strong potential in teaching and who engage themselves with the institutional community. Scholarship remains an important element of a candidate's portfolio. However, many institutions have adopted a more expansive view of scholarship, such as Ernest Boyer's notion of the scholarship of discovery, application, integration and teaching. This view of scholarship opens up more possibilities for faculty work while still addressing the needs and mission of the institution.

Faculty orientation, which can take place over a number of weeks or throughout the first year, helps prepare faculty to participate in the life of the institution. It can include teaching and learning tutorials as well as peer mentoring (pairing a faculty member who has recently completed the orientation with a more recent hire). Both the institution and new faculty members can benefit if new faculty become members of consequential committees, such as review committees, soon after they are hired. Because they have just been through a carefully constructed hiring process, new faculty have a clear sense about institutional values.

During the remainder of the academic year, the group will discuss the challenges of managing various types of information in their work. In a joint meeting with the Chief Financial Officers Think Tank, they will also address the meaning of "quality" from various perspectives.

Chief Financial Officers Think Tank

With public institutions receiving less direct state support and private ones with modest endowments being forced to live closer to the bone, colleges and universities are relying increasingly on fundraising and development for revenue. Although finance and development offices are both concerned with the institution's fiscal well-being, they are two different cultures populated by individuals with different perspectives and responsibilities. This topic was discussed at the October meeting of the Chief Financial Officers Think Tank, facilitated by **Larry Ladd**, NERCHE, who also led the discussion.

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To be effective, development officers must mobilize large numbers of people to give money. They often work with donors who are eager to move ahead quickly with construction projects, or presidents who want to complete a major capital campaign under their watch. The finance office, however, approaches funding from the point of view of risk and accountability; it must pay attention, for example, to the possible consequences of construction or other projects that bring an initial influx of capital to the campus, but may have hidden costs that

could present a drain on future resources.

Due to their different focuses and functions, finance offices and development offices abide by different rules for reporting and recording gifts. Development offices, which undergo no audits, report pledges and bequests as actual revenue; finance offices, which are accountable to rigorous auditing standards, can only report money that is actually in hand. These different kinds of reporting can send confusing messages to trustees. The challenge is to develop an internal

reporting system that serves both as a benchmark and a motivator.

In December, the role of the CFO during institutional transition was explored in a discussion led by **Jan Napora**, Salem State College, and **Rick Wallick**, Wheaton College. Examining the life cycle of the institution is critical step in preparing for a change in leadership. Reflecting on institutional needs lays the foundation for productive change—whether the campus needs a strong, visionary leader to push through a needed but controversial change, or a nurturing president to bring the campus together after such a change has taken place.

To prepare for a change in leadership, the CFO can create a presidential transition fund to cover costs of the search and the first few months of the president's tenure, including the inauguration, hiring temporary staff, publications, and outreach. Once a new president has assumed office, CFOs can assist with the transition by compiling materials such as board minutes and the executive summary of the budget. CFOs and other VPs can also reassure staff to minimize the normal anxieties that occur even in smooth-running organizations during times of transition.

In future meetings, the group will discuss compliance and accountability, and in a joint meeting with the Academic Affairs Think Tank, the group will define "quality" from multiple perspectives.

Deans Think Tank

The academic labor force has undergone a significant shift on campuses that must find cost-effective ways to conduct their work in radically redefined economic times. The prevailing

The Challenge of Problem-Based Learning, 2nd Edition

The Challenge of Problem-Based Learning provides readers with a comprehensive view of this curricular method as applied in professional education. It covers the origins of the approach and its development over the past thirty years, and reflects on where the future might lie for Problem-Based Learning (PBL).

Problem-based learning approaches develop student's critical thinking skills, the ability to work effectively in groups, and habits of life-long learning. Common to all approaches is the belief that "learning is most effective when students are actively involved and learn in the context in which knowledge is to be used."

The variety of PBL approaches is matched by the variety in attitudes toward it and more traditional methods. Most authors in this volume would agree that problem-based learning developed in opposition to traditional instructor-centered, discipline-based teaching, although there is disagreement over how wide the divide between the two is or needs to be.

For some of the authors, problem-based learning is seen as completely opposed to traditional models of education. "At a fundamental level," notes Don Margetson, "problem-based learning is a conception of knowledge, understanding, and education profoundly different from the more usual conception underlying subject-based learning." Charles Engle is more resolute, asserting that PBL is "an essential means" for higher education to move into the next century. These authors contend that faculty and administrators who oppose PBL do so out of fear of losing status for themselves in the classroom, for their discipline in the institution, or for their schools among peer institutions. Such views provide little

room to reconcile the two approaches and mask the fact that within traditional institutions new forms of learning and curricular strategies are also taking place.

The reality is that the goals of problem-based learning and those of traditional disciplinary teaching, particularly in the liberal arts, are similar. Like proponents of PBL, proponents of traditional teaching believe in providing students with both knowledge and the habit of critical thinking, asking students to integrate ideas with experience in order to create and assess new knowledge. This traditional approach is also pragmatic, in that it requires students to test their ideas against a range of human experiences, both present and past.

Most contributors to this volume do not see a stark divide between problem-based learning and traditional methods and they show how problem-based learning can be adopted on course, discipline, department, or program levels within a traditional institution. Problem-based learning approaches are varied and must be adapted to each individual context. Each institution needs to re-invent these approaches so that they work for its students, programs, and structure. Several examples are cited to show how PBL can be adapted to fit a variety of learning situations: a single chemistry class at the University of Otago Medical School; a particular group of social work students at the University of Bristol; program modules in architecture at the University of Newcastle; and the dual streams of education (PBL and traditional) at Harvard Medical School.

Although the multiple forms that PBL learning has taken make it difficult to view it as a coherent curricular method, it is clear that integrating techniques of problem solving, self-directed learning, and critical reflection into curricula can provide added learning benefits for students.

Most educators involved in experiential learning would agree that experience is not the only or even the most important part of the learning process. As John Dewey noted almost a century ago, "The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative."

The challenge for any curriculum, whether problem-based, service-based, practice-based, or group-based, is to incorporate time for meaningful reflection on learning activities. Many of the authors in this book note the importance of reflection to learning, while acknowledging that providing proper space for reflection is difficult to do. Yet it is the process of reflection that creates life-long learners, not the mere presentation or solving of problems.

Although practitioners of PBL clearly value reflection, such things as "reflection," "reflection on action," and "reflective learning" are only briefly discussed in this book. The focus instead is on how problem-based learning can be used to develop research and problem-solving skills rather than how reflection can be used in problem solving, or how faculty can use reflection to help students understand their own learning processes.

In order to implement effective reflective practice, faculty must be able to count on administrative support in the form of flexible scheduling, money for curricular development, and intellectual and physical space in which ideas can grow—a conviction clearly expressed throughout the book. Administrators need to provide faculty with opportunities to reflect upon their learning and their teaching. Faculty themselves must be open to learning from new approaches even if they choose not to adopt them in their own classrooms.

The Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach

2005 Award Winner and Honorable Mentions

In 1973, Ernest Lynton served as the academic vice president for the University of Massachusetts's three-campus system. In that capacity and as a founding member of NERCHE, he contributed powerfully to reshaping the role of the metropolitan university.

Ernest's work championed a vision of service that embraced collective responsibility and a vision of colleges and universities as catalysts, not only in the discovery of new knowledge but also in its application throughout society. The annual Lynton Award, which pays tribute to him and to his tenacity in the pursuit of his vision and is made possible with support from the Lynton family, was presented in March at the annual conference of AAHE in Atlanta, Georgia, entitled "Courage, Imagination, Action: Rallying the Trendsetters in Higher Education."

In the past nine years, over 550 faculty members have been nominated for this prestigious award, from every institutional type and location and from a broad range of departments and disciplines. This year's winner and honorable mentions are noteworthy in the diversity and scope of activities with which they are involved. Our panel of peer reviewers was impressed with the nominees' credentials and the impact of their service. They not only benefit the community outside academe, but also have a lasting impact on their institutions by developing courses and curricula and emphasizing community outreach. Perhaps most impressive is the clear connection between their community engagement and the involvement of their students which enhances and deepens their understanding of their field and therefore

Carla Lynton, Marybeth Lima, and Dwight Giles at the presentation of the 2005 Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach

their teaching. The winner and honorable mentions exemplify this connection, extending their own knowledge to enhance the lives of others and motivating their students and peers to follow their lead.

Award Winner

Marybeth Lima, Ph.D., Associate Professor in the Department of Biological and Agricultural Engineering at **Louisiana State University**, became an engineer because she wanted to make the world a better place. She found as a student and professional that engineering often boasts of serving society, but in reality it serves private commercial interests that often overlook societal concerns. Since coming to LSU, Dr. Lima has employed service-learning in her classes, a pedagogy through which she cultivates in engineering students an understanding of the social and historical aspects of people, culture, and society that are central to the design process and vital to success.

Dr. Lima's goal is to guarantee that every child in public elementary school, beginning locally in Baton Rouge and aiming nationwide, has access to a

playground. Just as she conceptualizes her teaching with an eye toward fostering democratic sensibilities, she frames her professional service in engineering problem solving from multiple perspectives with an emphasis on equality, dignity, and respect for all partners involved in the design process. She also works in close collaboration with undergraduate students, teachers, and community partners in all aspects of the process including design, fundraising, and implementation.

As LSU's first Service-Learning Faculty Fellow, Dr. Lima is endeavoring to establish an infrastructure and policies to support service-learning campus-wide, with particular attention to promotion and tenure issues. Through work that seamlessly combines the scholarship of teaching, research, and professional service, Dr. Lima truly embodies the notion of the engaged scholar.

Honorable Mentions

Phil Brown, Professor of Sociology and Environmental Studies at **Brown University**, has championed the causes of numerous community groups that have struggled against toxic waste contamination and breast cancer. Through his academic work and direct activism, he has worked to create opportunities for community-based participatory research, merging his commitment to sociology with research that seeks to catalyze social and environmental justice. Dr. Brown organized the NSF-funded Contested Illness Research Project at Brown, pulling together a multidisciplinary, inter-institutional team that includes faculty, graduate, and

marker of this shift is the increasing number of part-timers and adjuncts teaching on campuses. Think tank participants report that these faculty teach from 15 to 50 percent of all classes offered, many of which are general education requirements. Adjuncts are modestly compensated and many teach at more than one campus during the week. Yet they carry out functions that are essential to the mission of many colleges and universities. At its October meeting, the Deans Think Tank, facilitated by **Howard London**, Bridgewater State College, who also led the session, discussed recruiting, developing, and supporting adjunct faculty.

The challenge for institutions that employ many part-time and adjunct faculty is to integrate them into the campus community. Among the practices used by member campuses are ongoing orientations with informal activities and discussion groups on teaching as well as teaching tutorials. The latter are especially valuable to those who are entering higher education from other professions. Directories and quick reference guides to college policies and procedures are invaluable to these faculty especially when moving from campus to campus. Campuses with sufficient resources can compensate for low pay by providing adjuncts with amenities afforded to full-time faculty, such as office space and laptops. To further integrate adjuncts into campus life and to promote communication, institutions can post adjunct biographies on their web sites. Some institutions have also created new categories for faculty who teach more than half but less than full time. Known as "proportional faculty," they are paid a base salary, given the option to buy into benefits, and are often asked to advise. They possess a full vote in faculty meetings and hold rank but not tenure.

Liliana Rodriguez, UMass Amherst, and Grant Ingle, UMass Amherst, of the Multicultural Affairs Think Tank

At the December meeting, led by **Albert DeCiccio**, River College, and **Angela Renaud**, Johnson and Wales University, the group discussed faculty assessment and development. Key to faculty assessment and development are clarity and transparency. Some members also found that evaluation guidebooks that clearly spell out processes, procedures, and performance expectations are helpful. Performance expectations should be made clear to all faculty and adequate professional development opportunities should be available to help them successfully meet these expectations. It is important for faculty to understand exactly how and when they will be assessed and what criteria will be used. Participation in committees that allocate funds for such things as conferences and faculty/student research and that set sabbatical expectations can encourage faculty to further invest in the process of their own professional development. Faculty should also collaborate with administrators to develop criteria for evaluation categories (such as poor, good, and excellent) and for a point system that is

reviewed and revised on a regular basis.

During the spring, the Deans Think Tank will address personal and professional development and developing faculty institutional citizenship.

Multicultural Affairs Think Tank

To integrate diversity initiatives more deeply into the fabric of academic life, it is essential to strengthen the connections, both formal and informal, between multicultural centers, students, and faculty. In October, the facilitator of the Multicultural Affairs Think Tank **Melvin Wade**, University of Rhode Island, led a discussion that explored ways to strengthen connections between multicultural and academic affairs.

The challenge is to find intersections between the work of student affairs and faculty—for example, teaching and learning centers—and to use these as opportunities for learning and change on the individual, group, and institutional levels. Often individual faculty members who are

passionate about multicultural concerns and seeking connections across the campus are to be found at these intersections. College-wide competency initiatives or external accreditation processes are also excellent opportunities for collaboration with faculty and students. Accreditation, in particular, can be an important way to highlight the importance of multicultural issues across the spectrum of institutional life.

Within multicultural centers, regular self-assessments that explore the skills, knowledge, and dispositions of center staff and active engagement in professional development are assets in efforts to integrate the center's work across the campus. Ongoing familiarity with formal research studies on campus climate, multiculturalism, and institutional change within higher education can also be useful to center staff working to develop more inroads into the academic side of the house.

In December, the group reflected on the language and longevity of their work in a meeting led by **Kisa Takesue**, Brown University. Whether the nomenclature used is "office of minority affairs" or "multicultural centers," the question of inclusion, which led to the development of these entities formed the foundation for the discussion. Today, the mandates under which these centers have operated are

David Ostroth, Bridgewater State College, Kathleen Yorkis, Bentley, and K.D. Maynard, Community College of Vermont, of the Student Affairs Think Tank

being reshaped to serve broader institutional purposes on many campuses.

Unlike other institutional divisions, multicultural centers speak to issues that are often politically and emotionally charged, and changes in the scope of their work can provoke controversy. Even the word "multiculturalism"—adopted by many centers in the past decade—signaled for some a shift away from the original African American focus. Now, as centers move to serve the needs of a broader range of students, such as women, gays, lesbians and transgendered students, staff are finding ways to balance their expanded missions with the responsibility of addressing racism, privilege, and social justice.

Diversity issues are in fact institutional issues as more and more colleges and universities incorporate the concept of diversity into their missions. Consequently, center directors are increasingly creating links with others on campus who understand the significance of diversity to their educational goals. On some campuses, diversity outcomes are directly linked to academic outcomes, and departments take on the responsibility of creating climates in which diverse students can flourish.

In the future, the Multicultural Affairs Think Tank will address gender as well as spirituality and religious identity in communities of color.

The Challenge of Problem-Based Learning is an important look at the processes of curricular change as they have occurred over the past thirty years in professional education. The lessons it provides are relevant for all fields and for any faculty or administrator hoping to make significant curricular change.

The strength of this book lies in its comprehensive presentation of the many forms of problem-based learning. The authors provide both a solid understanding of how different PBL programs have developed and an illustration of how varied PBL can be.

This diversity, however, is also the greatest challenge for problem-based learning. The various forms that PBL can take begs the question: Is problem-based learning a coherent set of curricular practices or just a loosely connected group of learning activities that involve any combination of problems, cases, situational, reflective, and self-directed learning? Whatever the answer, PBL remains an effective approach to student learning and can be a powerful force for curricular change.

Gerry Lorentz

Pat Toney, Quinsigamond Community College, and Angela Renaud, Johnson & Wales University, at the Deans Think Tank

Donna Jean Freeden, Southern Connecticut State University, and Claire Paolini, Sacred Heart University, at the Deans Think Tank

workers with both high levels of specific practical and technical knowledge and a grounding in intellectual traditions that foster critical thinking and the ability to easily navigate the world of ideas. The knowledge society cannot afford—on both ethical and practical grounds—to exclude those students without the economic means to attend college on their own, and the education they receive must equip them to function in this context. The new emphasis on practice-based and experiential pedagogies represents a corrective pendulum swing from the earlier pedagogical preoccupation with abstract learning. But, as NERCHE has learned through nearly two decades of experience, for higher education and the students it serves to respond to the challenges and to shape the direction of a rapidly changing world requires a balanced and synergistic relationship between reflection and practice, theory and action.

Sharon Singleton, Editor

Dwight Giles

undergraduate students from several Brown departments as well as faculty from other institutions. The team has produced a number of articles in peer-reviewed journals, many of which were co-authored by undergraduate and graduate students.

Greg Lindsey is Associate Dean of the School of Public and Environmental Affairs and the Duey-Murphy Professor of Rural Land Policy at **Indiana University-Purdue University Indianapolis** (IUPUI). He is an environmental planner who explores ways for the university to harness its assets to assist local, regional, and state leaders in solving problems and improving the life of Indiana residents.

He works with state and local agencies to increase their understanding of complex problems and to create new state legislation and policy. Dr. Lindsey's approach to service-learning provides students with opportunities to learn through practice and to enter into the world of professional service by working on such problems as financing municipal stormwater programs, abatement of lead poisoning in inner city youth, and establishing an immigrant welcome center in Indianapolis. He has written a number of articles in peer-reviewed journals, many of which were co-authored with students. Dr. Lindsey was the inaugural recipient of the Chancellor's Faculty Award for Excellence in Civic Engagement at IUPUI.

Clement Alexander Price is the Board of Governors' Distinguished Service Professor of History and also the founding Director of the Rutgers Institute on Ethnicity, Culture, and the Modern Experience at **Rutgers University, Newark Campus**. Dr. Price's career is marked by a blend of traditional and public intellectual work that brings scholarship and scholars together with a cross-section of citizens and communities in Greater Newark. He is among the first scholars in Newark to dramatize the role of the public intellectual in ameliorating racial discord, shedding light on historical memory, dignifying the bittersweet narratives of African Americans in modern history, and leading public and private institutions toward a higher standard of public service. Through the Teachers as Scholars initiative the Institute brings faculty together with teachers in the K-12 system; through the Newark Reads DuBois project it brings community leaders to the campus. The Institute also provides cultural awareness training for Newark State Police.

NERCHE *NEWS*

Staff Notes

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

Dwight Giles, NERCHE Interim Director

- participated in an invitational "National Public Scholarship Conversation" in November 2004 at Penn State University as one of thirty faculty and representatives from national organizations and foundations invited to develop further the concepts and practice of scholarship for the public good in a democratic society. The conversation was funded by the Kettering Foundation and moderated by David Brancaccio, host of "NOW" on public television.
- presented "Designing Your Own Service-Learning Research: A Faculty Workshop" to Michigan Campus Compact at Michigan State University in November.
- chaired a panel entitled, "Assessing Civic Engagement" at the New England Association of Schools and College Annual Meeting in Boston in December.
- published, along with Silvia Dorado, "Service-Learning Partnerships: Paths of Engagement" in the *Michigan Journal of Community Service Learning*, Volume 1, Number 1.

Glenn Gabbard, Associate Director

- serves as one of fourteen data facilitators working with community colleges nationwide chosen to participate in the Achieving the Dream project, a five-year initiative funded by Lumina Foundation. Achieving the Dream is a long-term effort to increase success rates for underserved students at community colleges.

Sharon Singleton, Program Associate

- published, "Hot Commodity," a review of *Academic Capitalism and the New Economy*, by Sheila Slaughter and Gary Rhoades, in the Winter 2005 issue of *Connection*, published by the New England Board of Higher Education.

News from the Doctoral Program

The Doctoral Program in Higher Education Administration offers a four-year sequence of courses, field-based research and dissertation work focused on urban higher education, and is designed for New England working professionals.

Jay Dee, Assistant Professor

- serves as director of the Higher Education Doctoral Program.
- is consulting with seven New England colleges and universities regarding faculty development and inclusive teaching in a project sponsored by the Ford Foundation.
- was appointed to the editorial board of the National Education Association's higher education journal, *Thought & Action*.

Alicia Dowd, Assistant Professor

- presented with Susan Dole, adjunct faculty member at Bunker Hill Community College and a doctoral student in the Higher Education Administration Program, "Contemporary Approaches to Program Evaluation in Community Colleges," at the Association for Public Policy Management research conference in Atlanta in October 2004.
- participated with Susan Dole in The Political Economy of Educational Evaluation Roundtable at the Association for the Study of Higher Education (ASHE) in Kansas City in November.
- presented with Vincent Tong, Director of Institutional Research and Affirmative Action Officer at Gateway Community College and John Grant, Director of Institutional Research and Development at Cape Cod Community College and a doctoral student in the Higher Education Administration Program, "Developing Peer Comparison and Benchmarking Systems for Institutional Effectiveness" and with Laura Ventimiglia, Dean of Academic Assessment, Curriculum, and Special Programs at North Shore Community College and a doctoral student in the Higher Education Administration Program, "A Cost Analysis of College-Readiness Remediation Under Higher Stakes Testing," at the North East Association for Institutional Research in Portsmouth, NH in November.
- presented with Randi Korn, Retention Coordinator for the QUEST for Success Program at Bristol Community College and a doctoral student in the Higher Education Administration Program, "Students as Cultural Workers and the Measurement of Cultural Effort," at the Council for the Study of Community Colleges in Boston in April 2005.

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Nancy Thomas
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Deborah Hirsch and Ernest A. Lynton
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Edward Zlotkowski
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NEW PUBLICATION

This spring NERCHE and the Center for Youth and Communities at Brandeis University published *Reversing the Telescope: Community Development Within Colleges and Universities*, by Cathy Burack and Martha Mullane. Visit our web site (www.nerche.org) to download this manuscript.

THE LAST WORD

A capital campaign is a good exercise for any institution, focusing the campus on the school's vision and purpose.

    – Chief Academic Affairs Think Tank

To truly become a learning college we need to get the board and other stakeholders on board, and we have to be prepared to fail.

    – Associate Deans Think Tank

The mission statement should be used as a common set of expectations against which people can assess their own behavior.

    – Student Affairs Think Tank

When faculty are happy, the institution is happy, vital and successful. The evaluation system should reflect the complexity of faculty work and foster individual uniqueness, collegiality, and career development.

    – Deans Think Tank

With the possible exception of churches, higher education in the US is the only industry that manages all of Maslow's Hierarchy of Needs.

    – Chief Financial Officers Think Tank

Peer comparisons mainly involve counting inputs, such as resources, spending in various areas, number of faculty, and instruction costs; but they often fail to provide good articulation between inputs and the rate of outcomes.

    – Community College Student Success Think Tank

It is clear to the candidate who you are by how you hire them.
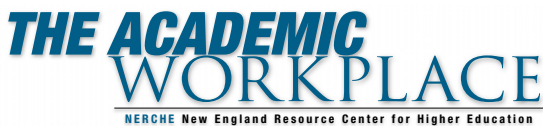
    – Academic Affairs Think Tank

A critical part of curricular change is the role that graduate programs may play in educating future faculty members in the skills, knowledge, and dispositions necessary to effectively integrate concerns related to multicultural learning into the theory of practice and the resulting curricula.

    – Multicultural Affairs Think Tank

THE ACADEMIC WORKPLACE
NERCHE New England Resource Center for Higher Education