

THE ACADEMIC WORKPLACE



NERCHE New England Resource Center for Higher Education

Letter from NERCHE

Many of you who receive this newsletter have been involved with NERCHE longer than I. To all of you, I would like to offer my gratitude for your contributions allowing NERCHE to be a unique and influential place that has been serving higher education in New England for nearly two decades. Others may be reading NERCHE's newsletter for the first time or may be recently involved with a NERCHE-sponsored activity. We welcome you into the expanding NERCHE community and look forward to our joint efforts in the future.

The future is where I would like to focus this letter. Higher education faces many challenges in the 21st century: market forces, accountability, improving student learning, responsibility not only for access but for attainment, addressing diversity in deeper, structural ways, and strengthening connections to a public agenda to name a few. To assist those in the academy in addressing pressing issues, NERCHE is focusing attention in three primary areas: (1) reflective inquiry into practice, (2) the scholarship of engagement, and (3) transitions to and through higher education.

Creating structured space for "reflective inquiry into practice" takes the form of NERCHE's signature program, its think tanks. NERCHE's think tanks exemplify a community of practice for fostering learning and developing competencies; they are an ideal structure for organizing and stewarding knowledge and improving practice.

This academic year, NERCHE hosted six think tanks involving over 120 academic leaders from across New England. Enhancing the impact of the think tanks is a major focus of NERCHE's recent grant from the Ford Foundation.

Each year, NERCHE holds an annual event on a topic with broad relevance to practitioners,

researchers, and policymakers that has been identified from think tank discussions. In this year's All-Think Tank Meeting, **Robert Ibarra**, author of *Beyond Affirmative Action: Reframing the Context of Higher Education*, argued that for access to be meaningful, colleges and universities must acknowledge, support, and affirm differences in approaches to student learning. (See Events, p. 7) In a similar vein, **Estela Mara Bensimon**, author of this issue's featured article, presents a strategy to develop institutional practices that interpret disparities in equity of academic outcomes in terms of institutional accountability. Each approach compels transforming our practice and our institutions in the service of equity.

The second area of focus, "the scholarship of engagement," addresses NERCHE's commitment "to higher education's responsibility to the public realm" (See NERCHE's revised Mission, p. 28). It refers to what the late Ernest Boyer called "connecting the rich resources of the university to our most pressing social, civic, and ethical problems." NERCHE's work here is centered on the Ernest A. Lynton Award, a national faculty award for "Professional Service and Academic Outreach." This year there were 83 nominations for the award, demonstrating the expanding and deepening of the scholarship of engagement throughout higher education. NERCHE recently formed a partnership with the Coalition of Urban and Metropolitan Universities, which is both providing support for and hosting the presentation of the award at its national conference in October 2006. (See Lynton Award, p. 14)

Taking an expansive view of the scholarship of engagement that focuses on both faculty practice and the larger civic purposes of higher education, NERCHE has collaborated with the Worcester UniverCity Partnership to host a speaker series on Campus-Community Partnerships. (See Outreach, p. 22)

The third area of NERCHE's work addresses "transitions to and through higher education." Over the past year, NERCHE has been involved with a research project, The Study of Economic, Informational, and Cultural Barriers to Community College Student Transfer Access at Selective Institutions, studying transfer access for low-income students from community colleges to highly selective four-year institutions. The research is part of a larger project, the Community College Transfer Initiative, funded by the Jack Kent Cooke Foundation. Over the next five years, NERCHE will be involved in the evaluation phase of the project in a partnership with Brandeis University. Additionally, with the help of

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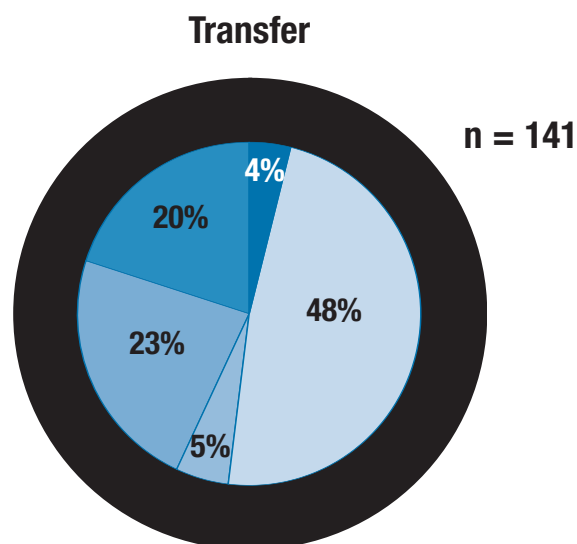
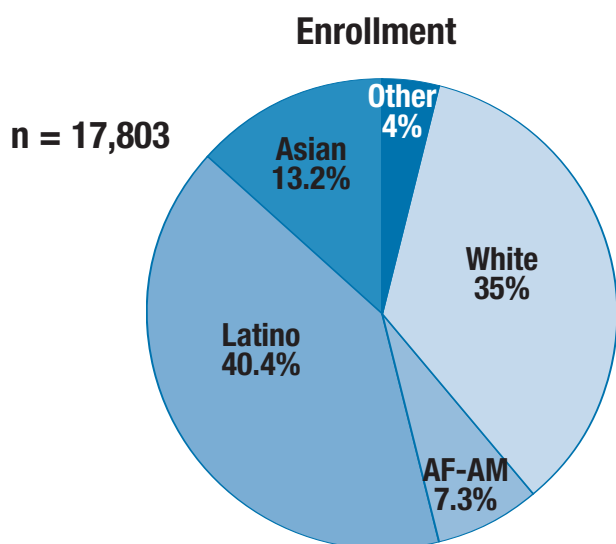
The New England Resource Center for Higher Education (NERCHE) is a center for inquiry, research, and policy. NERCHE supports administrators, faculty, and staff across the region in becoming more effective practitioners and leaders as they navigate the complexities of institutional innovation and change.

Learning Equity-mindedness: Equality in Educational Outcomes

Estela Mara Bensimon
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 University of Southern California
 Rossier School of Education

The following dialogue portrays an actual conversation among three community college professionals about the data depicted in the two pie charts.

RETENTION AND TRANSFER



Dean: More Black and Latino students may transfer to the local four-year college than to the state's leading university because the state college is closer to home.

Counselor: This may be an issue for Latino students because of the pressure from family to remain close to home.

Faculty: It may also be related to financial issues. Many students do not know about financial aid options. They also tend to manage money poorly.

Counselor: Many students don't take advantage of the tutoring and counseling services we offer because they are embarrassed to use them or don't see their relevance to educational success.

Faculty: Or they may not value education intrinsically but see it as a ticket to a well-paying job. Many of our Latino and African American students need remediation due to inadequate academic preparation, but they are not willing to put in the work necessary to be able to transfer. Some of them may need two or three years of

remediation even to begin taking courses that are transferable, and this discourages many students.

The college that is the subject of this conversation is a Hispanic Serving Institution. The pie chart on the left shows that among the almost 18,000 students enrolled in the college, Latinas/os are the largest group, constituting 41 percent of the total, followed by Whites (35%), Asian-Americans (13%), African Americans (7%), and American Indians (4%). The pie chart on the right shows that in that particular year, 141 students transferred successfully to an elite and highly selective public university. With 48 percent, White students constitute the majority of transfers, leaving Latinas/os far behind. The purpose of these two pie charts is to call attention to racial patterns of inequality. If the benchmark to determine equality in outcomes is based on population proportionality, there should have been 58 Latina/o transfers, not 32, and 49 White transfers rather than 68.

The Equity Scorecard Project

Transfer Outcomes to Flagship University N: 141			
Proportion of Total Enrollment	Ideal Equality Scenario	Actual Inequality Scenario	Inequality/Equality Differences
Latinas/os (41%)	$141 \times 0.41 = 58$	$141 \times 0.23 = 32$	-26
Whites (35%)	$141 \times 0.35 = 49$	$141 \times 0.48 = 68$	+19
Asians (13%)	$141 \times 0.13 = 18$	$141 \times 0.20 = 28$	+10
African Americans (7%)	$141 \times 0.07 = 10$	$141 \times 0.05 = 7$	- 3
American Indian (4)	$141 \times .04 = 6$	$141 \times .04 = 6$	
Total	141	141	

I realize that my approach to the measurement of equality may be criticized as crude and simplistic. I concede that if I were trying to calculate this college's transfer rate, I could employ far more sophisticated methods. Regardless of the imprecision of my calculation, it cannot be denied that the number of students who successfully transferred to the leading flagship university is disturbingly low, not only for Latinas/os and African Americans, but also for the entire student population. The racial pattern of inequalities represented in the two pie charts is common in all institutions of higher education, selective as well as less selective, two- and four-year, private and public, predominantly White and predominantly minority. Colleges and universities have been far more successful in providing access to higher education to underrepresented¹ students than in producing the "equality in fact and equality in results" envisioned by Lyndon Johnson (1965) upon his signing of the Civil Rights Act.

Although intra-campus racial stratification in measures of student success is commonplace, this is not consistently acknowledged, openly discussed, or intentionally measured and monitored. Institutions that view equality in educational outcomes as an indicator of institutional accountability or quality are rare; so are those that include the achievement of equitable educational outcomes by race and ethnicity as an explicit strategic goal. In the Equity Scorecard, the intervention discussed in this article, data are used as a catalyst for purposeful dialogues about racial inequalities among practitioners.

The Equity Scorecard project is an intervention designed to produce learning about racial inequities and transform the cognitive frames through which individuals such as those in the illustration make sense of inequities. Its name is an umbrella term for the processes, tools, and products that make up the intervention. As this article does not discuss the processes involved in creating an equity scorecard, readers who are interested in this aspect of the intervention are encouraged to visit the Center for Urban Education's website for more information on the nuts and bolts of the scorecard's implementation. I will focus primarily on what is meant by cognitive frames in relation to how individuals respond to inequalities.

The Equity Scorecard is an intervention designed to accomplish the following changes among higher education practitioners: (1) develop awareness of race-based inequalities in educational outcomes; (2) learn to interpret race-based disparities in academic outcomes through the lens of equity; and (3) view inequalities in outcomes as a problem of institutional accountability that calls for collective action.

The method of this intervention consists of forming campus evidence teams composed of faculty members, administrators, counselors, and institutional researchers. They are called evidence teams because their basic role is to hold a mirror up to the institution that reflects clearly and unambiguously the status of underrepresented students with respect to basic educational outcomes. The evidence teams are charged with reviewing data organized into "vital signs" that correspond to the four perspectives of the Equity Scorecard: access, retention, excellence and institutional receptivity. The expectation is that their review of the vital signs will lead to new questions, which in turn will require new data, and through this iterative process, the evidence teams will develop awareness of the academic achievement and successful outcomes of underrepresented students. The individuals in the illustration above demonstrate that by comparing the enrollment of Latina/o students to their transfer rates, they have gained an awareness that the transfer rates for this group fall below the equity benchmark. On the other hand, their attributions for the Latino/a disparity in transfer rates reflect a student deficit orientation. Each of the reasons given for unequal transfer rates suggests deficits associated with a specific racial/ethnic group. Additionally, the evidence team members' comments reveal that they view the problem as one of student failure and consider the most likely solution to be for the

Although intra-campus racial stratification in measures of student success is commonplace, this is not consistently acknowledged, openly discussed, or intentionally measured and monitored.

students to develop new attitudes, behaviors, and knowledge. In other words, they need to become more like the hypothetical good students to whom they are implicitly compared in the practitioners' comments. The aim of the Equity Scorecard is to encourage an interpretation of inequalities that makes the institution, not the student, the focus for intervention.

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FEATURE ARTICLE

The premise of the Equity Scorecard is that professionals acquire mental models or interpretive lenses through education, experience, and socialization. Their definitions of a problem and their preferred solutions are shaped by their mental models, which for most of us function below consciousness. The individuals in the illustration are not conscious of the deficit-oriented attributions that they voiced spontaneously in the course of a cordial and informal two-hour conversation.

Even though these individuals have good intentions and are committed to student success, they frame unequal transfer rates as inevitable because they originate from characteristics that are integral to Latina/o students, their culture, families, upbringing, previous schooling, and other irreversible circumstances.

While deficit-minded individuals construe unequal outcomes as originating from students' characteristics, equity minded individuals will reflect on institution-based dysfunctions and consider their own roles and responsibilities as well as those of their colleagues in the production of equitable educational outcomes.

Interpretations that attribute inequalities to student deficits are commonplace, particularly on less selective campuses that have large concentrations of students who are low-income, first-generation, and from underrepresented groups. A brief discussion of cognitive frames and a comparison of deficit and equity thinking will precede an explanation of our approach for the development of equity thinking.

Cognitive Frames

The Equity Scorecard is based largely on Don Polkinghorne's (2005) concept of how change happens in the caring professions such as teaching and counseling. According to Polkinghorne, the everyday practices of professionals are guided by socially and culturally acquired knowledge that functions below consciousness.

Similarly, Bensimon and Neumann (1993) explain that individuals develop personal theories on which they rely to make sense of circumstances—e.g., why minority students have lower rates of persistence or why they are underrepresented in science and engineering majors. What Polkinghorne refers to as practical knowledge is similar to what we call cognitive frames. Cognitive

frames “serve as screens or windows to let certain things into our minds and keep certain things out, and to ascribe to the vast quantity of stimuli around us a certain order and sense of causality in the world” (p. 23). The individuals in the illustration respond to the inequalities by pointing to all the negative student characteristics that make them seem inevitable and natural.

As cognitive frames function out of awareness, counselors and faculty members are not likely to say aloud or silently to themselves, “I interpret the condition of African-American students on my campus through the deficit cognitive frame.” Nevertheless, it is important to understand cognitive frames and practical knowledge because they represent the way in which individuals understand a situation and make sense of it. They determine what questions are asked, what information is collected, what data are noticed, how problems are defined, and what courses of action will (or should be) taken. In other words, they constitute a “repertoire of responses to particular situations” (Polkinghorne, 2005). Thus in the illustration provided above, the immediate responses from the group reflected perceptions about cultural characteristics of Latinas/os that limit their opportunities (e.g., not transferring to a selective institution in order to stay close to home) or a lack of desirable values (e.g., associating the underutilization of academic services with a negative attitude toward education). Overall, the comments made by the three individuals represent deficit-mindedness.

The Deficit Cognitive Frame

The deficit cognitive frame reflects a theory that blames unequal outcomes on stereotypical characteristics attributed to racial and ethnic groups. Simply put, the deficit cognitive frame epitomizes what is popularly known as the “blame the victim” theory (Valencia, 1997).

According to Richard Valencia,

...the deficit thinking paradigm, as a whole, posits that students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familial deficits and dysfunctions (p. xi).

Although Valencia is referring to the K-12 school system, deficit thinking is also very evident in the ways college administrators, faculty, and student support staff rationalize for themselves and others why underrepresented students experience unequal results. Valencia points out that as a consequence of “the endogenous nature of deficit thinking,” systemic factors such as inequalities in funding, segregation, and institutional practices “are held blameless in explaining why some students fail in school” (p. xi). Thus, in deficit thinking the blame is shifted from institutional circumstances, including the attitudes, practices, knowledge, and responsiveness of faculty members, administrators, and support staff, to the students who suffer the consequences of academic failure.

Individuals who view historically underrepresented students through the deficit lens attribute unequal results to cultural dysfunctions that have deprived students of being socialized for academic success (Valencia, 1997). The deficit cognitive frame also represents a racialized discourse in that the imputation of deficit to minorities is based on what they lack as measured by indices of cultural and social capital that are race- and class-based (White/upper class) (Pearl, 1997). Viewing unequal results through the deficit cognitive frame creates a self-fulfilling prophecy, because it represents the situation of minority group students as hopeless, or in Pearl's term, "a problem without a solution" (p. 137).

Deficit Cognitive Frame Characteristics

- Inequality is attributed to cultural stereotypes.
- Inequality is attributed to inadequate socialization.
- Inequality is attributed to lack of motivation and self-initiative.
- Inequality is attributed to cultural deficits.
- Inequality is attributed to external causes beyond the control of practitioners.

How do professionals develop cognitive frames?

Drawing on the work of Don Polkinghorne, we suggest that practitioners acquire cognitive frames by means of socially and culturally transmitted practical knowledge. All of us have been students, and based on that experience, what we consider to be good teaching and desirable learning behaviors and attitudes become part of our practical knowledge or cognitive frames. Additionally, our cognitive frames are formed through socialization into the dominant culture of the profession, discipline, academic department, and institution. Returning to an earlier example, the inference that Latinas/os are not motivated to make use of the college's support services reflects a view that the student has made a conscious choice in this regard. Attributing student failure to individual behaviors, attitudes, and values or to culturally-based stereotypes is quite common. The academic model socializes faculty members, regardless of race, ethnicity, or gender, to expect that students will come prepared with the basic skills and knowledge required to be an effective learner in content courses. At both two- and four-year institutions, faculty members take it for granted that students who go to college know what to expect and what will be expected of them. Accordingly, if a student fails to engage in normative good practices—e.g., taking advantage of tutoring services, seeking assistance from a professor, or making use of the library—this is interpreted as lack of motivation.

The dominant image of college students based on the middle-class White archetype (Brookfield, 2003) is so powerful and ubiquitous that even faculty members or counselors who are from underrepresented backgrounds often (and without realizing it) judge inequalities in educational outcomes from the perspective of deficit. In fact, two of the individuals in the caption above are members of underrepresented groups.

We need a different kind of cognitive frame or practical knowledge to produce equitable educational outcomes for underrepresented students. This is precisely the aim of the Equity Scorecard. It is an intervention specifically designed to create practical knowledge that enables equity-mindedness in sense-making as well as in the exercise of everyday practices.

Equity Cognitive Frame

The equity cognitive frame is characterized by a critical stance. Equity-minded individuals are more cognizant that exclusionary practices, institutionalized racism, and power asymmetries have a negative impact on opportunities and outcomes for African-American and Latina/o students. Individuals who are equity-minded attribute unequal outcomes among African-American and Latina/o students to racialized institutional structures and practices that have a cumulative effect of placing underrepresented groups at a disadvantage. While deficit-minded individuals construe unequal outcomes as originating from students' characteristics, equity minded individuals will reflect on institution-based dysfunctions and consider their own roles and responsibilities as well as those of their colleagues in the production of equitable educational outcomes.

Significantly, race or color consciousness is a central aspect from either perspective, but the views are entirely different. From the deficit perspective, color-consciousness results in the attribution of negative characteristics to non-White racial and ethnic groups. From the equity perspective, color-consciousness brings into focus patterns of institutionalized racism that are embedded in everyday practices of a school, college, or university.

Critical race scholars (Brown et al., 2003; West, 1993) who focus on the social and economic condition of groups with a history of enslavement and colonization contend that inequality is produced and maintained by the routine practices of institutions and the cumulative effect of racial micro-aggressions. Accordingly, the equity perspective involves self-assessment and willingness to look at evidence that calls into question positive images of one's own practices or those of the institution. To see through the equity cognitive frame, it is necessary to racialize (Brookfield, 2003) the discourse of deficit by reinterpreting unequal results from the perspective of those who experience them, taking into account the social, cultural, and historical context of exclusion, discrimination,

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Informing Policy with Practice: Bringing the Perspective of Practitioners to the Policy Arena

NERCHE received a \$200,000 grant from the Ford Foundation for programs and activities that connect practitioner knowledge and experience to policy-level discussions and analysis. The project will allow NERCHE to (1) enhance and deepen the effectiveness of think tanks for improving practice and influencing policy change in higher education; (2) create a regional consortium for gathering institutional data that will assist campuses in New England in improving institutional practice and informing policy, and (3) develop resources focused on the Scholarship of Engagement by building on current activities around professional service and academic outreach in order to become a resource for higher education regionally and nationally for practices and policies related to the scholarship of engagement and the institutional environment that supports it.

Economic, Informational, and Cultural Barriers to Community College Student Transfer Enrollment at Selective Institutions

NERCHE recently completed work on a national study aimed at examining the opportunities and barriers surrounding transfer to the most elite colleges and universities in the United States for low-income community college students. Funded by the Jack Kent Cooke Foundation (JKCF), Lumina Foundation for Education, and Nellie Mae Education Foundation, the Study of Economic, Informational, and Cultural Barriers to Transfer Access at Selective Institutions will inform JKCF's Community College Transfer Initiative. This five-year initiative seeks to increase opportunities for high-achieving, academically prepared, low- to moderate-income students to transfer to selective colleges and universities and includes funded research, grants, and a national conference.

Evaluation of the Community College Transfer Initiative

NERCHE is partnering with Brandeis University's Center for Youth and Communities at the Heller School for Social Policy and Management, on a five-year project funded by the Jack Kent Cooke Foundation to evaluate the *Community College Transfer Initiative: Improving Access for Community College Transfers to Selective Four-Year Schools* (CCTI). The Jack Kent Cooke Foundation's Community College Transfer Initiative is designed to increase access to selective colleges and universities for high-achieving, academically prepared, low- to moderate-income community college students. For the past year, NERCHE has been involved in research funded by the Cooke Foundation in partnership with the Lumina Foundation for Education and the Nellie Mae Education Foundation, looking into characteristics of successful models at selective four-year institutions that demonstrate how to facilitate the transfer of these students and perceived and actual barriers to transfer.

Concept Paper on Student Debt

NERCHE received a planning grant from The Institute for College Access and Success (TICAS) to prepare a "Concept Paper on Research and Policy Implications Concerning College Student Debt." This project was completed by Alicia C. Dowd from UMass Boston with the support of NERCHE staff. Additionally, Alicia presented at the November 16, 2005 TICAS/American Enterprise Institute symposium in Washington, D.C. TICAS's Project on Student Debt brings together experts from across the political spectrum to focus on the implications of rising student debt. By promoting examination of the changing role of student loans, the Project on Student Debt aims to identify potential improvements to the systems and policies that help families pay for college (<http://projectonstudentdebt.org>).

Alicia Dowd from UMass Boston, NERCHE received a planning grant from the Institute on College Access and Success to assess current research on the increasing student debt burden and its implications for college enrollment and degree attainment. Transitions to and through higher education are shaped in large part by the two ideals at the core of American higher education, equity and excellence, which is the topic of the book review by **Melissa Read**.

These three areas allow NERCHE to build upon its rich history and considerable strengths while solidifying its role in contributing to improving practice and its relationship to policy in higher education locally, regionally, and nationally. “Improvement” for NERCHE means developing the kind of collaborative leadership that is a hallmark of civic life; it means connecting the work of the academy—teaching and learning, research, and service—to pressing social issues through the scholarship of engagement; and it means addressing fundamentally

democratic issues of access and success in higher education to create socially responsive institutions that educate citizens for active participation in an increasingly diverse democracy.

Finally, NERCHE would not be in a position to advance this important work if it were not for the leadership provided by **Dwight Giles** who acted as NERCHE’s interim Director over the past two years. Further, none of NERCHE’s work would be possible if not for its dedicated and capable staff: **Glenn Gabbard**, **Sharon Singleton**, and **Brad Arndt**. I want to offer them thanks on behalf of the entire NERCHE community.

Sincerely,




John Saltmarsh

All-Think Tank Events

Diversity and the Core of the Academy

What is the future for diversity of higher education? On April 25 at the Hoagland-Pincus Conference Center in Shrewsbury, MA, **Roberto Ibarra**, Associate Professor of Sociology at the University of New Mexico and author of *Beyond Affirmative Action: Reframing the Context of Higher Education* (University of Wisconsin Press, 2001) invited an audience of think tank members and other practitioners, scholars, policymakers and graduate students in higher education from across New England to explore the implications of a shifting historical context for diversity on the academy. His presentation, “Campus Diversity in Transformation: Context Diversity as Framework for Transforming Higher Education,” at NERCHE’s All-Think Tank Event, prompted a discussion among audience members on the need to formulate adaptive strategies and practices for reframing and enhancing the culture of the academy to respond to the current socio/political, demographic, and economic conditions for developing new diversity models.



Roberto Ibarra

The College Presidency in the 21st Century

In the 21st century, college presidents face an evolving set of institutional, political and societal challenges requiring transformational leadership and vision. On June 25, 2005 at the University of Massachusetts Boston Campus Center, **Adrian Tinsley**, President Emerita of Bridgewater State College, moderated a panel that included **Kathryn Dodge**, a researcher in higher education policy, **Carole Berotte Joseph**, President of Mass Bay Community College, **Dana Mohler Faria**, President of Bridgewater State College that addressed specific leadership, organizational, and personal strategies to meet the new demands.

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. For a complete list of think tank members and their institutions, see NERCHE's web site (www.nerche.org).

Academic Affairs Think Tank

Margaret Mead once said, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has." With these words in mind, the Chief Academic Affairs Officers Think Tank met in November to discuss the changing face of leadership on our campuses. Authoritative

by **Maureen Smith**, Laboure College. **Cathy Livingston**, Quinsigamond Community College, serves as the think tank facilitator. The discussion centered on how academic affairs professionals can revise their leadership style and engender new forms of leadership in faculty and other campus administrators.

Until the late 20th century, leadership research focused almost exclusively on the *qualities* a leader must possess to be effective. In contrast, current research considers



Student Affairs Think Tank members Richard Hage, Plymouth State University and Walter Bernstein, Western Connecticut University.

and hierarchal leadership may be less effective in an increasingly global, technologically advanced and culturally diverse society. Recent research suggests that a new inclusive form of leadership which respects differences and the varied expertise of individuals is a much more effective means of stimulating change and guiding our institutions of higher education in the new millennium. This new, inclusive form of leadership has been referred to as "transformative," "pluralistic," or "participatory," and its goal is to effect change by finding common ground among diverse groups of individuals while at the same time appreciating and embracing the differences between them.

The November meeting held at the College of the Holy Cross was led

the *interaction* between leaders and the constituents with whom they work. Think tank participants agreed that inclusive leadership is critically important in an academic environment which is holistically oriented, dedicated to respecting diversity, and includes individuals with a wide spectrum of talent and interests.

New leadership styles require a shared purpose to be effective. For those in higher education, student learning can serve as the catalyst to unite divergent groups and commit them to a common goal. A chief academic affairs officer can assist this process by facilitating effective communication between various parties and acting as a "translator" to bridge differences within the group and keep the focus on core values. Collaborative, as opposed to competitive, interactions enhance commitment

to a common goal and facilitate progressive change.

One challenge facing higher education administrators is to find ways to inspire individuals with a more traditional view of leadership to understand and engage in participatory leadership. Research indicates significant differences in the perception of leadership related to discipline, gender, and role. Stressing shared values, accepting and respecting the multiplicity of perspectives, and emphasizing common goals are methods which can be used to address this issue.

The individual characteristics identified as essential to inclusive leadership include self-knowledge, authenticity, empathy, commitment, and competence. Individual qualities bolster group qualities, which include collaboration, shared purpose, division of labor, and disagreement with respect.

At future meetings the Academic Affairs Think Tank will discuss the changing dimensions of teaching and learning and its impact on students and faculty, building cultures of evidence and inquiry, and the assessment of learner outcomes.

Academic Affairs Think Tank Readings

Bisoux, T. "The Mind of a Leader." *BizEd*. September/October 2002. pp. 26-31.

Drath, Wildred H. "The Third Way: A New Source of Leadership." *Leadership In Action*. Vol. 21, No. 2. May/June 2001. pp. 7-11.

Heifetz, Ronald, Donald, Laurie. "The Work of Leadership." *Harvard Business Review*. Vol. 79, Issue 11, pp. 131-141.

Kezar, Adrianna. "Pluralistic Leadership." *About Campus*, July 2002, Vol. 5, Issue 3, pp. 6-11.

Palmer, Parker. *A Hidden Wholeness: The Journey Toward An Undivided Life*. San Francisco, Jossey-Bass, 2004. pp. 13-29.

Associate Deans Think Tank

The National Commission for Accountability in Higher Education recently published a comprehensive report on higher education entitled *Accountability*

for Better Results—A National Imperative for Higher Education. Each of the thirteen members of the commission has deep experience in higher education policy and was appointed by SHEEO (the national association of chief executives of statewide boards for higher education) to examine and recommend ways of improving accountability and performance in higher education. Since our colleges and universities are accountable to multiple constituents, including students, trustees,

of institutions of higher education.

Improving performance in a complex, decentralized system of higher education is problematic. Even though the accountability movement in higher education was launched more than 20 years ago, educators and policy makers still have not found common ground. On the one hand, many educators believe externally imposed accountability is a tool to find fault with educational practices or to avoid responsibility for inadequate financial support. On



Members of the Associate Deans Think Tank.

private financial supporters, accreditors, and state and federal governments, they concluded that the problem is not lack of accountability. Rather the issue seems to be the failure to develop and implement accountability and assessment systems that help *improve performance* and increase growth in higher education.

The Associate Deans Think Tank, facilitated by **Gerry Lorentz**, Massachusetts Bay Community College, met in February at The College of the Holy Cross to discuss internal responses to external accountability pressures.

Rita Miller, Bridgewater State College and **Patricia Dent**, Massachusetts Bay Community College, served as discussion leaders. The discussion addressed initiatives related to outcomes assessment that would best serve the needs

the other hand, public policymakers may view stronger external accountability as the only way to gain control of and stimulate improvement in the American system of higher education. This lack of a shared vision creates an atmosphere of resentment and mistrust which impedes efforts to establish meaningful outcomes assessment methods.

Participants felt that if progress is to be made it is important for colleges and universities to develop a "culture of assessment." Assessment should be an ongoing process and not a unique activity undertaken in response a singular event such as accreditation, curriculum change, or capital improvement project. Once assessment information has been collected, it should be examined, compared to existing data,

continued on next page

placed in context with the entire system, and, most importantly, utilized. Properly gathered and analyzed outcomes assessment information provides the legitimacy and validity necessary to make positive change and subsequent improvement.

In order for a system of assessment to work however, participants—faculty, students and administrators—must recognize its value, as well as the importance of their contribution to the process. Change theorists agree that individuals work toward excellence because they want to, not because they have to, and a shared drive to succeed with an acceptance of reciprocal responsibilities is the most constructive foundation for improving results.

At future meetings the Associate Deans Think Tank will discuss instructional technology and institutional culture and the challenges of information in leading change.

Associate Deans Think Tank Readings

Maki, P. (2004). *Assessing for Learning: Building a Sustainable Commitment Across the Institution* (1st ed.). Sterling, Va.: Stylus, Chapters 1 and 7.

State Higher Education Executive Officers. "Accountability for Better Results."

http://www.shceo.org/pubs/pubs_search.asp, 2005.

Chief Financial Affairs Think Tank

Increasingly complex environments test traditional approaches to change. New theories offer a different view of the change process and the role of the leader within that process. One such theory of *adaptive change* is based on the concept that change is an interactive process, which involves a team-oriented approach quite dissimilar to the standard leader/follower model. In this process the effective leader is one who can stimulate those who will be responsible for implementing change and monitoring its adoption to carry out ini-



Multicultural Affairs Think Tank members Gail Cohee, Brown University, and Mercedes Evans, Mass College of Art.

tiatives. The leader has an overall view of the situation and identifies challenges, regulates stress, encourages disciplined attention, endorses adjustments, monitors conflict, and rewards success as the change process unfolds. In other words, adaptive leaders give the change process back to the people while they evaluate progress and protect organizational objectives.

The Chief Financial Officers Think Tank met in February at Endicott College to discuss the myths and realities of the CFO and the use of power, authority and leadership to initiate, sustain and maintain change. The group is facilitated by **Larry Ladd**, Grant Thornton International, and the discussion was led by **Lynne O'Toole**, Endicott College.

Participants agreed that the role of the CFO has changed dramatically over the last decade and now includes being an active member of campus leadership. While other university vice presidents have a set of well defined responsibilities and goals and agendas dedicated to their specializations, the CFO has fiscal responsibility for the entire institution. This presents many challenges when dealing with departments competing for funds from limited budgets. Not only must CFOs consider the big picture they must also have the leadership skills necessary to effectively communicate, negotiate, and encourage compromise among varied—and often equally worthy—projects.

The most essential requirement for a person in this position is an outstanding ability to work with people. As one member stated, "I think the perfect person for this job would be a psychiatrist with an MBA."

At future meetings the Chief Financial Officers Think Tank will discuss the characteristics of essential organizations and clarifying institutional purpose and Sarbanes-Oxley and the current state of affairs.

Chief Financial Officers Think Tank Readings

Heifetz, Ronald and Donald Laurie. "The Work of Leadership." *Harvard Business Review*. January/February 1997. pp. 124-135.

Kaufman, Barbara. "The Leader as Change Agent." *University Business*. March 2005. Vol. 7, Issue 3, pp. 53-54.

Koehler, Kenneth. "Effective Change Implementation." *The Management Accounting Magazine*. June 1992. Vol. 66, Issue 5. pp. 9-10.

Lebow, Rob. "A CFO's Strategy for the Human Side of Change." *The Journal for Quality & Participation*. Fall 2005. Vol. 28, Issue 3, p. 20-27.

Tyler, Larry J. "Are You a 'New-Age' CFO?" *Healthcare Financial Management*. March 2004. Vol. 58, Issue 5, p. 90-91.

Deans Think Tank

In her article on the role of the dean in capital improvement projects, Elizabeth Boylan emphasized that "One size does not fit all, no matter how aesthetically

pleasing and pure (and cost-effective) it may appear.” This is especially true in academia where the building design must be individualized to reflect and support the diverse pedagogical needs of the varied disciplines which will occupy the new or refurbished space. In addition, because capital improvements and corrections to improperly designed plans are costly, decisions made at the planning stage of a project should be well thought through. The design should not only fulfill the immediate needs of the institution but also allow for the inevitable alterations that will occur as the result of changing enrollment patterns and advancing technology. Creativity, flexibility and collaboration are necessary to ensure that utilitarian pressures balance properly with user preferences.

The Deans Think Tank met at the College of the Holy Cross in February to discuss the role of the Dean in all phases of capital projects. The discussion was led by **DonnaJean Fredeen**, Southern Connecticut State University and **Howard London**, Bridgewater State College served as the think tank coordinator. The discussion revolved around the Deans’ experiences in the campus decision-making processes related to shepherding a capital improvement project from inception to completion.

The primary consensus of the participants was that collaboration between all parties involved in the venture, including faculty, administration, facilities development and maintenance, enrollment management, fundraising offices, and student representatives, cannot begin too early. If the outcome is to be successful, it is essential that multiple and often conflicting interests, suggestions and concerns of all these parties be heard and addressed before any final decisions are made. Retrofitting after a project is complete to correct an ill-considered decision is an expensive and time-consuming endeavor which more often than not ends up pleasing no one

and upsetting everyone. To successfully guide the project, the Dean needs to be in constant communication with the architect and develop a reciprocated working relationship. There should be a mutually agreed upon perception of what the project goals are so that the architect’s “vision” of the undertaking does not conflict with pedagogical objectives.

Participants noted that external accreditation requirements are often a useful tool to move a reluctant administration to commit to a project. Additionally, accrediting guidelines can provide valuable information to the planner regarding acceptable standards and future professional trends.

Planning and implementing a major capital improvement project, which will become a permanent addition to a campus and endure far beyond the original planners’ tenure, is a daunting and challenging task which can be rewarding if approached collaboratively with understanding, commitment, acumen, precision and foresight.

At future meetings, the Deans Think Tank will discuss the Deans role in college-wide retention initiatives, student outcomes assessment and building support for the assessment of teaching.

Deans Think Tank Readings

Boylan, E.S. (2005) What Works: A Leadership Perspective, *Investing in Facilities—The People and the Planning Process: The Role of the Dean*. Project Kaleidoscope.

Stephens, C.; Kirby, C. and Kamal, L. (2004) *What Works: A PKAL Essay, The Politics and Process of Change: Institutional Building-Planning Teams*. Project Kaleidoscope

Narum, J. (2002) *Building Communities—Asking the right Questions*. Project Kaleidoscope

What Works: A Keck Report, *New Facilities for Community Colleges* (2004). Project Kaleidoscope

Multicultural Affairs Think Tank

The “millenials” have been described as practical, involved, ambitious, trusting, and optimistic team players—qualities, some have observed, that echo those of their grandparents or in some cases great-grandparents. They are also depicted as the

least race-conscious and most female-dominated generation in American history. Millennial students—those born from 1982 to the present—are often more affluent, technologically superior and far more likely to be biracial or multicultural than previous generations of students. In fact, an increasingly large number of students are refusing to identify race at all. Millenial students respect institutions of higher education and tend to obey the mandates of the system. However, although they are less likely than other generations to challenge authority, they also assume that their respect for expertise will be rewarded by faculty and other campus professionals who will competently prepare them for their future role as leaders in a globally focused, ethnically diverse world order.

The Multicultural Officers Think Tank, facilitated by **Melvin Wade**, University of Rhode Island, met in December and discussed the impact that the new wave of “millennial” students will have on the campus community as a whole, and on the responsibilities and goals of multicultural affairs offices in particular. The meeting, held at Rhode Island College, was led by **Mable Millner**, College of the Holy Cross.

In order to continue to assist and represent the needs of all students, the participants agreed that multicultural affairs professionals must increase their awareness of the changing student body and unique challenges facing it. The concept of millenials is characterized by a broad, rather than fine-grained, view of students, so its usefulness is limited to that of a kind of general road map. The challenge will be to fulfill the needs of the diverse multicultural community as a whole and at the same time recognize and support the unique individual groups within the community. An increase in students facing problems related to gender issues, sexual orientation, or political affiliation often requires

continued on next page

additional professional development and more nuanced approaches to counseling. Additionally, multicultural affairs professionals now work with more students with learning disabilities and psychological challenges, further taxing limited resources.

Many participants identified wealth distribution as a polarizing factor with this generation. They note that the gap between students from low- and high-income families is nearly as wide as it was thirty years ago. Another characteristic of this student population is that parents are more intimately involved in the college experience than any previous generation in history. Some universities have addressed this situation by setting up offices specifically to address parental concerns.

At future meeting, the Multicultural Affairs Think Tank will discuss the impact of changes in federal and state financial aid policies on access for students of color and the perspective of multicultural affairs centers related to class and race.

Multicultural Affairs Think Tank Readings

Broido, Ellen. "Understanding Diversity in Millennial Students." *New Directions for Student Services*. Summer 2004. pp. 73-84.

Brownstein, Andrew. "The Next Great Generation?" *The Chronicle of Higher Education*. October 13, 2000. pp. A71-A72.

Student Affairs Think Tank

In an emotionally charged post 9/11 atmosphere, the government's efforts to protect the country from further terrorist activity have included the passage and enforcement of the controversial USA Patriot Act. This legislation permits law enforcement officials to use wide-ranging and invasive techniques to track terrorists without applying some of the previously

required legal sanctions designed to protect the civil liberties of American citizens and foreign nationals. Among other things, the law makes it easier for law-enforcement agencies to share information and repeals some of the safeguards designed to control the gathering and exploitation of personal information. What does this mean for faculty and students, in particular, and for the doctrine of academic freedom?

The Student Affairs Think Tank, facilitated by **Mike Van Dyke**, Vermont Technical College, met in December at the University of Hartford to discuss civil liberties, student rights and responsibilities, and the role of student affairs professionals in preserving those rights. The discussion, which was led by **Lee Peters**, University of Hartford, focused on an article by Harvey Silvergate reporting on the Symposium on Academic Freedom held in Washington, DC in which he states, "It is axiomatic that external threats to security create great pressures toward conformity and against the expression of ideas or dissent deemed dangerous to that security." How this inclination will affect the time-honored traditions of the academy to freely debate issues no matter how controversial and to protect academic freedom is a cause of great trepidation. According to the American Association of University Professors, the Supreme Court has historically respected academic freedom and its links, on public campuses, to the First Amendment. However, if freedom of expression is to continue and flourish at institutions of higher education, administrators and faculty alike must actively guard against any infringement of these rights regardless of the political climate of the times.

The role of the student affairs professional in fostering an atmosphere of personal freedom while at the same time assuring that the personal rights of the individual do not conflict with the rights of the community as a whole is complex and challenging. If they are to be effective it is critical that campus administrators have a clear understanding of their own personal beliefs regarding civil liberties and

that they are tolerant of the viewpoints of those with a different perspective.

The participants also discussed the effects of federal regulations related to foreign students on domestic enrollments and the concern that these students will choose to pursue higher education in countries that will be more respectful of their personal choices and liberties.

At future meetings, the Student Affairs Think Tank will discuss measuring learning outcomes; access and accommodation—health, wellness and disability; and the changing perspectives on access to students from diverse backgrounds.

Student Affairs Think Tank Readings

Arnone, M. (2003, April 11). The FBI Steps Up Its Work on Campuses, Spurring Fear and Anger Among Academics. *Chronicle of Higher Education*.

Earls, Alan R. "Is Big Brother Watching The Wired Campus?" *Connection*, Fall 2000. pp. 39-40. Silvergate, H.A. (June 1, 2003) Civil Liberties versus Civil Rights. *Academic Questions*. Vol. 15, p. 10 (10).

Think Tank Notes

Multicultural Affairs Think Tank members **Tony Johnson**, **Aaron Bruce**, **Melvin Wade**, and **Mercedes Sherrod Evans** presented “New Strategies for Implementing Multicultural Education” at the 2006 annual conference of the Center for the Improvement of Teaching at UMass Boston.

In December 2005 Academic Affairs Think Tank member **Cynthia Butters** moderated a panel discussion entitled “The Northeastern Massachusetts and Merrimack Valley Situation” at the Avian Influenza Pandemic Conference, sponsored by the Middlesex Community College’s Program On Homeland Security.

Associate Deans Think Tank member **Jonathan Chu** presented “An American Story, Rose Quon Young Chu, Race and Gender in Twentieth Century America” at the 2005 American Historical Association Meeting in Seattle.

Associate Deans Think Tank member **Tuesday Cooper** published *The Sista’ Network, African-American Women Faculty Successfully Negotiating the Road to Tenure* (Bolton, MA: Anker Publishing, 2006).

Multicultural Affairs Think Tank member **Grant Ingle** published “Will Your Campus Diversity Initiatives Work?” in the September-October 2005 issue of *Academe*.

Academic Affairs Think Tank member **Nancy Kleniewski** published *Cities, Change and Conflict: A Political Economy of Urban Life*, third edition (Belmont, CA: Wadsworth Publishers, 2006) and *Cities and Society* (edited) (Boston: Blackwell Publishers, 2005). Nancy presented “Institutional Collaboration for General Education Articulation” at the American Association of State Colleges and Universities Academic Affairs meeting in 2005 and, along with Evelyn Pezzulich and Richard Pepp of Bridgewater State College, she presented “Assessment of Student Writing in the Transfer Process” at the NEASC/ University of Hew Hampshire Assessment Conference in October 2005.

Chief Financial Officers Think Tank members **Larry Ladd** and **Kathleen Cown Rood** participated in a panel discussion, “Development and Finance Working as a Team,” at the Eastern Association of College and University Business Officers held in Chicago in October 2005.

Deans Think Tank member **Claire Paolini** presented a paper, “Italians on the Spanish Front: A Study of the Italian Intervention in the Spanish Civil War,” at the annual AATI (American Association of Teachers of Italian) in Washington, DC in October 2005.

Deans Think Tank members **Claire Paolini** and **Anita Shea** participated in a panel discussion, “Crossing the Boundaries, Making the Connections: Curricular Pathways Found in the Northeast,” at the January 2006 AACU meeting in Washington DC. The panel was organized by Deans Think Tank member **DonnaJean Freedden**.

Student Affairs Think Tank member **Lee Peters** presented “SSAO’s are Like Accountants but North by Northwest (apologies to the bard!)” at the NASPA Mid-Level Management Institute held in Haverhill, MA in April 2006. Lee, along with Sue Fitzgerald of the University of Hartford, presented “A Gender-Sensitive Design for Stronger Supervision” at the NASPA Region 1 Conference in Sturbridge, MA in November 2005.

Multicultural Affairs Think Tank member **Kisa Takesue** presented “Closing the Circle: (Re) Connecting Alumni of Color to Your Campus Community” at the NCORE conference in New York City in June 2005.

Chief Financial Officers Think Tank member **Jennifer J. Tonneson-Benoit** participated in a panel discussion on budget and finance at HERS New England at Wellesley College in January 2006.

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

In a 1995, Ernest Lynton wrote:

Colleges and universities...have an inescapable responsibility to play a central role [in meeting the needs of the public realm]. And that responsibility is particularly great towards those elements in society that lack the capability themselves to keep up with the rapid evolution of knowledge they need to cope with their tasks. Of the great deal that is known about societal issues, too little is actually used in the development of policies and their implementation....

Ernest was interested in realigning the mission and focus of American higher education “to direct outreach to society.” In his original conceptualization, outreach took the form of applied knowledge with faculty serving as the delivery system.

Today faculty professional service has taken hold at a great many colleges and universities across the nation. Its multiple forms include individual faculty work; collaborations among teams of faculty, undergraduates, and graduate students; and jointly conceived initiatives between a faculty member, class, or multidisciplinary team and community agencies. In all cases, the outreach results in new and rigorous scholarship and enhances the mission of the institution.

For the past nine years, NERCHE has received the nominations of exemplary faculty members whose work has had a significant impact on scholarship, teaching, and societal problems. These faculty were trained in the sciences, humanities, engineering, healthcare, the fine arts, social sciences, business—just about every discipline across the academy. They have inspired students to consider using their education to make a socially meaningful imprint on an increasingly complex world, rather than a six-figure salary. They are role models, not only for students, but also for their colleagues and their institutions seeking to find ways to connect the rich resources of the academy with the local and global community.

[Undergraduate and graduate students in Julia's classes] learn to ask and answer unfamiliar questions about genre, style, the politics of knowledge, and the role of the humanities in educating informed and active citizens. Those students learn the role that the university can and should take in the social creation of knowledge and learning.”

Dean of Humanities, University of California, Irvine

“...Professor Hull is also an outstanding adviser to emerging scholars. Many of her doctoral students have gone on to establish their own engaged scholarship agendas at various colleges and universities.”

Executive Vice Chancellor and Provost, University of California, Berkeley

“[Kate] has an instinctive ability to weave teaching, research, and community services in every project she engages in. Students benefit by linking and extending their learning beyond the classroom, communities benefit by realizing the power of activism, in gaining measurable results, and the discipline benefit by knowledge gained in these creative initiatives.”

Executive Vice President and Provost, Hartwick College

Twelve years ago, Ernest wrote: “viewing professional service as an **institutional priority** is important because only when it is recognized as a priority will professional service as an **individual faculty activity** be given serious attention and the proper incentives it requires and deserves.” When NERCHE first presented this award, many nominees carried out their professional service with few if any institutional supports or rewards. Over the years, we received more and more nomination letters from provosts and presidents indicating a sea change in the level of regard for and the institutional commitment to this kind of engaged scholarly work.

In the days before the second World War, the work of the academy was understood in relationship to the communities it served. That a return to this condition had seemed quite radical only speaks to how high up in the ivory tower the academy

had climbed. Ernest would be pleased to see it begin to regain its footing on solid ground.

Award Winners

This year, NERCHE reviewed 83 nominations of faculty from each region of the country and every institutional type. The outstanding quality of these candidates made selection of only one recipient first arduous, and then impossible. So we have selected three award recipients representing the social sciences, humanities, and education.

Glynda Hull, Professor of Language, Literacy, and Culture in the Graduate School of Education at the University of California, Berkeley, has deepened the development of the scholarship of engagement and helped to institutionalize

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academic service-learning on her campus. She incorporates challenging community-based experiences with in-class instruction as a means for students to explore important, complex social issues. In 2001 she cofounded DUSTY (Digital Underground Storytelling for Youth), a community technology center developed using a multi-disciplinary approach. Her graduate and undergraduate students work closely with children and youth, parents and community members, in creating multi-media stories about their communities, their families and their lives. Participating K-12 students, most of whom began the program with poor literacy skills, become highly motivated to read and write. In the process Glynda's students translate in-class examinations of educational problems into productive pedagogical strategies for addressing those problems. The "cascading leadership model" for service-learning in which graduate students work with undergraduate students who work with K-12 students has become a model for other academic service-learning courses at Berkeley. In collaboration with her graduate and undergraduate students and community members, Glynda has published extensively on her work. Glynda is recognized on her campus as having made substantial contributions to advance outreach and engaged scholarship at UC Berkeley, which now aims to have at least one academic service-learning course in every department.

Julia Lupton, Professor of English and Comparative Literature at the University of California, Irvine, has translated theoretical academic research in British Renaissance literature into terms and activities that made sense to teachers, students and community members outside the university. She is the founding director of Humanities Out There (HOT), an educational partnership involving students and faculty from the University of California, Irvine and K-12 students and teachers from the Santa Ana Unified School District (SAUSD), a low performing, largely Latino/a urban school district. Now in its eighth year, HOT engages eight graduate students and more than 200 undergraduates a year, along with faculty and staff, in developing standards-based curricula in history and literature in Santa Ana classrooms. K-12 student improvement has been documented using pre- and post-writing samples and standardized test scores. The program combines educational and civic goals including boosting reading, writing, and critical thinking skills through content-rich materials of historical, artistic, and scholarly significance and building academic, professional, and civic ties among universities and school districts through collaborative teaching and research. Through a partnership with GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) the program is being disseminated locally and nationally. As a direct result of Julia's work, UCI created for the first time a new category of distinction in the academic personnel process: excellence in public scholarship.

Katherine O'Donnell, Professor of Sociology at Hartwick College, represents a faculty member whose collaborative community-based scholarship and integrative pedagogical approaches span three decades and has had a strong institutional impact through the development of new courses, programs, and centers.

Her approach to pedagogy involves identifying a social need, gathering concerned students, and engaging them with community organizations to address the need. Throughout the course of the project, she reflects about the experiences through scholarly writing and develops new courses that integrate the concepts and substance of the social engagement. In the early 1980s, she focused on the integration of engaged students with communities to form community action teams and praxis groups around the themes of social justice, reproductive freedom, and peace. This early work resulted in the birth of a Women's Center on campus, a Women's Studies program, and a number of new courses, including service-learning and interdisciplinary courses. Her work then expanded to include collaborations with local high schools, colleges, health organizations, and multiple community partners in the region. In the late 1990s Kate replicated her integrative pedagogical model in Chiapas, Mexico in projects that included developing fundraising and service programs to assist school clinics, supporting the building of a natural dye production facility, and building an organic garden as well as a training and meeting center. Kate's advocacy efforts at Hartwick have had an institutional impact that resulted in the President creating an advisory group to assess strategies encompassing service-learning.

Honorable Mentions

For more than two decades, **Barbara Israel**, Professor in the Department of Health Behavior and Health Education in School of Public Health at University of Michigan, has applied her public health expertise to the needs of under-resourced communities through community-based participatory research. Her students, drawn from a wide array of disciplines, work in teams with community members on projects that have often have a community organizing component. Nationally known for her scholarship of engagement, she organized and chaired a school-wide committee appointed by the Dean and which remains today as a standing committee to foster community-based teaching and scholarship throughout the school.

Elizabeth Paul, Associate Professor of Psychology at The College of New Jersey, involves undergraduates in providing program and evaluation services to enhance the lives of children living in poverty in the Trenton area. Through her projects and courses, students receive training in both applied social research and the skills necessary to produce a professional research report. Beyond this, the experience allows for intensive career exploration which interests many of her students in the fields of public health, public policy, social work and applied psychology and positions them to become the next generation of community leaders and activists to serve the public good.

The Lynton Award will be presented at the annual CUMU national conference, "Diversity in Urban Universities," will be hosted by Florida International University on October 21-24, 2006. Award recipients will present sessions on their work.

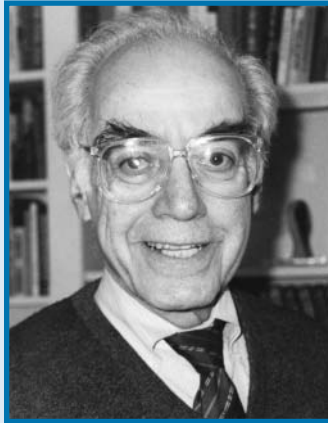
REMEMBERING ERNEST LYNTON

By R. Eugene Rice, Senior Scholar,
Association of American Colleges and Universities, Washington, D.C.

In 1983, Ernest Lynton began writing and speaking about the “crisis of purpose” in the American university. He was one of the first to focus attention on the lack of alignment between the priorities established for faculty work and the central missions of our academic institutions. Particularly striking was his contention that many universities are striving to be what they are not, and “falling short of being what they could be.” His special concern was with the disconnection developing between academic knowledge generated by faculty in the university and the critical needs for applied knowledge in a growing, diverse democracy increasingly dependent on the intellectual capital of its citizens.

Ernest Lynton was unusually gifted at seeing the larger picture and doing what he called on others to do—relating theory to practice and the wisdom of practice to theory. Because of his rich background as a scientist, a faculty member, a dean, and an academic systems administrator, he could address the work of the individual scholar and how that scholarship might be recognized and rewarded, and then move to the institutional level and re-envision how the mission of a particular group of institutions complemented the elaborate mosaic of colleges and universities that make up American higher education. He could frame new, imaginative approaches to complex problems, but was also willing to do the nitty-gritty, detailed work required to launch an initiative and generate support. Ernie was an extraordinary leader and valued colleague working with everyday challenges.

After receiving degrees from Carnegie Mellon and Yale, Ernest Lynton began his academic career as a member of the physics faculty at Rutgers in 1952. His strong commitment to socially responsible teaching, research, and service led to his becoming the founding dean of Livingston College, an innovative school at Rutgers dedicated to student learning through engagement in the serious problems of a changing society. The Ernest Lynton Towers are named in honor of his stellar contributions. He went on to serve as senior vice president of academic affairs for the University of Massachusetts system from 1973 until 1980, and later was Commonwealth Professor at UMass Boston. His book *New Priorities for the University: Meeting Society's Needs for Applied Knowledge and Competent Individuals*, co-authored with Sandra Elman, was published in 1987. That book sketched out the vision that was going to shape Ernest's professional work for the rest of his life.



Ernest Lynton led the way in recognizing that to reconnect the generation of academic knowledge to the needs of a knowledge-dependent society we would have to broaden our understanding of what counts as scholarly work for faculty and what is rewarded. Ernest was a major contributor to the development of the Carnegie Report *Scholarship Reconsidered*, and even more, to the basic thrust of the following volume, *Scholarship Assessed*. He played a key role in launching the Forum on Faculty Roles and Rewards sponsored by the American Association for Higher Education and resolutely devoted the latter part of his life to one critical aspect of the scholarly role of faculty—the recognition and rewarding of professional service. His *Making the Case for Professional Service* (1995) and the guide *Making Outreach Visible* (1999) (completed by Amy Driscoll after his passing) served as the inspiration for what is now referred to as the “scholarship of engagement”.

Ernest's national leadership extended well beyond enabling the individual scholar-practitioner; he orchestrated the emergence of a new breed of American universities, the Metropolitan University. A distinctive group of institutions dedicated to working with their surrounding regions and forging effective links between campus, community, and commerce emerged from Lynton's editorial work and forceful collaborative efforts to form the Coalition of Urban and Metropolitan Universities (CUMU).

CUMU has joined with NERCHE in granting annually the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach. This award is a fitting tribute to a man who dedicated his life to making a place for engaged scholarship and to shaping colleges and universities committed to the common good.

In a 1929 address inaugurating the new campus of the Harvard School of Business, Alfred North Whitehead reminded his audience

Imagination is not to be divorced from facts: it is a way of illuminating the facts.... The tragedy of the world is that those who are imaginative have but slight experience, and those who have experience have feeble imaginations.

American higher education and those committed to connecting academic knowledge to the needs of the larger society are fortunate that in Ernest A. Lynton experience and imagination came together in a special way and time.

CONGRATULATIONS

Jerry Brisson, former Chief Financial Officers Think Tank member and Executive Vice President, Administration & Finance at Cape Cod Community College, has accepted a position as Vice President for Finance and Administration at College of Santa Fe in New Mexico.

Multicultural Affairs Think Tank member **Grant Ingle** left his position as Director of the Office of Human Relations at UMass Amherst last June and is currently expanding his prior private practice as an organizational consultant and coach specializing in diversity issues and efforts to change the social climate of campuses, communities and organizations.

Former Deans Think Tank member and Dean of Studies and Assistant Provost at Wheaton College **Vicki McGillin** now serves as Associate Provost at Texas Women's University.

Former President of Quinsigamond Community College and member of the Academic Affairs Think Tank **Sandra Kurtinitis** has been appointed Chancellor of The Community College of Baltimore County.

Ines Maturana Sendoya, a member of the Multicultural Affairs Think Tank, has been named Director of AHANA Student Programs at Boston College after serving as Associate Director.

Multicultural Affairs Think Tank member **Kisa Takesue** has been appointed Associate Dean of Student Life/Third World Center Coordinator at Brown University.

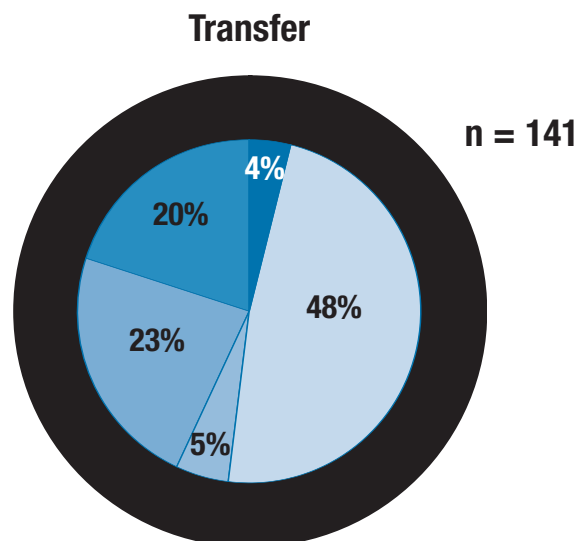
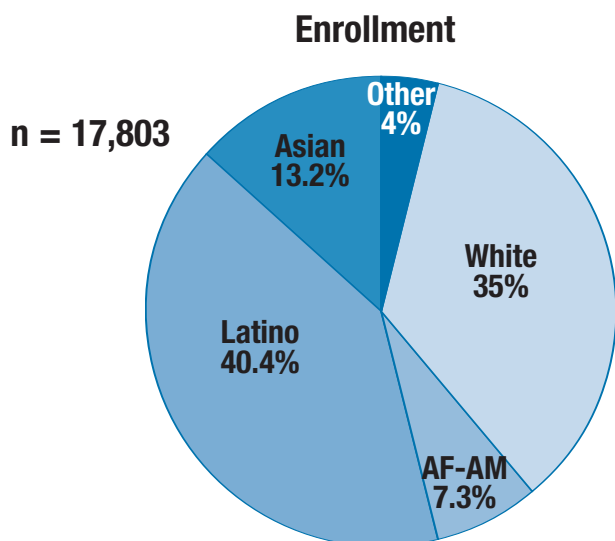
NERCHE *Briefs*

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).

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

and educational apartheid in higher education. To illustrate this, I have rewritten the dialogue at the beginning of this article from the perspective of equity-mindedness:

RETENTION AND TRANSFER



Dean: *There might be a number of reasons why more African-American and Latino students transfer to the local four-year college than to the state's leading university. Information could be one of them. It is possible that counselors may feel more comfortable referring students to the local state college because they are more familiar with it, or they may be assuming that the students' family prefers for their offspring to stay near home. But we can't just go by our gut feelings. We need to determine what is going on, particularly because the same pattern is not obvious among white and Asian-American students.*

Counselor: *This may be a bigger issue among counselors who are not well acquainted with Latino students and who may make decisions based on stereotypes of Latinos. Moreover, if family pressures exist, then we need to think about how to involve parents in the decision-making process.*

Faculty Member: *It also may be related to financial issues. We may not be doing a good job of telling students about the different options for financial aid. We assume that because the information is available in the transfer center and on the web, that everyone is aware of it. When was the last time any of us looked at the financial aid application process? There may be many obstacles that we are not aware of.*

Counselor: *We need to find out whether students are aware of the many transfer-related programs we provide. We also need to determine the quality of the programs, and to develop ways to integrate information on the transfer process into the curriculum, enlisting the aid of faculty members. We could benefit from finding out directly from students what they think of our academic support services and in what ways they would improve them. It may be productive for us*

to examine our own attitudes toward minority students and consider whether our practices might be contributing to the unequal results.

Faculty Member: *It also is possible that they do not fully use these services because they don't feel welcome, they feel like outsiders, or the services that are being provided are not the ones they need. We should put ourselves into the role of the student and try to experience it the way they do. There are lots of unobtrusive ways in which we could be better informed about what is going on. For example, I recently walked by the math lab and noticed that all the tutors there are white, and I couldn't help wondering if that might be the reason why Latinos and African-American students may feel reluctant to go there.*

Faculty Member: *Many of our Latino and African-American students lack proper academic preparation and need remediation, so it is important that we take them seriously. Otherwise, they will be discouraged. We have to be more aware of how we talk to them and inadvertently make them feel inept, inferior, or stigmatized. Individuals have the capacity to learn at any time, but we tend to see students who need remedial education as hopeless.*

Can Equity-mindedness be Developed?

The Equity Scorecard project is an intervention designed to develop equity-mindedness among individuals and throughout institutions. Rather than positing unequal educational outcomes as a problem of student learning, we frame it as a problem of practitioner learning. As discussed earlier, practitioners are far more inclined to attribute inequalities in outcomes to student deficits. They also assume that they know what the problem is.

Equity Cognitive Frame Characteristics

- Inequality is viewed as unnatural.
- Inequality is viewed as a problem of institutional accountability.
- Inequality is viewed as a product of unconscious racism in practices and beliefs.
- Inequality is viewed as solvable by practitioners.

Table 1. Deficit and Equity Cognitive Frames Compared on Four Dimensions

	Deficit Cognitive Frame	Equity Cognitive Frame
Orientation	Focus on stereotypical characteristics associated with the culture of disadvantage and poverty.	Focus on the role of individual and institutional practices and policies and their effect on the production of unequal educational outcomes for underrepresented students.
Discourse	Lack of preparation, motivation, study skills, blaming students and/or their backgrounds.	Institutional responsibility for student outcomes, the manifestation of institutionalized racism, color-conscious, awareness of racialized practices and their differential consequences, awareness of white privilege.
Strategies	Compensatory educational programs, remedial courses, special programs, all focused on fixing the student.	Identifying equitable educational outcomes for underrepresented students as an indicator of effectiveness and excellence; establishing practices to continuously monitor the outcomes of underrepresented students; developing equity-based practical knowledge.
Guiding questions	In what ways can we remediate students?	In what ways can we produce equitable educational outcomes?

Adapted from Bensimon (2005).

Consequently, they are apt to believe that the remedy for inequalities might be found in a compensatory education “best practice” somewhere out there. To become equity-minded, one must abandon deficit-oriented analyses of the problem and be open to alternative interpretations. The conventional approach to developing new knowledge among professionals is to involve them in specialized workshops that provide generalized information about a topic, the assumption being that afterward they will be able to apply what they have learned. In any given year, numerous conferences on diversity and diverse students draw large audiences of higher education professionals. Moreover,

colleges and universities continually offer workshops on such topics as “effective methods of recruiting minority faculty,” “sensitivity training,” “culturally responsive teaching,” etc. Indeed, we frequently conduct workshops on the methods of the Equity Scorecard at conferences and institutions.

Another approach is the use of situative learning methods (Lave, 1991), in which the practitioners themselves take the role of researchers and inquire into the problem. While this approach has unique advantages, it can be both expensive and time-consuming. The practitioner-as-researcher model used in the Equity Scorecard rests on the principle that learning and change are socially constructed and facilitated by collective engagement in various kinds of activities. We have operationalized this principle by creating campus teams of no more than six individuals who collectively examine student data disaggregated by race and ethnicity and construct an equity scorecard. To accomplish this, the team members have to make sense of the data; they have to detect patterns and discuss their meaning; they have to formulate questions and propose hypotheses, etc. Essentially they have the task of transforming the numerical data into knowledge.

The dialogue at the beginning of this paper is an excerpt from an actual conversation among the members of a campus team. To bring about a shift from the deficit-minded sense-making in the original exchange to the equity-minded sense-making in the rewritten version requires the participation of individuals who can

Accordingly, the equity perspective involves self-assessment and willingness to look at evidence that calls into question positive images of one's own practices or those of the institution.

raise questions or provide interpretations that reflect the latter perspective. When we convene a team, we have no way of knowing whether any of its members will model equity-mindedness. To ensure that this perspective is introduced into the team's analyses of the data, a member of the CUE research team serves as a facilitator. His or her role is to ask questions, provide interpretations, and initiate conversations that model equity-mindedness. By exemplifying equity-mindedness, the dialogue in the second illustration calls attention to institutional practices that create or exacerbate inequalities in educational outcomes. This is not to say that students are not responsible for their actions, but rather that more

continued on page 20

attention needs to be given to the role of the institution in perpetuating inequality.

Evidence of learning and change

The achievement of equity-mindedness in both thought and action represents the ideal outcome of the practices that comprise the Equity Scorecard. It is very difficult to measure equity-mindedness, and it is even more difficult to determine whether it leads to improved outcomes for underrepresented students.

One method we use to assess the development of equity-mindedness is to analyze what individuals say about the data in conversation with other members of the team. The comments they make reveal their attitudes, values, interpretations, and practices that can be coded as reflecting either deficit or equity sense-making. Sometimes individuals will engage in both deficit and equity thinking in the course of the same meeting; others are consistent in maintaining one perspective. Examples of deficit and equity thinking have been provided in other publications (Bensimon, 2005). A more thorough qualitative and quantitative documentation of equity-mindedness is underway.

Even though it is entirely possible that equity-mindedness will not always be achieved individually or institutionally, the Equity Scorecard has been successful in facilitating intermediate changes that have important implications for the outcomes of underrepresented students. These changes include disaggregating data by race and ethnicity as a routine practice; focusing on equity in outcomes rather than solely in access and student diversity; developing an appreciation for reflective dialogue; identifying new problems; and making changes in practices. These outcomes were mentioned in a debriefing session by team leaders from the 14 campuses that participated in the Equity Scorecard (then called Diversity Scorecard) project between 2001-2004.

In the math placement test example, I wasn't asked to, but I generated the placement results by ethnicity. Now when I get requests for data, reports, etc., I disaggregate it by ethnicity. I didn't routinely do that before the project but now do it.

I'd say in the past we routinely disaggregated data by ethnicity for reporting purposes. What is new because of the Scorecard project is that next step. Looking at the different groups to see if there are inequities, people are starting to take notice and ask questions.

When you start mining the data, it's no longer just okay to have large numbers of services for students...now we have to look at equity.

Fundamental systemic changes need to take place to achieve equity. I've migrated to that point of view...that equity is critical.

What the project has done for us is create that "incubation period." It makes us take the time to reflect on our work and take the time for the learning. This is what we ask our students to do; however, we do not take the time to do it ourselves.

That incubation period is what is so important.

What the project has done for us is have conversations with people about things we usually don't talk about.

Before counselors and others try to mold the student to "fit" what we do...now we are thinking more about "fitting" what we do to meet the needs of our students.

What the Scorecard has done for us is to concretely and graphically display our problem with first year students. It highlights it and concretizes it.

We saw that we needed to increase the number of minority males. So we now have revised the way we are doing advising, and now there is a new policy on advising

The Diversity Scorecard got me to look at the small number of students I work with, which are a "microsample," but still interesting. People who apply to the Fulbright program tend to be in the top 10% of their class, but really they only need a 3.0 or better GPA to qualify. Many students are missing a big opportunity, and the Scorecard helped us to see this.

Conclusion

At the beginning, I stated that the method of measuring equity is less important than becoming aware of inequalities. In this project, the data provide the catalyst for conversation about the educational status of underrepresented students. By framing the activity in the clinical and technical language of data, indicators, and benchmarks, we create a context that makes it possible to converse spontaneously, naturally, and unselfconsciously about a topic that must not be ignored.

The process of inquiry into the problem as well as the understanding that one acquires from it can be a source of expertise, motivation, and empowerment, all of which contribute to transforming an individual into an agent of change.

Essentially, the premise behind this intervention is that practitioners who acquire new knowledge in collaboration with their peers in the context of everyday situations will be more likely to change how they view the problem of inequality and to rethink their practices. In order for practitioners to assume responsibility for solving a problem, they must become aware of its existence, and one way of doing so is through a process of inquiry that results in self-education (Schon, 1983). While developing awareness of a problem is an essential first step, its solution will depend

on how the problem is framed and how practitioners frame their own roles in relation to it. Our goal is for individual team members to be able to perceive the difference between framing the problem from the perspective of students' lack of accountability and responsibility and framing it from the perspective of institutional accountability and responsibility for equitable outcomes. The process of inquiry into the problem as well as the understanding that one acquires from it can be a source of expertise, motivation, and empowerment, all of which contribute to transforming an individual into an agent of change.

While individual change agents can exert a powerful influence on the lives of individual students, unless inequity in educational outcomes is framed from the perspective of institution-wide communal responsibility, it is impossible to discuss how it can be prevented (Pollock, 2001). The goal is to acknowledge that the inequalities found on most college campuses are "produced and allowed by all of us" (Pollock, 2001, p. 9). To quote Mica Pollock, "If we fail to frame achievement patterns as communal productions, we fail to frame dismantling such patterns as a communal responsibility" (p. 9).

What makes the Equity Scorecard attractive is also its biggest liability. In the age of accountability and the quest for easy-to-use evidence tools, time after time we have witnessed the misuse of the Equity Scorecard as a data-gathering instrument rather than

as a process for learning and change. The Equity Scorecard is particularly vulnerable to misappropriation by linear thinkers who view data gathering as a discrete problem-defining activity that precedes the development of solutions. When used in this manner, the power of the intervention is lost, because even though inequalities in outcomes may have been identified successfully, the practices and mindsets that create them will be left untouched. This is why change initiatives that give primacy to programs and techniques and ignore human practices rarely succeed.

The development and pilot testing of the Equity Scorecard (originally the Diversity Scorecard) was made possible by grants from The James Irvine Foundation. Subsequently, the Center for Urban Education received grants from the Ford Foundation, Lumina Foundation for Education and the Chancellor's Office for California Community Colleges to further develop and implement the Equity Scorecard. In 2005, the University of Wisconsin System partnered with the Center for Urban Education to implement the Equity Scorecard on six pilot campuses.



Estela Mara Bensimon

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- ¹ I use the term "underrepresented" in reference to African American and Latina/o students because the Equity Scorecard project is being implemented in institutions that have a very high representation of students from both of these groups. However, the methods of this project can be applied to any population that has a history of inequality.

Lynton Award Partnership with the Coalition of Urban and Metropolitan Universities (CUMU)

NERCHE and CUMU are partnering to manage the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach. Since 1997, NERCHE has presented the annual award to faculty who connect professional expertise and scholarship with community outreach. It recognizes professional service and academic outreach that integrates socially responsive teaching, research and community service. (See *The Lynton Award*, p. 14)

NERCHE will continue to be the Lynton Award home, and will also be primarily responsible for the selection of the annual award recipient and finalists. The award will be presented each year at the annual CUMU national conference, where the recipients will present sessions on their work. The 2006 conference, "Diversity in Urban Universities," will be hosted by Florida International University on October 21-24.

Speakers Series on Campus-Community Partnerships

NERCHE and the Worcester UniverCity Partnership, which works to bring together local institutions of higher education, the City of Worcester, and the business community in a collaborative effort to promote economic development in Worcester, have launched a series of programs that will focus on the role of colleges and universities in economic development. These events, featuring nationally recognized speakers and engaged local practitioners, are geared toward stimulating a dialogue around the efforts of institutions of higher education and their public and private partners to revitalize their local communities. The intent of the series is to educate and inform the academic, public, and private sectors about the potential that exists when collaborative efforts are undertaken; to highlight the work of Worcester-area colleges and universities and other New England institutions currently engaged in economic development initiatives; and to refine the Worcester UniverCity Partnership initiative and present it as a model for replication in other communities.



Evaluating the Success of Community/University Economic Development Partnerships. On February 23, 2006, **Kenneth Reardon**, a nationally recognized expert on university-community partnerships from Cornell University, responded to a panel discussion of academic, community, and local government leaders.

Keith Motley, Vice President for Business and Public Affairs, University of Massachusetts, introduced the event, which was held at Clark University. Panel members included: John Bassett, President of Clark University; David Forsberg, President of the Worcester Business Development Corporation; Barry Bluestone, Director of the Center for Urban and Regional Policy, Northeastern University; and Barbara Haller, Councilperson for the City of Worcester. Timothy P. Murray, Mayor of Worcester, closed the event with a synthesis of the meeting's key points.

Leveraging Resources for University/Community Partnerships: Financial Institutions & Philanthropy. On April 10,

David Maurrasse, a leading author, speaker, and researcher on the relationship between major institutions and their surrounding communities from Columbia University, was the featured speaker at the event held at the College of the Holy Cross. David presented ideas and opportunities to engage financial institutions and philanthropic organizations in university-community partnerships, and provided guidance on how to leverage resources to strengthen projects and programs between institutions of higher education and their surrounding communities.



Among the series sponsors are the University of Massachusetts Boston, the Federal Reserve Bank of Boston, Campus Compact, Massachusetts Campus Compact, NSTAR, New England Futures, UnumProvident, Webster Five Cents Savings Bank, and the University of Massachusetts Medical School.

Visit NERCHE's web site (www.nerche.org) for more information on the series.

continued on next page



Doctoral students Christine Navia, Alan Bloomgarden, and Jason Ens at the AAC&U Conference in November, 2005.

Collaboration with AAC&U

NERCHE served as an “Academic Partner” for the Association of American Colleges and Universities (AAC&U) conference on *The Civic Engagement Imperative: Student Learning and the Public Good* held in Providence, RI, November 10-12, 2005. The conference was designed to focus on pressing questions of the role of higher education in promoting civic engagement: What is the role of higher education in preparing students to be citizens in both the workplace and community? What do students need to know about themselves and the world to become socially responsible citizens throughout their professional, civic, and personal lives? How can educators frame the world’s urgent problems within the curriculum to effectively prepare students for the complex, multicultural contexts of local, national, and global communities in which they will live and work? How can we know if learning that

takes place has accomplished the immediate and long-term effects expected for civic engagement?

In addition to serving as Academic Partner, NERCHE co-sponsored a session on graduate student research with Campus Compact, which provided conference scholarships for three doctoral students to present their research on civic engagement in higher education. Doctoral students from the University of Massachusetts Amherst, the University of Michigan, and the University of Washington had papers selected from a competitive pool of applicants. NERCHE also hosted a reception for all graduate students attending the conference as a way for young scholars to network with senior scholars around their research interests.

NERCHE’s collaboration with AAC&U will continue as NERCHE will partner with AAC&U’s conference on *Diversity and Learning: A Defining Moment*, October 19-21, 2006, in Philadelphia, Pennsylvania (for more conference information go to (www.aacu.org)).

In September 2005, NERCHE welcomed Director **John Saltmarsh**. From 1998-2005, John directed Campus Compact's Project on Integrating Service with Academic Study. He holds a Ph.D. in American History from Boston University and taught for over a decade at Northeastern University and as a Visiting Research Fellow at the Feinstein Institute for Public Service at Providence College. He is the author of numerous book chapters and articles on civic engagement, service-learning, and experiential education. His writings have appeared in *Liberal Education*, the *Michigan Journal for Community Service Learning*,



UMass Boston's Peter Kiang at the Northeast Regional Campus Compact Conference.

Academe: The Bulletin of the American Association of University Professors, the *Journal of Experiential Education*, the *National Society for Experiential Education Quarterly* and the *Journal of Cooperative Education*. He served as the guest editor for a special issue on service-learning and civic engagement of the *Journal of Public Affairs* and serves on the editorial board of the *Michigan Journal of Community Service-Learning* and the board of the AACU Center for Liberal Education and Civic Engagement.

John teaches in the Higher Education Doctoral Program in the Department of Leadership in Education in the Graduate College of Education at UMass Boston. His research interests include the civic mission of higher education, the history of higher education, institutional change practices, democratic pedagogy, and service-learning.

He is the author, most recently, of two chapters he co-authored in the 2006 book, *Engaging Departments: Moving Faculty Culture from Private to Public, Individual to Collective Focus for the Common Good*, Kevin Kecskes, Ed. (Anker Press) and the article "The Civic Promise of Service Learning" that appeared in *Liberal Education*, Spring 2005. He is currently serving as a Consulting Scholar for the Imagining America Tenure Team Initiative for Arts and Humanities, and he is a member of the National Advisory Panel for the Carnegie Foundation's new elective classification for Community Engagement.

Staff and Associate Notes

Glenn Gabbard, NERCHE's Associate Director, continues his work as a data facilitator for Achieving the Dream, a multi-year national initiative funded by the Lumina Foundation for Education aimed at narrowing the achievement gaps in community colleges for students of color and those from low-income backgrounds.

April 2006

Senior Associate **KerryAnn O'Meara** represented NERCHE at the California Campus Compact Symposium on Civic Engagement and Graduate Education at Stanford University.

John Saltmarsh, NERCHE Senior Associate **Dwight Giles** and **Peter Kiang**, Professor in the Graduate College of Education at UMass Boston, presented a pre-conference workshop at the Northeast Regional Campus Compact Conference in Nashua, NH. Their workshop was on "Research Design and Documentation of the Scholarship of Engagement."

March 2006

John Saltmarsh and NERCHE Senior Associate **Cathy Burack**, Brandeis University, presented "An Assessment Workshop: Advancing Civic Engagement through Strategic Assessment" for Massachusetts Campus Compact at Stonehill College.

February 2006

NERCHE Senior Associates **Cathy Burack** and **Dwight Giles** participated in the Wingspread conference, "Building a Federation for Engagement" which explored the means to facilitate collaboration across a variety of organizations and institutions committed to civic engagement.

John Saltmarsh presented two workshops at Jumpstart's annual Service-Learning Institute at Babson College. Jumpstart (www.jstart.org) is a national non-profit early education organization that ensures that low-income preschoolers enter school with the foundation of skills necessary to their future success. John presented on "Fundamentals of Service-Learning and Civic Engagement" and "Engaging in the Scholarship of Engagement." The Service-Learning Institute was a two-day conference designed to engage faculty advisors and members of Jumpstart's field, regional, and national staff in the critical thinking and deep reflection that will enable them to create and sustain high-quality service-learning programs.

January 2006

John Saltmarsh joined NERCHE Senior Associate **Cathy Burack**, Brandeis University, to present a workshop entitled, “Taking Stock: Assessing the Institutionalization of Civic Engagement” at the 2006 Annual Meeting of the Association of American Colleges and Universities. The meeting, “Demanding Excellence: Liberal Education in an Era of Global Competition, Anti-Intellectualism, and Disinvestment,” in Washington, DC.

November, 2005

John Saltmarsh presented on “Civic Learning Across the Curriculum” with Nancy Wilson from Tufts University and Patti Clayton from North Carolina State University, and he was involved in a session on the Center for Liberal Education and Civic Engagement, of which he is a board member. Additionally, NERCHE Senior Associates **Dwight Giles**, UMass Boston, and **Cathy Burack**, Brandeis University, along with John served on the planning committee for the conference and presented on their work on civic engagement in higher education. Dwight presented a pre-conference workshop on “Documenting the Scholarship in the Scholarship of Engagement” and Cathy presented on the NERCHE project “Reversing the Telescope,” which explored “communities within” campus cultures.

John Saltmarsh was an invited guest asked to contribute to a blog (<http://middlesex.blogs.com/>) associated with the scholarship of teaching and learning which explores the *Educational Question of the Year*: “What knowledge or skills will students need most to be effective citizens of our world in the future?”

News from the Doctoral Program

The Higher Education Administration Doctoral Program at UMass Boston had an outstanding year, highlighted by the hiring of Professor John Saltmarsh and Assistant Professor Tara Parker, and the near-record setting numbers of graduates and new applicants.

This marks the fourth year in a row that the program has graduated seven or more students. Dissertation topics ranged from collaborative leadership in organizational change, to pedagogical approaches in first-year seminars, to identifying search committee practices that are more likely to result in the hiring of faculty of color.

The program has also experienced a 48 percent increase in the number of applications in just the past two years. “The word is getting out that we are a top-flight program for full-time working professionals,” notes Associate Professor Jay R. Dee, director of the doctoral program. “Our graduates are moving into high-level positions across the country.”

For example, Judy Oleks was recently appointed vice president for academic affairs at Hagerstown Community College in Maryland. Patricia Neilson was named associate director for the Center for Collaborative Leadership at UMass Boston. David Milstone became dean of student life at Connecticut College, and Brenda Mercomes is now the vice president for academic affairs at Roxbury Community College.

Current doctoral students also represent a diverse array of institutions, both public and private, two-year and four-year, as well as a variety of leadership roles, including student affairs, academic affairs, enrollment management, financial aid, institutional research, and human resources.

Faculty in the program have an active research agenda, which includes grant-funded projects on community college student success, community college transfer, faculty roles and faculty development, and community-university partnerships. Doctoral students are involved in many of these research projects. “Our students are very savvy about higher education,” notes Jay. “We really view them as co-researchers in the process. They inform our understandings of practical problems in higher education, and make sure that we communicate our findings in ways that will actually be useful to practitioners in the field.”

The practitioner-leadership focus of the program is enhanced through courses taught by core and adjunct faculty who have extensive experience in higher education. Some of the adjunct and visiting faculty include Chancellor Judith Gill of the Massachusetts Board of Higher Education, former Bridgewater State president Adrian Tinsley, former UMass Boston chancellor Sherry Penney, and UMass system vice president Keith Motley.

For more information about the Higher Education Administration Doctoral Program, call 617-287-7601 or send an email to leadership.education@umb.edu.

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New NERCHE Working Papers

Campus Diversity in Transformation by Robert A. Ibarra

A third phase of diversity is emerging in our colleges and universities. During the last half of the 20th century, the first phase developed out of legal mandates to admit larger numbers of diverse populations to our campuses. By the end of the century, multicultural and gender considerations marked the second phase of integrating diversity into academic cultures. Now a new effort, called Context Diversity, seeks ways to incorporate diversity into teaching and learning.

Institutional Policies Supporting the Scholarship of Engagement by KerryAnn O'Meara

Based upon an analysis of applications for the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach, we gain a better understanding of the intersection between faculty priorities tied to community-based teaching and research and the kinds of institutional policies that support the scholarship of engagement.

By Melissa P. Read, Dean for Curriculum and Assessment, Dean College

Equity and Excellence in American Higher Education

William G. Bowen, Martin A. Kurzweil, and Eugene Tobin. Charlottesville and London: University of Virginia Press. 2005. 453 pages.

E*quity and Excellence in American Higher Education* examines the intersection of two critical goals of American higher education: excellence and equity. While many believe that these goals are contradictory and that broadening access to higher education will result in lowered standards, the authors argue that excellence and equity are in fact interrelated and complementary. As they suggest, equity must be expanded if excellence in higher education is to be maintained.

The book begins with a brief historical overview of higher education. While excellence goals—defined as educating a large number of people at a high level, and creating and disseminating knowledge—have largely been achieved, progress toward equity has been erratic at best. Based on indicators such as number of earned degrees, international rankings, and money spent, the U.S. system of higher education is the best in the world; however, the authors caution that U.S. dominance in higher education is eroding as other nations “catch up” and as U.S. enrollment in critical areas like science and engineering slows. Clearly, sustaining excellence requires an expansion of access.

Yet Bowen, Kurzweil, and Tobin point out that “a serious supply-side block” poses “the major threat to the continuing excellence of American higher education” (p. 70, 72). Echoing other researchers, they observe that although overall enrollment in higher education has improved, significant gaps remain across socioeconomic status and race. They attribute these disparities to (1) weak academic preparation, resulting from unequal schooling based on race and income; (2) financial barriers; and (3) informational barriers.

With these gaps in mind, the authors explore various solutions at the higher education and K-12 levels for enhancing access to higher education that target admissions and financial aid policies, col-

lege preparation programs at the K-12 level, and academic development programs at the college level. Specifically, they support the continued use of race-sensitive admissions policies to address inequalities brought on by longstanding discrimination, and credit such policies with substantially increasing the number of minorities enrolled in higher education. They also propose the implementation of income-sensitive admissions policies comparable to legacy preferences (as opposed to need-blind policies) in order to increase the number of low-income students in higher education. Income-sensitive policies, however, should not be used as a substitute for race-sensitive policies. In fact, according to their research, substituting one policy for the other would reduce the number of minority students in higher education by half.

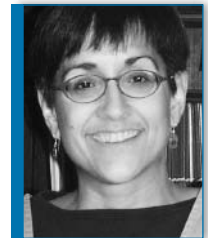
The book then scrutinizes the financial component of excellence and equity. The authors note with concern the erosion of state appropriations for public higher education and the resulting negative impact on educational quality, and recommend greater autonomy for flagship universities to increase tuition and set policy, as well as a reallocation of state resources to other colleges and universities in the public system. They also examine the role of financial aid—i.e., the amounts awarded, the process by which aid is awarded, and the way loans are repaid—and call for a simplification of both the application process for families and the formula used to determine aid amounts. Though aid programs built around tax incentives, merit aid, and college savings plans are advantageous, they disproportionately benefit students from middle- and upper-income families. Simplifying and balancing such programs would help to more effectively offer aid to students who need it most.

In addition to increased access, there is a critical need to improve college preparedness for more students. Talent exists at all income levels, but college preparation

tends to be the weakest in resource-poor communities. In order to mitigate for prior disadvantage caused by entrenched inequalities and poverty, it is essential to strengthen education. As underrepresented groups continue to grow, educational excellence will only occur if these populations are provided with the same opportunities for a quality K-12 education as more privileged students.

Equity and Excellence in Higher Education synthesizes an impressive body of historical and social science research to reinforce the critical point that improving equity is essential to maintaining the excellence of higher education in the U.S. While much of the information presented will be familiar to those in higher education, the authors’ text is highly accessible, and hopefully will help to convince policy makers that moving both K-12 and higher education up on the national priority list is critical for the health of the U.S. economy. Addressing equity will enhance “the role of American higher education as a driver of the nation’s economy, as an engine of social mobility, and as a key contributor to the nation’s commitment to democratic values” (p. 259).

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NERCHE MISSION

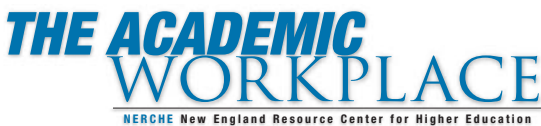
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NERCHE focuses on higher education institutions as complex workplaces. We provide resources for practitioners who are exploring innovative ways to shape higher education and create opportunities for learning and applying their collective knowledge and experience. NERCHE's research projects, programs, and activities draw upon the practitioner perspective to improve practice and to inform and influence policy, moving from the local to regional and national levels.

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