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ABSTRACT

This document consists of the ten consecutive issues of the "AAHE Bulletin" published during volume year 50. Issues of this bulletin present reports, reviews, and essays on issues concerning the advancement of higher education. Selected major articles in these ten issues include: "The Advancement of Teaching," an interview with Lee Shulman (Margaret A. Miller); "Think Twice and Businesslike about Distance Education" (Kenneth C. Green); "The Missing Step in Searches for Academic Administrators" (Steven M. Cahn); "Assessing with the Net" (Tracee Tyree); "Computers for Everyone," an interview with David G. Brown (Ted Marchese); "Feedback: How Learning Occurs" (Grant Wiggins); "Organizing for Learning: A New Imperative" (Peter T. Ewell); "Life After College: Employment, Further Education, Lifestyle for Recent Grads" (Colleen T. O'Brien); "The Principled Pursuit of Academic Integrity" (Donald L. McCabe, Gary Pavela); "Confessions of a Small-College President" (Albert Anderson); "Supporting the Individual and the Institution" (Margaret A. Miller); "Building on Progress" (Pat Hutchings); "How Colleges Evaluate Teaching: 1988 vs. 1998" (Peter Seldin); "Reversing the Telescope: Fitting Individual Tasks to Common Organizational Ends" (Ernest A. Lynton); "What Happened to CQI?" (Susan West Engelkemeyer); "Thinking Seriously about Paying for College: The Large Effects of a Little Thought" (George R. Goethals, Cynthia McPherson Frantz); "Learning Communities, the Wizard, and the Holy Grail" (John T. Masterson); "Reaping the Benefits: Defining the Public and Private Value of Going to College"; "Not-So-Distant Competitors: How New Providers Are Remaking the Postsecondary Marketplace" (Ted Marchese); "Turning Ideas into Expeditions: Expeditionary Strategy and Products for the Knowledge Age" (Donald M. Norris); "Post-Tenure Review: At the Crossroads of Accountability and Opportunity" (Christine M. Licata); "Taking Learning Seriously: AAHE's 53rd National Conference on Higher Education"; and "Models of Good Practice for Service-Learning Programs: What Can We Learn from 1,000 Faculty, 25,000 Students, and 27 Institutions Involved in Service?" (Mary Kay Schneider). (DB)

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AAHE Bulletin

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Advancing Teaching

Margaret A. Miller Interviews Lee S. Shulman

1998 National Conference on Higher Education

"Taking Learning Seriously"

March 21-24, Atlanta, GA

- Call for Proposals
- Deadline: October 15

AAHE NEWS

BOARD ELECTION RESULTS

BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In This Issue

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The Advancement of Teaching

An interview with the new head of the Carnegie Foundation for the Advancement of Teaching, Lee Shulman.

by Margaret A. Miller

The 1998 AAHE National Conference on Higher Education will have as its theme "Taking Learning Seriously." (For the conference call for proposals, see pages 8-12.) The recent focus on learning in the national conversation about higher education is meant as a corrective to previous definitions of effective teaching, not all of which have included its capacity to generate deep and significant changes in student understanding.

Someone who has never lost sight of learning in the course of a career spent defining and promoting effective teaching is Lee S. Shulman. The Charles E. Ducommun Professor of Education and professor of psychology at Stanford University, as well as the founding codirector of Michigan State University's Institute for Research on Teaching, Shulman recently succeeded the late Ernest Boyer as the president of the Carnegie Foundation for the Advancement of Teaching.

Lee Shulman will be a major speaker at the 1998 National Conference (March 21-24, Atlanta). Over the summer, AAHE's president Peg Miller explored with him the nexus between teaching and learning.

— *Eds.*

MILLER: Lee, if we take as a given that the ultimate end of teaching is learning, what do we know from research and practice about how to turn a faculty's discipline-based knowledge into student learning?

SHULMAN: An academic discipline is a bridge between investigation and explanation, between the search for understanding and its formulation. It structures communication among members of an investigatory community . . . it helps them share and shape what they know. We all need to exchange what we know with others. That's part of the joy of knowing.

John Dewey helped us understand the connection between discovering something for yourself and then formulating it in ways that make sense to others. Formulating it for others is, in a deep sense, an integral part of the process of discovery and investigation; it isn't something "other." I've been profoundly influenced by that Deweyian insight because it's what convinced me that the process of teaching something to someone else is one particular social use, if you will, of the very same processes we use to try to make our work understandable to peers in our disciplinary communities. When we begin working on what we understand so that others can understand it as well, then participate in the dialogues that ensue, we test and elaborate and deepen what we thought we knew in isolation.

So that when you ask about the relationship

As faculty members, as scholars, we tend to forget how long it took us to achieve an understanding...

between teaching and learning, in one important sense they are part of the same process, inherent parts of what it means to learn something. The two processes — within the individual and within the community of scholars — can't thrive without each other.

Indeed, I wouldn't claim that I'd "learned" something until I had successfully explained or discussed it with somebody else, and seen what they did with what it is I think I know . . . so it became not my individual knowledge but socially constructed and reviewed knowledge. Without the response of students and colleagues, of people not "within the family," as it were, my own knowing is incomplete.

MILLER: When the connection between a faculty member's discipline-based understanding of something and the capacity to teach it breaks down, as it does sometimes in the classroom, what's gone wrong in the process you describe?

SHULMAN: Several things. The faculty member has arrived at these insights by virtue of a long intellectual journey, personal and social, that has had many dead ends, has involved climbing many mountains, falling and scraping many knees, all to achieve a present understanding. As faculty members, as scholars, we tend to forget how long it took us to achieve an understanding, how many misconceptions we've had to jettison, how many poor hypotheses we had to reject. We then turn to a group of students and, with the most honorable intentions, try to broadcast what we know to them as if they don't need to make any journey at all, which they indeed must if they are to join the intellectual community. My late teacher, Joseph Schwab, wrote about this difference between teaching a "narrative of inquiry" and a "rhetoric of conclusions." Students need a sense of both.

A related problem is that students, not yet members of our intellectual community, carry with them all kinds of concepts, orientations, attitudes, dispositions, and knowledge that can block the kind of learning we want. The great irony of learning is that the major prerequisite to learning something is knowing a lot of related things and knowing them in a fruitful way. Complex human learning, judgment, and decision making utterly depend, too, on one's state of mind, on personal understandings accumulated over time. The reason we fail to learn something new is often that there's something else we already know that is getting in the way or leads us in a different direction. Thomas Kuhn had the same insight about scholarly communities and why have so much difficulty giving up old ideas. David Ausubel, one of the earliest cognitive psychologists, begins his book on educational psychology with the observation that if you want to teach something to somebody, first ascertain what they already know, then proceed accordingly.

And it isn't only matters of cognition that interfere with learning. Those of us as teachers who pride ourselves on being more experimental, who don't want to be just talking heads, know that much of knowledge is *socially* constructed. Lev Vygotsky, a Russian psychologist who died in the 1930s, taught us that knowing is a matter not of one mind but of a group of minds making sense of something as members of an intellectual community. So we frequently need to say to students, "You're not going to learn this alone. You need to work together in collaborative groups to make sense of these new ideas and develop the capacity to solve these new problems."

MILLER: But so often it doesn't work.

SHULMAN: And we can't understand why, because we believe we thought it through so carefully, and feel virtuous because we're applying the results of cognitive research. It never occurs to us how much prior learning has to occur for people (both students *and* teachers) to be able to work effectively and fruitfully as members of collaborating groups. We don't take somebody with all the physical skills of a Michael Jordan and just put that person together with four others and suddenly have a championship basketball team. It takes time to learn how to play off of one another, listen with critical respect to someone else's ideas, build on one another's strengths, etc. Yet we drop students into these new pedagogical configurations and say, "Okay, now collaborate!" . . . but it's not so easily or quickly done as that.

CRITICAL DISCOURSE

MILLER: One of the things that an upcoming article in *Change* will make very clear is the degree to which professorial enthusiasm makes a difference in students' experience of a course. Is one of the reasons instructor enthusiasm seems to matter is that it opens students to the possibility that their mental models aren't all they might be? That somebody else feels strongly about another view of the world and makes it appealing enough for students to rethink theirs?

SHULMAN: That's certainly possible. I think it might depend on the kind of learning going on. I would guess, for example, that enthusiasm is particularly important as a factor in large-scale lecture courses . . . there's got to be something that motivates, energizes, and holds the attention of students. There's a natural student tendency in lectures, I know, to snooze off and zone out. So my first hypothesis would be that enthusiasm can focus or command the attention of students.

Now whether it also opens them up to greater possibility of intellectual change, of rethinking their view of the world, I don't know. It's an interesting question. Another possibility is that enthusiasm is more of an "effect" than a "cause." That is, my pedagogical enthusiasm is sustained and enhanced by evidence of student learning at least as much as learning is enhanced by enthusiasm.

What strikes me is that enthusiasm could also be dangerous, if what we want are students to become thoughtful appraisers of ideas instead of being swept along by a wonderful lecturer or seminar leader. We want critical thinkers who are appropriately skeptical.

MILLER: So if the two extremes are students who "zone out" on lectures and those who can be swept away by them, and in the middle lies the critical thinking we're looking for, how does the teacher best make that middle thing happen? Are there techniques that can help?

SHULMAN: First of all, it doesn't necessarily begin with technique. It begins with the teacher's own membership in a critical community, with recognition of how much we learn by recognizing the flaws in our own understanding. It's what we do when we distribute first drafts of our work to colleagues and ask them to help us make them better. In other words, part of what you're after is, in a significant sense, rooted in whether we are capable of thinking of our *own* work critically. It's hard for us to seek that middle ground from our students when deep in our hearts we believe that, unlike our colleagues or the students themselves, we've discovered the truth, and we have it right. Those scholars who've sought out for themselves intellectual communities within which they can enter into exciting disagreements with colleagues, whether face-to-face or at a distance, those are the teachers with the capacity to play that role with students.

As for technique, it's hard indeed to simulate critical discourse monologically. When I lecture, I work very hard at trying to represent multiple perspectives. I try to build my course materials so that as soon as an idea has been offered persuasively, another idea that challenges it comes next . . . it's a dialectical view of what it means to teach something to somebody else, which is to force them to confront contradictions and counterpoints.

MILLER: But even this approach can leave students behind, since the professor is in fact conversing with herself.

SHULMAN: Happily, one of the brilliant inventions of higher education is that lecture courses ought to have discussion sections. Unfortunately, when you look at how discussion sections are used, it's often a story of great lost opportunities. More frequently than not, section meetings become Q&A sessions ("What in the world did Professor Shulman mean by . . ."), or of psyching out the potential exam questions, or of providing needed social and emotional support for terrified students. The discussion section fails to become a place where you foster dialogue and the development of understanding through discussion. It's rare to see sections of large courses play the "Vygotskian" role that in principle they should be playing: developing a knowledge base that you're able to turn around and look at skeptically, and also enabling students to work through material together so they can make it their own.

MILLER: Another problem with the "multiple perspectives" solution is that the lecturer is representing the "dialogue" occurring between experts. Instead, it seems to me that the dialogue needs to engage the professor as a learner, and therefore it has to be with students and be a genuine rather than a faux dialogue. Discussion sections, because they remove the questioning into a separate space, can't perform that function, can't complete that loop.

SHULMAN: Excellent point. They can't unless instructors are prepared to do something that many aren't, and that is to teach in their own discussion sections. I try to do this in the lecture course I conduct. That at least gives me the opportunity with a more intimate sized group to engage students in dialogue, and develop a better sense of what may be going on in the minds of other students. Strategies of classroom research can play that role as well.

Moreover, teaching is not only the time teacher and students spend together. There's also a process of course design and development that's just as essential a part of what we mean by "teaching." In my own course I tend to alternate the readings I have my students do, so that first they'll read more theoretical or research materials about, let's say, mental models, and then read an actual case drawn from practice, a case study written by a teacher about an experience that seems to confound the mental models literature.

In one case I use, the teacher is working with a group of students to help them understand what the mathematical concept of *pi* means . . . that it's not an arbitrary number that some dead Greek invented — 3.14 forever, plug it into the formula — but a *ratio,* so no matter what the size of the circle is, the ratio of its parts will always be the same. As the case unfolds, our protagonist teaches the concept beautifully, has the students apply it to lots of examples, and at the end of a week and a half gives the students an exam, and only two out of thirty students have a clue . . . for most, their intuitive understanding of *pi* as an arbitrary value just hasn't changed.

And now our teacher is trying to figure out why — as are my own students with me, as we dialogue about the case. This teacher knew the literature, he knew as much as we do about what it means to reshape mental models, now he's had this practical experience, and his experiment hasn't worked. Well, maybe what Shulman just taught you about mental models is just a lot of bull. If it's so right, why doesn't it work? What else is going on?

Students can't simply "comprehend" a case, the way they might a journal article; a case invites you *not* to comprehend it but to enter into the dismay of the protagonist and try to figure out what is going on. It becomes a sort of rope bridge between theory and practice, swaying and unsteady. So by incorporating this dialogue between theoretical materials and cases of practice, you're essentially saying to the students, as Whitehead said about the work of science, "Seek generalizations and distrust them."

DISCIPLINARY DIFFERENCES

MILLER: I can see why entering into genuine dialogue with students or introducing them to genuine dialogue within a discipline is harder to do than presenting a predigested codification of knowledge. Are there cultural or structural reasons when discipline-based knowledge is not effectively translated into teaching, which in turn is not effectively translated into learning?
SHULMAN: There are indeed different cultures across the disciplines, and there are some disciplines where it seems easier to achieve this dialogue than in others. Let's take your discipline, English. If I were interviewing you this morning and asked, "What does it really mean to understand literature?" I'm guessing that within a few seconds a word like "interpretation" would roll off your tongue. The notion of interpretation is very much at the heart of the discipline . . . it's why Stanley Fish and E.D. Hirsch are ever at odds. And so it follows that offering multiple grounds for interpretation, and having dialogue about that, comes easily for teachers of literature.
MILLER: And, of course, in teaching literature, students finishing a novel by Jane Austen have just had a very direct experience of a text. They are themselves a "case study" — of a reader.
SHULMAN: Of course. Now, turn to someone who's teaching in another field, be it history or biology or mathematics, where "text" usually means "textbook," which is itself a distillation and often a leveling down . . . it "makes the rough places smooth," to quote the prophet Isaiah. If you read the rhetoric of textbooks, they often suck out of the ideas in the field all vestiges of the arguments and dialogues that made it interesting to learn and give the field a dialogical texture.

In AAHE's Peer Review of Teaching project, we've been working on the pedagogy of substance within our projects and assisting teachers to focus on the *design* aspects of teaching. To teachers from the humanities and to some extent the social sciences, this is a perfectly reasonable idea. To teachers from the sciences or mathematics or some aspects of history, the notion that one "designs" a course was at first alien. "What do you mean we *design* a course? We decide which textbook to use, then we teach from it. Period." With mathematicians, even though they've spent their disciplinary lives arguing with one another over interesting problems, as teachers it may not occur to them to somehow invite students into that world; many prize their role as efficient transmitters of knowledge and skill. So, again, there are real disciplinary differences here.

I also worry, in this connection, that the increasing emphasis on assessment and accountability could actually exacerbate some of these problems, in that there's a tendency in some quarters to demand that instructors make very clear what students are supposed to know and then to damn well measure it, so that everyone has evidence that students learned what they were supposed to. When that injunction gets taken literally, it can reduce the ambition of the instructor to getting students to a point where they can reproduce the easily assessable. We've seen that kind of corruption in K-12 for many years now.
MILLER: So that what you get is short-term learning gains, not understanding.
SHULMAN: That's right. And given that the course is the usual unit of analysis in higher education, this kind of "accountability" matters. Many of us would like to see the *program* be the main focus, but for now programs are concatenated out of courses. Instructors identify with the course they're teaching, not with the overall program of which it's a part. The problem is serious because very often what we want students to understand and become is not something that any one course can achieve by itself.
MILLER: One of the genuine contributions of assessment at its best has been to focus the community on deeper forms of learning over the course of a program.
SHULMAN: Good point.

FOR THE FUTURE

MILLER: Lee, as you assume the reins at the Carnegie Foundation for the Advancement of Teaching, what kinds of things will you be doing to help faculty become more effective in their teaching, so that deeper forms of student learning more often result?
SHULMAN: For the past five years, Peg, as you know, I've been personally involved in the work of AAHE's Peer Review of Teaching project, led by Pat Hutchings, and I'd like to do anything we could to deepen and extend that work.

While learning is clearly the ultimate reason why we engage in teaching, Carnegie can help faculty work together on the improvement of teaching, indeed over long periods of time, without every act of teaching having to be connected to some explicit demonstration of learning.

Just as an example, one of the impressive things in our Peer Review project was the energy released when we brought faculty together to put three things on

Omniscience only seems to become an essential feature of our personalities when we think of ourselves as teachers, not when we think of ourselves as scholars.

the table: their designs for a course, videotapes and other artifacts of their actual teaching, and examples of the resulting student learning. What they get with these three pieces together is a kind of investigation of their own practice, done by self and with peers, and quite a fresh basis for the improvement of practice. And what struck us was that even our most veteran faculty were having conversations they'd never had before. They so rarely talk about student learning. They almost never talk about the design of their courses. But when they get that occasion, great insight and learning occur.

MILLER: Learning on the part of faculty . . . even without students in the picture.

SHULMAN: In a proper course portfolio or teaching portfolio, you expect evidence of learning as well as documentation and justification of the teaching that prompted it. You can't offer just the learning alone, because it's all well and good to claim your students learned something, but did you have any responsibility for it? Maybe they knew it already. Maybe they learned it in spite of you. So there's got to be that connection.

We began to see how the peer review process was indeed for teachers a peer *learning* process. It was ways in which teachers got smarter about their teaching and began to create supportive cultures in which they could get excited about and invested in understanding why a given act of teaching worked well or didn't. I'm committed to Carnegie's becoming a national force in modeling and encouraging the centrality of that kind of collaborative work among America's teachers.

MILLER: Which also will involve the university faculty's legitimizing ignorance, legitimizing not-yet-knowing, which I think is not easy for many of us to do.

SHULMAN: But again, self-conscious ignorance is the essence of our self-definition as scholars. Why read journals in our field if we think we already know everything? Why go to meetings and listen to papers? Omniscience only seems to become an essential feature of our personalities when we think of ourselves as teachers, not when we think of ourselves as scholars.

The other factor is that it isn't a matter of not "knowing" as teachers . . . all teachers know a lot and the last thing they may need is a further accumulation of knowledge, whether disciplinary or about teaching. What they more likely need is new insight, and the ability to say, "I never thought about it that way." Deep, usable knowledge seldom comes from one more fact or teaching tip . . . it comes from transformation and reorientation, from reassessing what you thought you knew and reconfiguring it.

MILLER: Right. But that needs to occur not just with professors talking among themselves. It needs also to occur in the classroom so that students can see that "not having thought of it that way" is part of the discipline being taught.

SHULMAN: But as I said when we began, until faculty understand that about their own work as scholars and teachers, it will be very hard for them to model that with students. I think we need to create venues where university teacher-scholars can safely explore, and find excitement, in coming to these insights for themselves.

One of the things that we're planning to do under Carnegie auspices is to create a center for the advanced study of teaching, not unlike the centers that already exist in the behavioral sciences in Palo Alto, in the humanities in North Carolina, in a variety of fields in places like Bellagio, the Rockefeller Foundation center in Italy. In other words, we want essentially to privilege the scholarship of teaching in the same ways that more traditional forms of scholarship and artistic creation have already been recognized, so that colleagueship and time to think become part of the life of teaching scholars.

We're convinced that we've only scratched the surface on what we even mean by "the scholarship of teaching." What are the ways one can investigate one's teaching, document it for peers, and establish the connections between teaching and learning? These are not trivial matters. And yet you can't get at them unless you begin to develop a community of teachers who are doing this together. There's too little sense of a teaching "profession" in higher education at this point. We're hoping that by bringing together people within the same disciplines, some across disciplines, some groups that might include everything from a third-grade teacher to a medical school faculty member, that experienced teachers working collaboratively with us at the Foundation can invent and test competing notions of the scholarship of teaching. Because we don't understand enough ourselves.

MILLER: Lee, Carnegie is very, very lucky to have you. I look forward to a very productive partnership between Carnegie and AAHE as we move ahead in our joint focus on teaching and learning. ■

Note

With the change in Carnegie leadership has come a relocation. As of September 1997, readers can contact Lee Shulman at the Carnegie Foundation for the Advancement of Teaching's new quarters at 555 Middlefield Road, Menlo Park, CA 94025; ph 650/849-8000; or visit its homepage *www.carnegiefoundation.org*.

"Taking Learning Seriously"

Thinking About This Year's National Conference Theme

by Louis Albert, Vice President, AAHE

In every sector, faculty members and administrators, trustees and state policymakers, elected officials and private funders are asking increasingly penetrating questions about what it might mean to shift the core mission of our nation's colleges and universities from one focused on teachers and teaching to one that puts students at its center. At long last, many would say, we're having a national conversation about learning.

The trend resonates with AAHE's own mission. Enhancing student learning has always been a fundamental objective of its programs and services. So when AAHE's Board of Directors met this April to consider a theme for the 1998 National Conference on Higher Education, they were unanimous and enthusiastic in their recommendation that "Taking Learning Seriously" be the central focus.

More than a decade ago, in a 1986 National Conference address, K. Patricia Cross challenged all of us to understand that to evaluate and improve our teaching we have to locate the responsibility for learning with students ... that we should think of ourselves as facilitators in students' learning processes, and of their learning as evidence of our effectiveness. She urged us to assess that learning regularly and often, advocating now well accepted methods of what she called "classroom research." Pat Cross may have used the language of "teaching" in her address "Taking Teaching Seriously," but she was (as usual) ahead of her time in urging us to put our focus on students and their learning.

Moving Beyond Rhetoric

Despite all of today's talk about "learning" and "student-centeredness," on many campuses the rhetoric outpaces the reality. To help move beyond the rhetoric, AAHE's 1998 National Conference will offer three tracks of theme-related sessions designed to help administrators and faculty change the ways their campuses organize, deliver, and support student learning:

1. "Learning About Learning" — will examine what the disciplines, from cognitive science to philosophy, know about learning.
2. "Putting It All Together" — will showcase the powerful teaching strategies that research and practice tell us work best to promote deep learning in students.
3. "Organizing for Learning" — will focus on how structures and policies might change to promote learning more intentionally and effectively.

Session Development

A portion of the conference program will consist of sessions contributed by each of AAHE's projects — the Teaching Initiative, Forum on Faculty Roles & Rewards, Service-Learning, Assessment Forum, and Technology Projects. A number of sessions and workshops will be organized by AAHE staff in collaboration with campus colleagues; still others by AAHE's member caucuses and networks.

With this Call for Proposals, AAHE solicits your help in generating additional sessions by identifying issues, exemplary practices, and presenters (yourself and/or others) who would offer fresh insights into what it might mean to begin "Taking Learning Seriously." The initial set of track-related questions beginning on page 9 is provided to prompt your thinking about the kinds of sessions you might propose.

We look forward to hearing from you, whether with a formal session proposal or a suggestion. ■

"Taking Learning Seriously"

Here are some provocative questions to get you thinking along the conference's three theme tracks.

The 1998 National Conference program will be organized around three theme-related tracks. AAHE invites you to submit suggestions and/or formal session proposals in any of these three areas. In addition, you also are invited to submit proposals around other, nontheme "topics of the day."

Track 1. "Learning About Learning"

The 1990s have witnessed an explosion of discoveries about learning that opens new avenues for the education of all students. That knowledge is coming from traditional educational research, but increasingly also from "newer" disciplines — cognitive science and the neurosciences, anthropology and archeology, evolutionary biology, and workplace studies — in the United States and abroad.

This track will be explicitly about learning itself: the kinds of learning we want for students; how we think those kinds of learning best come about; the role of self, peers, teachers, and situation in knowledge creation; the pedagogic, curricular, and experiential dimensions of learning; and our bases for assessing learning.

AAHE invites "academic" sessions that will report out research findings; but the conference's planners also are interested in proposals from faculties that have based program design on knowledge about learning and are ready to share results.

Questions:

- What do we know about the kinds of learning that occur today on campuses and at other sites such as the workplace? Is there a "problem" with learning? Whose problem is it?
- What is the role of the disciplines in providing the intellectual framework for learning? What are their commonalities and differences?
- How might a deeper, collective sense of the kind of learning a college wants for its students inform the curriculum? the cocurriculum? assessment? reward systems? Is there any evidence of how a focus on learning can bring about a different order of outcome?
- What themes emerge from recent work in the cognitive sciences, especially as that work relates to college-level learning? How does the new brain research reinforce or contradict definitions of learning from other disciplines, such as philosophy?
- What does the new research about multiple intelligences imply for how we organize the curriculum and instruction?
- What changing ideas about the needs of our graduates as workers, citizens, and human beings shape our learning goals and strategies?
- What is the role of libraries, librarians, and technology in developing students' information literacy?
- What does today's knowledge about learning imply for the role of the student? Are students ready and eager for a new role? If they aren't, how should we respond?
- How can we adequately assess deep learning?

Track 2. "Putting It All Together: Powerful Learning Strategies"

Since Pat Cross sounded the call to take teaching seriously, many of us have observed a growing wave of interest in new — or newly rediscovered — approaches to teaching and learning. While lecture is still a widespread practice, and a powerful one for the right purposes, faculty on many campuses are adopting alternative pedagogies better to meet the needs of today's learners: collaborative and cooperative learning, service-learning and experiential learning, project- and problem-based learning, undergraduate research, Web-based courses and other new uses of technology, and the case method, to name just a few.

What many of these powerful pedagogies share is the potential to engage students at deep levels, to make them authentic participants in the process of inquiry in ways that foster flexible, lasting learning. What the pedagogies also have in common, sometimes, is that they are hard to implement in ways that really make a difference; stories abound of faculty who try some much-touted new approach only to abandon it in frustration.

This track of sessions is intended to bring to light useful stories and credible evidence about the power of these pedagogies, their best uses and limitations, and what it takes to bring them into widespread, effective use on campus.

Questions:

- What learning goals and purposes are best met by the various powerful pedagogies, old and new, in use today? Given a student population diverse in age, race, gender, and educational background, are some students better served by particular strategies?
- How do the new pedagogies change the traditional dynamics of the classroom? the relationship between faculty and students? among students? What new kinds of learning do these changes entail?
- What are some discipline-specific ways to translate the knowledge of particular fields into terms students can understand? How can students be brought more fully into the process of inquiry through which faculty understand their fields? What approaches have shown promise in this regard?
- What kinds of support and incentives can assist faculty to adopt new pedagogical approaches? What are the obstacles to this kind of change?
- How can faculty document their own practice with new approaches? What kinds of evidence can foster improvement in teaching and learning? persuade others of the merits of a particular approach? lead to recognition and reward?
- What (and how) can advocates of the various pedagogical approaches learn from one another? How can we combine approaches, new and traditional, for even more effective student learning?
- How can the new technologies be used for information transfer and to foster deep learning? What are the optimal ways to combine such technologies with other teaching strategies?

Track 3. "Organizing for Learning"

An institutional focus that places student learning at the center can imply fundamental change in much that the institution does. On campus, it might entail moving away from a decades-old structure of formal classes of similar format, organized around an institution-wide academic calendar, toward one that provides flexible and challenging, often asynchronous, self-directed learning opportunities conducive to active learning. External to the campus, it may entail changing state mechanisms from ones that fund institutions on the basis of hours of instruction to formulas that give institutions the latitude and incentives they need to develop new structures for learning.

This track will be about the organizational conditions required for an institution to continuously get smarter and better at what it does, in order to facilitate high levels of learning among all students. It implies holistic, systemic approaches to developing and rewarding faculty and staff, gathering and using information, developing a workable collective framework for accountability, and managing and leading institutions. Critical to many of these new approaches will be intelligent and innovative uses of technology.

Sessions in the track should be practical in content, exploring policies, practices, and structures that have worked or are being implemented to bring about a different order of learning.

Questions:

- What are the key functions — outside of the immediate teaching and learning enterprise —

Special for faculty!

Forum on Exemplary Teaching

The National Conference always includes numerous open sessions and activities of interest to faculty. But in 1998, the conference program also will include a special-invitation, faculty-only AAHE Forum on Exemplary Teaching.

Sponsored by the AAHE Teaching Initiative since 1989, the Forum offers its participating faculty a series of special presentations and roundtable discussions, plus the chance to become part of a network of excellent teachers who care about the improvement of teaching beyond their own classrooms.

Invitations to send a faculty delegate to the Forum will be mailed to all chief academic officers early in 1998. If invitation materials should also be sent to a second person on your campus, contact Pamela Bender, program coordinator, AAHE Teaching Initiative, at 202/293-6440 x56 or *aaheti@aahe.org*.

that we need to examine anew? How might campuses assemble a critical coalition of top faculty and administrative leaders to rethink these critical functions?

- How have campuses increased "learning productivity" — that is, produced more learning at lower cost — for instance, through competency-based placement and credentialling, reduction of unnecessarily redundant course taking, and strategic uses of the new technologies?
- How might we substantially erase the great divide between "academic" affairs and "student" affairs in promoting student learning across the institution?
- How do university information systems need to be redesigned to gather, integrate, and use information most pertinent to monitoring and supporting student progress?
- How do we imbue faculty and administrators with a sense of collective accountability for learning and the learning process? How do we develop, reward, and recognize faculty and staff for efforts on behalf of student learning? What practices and structural changes can help us use faculty and staff time most effectively?
- How can we create visible forums, symposia, and other settings and occasions through which to share ideas, discuss strategies, and celebrate successes with respect to learning?
- What can campuses do to identify and remove structural impediments to organizing for learning (e.g., rigid departmental or college divisions, budgeting or decision-making structures, personnel allocation, distribution of incentives and rewards, schedules and classroom configurations)?
- How do institutions manage the pace of curricular and technological change as the digital treadmill speeds up?
- How do we address all of the above from a "systems" point of view, rather than each one separately, to see how they interrelate and fundamentally condition one another's operation?
- What forms of campus- or state-level governance and budgeting best enable colleges and universities to respond to the needs of their students?
- How can institutions cooperate in offering programs? technical and library services? Do we have good models of such interinstitutional cooperation?
- What will happen to the small, teaching-oriented college in the coming era? the urban institution? the college serving historically disenfranchised populations (for example, historically black institutions, tribal colleges, or colleges for the deaf)?
- How do we capture, describe, and evaluate the changes that are happening on campuses today?

Deadline October 15

Other Ways to Get Involved in AAHE and the National Conference

AAHE Caucuses and Action Communities

AAHE members can participate in the work of one or more of AAHE's member networks. For the National Conference on Higher Education, AAHE's caucuses and action communities develop workshops, sessions, and other professional networking opportunities.

AAHE's Caucuses: American Indian/Alaska Native, Asian and Pacific, Black, Hispanic, Student, and Women's. *AAHE's Action Communities:* The Community College Network, The Research Forum, Collaborative Learning, and Faculty Governance.

Special Invitations for Students

Last year's National Conference saw a reemergence of the AAHE Student Caucus. After the success of the student-sponsored sessions in 1997, AAHE would like to further increase the number of general sessions presented by, and for, students in 1998.

In addition, the AAHE Student Caucus would welcome additional volunteers to help it plan events and programs for the 1998 conference.

For more information about joining any of these member networks or about their conference activities, contact Monica Manes Gay, director of conferences and meetings, at 202/293-6440 x18 or *mgay@aahe.org.*

Exhibit Program

Join other higher education institutions, nonprofit groups, and commercial vendors in the National Conference Exhibit Program. By exhibiting at the conference, you will have direct access to some 1,800 of higher education's leaders and change makers. To receive more information about the National Conference Exhibit Program, or to reserve a booth, call Mary C. J. Schwarz, director of membership and marketing, at 202/293-6440 x14 or *mschwarz@aahe.org.*

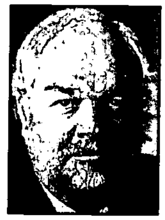
AAHE NEWS

Staff phone extensions in parentheses.

Brown

Chait

Goldstein



Henschel

Jenkins

Lambert

Twigg

Board of Directors

Election Results

AAHE is pleased to announce the results of the 1997 Board of Directors election. Each new Board member serves a four-year term, which began on July 1.

Richard Chait, professor of higher education, Harvard Graduate School of Education, is AAHE's new vice chair. Chait will serve successive one-year terms as vice chair, chair-elect, chair (1999-2000), and past chair. The other newly elected Board members are: **Leo M. Lambert**, provost and vice chancellor for academic affairs, University of Wisconsin-La Crosse, and **Carol A. Twigg**, vice president, Educom.

In addition, AAHE's Board has added some members by appointment: **John Seely Brown**, vice president and chief scientist, Xerox Corporation; **Michael B. Goldstein**, member, Dow, Lohnes & Albertson, PLLC; **Peter Henschel**, executive director, Institute for Research on Learning; and **Althea H. Jenkins**, executive director, Association of College and Research Libraries.

SITESEEING

Five basic resources —

AAHE **http://www.aahe.org**
Keep up with the latest AAHE news! Assessment, faculty roles and rewards, CQI, teaching, technology. Conference info; monthly *Bulletin* features; membership; publications list with ordering info.

American Universities
http://www.clas.ufl.edu/CLAS/american-universities.html
A single source with links to hundreds of American colleges and universities. Also connects to homepages of community colleges, Canadian institutions, and international universities.

The Chronicle of Higher Education **http://chronicle.com**
The premiere source of news on higher ed. Daily updates, conference info, "Colloquy." Subscribers can search back issues, read full-text *Chronicle* articles, and job search.

GrantsWeb **http://web.fie.com/cws/sra/resource.htm**
The gateway to *all* federal agencies including the Library of Congress, NSF, NIH, NEA, and Dept of Ed. Access proposal guidelines and grant forms, legislation, associations, electronic journals, and Canadian and international resources.

Internet Resources for Institutional Research
http://apollo.gmu.edu/~jmilam/air95.html
An outstanding resource! Fifty categories such as higher ed associations (189 links), state higher ed executive offices (SHEEOs), affirmative action, legal issues, jobs, electronic journals, and faculty/teaching. Links to specific reports and databases from the Dept of Ed.

Send us your favorite higher ed websites: *calander@aahe.org* or *kkemperman@aahe.org*. **Next month:** *Assessment!*

Board of Directors

Cross Joins GE Fund

Dolores E. Cross, chair-elect of AAHE's Board of Directors (to be chair in 1998-99) and president of Chicago State University since 1990, has accepted the position of president of the GE Fund, effective October 1. The GE Fund (formerly the General Electric Foundation) of Fairfield, CT, is a leading international foundation that provides institutional grants in support of education.

"The GE Fund provides grants to a number of programs that are having positive impacts on schools, universities, and communities throughout the United States, and it has made a substantial commitment to the development of students from elementary school through their college and graduate careers. …

• Website: www.aahe.org • Fax/Access: 510/271-8164 • Listserv info: Fax/Access, item 12

Conference Flashbacks

Grant Wiggins emphasizes the power of feedback.

Peg Miller highlights assessment-based changes in higher education.

Left: Conferees discuss AAHE's new book *Learning Through Assessment.*

Above: Poster sessions feature campus-based research on the impact of assessment.

In my new position I will be able to assist institutions like CSU in achieving greater heights of excellence," Cross stated.

Forum on Faculty Roles & Rewards

Faculty Work Conference

AAHE's sixth annual **Conference on Faculty Roles & Rewards** is scheduled for *January 29 - February 1, 1998,* in Orlando, FL. This year's exciting program focuses on "Faculty Work in Learning Organizations," highlighting the good work being done on campuses around the country. Send in your workshop proposals by *September 8, 1997;* general session, program briefing, and consulting breakfast proposals are due by *September 15.* The Call for Proposals and Participation was an insert in the June *AAHE Bulletin.*

The Conference Preview, including registration materials, will be mailed in early November to all past FFRR conference attendees, all AAHE members, and anyone who has requested information. Team discounts (for three or more participants from a single campus who register together) are available. Downloadable registration materials also will be posted at AAHE's website: *www.aahe.org.* To be added to the FFRR mailing list, or for more information about the conference or AAHE's Forum on Faculty Roles & Rewards, contact Pamela Bender (x56), program coordinator, *aaheffrr@aahe.org.*

AAHE Technology Projects

TLTR Summer Institute

The Teaching, Learning & Technology Roundtable program held its third and most successful **Summer Institute** yet, July 12-16, in Phoenix, AZ. More than fifty institutions sent teams and more than twenty institutions sent individuals for four days of intense work and, naturally, "heated" discussions.

The Institute focused on developing "visions worth working toward" to help guide and shape new patterns of teaching and learning with technology. You can read some of these ideas, and contribute to the continuing dialogue, on the Web at *wpcweb .wilpaterson.edu/aahe/si97/.*

Between workshops on topics such as curricular planning, technology support, and evaluation, members of institutional teams congregated for intensive information sharing and planning. Another highlight of the Institute was its keynote addresses. A stunning multimedia presentation on the role of "slowness" in living, by Susan Saltrick of Addison Wesley Longman, left some participants whispering, "I'll remember that for the rest of my life." For more information on the TLTR program, contact Amanda Antico (x38), program associate, *tltrinfo@aahe.org.*

Publications

Web Surfing

Beginning this issue, the *AAHE Bulletin* tries a new column: "SiteSeeing" (see p. 13) will direct you to Web sites particularly helpful for faculty and administrators in higher education. Each month will highlight sites with a particular theme, such as technology, diversity, or assessment. This month, "SiteSeeing" offers a few of the basic starting points for finding higher education data on the Web — whether you are doing a job search, research, or looking for updates on the latest legislative action. "SiteSeeing" also is available on the AAHE homepage, *www.aahe.org,* with hotlinks to these sites for your convenience.

Send the addresses of other websites you think would interest AAHE's members (and why you found them useful) to Caitlin Anderson (x28), research associate, *calander@aahe.org,* or Kerrie Kemperman (x41), editorial assistant, *kkemperman@aahe.org.*

Publications

Presentations in Print

Assessing Impact: Evidence and Action, the AAHE Assessment Forum's newest publication, fea-

continued on page 16

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus items of note. . . . Do send me news . . . email to *tmarches@aahe.org*.

MUNITZ: Higher education loses one of its most visible and admired leaders as CSU chancellor **Barry Munitz** announces he'll assume the presidency of the J. Paul Getty Trust on January 5. . . . The $4.3-billion foundation is devoted to the visual arts and the humanities, so Barry gets a chance to return to his academic roots in the classics. . . . CSU itself gets a shot at a new leadership team, as its senior VPs also head off, to run statewide systems, **Molly Corbett Broad** to North Carolina, **Peter Hoff** to Maine. . . . Barry and UVA's **Dave Breneman,** meanwhile, have been hard at work on that *Change* poll (100 most admired leaders in higher education) for the January/February issue . . . to make sense of the findings, Munitz convenes some two dozen top leaders (headed by **Clark Kerr**) for a California confab September 2-4.

Munitz

Garcia

PEOPLE: Cheers for **Mildred Garcia** as she takes up a new post as associate VP at ASU-West *and* celebrates SUNY Press's publication of her book *Affirmative Action's Testament of Hope: Strategies for a New Era*. . . . Very best wishes to new presidents **William Conroy** (New Mexico State), **John Griffith** (Presbyterian), **William Staples** (Houston-Clear Lake), **Paul Yu** (SUNY College at Brockport), and **Gwen Stephenson** (Hillsborough CC) . . . and to new VPAAs **J. Michael Clyburn** (Spring Arbor), **Ilona Anderson** (Bloomfield), and new AAHE Board member **Leo Lambert** (no longer an *interim*) at UW-La Crosse . . . Minnesota picks **Bob Bruininks,** its admired ed dean, as exec VP and provost.

ASSOCIATIONS: The ALA loses its accreditation director, **Prudence Dalrymple,** off to become the library and information technologies dean at Dominican U. . . . Indiana's **George Kuh** heads ASHE this year . . . he has a fourth, revised edition of one of higher ed's best assessment instruments, the CSEQ, on the drawing boards. . . . West Chester's **Paul Oliaro** heads ACPA this year. . . . Notre Dame's **Fr. Edward Malloy** chairs the Campus Compact board. . . . The American Assembly of Collegiate Schools of Business has reduced its acronym to call-letters status, as the St. Louis-based group redubs itself "AACSB: The International Association for Management Education." . . . Hats off to CAUSE president **Jane Ryland** and Educom president Robert Heterick, Jr., for helping engineer something we seldom see, the merger of competing associations, to create over the next year a new, more responsive entity to help us all with information technology.

MORE PEOPLE: The Pew Trusts tap a Minnesotan, **Sue Urahn,** to direct its evaluation office. . . . Berry College's **Gloria Shatto** tells trustees she'll retire next year after 18 years in the presidency . . . Berry's 28,000-acre campus in the mountains outside Rome, Georgia, is something to behold. . . . You don't have to get hired or quit to be in "Bulletin Board": **Bette Worley** celebrates 25 years as head of the National Student Exchange (congrats to 219/436-2634).

LEARNING COMMUNITIES: Last April, I touted this cohort-based approach, noted that lots of universities were turning to it as an answer to lower-division attrition, but asked, Where's the evidence? . . . Here's a piece: the Hutchins School of Liberal Studies at Sonoma State builds its learning community around interdisciplinary seminars, and assessment director **L. Rose Bruce** reports a 92% retention rate for those 1995 freshmen, vs. 77% for the class overall.

BABSON COLLEGE: That $200-million pledge by the F.W. Olin Foundation to start a new, Babson-related engineering college attracted lots of attention earlier this summer . . . but the real news may be Babson itself, now in year two of implementing the most interesting set of undergraduate innovations in years . . . the whole curriculum is now competency-based and rethought as a four-year sequence. . . . Students start with a freshman management experience that blends liberal studies with real-world problems; proceed to a completely integrated, team-led management core, which is in effect a two-year, one-course major; and finish with a three-semester schedule of self-directed and field-based learning . . . also in the picture are cohorts, portfolios, mentoring, external assessors, and technology. . . . I was impressed on a site visit last spring and even more so in a meeting with VPAA **Allan Cohen** and Babson faculty in July . . . worth watching! ■

continued from page 14

tures eight presentations from the **1997 AAHE Conference on Assessment & Quality.** Four plenary speakers stimulated conferees' thinking about the purposes and outcomes of assessment: **Lee Knefelkamp** on "Assessment in the Service of an Engaged Community"; **Grant Wiggins** on "Feedback: How Learning Occurs"; **Peter Ewell** on "Assessment and Accountability in a Second Decade: New Looks or Same Old Stories?"; and **Margaret A. Miller** on "Looking for Results: The Second Decade."

Four other speakers introduced the conference's four thematic strands: **Ted Marchese** linked the latest findings about how people learn to the design and assessment of experiences that prompt deep learning; **George Kuh** challenged faculty members and student affairs staff to tighten connections between the curriculum and students' out-of-class experiences; **Sherril Gelmon** reconceptualized accreditation based on assessment as an opportunity to improve; and **Ellen Chaffee** demonstrated that campus environments based on feedback and assessment are flexible and ready to serve student and societal needs.

All eight presentations are included in the new publication. Copies are $12 each (AAHE members, $10), plus $4 shipping. To order your copy, call the AAHE Publications Orders Desk (x11).

Flashlight Project

Inventory

The **Current Student Inventory,** the first component of the Flashlight evaluation tool kit, is scheduled for release this fall. The Inventory of almost 500 tested survey items, interview questions, and research designs can be used to help create studies of the uses, benefits, and problems associated with educational uses of information technologies. AAHE's Teaching, Learning & Technology Roundtable program is sponsoring campus and regional workshops on use of the Inventory.

See AAHE's homepage for an introduction to the Flashlight Project, *www.aahe.org/elephant.htm* For site licenses, workshops, grant evaluations, and other consulting, contact Amanda Antico (x38), program associate, *tltrinfo@aahe.org.* ■

Important Dates

1998 AAHE Conference on Faculty Roles & Rewards. Orlando, FL. *January 29 - February 1.*
- Workshop Proposal Deadline. *September 8, 1997.*
- Other Proposals Deadline. *September 15, 1997.*

1998 National Conference on Higher Education. Atlanta, GA. *March 21-24.*
- Proposal Deadline. *October 15, 1997.*

1998 AAHE Conference on Assessment. Cincinnati, OH. *June 13-17.*

❑ Yes! I want to become a member of AAHE.

As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals *(ASHE-ERIC Higher Education Reports* and *Journal of Higher Education);* and more! **Mail/fax to:** AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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Regular: ❑ 1yr,$95 ❑ 2yrs,$185 ❑ 3yrs,$275 Retired: ❑ 1yr,$50 Student: ❑ 1yr,$50

AAHE Caucuses *(all are open to all members; choose same number of years as above)*

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Black:	❑ 1yr,$25	❑ 2yrs,$45	❑ 3yrs,$70
Hispanic:	❑ 1yr,$25	❑ 2yrs,$45	❑ 3yrs,$70
Women's:	____ yrs @ $10/yr		

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AAHE

October/1997 Volume 50/Number 2

Distance Education

Kenneth C. Green gets down to business

Searches

Steven Cahn says there's a missing link

Assessment

Tracy Tyree logs on to the Net

ASSESSMENT CALL FOR PROPOSALS

AAHE NEWS

BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In This Issue

AAHE BULLETIN
October 1997/Volume 50/Number 2

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack
Editorial Assistant: Kerrie Kemperman

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Think Twice — and Businesslike — About Distance Education

Opportunities abound . . . but the costs are considerable.

by Kenneth C. Green

Is there any doubt that distance education is a booming business? Ten minutes on the World Wide Web with Yahoo!, Lycos, or AltaVista yields literally hundreds of academic and commercial URLs for distance education courses, programs, and services.

Perhaps the most interesting public-sector venture into distance education is Western Governors University *(www.westgov.org/smart/vu/vu.html),* a technology-driven "regional virtual university through which instruction will be accessible at the learner's convenience via advanced technology." An ambitious mission, fueled by great aspirations.

But will aspirations be enough? The California forty-niners who rushed to Sutter's Mill 150 years ago were sure they'd find gold just inches below the soil. So too today are many campuses rushing into the distance and online education market sure that there's gold to be found. Having spent a bit of time on the Web or having seen commercial telecourses on cable, campus administrators are often surprisingly confident that instructional technologies (cable, video, and the Internet, among others) represent low-cost, high-revenue distribution vehicles.

Alas, developing technology-enabled distance education is neither simple nor inexpensive.

Kenneth C. Green (cgreen@earthlink.net), *director of the Campus Computing Project, is a visiting scholar at the Center for Educational Studies, Claremont Graduate University; contact him at PO Box 261242, Encino, CA 91426-1242. This article is adapted from a longer article published in the May 1997 issue of* ED Journal, *the official publication of the United States Distance Learning Association.*

It is best viewed as a business, one that involves real — and recurring — costs: money, time, personnel, content, and a significant technological infrastructure. Many campuses that venture into this market will also find it *risky* business.

Only when educational institutions view distance education as a fully capitalized business will they begin to understand the options and opportunities, the real risks and real costs. The business case advancing investments in technology-dependent distance education must focus on demand (driven by demographics and a changing labor market), infrastructure (affected by the technology), and content (including the full costs of initial instructional development and future enhancement).

Demographic Drivers

Following a sixteen-year decline, the traditional college-age population is rising: The size of the high school graduating class will grow by more than 20 percent between 1996 and 2005, returning to peak levels last seen in 1979. Additionally, ever more high school graduates are enrolling in college: College matriculation is approaching two-thirds of the graduating high school class, up from 56 percent in 1980. So, the increase in the size of the traditional college cohort is fueled by both a growing numerator (i.e., proportionally more students going on to college right after high school) and a rising denominator (more students of college age).

At the same time, the nontraditional college student cohort is increasing under shifts in the labor market and in society generally. U.S. Department of Education projections suggest that by 1998, five of every eleven college students attending U.S. colleges and universities will be age 25+; by next year, the number of students age 35+ will exceed those age 18 and 19.

Taken together, these two customer cadres could push enrollments in two- and four-year colleges from today's 15 million students toward 20 million by 2010. But the new demand is not likely to be met with new capacity: Given the stiff competition for their social-service dollars, few states will be inclined to fund construction of new campuses. Consequently, the demographic drivers suggest significant opportunities in the distance education arena.

Plus Ça Change?

Administrators responsible for agricultural extension programs in the early days of the land-grant movement ("distance education" as practiced a century ago) would no doubt see much that is familiar in many of today's "bold," "new" initiatives. Certainly the mission is the same: to facilitate access and serve the education needs of off-campus learners.

But gone are the days when colleges could launch a distance education program simply by sending part-time faculty into rented, off-campus facilities, when a bag of books and a coursepack of reprints constituted a complete reading list and an adequate "library" for students in distance education programs. Today's students, increasingly comfortable with technology, expect online resources (a digital library, Web resources, simulations, video) as part of the learning tools and learning experience.

Indeed, it is the legacy of those earlier extension practices that creates problems for many campuses planning new distance education initiatives. In the past, campuses could mount aggressive and extremely profitable distance education programs because such off-campus costs were generally much lower than comparable costs for on-campus offerings. But the technologies that are an increasingly important (and expected) part of the infrastructure for today's distance education — computers, online libraries, video production facilities, low- and high-speed data and video networks, among others — are expensive. Successful implementation depends on both instructor and learner having easy access to common resources such as cable channels, computers, and the Internet. Moreover, the electronic infrastructure and digital content often have a short, frequently unpredictable half-life.

The Content Factor

That same ten minutes spent surfing cable channels quickly brings into focus many of the content and delivery issues affecting the role of technology in distance education: Can a campus-developed telecourse or Web-based learning module compete with the content, quality, and production values routinely found in programs broadcast on the History Channel, Discovery Channel, or on PBS? In the new realm of campus-independent, technology-enhanced education, how can a mediocre video of a professor lecturing to a camera or a poorly designed Web site compete with the proliferation of high-quality instructional content available on cable, CD-ROM, and over the Web?

Unfortunately, many institutional officials ignore a core financial question: What *are* the real costs of content in the new, technology-laden world of distance education? $2 to digitize a book chapter or scholarly article? $20-$50 to have a work-study student or a media specialist videotape a faculty lecture? $20-$200 an hour for faculty time? $200-$2,000 for sixty minutes of an unedited classroom video? $20,000 for thirty minutes of a production-quality lecture? $100,000 for sixty minutes of commercial-quality video? $100,000-$400,000 for commercial-quality digital (or computer) simulations?

Compare these costs — *real costs* — against the way many campuses and academic programs build financial models for their distance education programs: Supplemental pay for faculty to bring a course and syllabus from the classroom into an on-campus video studio. Work-study wages for undergraduates to write computer code or develop multimedia resources. Extended hours for graduate students to help senior faculty identify supporting materials required for online or video environments. Unbilled hours provided by curriculum design specialists and technology support personnel. "Free" (or significantly subsidized) access to technology such as desktop computers, networks, servers, software, and more.

This is familiar, if often forgotten, terrain. Higher education's first wave of desktop computing, during in the mid-1980s, was often accompanied by ambitious faculty efforts to create courseware that would enhance instruction. These initial efforts were frequently supported by foundations, technology firms, or small institutional grants. Good intentions and great aspirations abounded; however, a great many of these efforts unfortunately failed to produce an instructionally useful (let alone a commercially viable) product.

That may have been fine when the ante involved seed-money grants of $5,000 or $10,000. For a full, content-rich unit of distance education, however, what may be at stake will be more like an up-front $50,000 or $100,000 or maybe even $500,000. Probe beneath the surface at some campuses and it is already easy to find the stories of well-conceived distance education projects that became sponges for institutional and foundation dollars.

Seen in this context, content

development begins to look like a venture capital business — as in "risky business." Venture capital, like a campus seed grant, seeks the innovative idea and individual. But even with the best due diligence, venture capitalists know that easily half of such start-ups will burn through the initial money and crash, a few will break even, while maybe only one in ten investments will be successful.

For too many campuses, great aspirations about the use of technology in instruction and scholarship play against institutional drift in the area of strategy and planning.

The Cost of Instruction

Be it the core syllabus or supplemental courseware, higher education typically has measured the cost of instruction via salary and individual service, rather than hours on task: Faculty are hired to teach a course, not to produce instructional content. The common practice of bundling instructional costs is not necessarily good or bad; rather, bundling instructional activities into one single cost — faculty salaries — has been a given (and still acceptable) part of the instructional process and operational infrastructure.

However, not all instructional costs are equal. Senior faculty "cost more" than their junior colleagues or part-time associates who teach the same course; syllabus development "costs less" for an "old" class than for a new one; "unit costs" are lower for large, lower-division lecture classes than for upper-division and graduate seminars; humanities courses typically are "less expensive" than those in science and engineering, because salaries and infrastructure costs are lower. Institutions — presidents, provosts, deans, and faculty — implicitly accept these cost differences as part of the nature of the academic enterprise.

But what happens to development costs as the content of distance education moves from short-cycle extension classes into mainstream (i.e., degree-credit) course and curricular offerings? What about the technology resources and infrastructure that are increasingly important to a growing proportion of distance education initiatives and offerings? Can *all* campuses and programs build a revenue stream against the real costs of developing commercial-quality, technology-enhanced distance education resources? Admittedly, market pressures, competition, and state mandates will push and pull many institutions into distance education initiatives. Yet at the end of the course (or instructional cycle), would a CPA accept the allocation of costs against revenues?

Certainly many campuses will attempt to leverage their distance education initiatives against existing resources: faculty, graduate students, media centers, libraries, and campus networks. But if managed as a "real business" — i.e., absent both state subsidy (for public institutions) and institutional subsidy (for all institutions) — how many distance education programs (most programs? all programs?) would be both educationally viable and financially profitable?

Where's the (Technology) Plan?

Indeed, campus and program officials planning to leverage institutional resources as part of a technology-enhanced (or -dependent) distance education initiative should ask pointed questions about the institutional technology plan. On many campuses, the plan simply does not exist.

Data from my annual Campus Computing Survey suggest that as of summer 1996, just 43 percent of the nation's two- and four-year colleges and universities had a strategic plan for the role of information technology in instruction and scholarship. Moreover, just 28 percent had a financial plan for routinely amortizing and replacing computers, software, and other key components of an increasing critical and complex campus technology infrastructure. The same survey also reveals that a mere 17 percent of campuses have a formal plan for the role of information technology and Web resources in their distance education strategy.

Taken together, these data suggest an ad hoc strategy underlying much (perhaps most?) institutional planning in the realm of technology: For too many campuses, great aspirations about the use of technology in instruction and scholarship play against institutional drift in the area of strategy and planning.

A Fourth-Sector Strategy

Given the various factors affecting distance education initiatives — demography, market opportunities, state mandates, expanding markets, competitive pressures and postures, content development, start-up and operating costs, new instructional and delivery technologies, and more — is there a "macro" strategy that should guide institutional efforts and planning for distance education?

Perhaps.

The higher education community would do well to approach distance and online education as a "fourth" sector of the nonprofit postsecondary enterprise. The entrepreneurial initiatives of the University of Phoenix, Jones Education Company (formerly ME/U), and others notwithstanding, the advent of Western Governors University means that distance education officially joins (1) residential colleges and universities, (2) commuter comprehensive institutions, and (3) community colleges as yet a fourth broad point of access to postsecondary education. Distance (and online) education warrants a distinct identity because of its special mix of pedagogy and clientele.

A fourth-sector strategy has long been explicit in the offerings and operations of university extension programs: different clientele and curricula, to be sure, along with a different business and revenue model. Extension programs typically operate without an institutional (or state) subsidy and under a mandate to generate real dollars (i.e., profits). Consequently, the fiscal operations look more like a small (or often a large) business, rather than a not-for-profit organization: Programs and personnel live in a real market, immediately affected by market shifts.

How then should institutions and academic programs explore opportunities to launch (or expand) distance education programs? Three issues should drive and direct the institutional and programmatic initiatives: the business plan, content development, and faculty reward and recognition.

The business plan. The first task confronting any institution or program planning to launch or expand a distance (and online) education initiative is the business plan: a concise definition of markets, products, consumers (who will buy it), and producers (who will create/offer it).

Viable business plans are not built on assumptions of fallow capacity. So, second, a key component of the business plan must be a solid financial foundation for all online and distance education initiatives. This means that everything — instructional personnel, infrastructure, support services, content development, overhead — must be recognized as a real cost and addressed as such.

Moreover, amortization — virtually unknown in the campus community but well understood in the corporate environment — must become a critical financial tool for managing real costs. The "budget dust" strategy widely used by many colleges to pay for technology infrastructure — using year-end money to fix problems and buy products — is no longer effective; moreover, it is irresponsible. This is particularly true in distance education programs, where the clientele may have very specific needs for and expectations about the technology component of the instructional experience.

Content development. Technology-assisted (or -enabled) distance education involves more than simply adding a few URLs to the course syllabus or posting a static syllabus on the World Wide Web. Yet, too often campuses have ignored (or deferred) the real costs of content development, or have lumped them under a broad heading of "instructional personnel."

Successful content development — individual modules as well as complete units — is a team effort. Consequently, the real costs of the "content development team" — faculty, code writers, curriculum specialists, Web designers, and others — must be factored into the assessment of content development costs. Additionally, the costs of updating content must be part of the financial plan for online and distance education initiatives.

Recognition and reward. Finally, campuses and academic programs must begin to recognize and reward faculty for their efforts to integrate technology into their classrooms, syllabi, and instructional activities. This applies both to traditional, classroom-based efforts and also to online and distance education initiatives.

The technology experience of American higher education over the past fifteen years reveals very little in the way of formal reward or informal recognition for faculty who invest in developing technology-enhanced courses and classroom modules. Indeed, too often faculty feel penalized for their technology efforts when their portfolios go forward for promotion and tenure review.

Institutional aspirations to integrate technology into instruction really do depend on faculty involvement and engagement. Even in the fourth-sector strategy, faculty remain the core resource of the educational initiative.

The Genie and the Bottle

Higher education has changed dramatically over the past two decades; the next ten and twenty years promise still more change. Information technology and distance education have been key factors in contributing to the current and coming changes in the postsecondary enterprise.

The genie will not go back into the bottle: Adult enrollments will expand, not decline; demand for technology will increase, not diminish; the opportunities for distance and online education will grow, not recede.

Aspirations, mission, mandate, and resources are key factors that determine the success of efforts to integrate technology into both classroom-based and distance and online education programs. Yet the difference between the experience of technology as a guiding light and technology as a quagmire ultimately depends on an institutional and programmatic vision, a strategy, and a plan. These three components are not easy and are not quick; but each is clearly essential. ■

The Missing Step
in Searches
for Academic Administrators

by Steven M. Cahn

Steven M. Cahn is professor of philosophy and former acting president of the Graduate School of the City University of New York, 33 W. 42nd Street, New York, NY 10036-8099. He also is author of Saints and Scamps: Ethics in Academia *(Rowman & Littlefield, rev. ed. 1993).*

Every year hundreds of colleges and universities conduct elaborate searches for academic administrators, including all manner of deans, vice presidents, and provosts. In each case, the steps are remarkably similar. A search committee is formed, an advertisement is placed, at least a hundred applications are received, the list is shortened, letters of reference are obtained, another cut is made, campus interviews are conducted, recommendations are presented, and the final decision is announced.

The process is invariably exhausting, but the results are often disappointing. The candidate who appeared confident and genial during interviews may turn out in office to be ineffective, evasive, or irresponsible. The rejected candidate whose crusty manner or candid opinions put off some committee members may be offered an administrative position elsewhere and become widely admired for trustworthiness, conscientiousness, and acumen.

The most reliable indicator of future performance is past performance.

Some mistakes are, of course, inevitable. But at least judgments should be made on the basis of the best available evidence. At present, however, committees frequently deliberate in the dark. They proceed as if the most important information were to be found in a curriculum vitae, letters from a candidate's supporters, and observations of a candidate's demeanor in a series of brief meetings.

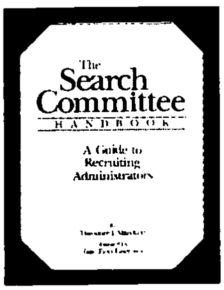
But the most reliable indicator of future performance is past performance. And the quality of past performance is not found in a vita, a supporter's letter, or a brief question-and-answer session. The vita lists the positions held, not the quality of performance in each position. An interview tells more about the candidate's surface personality and verbal facility than sagacity or dependability. As for letters of recommendation, they are notoriously unhelpful. Even Stalin could have obtained glowing letters from three of his colleagues, testifying to his consultative management style and creative leadership.

The best evidence is to be found not in what a candidate's friends say but in the judgments attested to by a variety of indi-

From AAHE's best-selling book *The Search Committee Handbook: A Guide to Recruiting Administrators*

More on Screening Candidates

The authoritative guide!



by Theodore J. Marchese, assisted by Jane Fiori Lawrence. 1988, 64pp softcover.

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Telephone Inquiries

Assuming full permission, search professionals like at this stage to complete six to ten phone calls about each candidate (or enough for a full picture to emerge). They do want names of references supplied by the candidate ("three persons who know you best"), and they call those people, as a courtesy and in the interests of balanced reporting, but that's only a start: They'll call people they *think* should know the candidate, then the candidate's supervisor, staff, and colleagues, then do a blitz of former institutions, *then* pursue extra leads or a hunch. . . .

As people in personnel know, there's an art to telephone interviewing. The people you're calling may be busy, suspicious, or protective. Your need is to convince them that you're a bona fide caller with an organized, professional purpose, that you have a sincere interest in the candidate, and that their report matters. Explain your purpose, take time to chat and establish rapport, ask credible questions, and be a good listener. Don't interrupt or rush on; leave pause for volunteered remarks. Probe as necessary to get beyond strings of adjectives to specific incidents and how they were handled — reports of critical events add depth and concreteness to the larger picture you're trying to build.

What is it that you want to ask people in these telephone interviews? Two things: most importantly, about the knowledge, abilities, and traits you've viduals who hold responsible positions at the candidate's campus. What does the chair of the senate say about the candidate's commitment to upholding the appropriate authority of the faculty? What does the chair of the curriculum committee report about the candidate's attitude toward rethinking requirements? What does the chair of the appointments committee tell about the candidate's standards for appointments, promotions, and tenure? What do department chairs relate about the candidate's approach to making budgetary decisions? Do the chairs find the candidate accessible, resourceful, fair-minded, and committed to enhancing academic quality? Do other administrators or administrative assistants view the candidate as thoughtful or impulsive? patient or irritable? collegial or overbearing? forgiving or vindictive?

Making Contact

During an interview of a few hours, the candidate may maintain a false front to members of a search committee. But those who have long observed the candidate's character, including at times of personal confrontation or moments of institutional crisis, are beyond being fooled.

Thus, when the list of finalists is determined, each should be informed that at least one or, better yet, several members of the committee will be speaking to or, preferably, visiting with key members of the academic community at the candidate's school. And while a candidate may request that a particular person not be contacted if that individual is thought to be negatively biased, a candidate who objects to the whole procedure should be passed over. For however strong the candidate's desire to retain confidentiality, it is outweighed by the committee's obligation to make the soundest possible decision.

Weighing Evidence

If the information thus obtained suggests that the administrator's performance was less than first-rate, the committee may reasonably assume the person will do no better at the next position. The administrator who micromanaged one campus is a good bet to try to do so at the next. The administrator who wasted money at one institution is unlikely to spend it wisely at another. During interviews, a candidate may give the impression of welcoming constructive criticism, but if numerous colleagues who have worked with the person report to the contrary, their testimony should be considered decisive.

Indeed, were I required to select an administrator by relying either on a vita, letters of recommendation, and interviews, or solely on the judgments of numerous previous colleagues, I would be tempted to choose the latter. But search committees do not face this forced option. They can continue to consider the usual information while supplementing it with the best available evidence. Such a procedure would lead to greater satisfaction with the performance of those we entrust with administrative responsibilities.

And achieving that goal is the measure of success for every search committee. ■

identified as important to the post, and then also about significant gaps or missing elements in the candidate's materials. You learn about the former directly by asking about them, and through inference raised by prompted accounts of past performance (relevant past performance is your best predictor of future performance). As for "gaps," again, you learn by asking.

What you don't want to do is waste time asking respondents about what you already know — that the person is a good writer, for example, or has experience with collective bargaining. Ask instead for examples: How does the candidate behave at the bargaining table? What should I read that this candidate has written?

Note that telephone interviewers cannot ask informants questions about a candidate that it would be illegal to ask a candidate directly (about age, marital status, etc.). Keep the questions job related. . . .

Visiting With Candidates

In high-stakes searches — that for a provost, for example — it is not unusual for committee members in pairs or threes to visit candidates of high interest on their home campus. Here again, a cardinal rule: Do so only with the candidate's permission. Any visit must be done with discretion, with due sensitivity to the person's busy schedule and need for confidentiality. The purposes in such a visit may be multiple: to see the candidate in his or her own setting, to speak face-to-face with campus informants, to get a fuller picture of the candidate's ways of operating and accomplishments. . . .

David Riesman adds in a letter to us:

> "In the combination of courting and discovering . . . it would seem advantageous, where feasible, to visit the candidates in their own homes or apartments. This protects confidentiality. . . . [I] have visited homes of noted academic deans and been astonished to discover hardly any books (and this is a person who has been praised for brilliance), or except for a basketball hoop out back, hardly any sign of extra-academic interests. And then of course one can discover the contrary, the cultivated scientist with a harpsichord and personal choice in paintings."

The Search Committee
Table of Contents

Assessing With the Net

Using technology to know more about students.

by Tracy Tyree

As campuses gain greater electronic capability, technologies such as the Internet and World Wide Web have opened new avenues for collecting and disseminating information about students and assessing their learning. This article highlights several innovative efforts along these lines. [For more assessment sites, see "Site-Seeing" in AAHE News.]

Tracy Tyree is a doctoral candidate in college student personnel at the University of Maryland, 2118 Mitchell Building, College Park, MD 20742-5221, ttyree@oz.umd.edu. *During spring 1997, she was a graduate intern with AAHE's Assessment Forum.*

THREE CASES

The Web has greatly assisted campus efforts to collect information about and from students, information that is then electronically at the fingertips of the institution. Student Affairs Research Services (SARS) at the University of Colorado at Boulder, for example, uses the Web as a tool to "provide information to administrative and academic units and to others for use in making decisions and taking actions." Among its data-collection efforts, SARS uses its Web page at *www.colorado.edu/SARS* to administer two of its regular student surveys: One asks seniors about their satisfaction with their educational experience and after-graduation plans (*.../srsurvey/srs.html*), the other has students rate their courses and the faculty (*.../fcqform/index.html*).

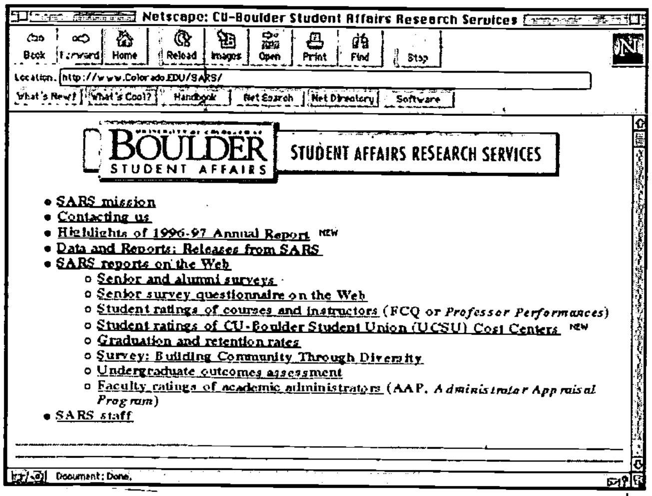
In a presentation at the 1997 AAHE Conference on Assessment & Quality, SARS senior researcher Ephraim Schechter explained that his campus instituted Web administration of the surveys to motivate students to respond, to save time and money through faster data collection, and to create an automated data entry process.

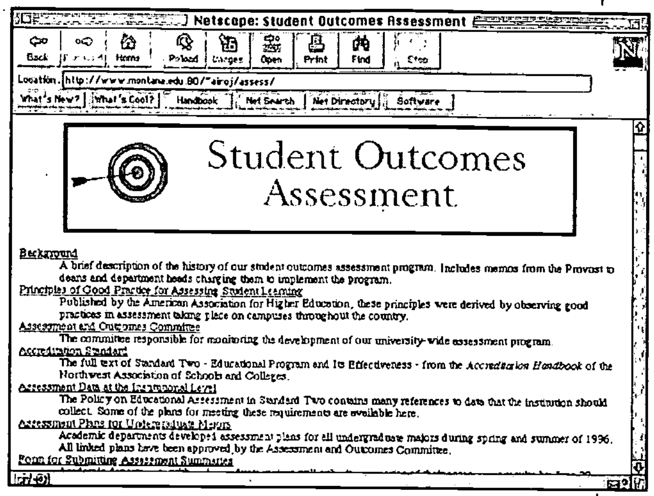
Schechter reports that data collection via the Web has proven effective, but there are issues for an institution to consider before relying on it to survey students, such as student access to the Web, potential sampling and response bias, technical difficulties, and respondent anonymity.

Schechter also reported that he has linked the SARS Web page with another UC page offering a wealth of information on Boulder's undergraduate outcomes assessment program. At that address (*www.colorado.edu/outcomes/index.html*) visitors find a history of the program, methods it has used, lessons learned, findings and results, and a link to other assessment resources on the Web.

Another institution using the Web in innovative ways is Eastern New Mexico University, this time with the goal of helping faculty learn more about students and their learning. Alex Testa, coordinator of the Assessment Resources Office there, has created a site (*www.enmu.edu/~testaa/*) that offers information on the university's outcomes assessment plans for academic and noninstructional areas, reports from the university's assessment efforts, assessment and other educational resources, and more.

In particular, Testa's "Cyber Cats" section educates faculty about Classroom Assessment Tech-





niques (CATs) and how they can use CATs to better understand their own teaching and their students' learning. He created Cyber Cats as a way to introduce faculty to the use of CATs through the Web. From the Cyber Cats page, faculty can access information about CATs, take an interactive survey to evaluate their teaching goals, explore ways to administer CATs online, and complete a form to report on the outcomes of their assessment, the effectiveness of their teaching, the relationship between instruction and course goals, and the opportunities for change in their teaching.

As these two Web sites show, the Internet can also be an effective tool for disseminating assessment results to the campus community. As comfortable as most people are with information on paper, it can feel overwhelming to begin an online project. Cel Johnson, director of institutional research at Montana State University, began to tackle such a project in 1995 in preparation for an upcoming accreditation visit. Her approach comes as good advice: Start small and expand over time. Visit MSU's Student Outcomes Assessment site, which includes a program description, an online survey, and links to other Web resources, at *www.montana.edu/~aircj/assess/*.

Johnson found that the Web offers several advantages in addition to saving paper and time; it allows for access to a broader audience and makes it easier to standardize incoming information, archive information on a regular basis, and expand as new information becomes available.

But she also found that with these benefits come some disadvantages. Because of the dynamic nature of the Web, information seems outdated much more quickly than would published material; thus, a Web page must be revised on a regular basis. Because a Web page is a public display, it can attract unwanted or undesirable attention or feedback. Some faculty, administrators, or other stakeholders may be uncomfortable or unfamiliar with the Web, or they may lack access to it. And finally, to create and maintain a Web page, someone must know or be willing to learn the programming language HTML and other aspects of Web technology.

MORE WEB SITES

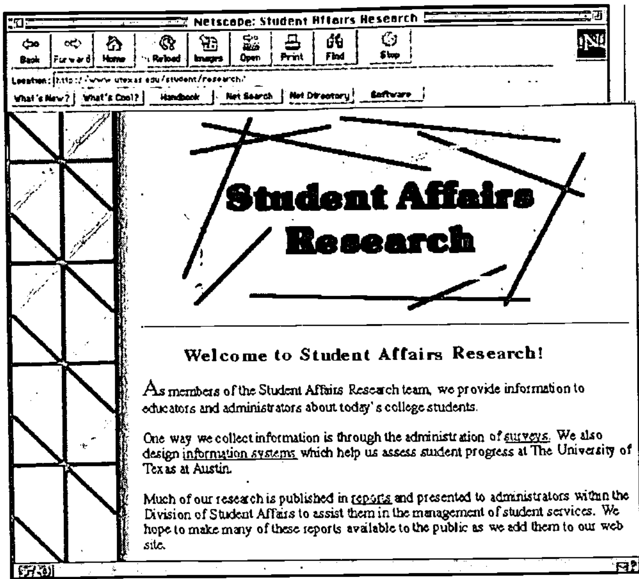
The efforts at these three institutions provide an introduction to how the Internet can be used to obtain and report information about college students. Several other Web pages also deserve bookmarking for easy reference, as they provide further information and tools for research and assessment.

Internet Resources for Institutional Research
apollo.gmu.edu/~jmilam/air95.html

John Milam, Jr., of George Mason University, created this extensive "homepage of annotated links" to assist institutional researchers and faculty and students in higher education in navigating the Internet. In addition to links, Milam also provides articles, case studies, and other information about using Internet resources for research and planning. For those new to the Web, he explores different types of electronic resources, including listservs, newsgroups, and publications online.

Clearinghouse on Environmental and Student Development Assessment Instruments
web.indstate.edu/dragon/ix-indx.html

This Web site is sponsored by Commission IX – Assessment for Student Development, of the American College Personnel Association *(www.acpa.nche.edu)*. The site is a database of more than 100 assessment instruments; all are described, with information on how to obtain many of the instruments, and extensive reviews and descriptions on some. The instruments are indexed by subject, title, and author and encompass career-related issues, envi-



UC-Boulder Student Affairs Research Services
www.colorado.edu/SARS

ENMU Assessment Resources Office
www.enmu.edu/~testaa/

MSU Student Outcomes Assessment
www.montana.edu/~aircj/assess/

Internet Resources for Institutional Research
apollo.gmu.edu/~jmilam/air95.html

Clearinghouse on Environmental and Student Development Assessment Instruments
web.indstate.edu/dragon/ix-indx.html

Student Affairs Research Tools Archives
web.indstate.edu/dragon/home.htm

Student Affairs Research, UT-Austin
www.utexas.edu/student/research/

Principles of Good Practice for Assessing Student Learning
www.aahe.org/principl.htm

ronmental assessment, learning styles, outcome assessments, personality inventories, retention measures, student development, measures of values, and more. (The database is part of the Student Affairs Research Tools Archives *below*.)

Student Affairs Research Tools Archives

web.indstate.edu/dragon/home.htm

Maintained by Will Barratt in the Department of Counseling at Indiana State University, this Web site "contains material related to student affairs research and assessment" and has many contributors, including ACPA's Commission IX. It provides information on student affairs–related outcomes instruments; links to surveys, research, and assessment and evaluation tools; and access to other research and assessment resources.

Student Affairs Research

www.utexas.edu/student/research/

Members of the Student Affairs Research team at the University of Texas at Austin use this Web site to share information internally and externally about today's college students. They provide insight to their use of surveys to collect information on students, the design of information systems to help assess student progress, and the publication of reports to assist in the management of services to students. This page also links to many other Web sites that can be useful in conducting research on and assessment of college students. Examples include national reports, institutional and organizational assessment Web sites, sources of assessment instruments, and techniques for presenting assessment data.

Principles of Good Practice for Assessing Student Learning

www.aahe.org

While it is always beneficial to have the AAHE Web site handy to know what's new in the organization, the "Principles of Good Practice for Assessing Student Learning" can also be found here (click on "Programs: Assessment"). The Principles document is particularly helpful as a framework for thinking comprehensively about assessing college students and their learning in and out of the classroom.

LISTSERVS

Web sites are not the only mechanisms for sharing information using technology. Discussion lists, or listservs, use email to communicate across campus and beyond. Many campuses use internal listservs to share data as it is collected and to communicate changes made as a result of the information. Public listservs provide opportunities to share resources across institutions to enhance the understanding of college students worldwide. Two listservs in particular focus on assessment and student learning:

ASSESS-L

Discussion on assessment issues (both student learning outcomes and student affairs) is active on the ASSESS-L listserv. The list address is *listserv@lsv.uky.edu.* To subscribe, send the following one-line message to the above address: *subscribe assess <your first name> <your last name>*

Student Learning

The Student Learning listserv provides a great opportunity to discuss ideas, resources, and information about student learning and development. The list address is *listserv@uafsysb.uark.edu.* To subscribe, send the following one-line message to the above address: *sub sli-l <your first name> <your last name>*

The use of information technologies in assessment can provide a variety of benefits, as the examples demonstrate. But the greater service is that in providing information about students and their learning, the new electronic tools can bring together various constituencies for campus decision making, improvement, and change. ■

AAHE Assessment Forum

Call for Proposals

This *Bulletin* contains the call for proposals for the **1998 AAHE Assessment Conference,** to be held in Cincinnati, OH, *June 13-17.* The proposal deadline is *December 5.* For more, contact Kendra LaDuca (x21), project assistant, *kladuca@aahe.org.*

AAHE Forum on Faculty Roles & Rewards

1998 Conference

Plan now to attend AAHE's sixth annual **Conference on Faculty Roles & Rewards,** "Faculty Work in Learning Organizations," to be held *January 29 - February 1, 1998,* in Orlando, FL.

Enormous pressures exist for change in higher education, both from the various constituencies and from the new, intriguing challenges that beckon. Particularly fascinating is the work being done in other sectors of society on the "learning organization."

Senge

What would it mean for faculty if colleges and universities took seriously this intriguing vision of organizational life and purpose?

AAHE is pleased to announce that the keynote speaker will be the nation's leader in exploring organizational learning and change, **Peter Senge,** author of the widely acclaimed best-seller *The Fifth Discipline: The Art and Practice of the Learning Organization.* Senge also is professor and director of the Society for Organizational Learning at M.I.T.

Discuss this important perspective and debate the conflicts between the collegial culture with which faculty are so familiar and the managerial culture that increasingly shapes their work.

The key emphases of the conference combine new challenges and the critical agendas the Forum has persistently advanced since its launching seven years ago:

- ➤ Honoring Multidimensional Forms of Scholarly Excellence
- ➤ Academic Careers for a New Century: From Inquiry to Practice
- ➤ The Changing Faculty "Home"
- ➤ Colleges and Universities as Learning Organizations: Implications for Faculty
- ➤ Toward a More Engaged Faculty

This conference will intellectually challenge you as well as provide practical ideas in the form of case studies of successful new approaches to faculty-related issues, multicampus presentations comparing various solutions to the same problem, and interactive workshops focusing on new, hands-on ways to handle the various challenges you will face back on campus.

In November, AAHE members will receive the Conference Preview detailing workshops, major sessions, speakers, and registration information (the Preview will also be posted on the AAHE website). Last year's workshops and ticketed events filled up quickly, so register early. Consider participating in the conference as part of a campus-based faculty/administrator team.

Save $40 by registering before the Early Bird deadline of

SITESEEING

These most talked about assessment resources answer your questions about assessing general education, research instruments, and more —

Internet Resources for Institutional Research: Assessment **apollo.gmu.edu/~jmilam/air95/assess.html**
Growing daily, this site links to 200+ institutions' assessment offices, useful sites for assessment research, and more.

ERIC Clearinghouse on Assessment & Evaluation
ericae2.educ.cua.edu/
Need instruments to assess general education on your campus? Or critical-thinking skills? A subject-matter directory on assessment, databases of more than 10,000 tests and research instruments, full text resources, and journal article abstracts.

Learning Through Assessment: A Resource Guide for Higher Education **www.aahe.org/lrnthru.htm**
An annotated, indexed directory of books and articles, journals, audio-cassettes, conferences, and electronic resources. Click here for the contents, introduction, and *Associations and Organizations* chapter!

National and Regional Accrediting Associations

Council for Higher Education Accreditation	**www.chea.org**
Middle States Association	**www.msache.org**
New England Association	**www.neasc.org**
North Central Association	**www.ncacihe.org**
Western Association	**www.wascweb.org**

Principles of Good Practice for Assessing Student Learning **www.aahe.org/principl.htm**

Send us your favorite higher ed websites: *calander@aahe.org* or *kkemperman@aahe.org.* **Next month:** *Diversity*

December 15, 1997!

For more information, contact Pamela Bender (x56), program coordinator, *aaheffrr@aahe.org*, or visit AAHE's website at *www.aahe.org*.

AAHE Teaching Initiative

TA Conference

AAHE is cosponsoring the **Sixth National Conference on the Education and Employment of Graduate Teaching Assistants,** *November 6-9, 1997,* at the Hyatt Regency in Minneapolis. Hosted by the University of Minnesota, under the direction of Jan Smith, the conference includes sessions, workshops, and special events on the theme of "Changing Graduate Education."

To request registration information and to confirm availability, contact Shirley Mueffelman, University College, 221 Nolte Center, 315 Pillsbury Drive SE, University of Minnesota, Minneapolis, MN 55455-0139; ph 612/625-3850; fax 612/626-1632; *smueffel@mail.cee.umn.edu.*

AAHE Quality Initiatives

Brigham Departs AAHE

Steve Brigham, director of AAHE's Quality Initiatives since 1993, left AAHE October 3 to accept a position with Group Decision Support Systems, Inc. (GDSS), a Washington, DC-based management consulting firm. GDSS specializes in using Internet-based interactive tools, decision-making groupware, and systems models to help organizations with performance and productivity issues.

Brigham, along with **Monica Manning,** helped found the Quality Initiatives to explore "the intelligent application of continuous quality improvement (CQI) principles to higher education." Among the activities they organized were the Academic Quality Consortium (a collaboration among twenty-one campuses committed to CQI); four joint assessment and quality conferences; a 120-member Campus Quality Coordinators Network; publication of numerous articles and AAHE's *CQI 101* and *25 Snapshots of a Movement*; and creation of an annual team-based Summer Academy, "Organizing for Learning."

"AAHE owes Steve its thanks for his intellectual leadership, organizational acumen, and special service to members," said vice president Ted Marchese. AAHE will continue the quality project and has made a commitment to a third Summer Academy next July.

Kendra LaDuca, who was project assistant for the Quality Initiatives, has accepted the position of project assistant for the AAHE Assessment Forum created by the departure in August of **Millie Domenech.**

Membership

Members-Only Website

AAHE's website (*www.aahe.org*) now has a Members-Only section! New this month:

➤ Download of Microsoft's Internet Explorer *FREE!*
➤ Access to the October 1997 *AAHE Bulletin* (text and Adobe .pdf. versions)
➤ Quicklinks to AAHE resources
➤ Sample chapters from selected AAHE publications: *Learning Through Assessment; Experiencing Citizenship*, from the AAHE Series on Service-Learning in the Disciplines; and "Where Tenure Does Not Reign: Colleges With Contract Systems," from the New Pathways Working Paper Series.

To visit the section, click on the Members-Only button and enter "member" for username and "yates" for password.

The Members-Only section is a work-in-progress. If you have suggestions for features to add, please send them to *mschwarz@aahe.org.*

AAHE Assessment Forum

Task Force on Learning

Students' total level of engagement in educationally purposeful activities, inside and outside the classroom, matters most to their learning. Faculty and student affairs staff share the responsibility to tighten connections between curriculum and students' out-of-class experiences. What is needed is a policy statement that integrates the viewpoints and objectives of both student affairs and academic affairs to emphasize the necessary collaboration of these campus constituencies in aligning all elements of the learning environment.

AAHE, the American College Personnel Association (ACPA), and the National Association of Student Personnel Administrators (NASPA) are collaborating on just such a policy. During 1997-98, a Joint Task Force on Student Learning will create a policy statement on how colleges and universities can better align their activities on behalf of students. From case studies of colleges and universities that are succeeding, task force members will derive a set of principles and exemplary practices.

Members of all three associations can contribute to the evolution of the policy statement by identifying exemplary practices to the task force; responding to a draft statement at the March 1998 national meetings of the associations; and discussing the final document at the June 1998 **AAHE Assessment Conference.** If you have ideas for the task force to consider, please contact Barbara Cambridge (x29), director, *bcambrid@aahe.org.*

AAHE Technology Projects

TLTR Events

➤ "Levers for Change" workshops are open to teams from institutions interested in starting their own Teaching, Learning & Technology Roundtables. Please see the calendar on page 16 for the hosts, locations, and dates of these workshops.
➤ Catalyst Institutes are being scheduled now for 1997-98. Each Catalyst Institute consists of three or more in-depth workshops, each focused on a key challenge of policy and practice, plus institutional team sessions. Catalyst workshops are available on a wide range of topics: distance education strategy ("Degrees of Distance"); evaluation of technology and education ("Flashlight") technology; the writing program ("Epiphany");

continued on page 16

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items . . . email via *tmarches@aahe.org.*

ACCREDITING: It took them a year and a false start or two, but the North Central Association's board finally came to a right choice, selecting **Patsy Thrash**'s able deputy, **Steve Crow,** to succeed her . . . Steve will keep NCA apace with the many changes sure to hit accreditation in the years just ahead. . . . One of the force-points for such change will be new launches like the virtual Western Governors University, which seems to be having little trouble lining up money and campus partners . . . another is the global University of Phoenix, coming soon to your neighborhood, the object this fall of profiles in the *New Yorker* and *Change.*

Brown

Schön

Shavlik

ED RECORD: I note with sadness the demise this fall of *Educational Record,* published continuously since 1920 by the American Council on Education . . . the *Record,* in its way, was *Change*'s closest competitor. . . . ACE replaces the general-readership magazine with a shorter, policy-oriented publication aimed at presidents.

PROJECTIONS: I know it's tricky business to start with, and comparisons make things trickier still, but I couldn't help noticing that the U.S. Department of Education's enrollment projections, released in August, are *way* below those brought forward in *Change* last May/June. . . . ED anticipates a 16% gain over the next ten years, the *Change* article 30%. . . . We'll see, but I'd bet on the latter, especially given positive news on the paying-for-college front.

PEOPLE: Lead appointment of the month is that of **James Hall** — SUNY-Empire State's founder-president since 1971 — to the presidency of Antioch U. . . . Jim succeeds **Alan Guskin,** busy as ever at Antioch-Seattle and with programs at Teachers College. . . . "TC" also inked **Gordon Davies,** late of Virginia's SCHEV, to a visiting professorship this year. . . . Lots of cheers here, too, as our former officemate **Sarita Brown** is named head of the White House Initiative on Educational Excellence for Hispanic Americans. . . . Next spring, one of AAHE's most admired couples, **Emily Moore** and **J. Herman Blake,** leave IUPUI for senior faculty posts at Iowa State . . . It's the *International* Partnership for Service-Learning now, so it seemed fitting last July when the UK's University of Surrey conferred on Partnership president **Howard Berry** an honorary "master of the university." . . . With sadness I note the death September 13 of MIT's Donald Schön, a valued contributor at AAHE meetings, whose writing about effective practitioners influenced all of our work.

MORE PEOPLE: Best wishes this month to new presidents **Gail Mellow** (Gloucester County), **Irvin Reid** (Wayne State), **Stephen Sweeny** (College of New Rochelle), **David Clinefelter** (Graceland), **Mike Tacha** (Mohave CC), **Homero Lopez** (Maricopa's Estrella Mountain CC), **Barbara Pickard Sirvis** (Southern Vermont), and **Edna Baehre** (Harrisburg Area CC). . . . Akron's **Linda Moore** is the new exec of the International Council of Fine Arts Deans.

SHAVLIK: I can't think of another person who has done more these last years to bring forward talented women into academic leadership than ACE's **Donna Shavlik.** . . . Donna retired from her 15-year directorship of ACE's Office of Women on September 30 . . . and Donna knows how to do "retirement": she and her husband, Frank, have incorporated the Deep Bay Center, an educational and spiritual retreat on Flathead Lake, Montana.

1972: Seems hard to believe, but at the end of this month, FIPSE will hold its 25th project directors meeting . . . that annual gathering of grantee-innovators has been a milestone in the careers of so many AAHE members. . . . FIPSE was a creation of the Education Amendments of 1972, that landmark federal enactment that gave us, among other things, Pell grants, which have since helped 30 million students attend college . . . the College Board sponsors a commemorative symposium on the Pell grant program November 13-14 here in Washington.

IN THE OFFICE: As I write, we've just finished a staff retreat — wonderfully moderated by Maryland's **Geno Schnell** — and are preparing for a follow-on Board retreat . . . hope to tell you about both next month. ■

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American studies and technology ("Crossroads"); and finance, planning, and information technology.

For more information about these events, please contact Amanda Antico (x38), program associate, *antico@clark.net.*

AAHE Assessment Forum

Publications

➤ Do you agree with the following points? (1) It's not teaching that causes learning; it's the attempts by the learner to perform and the use of the feedback that the learner gets. (2) A single test of anything is, therefore, an *incomplete* assessment. We need to know whether the student can *use* the feedback from the results. (3) We're wasting our time inventing increasingly arcane psychometric solutions to the problem of accountability. Accountability is a function of feedback that's useful to the learner, not to a handful of people who design the measures. So declares **Grant Wiggins** in *Assessing Impact: Evidence and Action*, a collection of major presentations from the 1997 AAHE Conference on Assessment & Quality. Other chapters by **Peter Ewell, Lee Knefelkamp, Ted Marchese, Sherril Gelmon, Ellen Chaffee, Margaret A. Miller,** and **George Kuh** challenge our thinking about central issues in assessment of student learning inside and outside the classroom, the depth and scope of learning, and the place of assessment in accountability. ($12 each, AAHE members $10, plus $4 shipping)

➤ *Learning Through Assessment: A Resource Guide for Higher Education* goes into its second printing! Published in June 1997, the annotated and indexed directory of more than 300 useful assessment books and articles, journals, newsletters, audiocassettes, organizations, conferences, and electronic resources meets the needs of new and experienced faculty and staff. ($27 each, AAHE members $25, plus $6 shipping) For help with your order, call the AAHE Publications Orders Desk (x11). ■

Important Dates

TLTR "Levers for Change" Workshops.
- University of Michigan-Dearborn. *October 24-25.*
- Consortium for Computing in Undergraduate Education. Bethany College, WV. *November 6-7.*
- New Jersey Commission for Higher Education and New Jersey Intercampus Network. Raritan, NJ. *November 14-15.*
- Appalachian College Association. Berea College, KY. *December 5-6.*

National Conference on the Education and Employment of Graduate Teaching Assistants. Cosponsored by AAHE. Minneapolis, MN. *November 6-9.*

1998 AAHE Conference on Faculty Roles & Rewards. Orlando, FL. *January 29 - February 1.*
- Early Bird Registration Deadline. *December 15, 1997.*

1998 National Conference on Higher Education. Atlanta, GA. *March 21-24.*
- Proposal Deadline. *October 15, 1997.*

1998 AAHE Assessment Conference. Cincinnati, OH. *June 13-17.*
- Proposal Deadline. *December 5, 1997.*

❑ Yes! I want to become a member of AAHE.

As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals *(ASHE-ERIC Higher Education Reports* and *Journal of Higher Education);* and more! **Mail/fax to:** AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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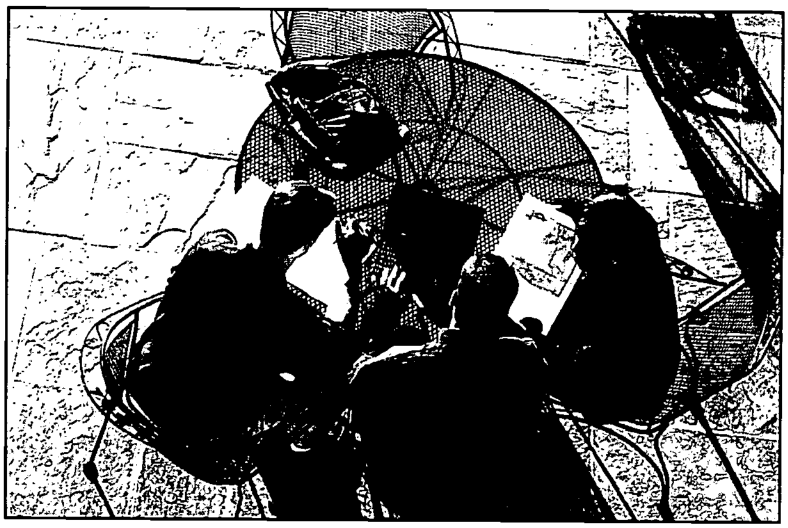
AAHE Bulletin

November/1997 Volume 50/Number 3

Computers for Everyone

An Interview With Wake Forest's David G. Brown



Grant Wiggins on Feedback

Being Hospitable

an essay by John Bennett

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

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Departments

AAHE BULLETIN
November 1997/Volume 50/Number 3

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Computers for Everyone

How Wake Forest is getting its students and faculty on the same platform as a way to enhance learning.

Ted Marchese interviews provost David G. Brown

Beginning last fall, all Wake Forest freshmen and Arts and Sciences faculty "own" a University-provided new IBM laptop computer loaded with Windows 95, Microsoft Office, Netscape, Lotus Notes, and a University template. Since these students and faculty all now enjoy use of one of two standard computer models, instruction can proceed on the basis that everyone can "talk" to everyone else. To enable this communication, all classrooms and residence halls, and a majority of the seats in the campus's classrooms, are hot-wired to an Ethernet network. To keep things up-to-date, students will get a new computer at the start of their junior year; they take permanent ownership of that second computer upon graduation. Faculty computers will be replaced on the same two-year cycle, and faculty enjoy free access to an Internet provider.

Earlier this year, AAHE's Ted Marchese talked with Wake Forest's provost, David G. Brown, an economist and a past chair of the AAHE Board. — *Eds.*

Readers can contact David G. Brown at brown@wfu.edu, via his webpage www.wfu.edu/~brown, or at Wake Forest University, Box 7328, Reynolda Station, Winston Salem, NC 27109-7328.

MARCHESE: Dave, I hate to start with money, but I'm sure readers are thinking, How is all this paid for?
BROWN: Funding comes primarily from a continuing surcharge upon tuition, $3,000 a year, which also supports more faculty and financial aid. This surcharge was first assessed to 1996's freshmen, when we began, and the assessment continues through their four years. Only entering classes assessed the surcharge are provided with laptops. So this fall, all freshmen and sophomores, plus all Arts and Sciences faculty, are on the plan.
MARCHESE: And students are willing to pay this fee, or have it in their financial aid plan?
BROWN: Indeed, yes. Let me quickly add, Ted, that two hundred universities have visited campus since we started, and invariably their first question is, "How can we get laptops to all our students?" I can't emphasize enough that funding and supplying computers is the easy part of the task. The important, the exciting, the difficult and most costly part is not hardware acquisition but building an infrastructure that gives birth to the machine's potential.
MARCHESE: But lots of places have wired themselves up, created support centers, and so on; what's the infrastructure difficulty?
BROWN: By "infrastructure" I mean especially faculty adoption and imaginative use of the technology in classrooms. Without that, it's just neat hardware and student emails home to mom and dad.
MARCHESE: So what have you learned about this?
BROWN: Before faculty members can "afford" broad-scale experimentation with computer-based learning, four elements, we've found out, have to be present: (1) universal student access to computers, (2) reliable networks, (3) multiple opportunities for training and consultation, and (4) an ethos that values experimentation and tolerates falters.
MARCHESE: Let's take these one at a time . . . "universal student access."
BROWN: That's at the heart of the plan: Fairness and equity require that all your students have equal access to essential learning tools, be they books, a library, or computers. And you have to have redundancies built into systems of access, to ensure computer availability when equipment breaks or batteries die. If students start to miss homework assignments because

of equipment failure, pretty soon faculty stop giving such assignments.

MARCHESE: "Reliable networks" would be important for the same reason.

BROWN: Professors and students will stop communicating by email if the delivery system lacks predictability. Professors are hesitant to use technology if the network will go down during class ... even a two-minute gap can feel like an eternity . . . if you can't count on the network and faculty have to have an alternative plan for each session, that's a real disincentive for adoption.

MARCHESE: "Opportunities for training and consultation. . . ."

BROWN: We've tried everything, it's all necessary, and you can't offer enough of it: training classes, swap and share sessions, benchmarking trips to other universities, visiting firemen, best practices conferences, summer workshops, online training modules, a student corps of trainers, twenty-four-hour help desk . . . no one thing is enough.

MARCHESE: Who runs all these efforts?

BROWN: No one party can do it. A committee of elected faculty sets policy. Deans and department chairs allocate budget for it. The information systems people establish and maintain networks. Professional librarians manage a lot of the training.

MARCHESE: Who actually does the daily work of helping students and faculty?

BROWN: In each academic building we've hired a trained academic computing specialist, reporting to department chairs, to help faculty and students use the technology. Second, we rely heavily on students: We have fifty STARS ("student technology advisors"), who are well paid twenty hours a week to work with faculty to incorporate computer enhancements in specific courses . . . and we have more trained, paid students distributed through the residence halls. Third, individual faculty are provided released time to direct a faculty program on adoption issues in various disciplines.

Our faculty are eager to consider the use of technology and are pushing our capacity for support at every point.

MARCHESE: Dave, to your fourth point, an "ethos of experimentation."

BROWN: The larger aim is that the new tools will leverage significant gains in student learning. But testing new learning tools raises risks to students in these experimental classes, risks that can be unacceptably high to most professors. New methods, therefore, are first tested among smaller sets of consenting learners.

WHAT'S BEING LEARNED

MARCHESE: You always hear fears expressed that computers will come between faculty and their students.

BROWN: I don't really hear that at Wake Forest. The vast majority of our faculty are eager to consider the use of technology and are pushing our capacity for support at every point. For them, finding time to learn new methods is the problem; motivation isn't.

MARCHESE: I take the "vast majority" phrase to mean that not every member of your faculty has embraced this.

BROWN: It's tempting for deans and provosts to measure the percentage of faculty "adopting" computer-based learning tools, and to view "nonadoption" as failure. Our aim is exposure, toward consideration of technology, and intelligent use. Progress shouldn't be measured in any one year by an "adoption rate."

MARCHESE: Fair enough. What's led so many faculty here to take the plunge, to commit that time?

BROWN: In the end, I think it's professional conscience. When the electron microscope appeared and opened new avenues for research, scientists took the time to learn to use it. It's the same with computers.

MARCHESE: Dave, if conscience were so powerful, we'd all be finding time for new things!

BROWN: Ah, Ted, but then came email. It was the key . . . easy to use, totally reliable . . . an industrial-strength email system will lure even the most reluctant person to turn on the computer. The lure becomes greater still, of course, when everyone else uses email, when important messages come only that way, and when your students expect it. Soon they're hooked, and looking for the next application.

MARCHESE: So Wake Forest never actually mandated faculty, staff, or student use?

BROWN: No. Before we began this effort, though, the faculty, by vote, mutually agreed that the dollar and time investment in technology was a worthy risk.

MARCHESE: I'm interested in other learnings so far. . . .

BROWN: Standardization was important. The fact that all faculty and students are using the same hardware and software greatly facilitates communication and the assignment of tasks. It also means they can help one another through equipment failures and learning challenges.

At Wake Forest, we're now encouraging all faculty to place course materials in electronic "file cabinets" with a standard structure. Each cabinet has a "drawer" for the syllabus, a second drawer for reserve reading materials, another for threaded discussions, and so on, so faculty can assume students will know the system and can concentrate on the subject matter of the course.

MARCHESE: What drove the choice to use portable computers?

BROWN: Portability turns out to be an important factor to adoption and use. Most professors prepare for their class in their office but teach elsewhere, in a classroom, studio, or lab. And they work at home, or from the road. Students, too, study one place, have class in another, maybe live in a third. Significant time is saved when the same machine can be used in all locations. Reliability also increases.

One more point on this, Ted. As a means of learning, we encourage students and faculty to use their computers at home, for hobbies, in student organizations, for organizing their research, for distributing committee minutes, for learning football defenses. Each new use extends proficiency, especially (again) if the hardware, software, and filing systems are standard.

MARCHESE: Let's return to money, Dave. Could you break out some costs for us?

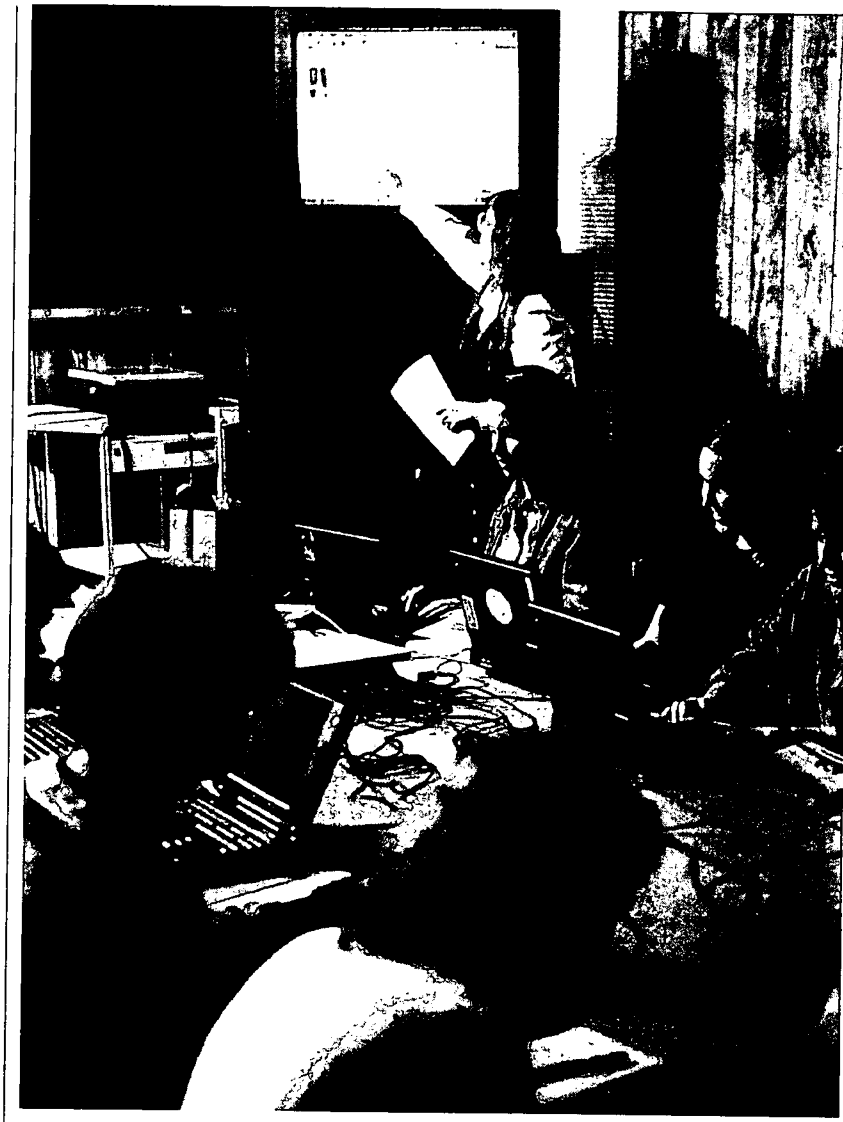
BROWN: It's not cheap. A new computer-based communication system costs about as much as a new library system. For an aggressive program such as Wake Forest's, think $1,750 per year per student. That's $1,000 per year for the laptops plus $375 for mainframe servers plus $375 for computer coaches and specialists. The one-time cost of wiring the campus is in addition to these figures.

MARCHESE: Not every campus has access to resources like that.

BROWN: These costs could be shaved. Minimal laptops, machines that can network through the Web, can be purchased for less than $250 per year if costs are spread over four years, not two. Renewal cycles can be four years, not two. Wiring each classroom seat so every student is networked during class might be the high-expense "luxury" you'd skip.

MARCHESE: The way prices are falling....

BROWN: Laptop prices are halving and halving once again, and likely again. One thing is that your cost centers shift just as rapidly. Users want full-motion video and a soaring portion of evermore complex communication, so falling server prices are more than offset by demand for more powerful servers. The $1,000/$375/$375 split could soon be $375/$1,000/$375.



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MARCHESE: Dave, one more note on costs, to confirm what you said . . . you'll recall Phil Cartwright's column in the July/August 1997 *Change,* in which he explained a laptop initiative in two Georgia state colleges . . . they partially fund their projects, albeit more limited than yours, with a $200-per-quarter fee. In the current issue (November/December), Phil details similar initiatives at two North Dakota state colleges, at which students are charged $950 a year.

BROWN: In all these cases, I believe, students are simply leasing the laptop.

MARCHESE: Which takes me to institutional strategy, Dave. In the late 1980s, several universities made news when they required all students to purchase a given computer . . . but that seemed to pass as a strategy. Now suddenly there's a new band of schools, public and private, with initiatives like yours. Morehouse College, which I just visited, is doing this, too. No doubt there are reasons for the phenomenon, like cost vs. power ratios and student readiness. But I'm guessing also that it has to do with competitive advantage. What difference has this initiative made for Wake Forest?

BROWN: We know that, in spite of the $3,000 tuition increase, everything is up: freshman applications, SAT scores, acceptance rates, retention percentages, gifts, grants, placement office recruiting, faculty recruiting successes.

But, you might ask, does our approach work internally as a "diffusion" strategy? We are now quite certain that students prefer computer-enhanced courses. The original skepticism among faculty has faded. We know of no instance where a faculty member has added computerized communication to her or his course, evaluated it, and gone back to the old way.

MARCHESE: That's impressive.

BROWN: We're trying to keep track of changes we can tie to the initiative. For example, we know that in my freshman economics course, I average nine email messages per student per week, and that more students come by during office hours. We know that 40 percent of campus email traffic last year was freshman to freshman, and that a good part of that traffic was not about classes but about community building.

MARCHESE: All this brings to mind the old learning about telephones, that we couldn't see what they'd mean to the culture until almost everybody had one.

BROWN: Right . . . when phones were a luxury, they were used differently. It'll be the same with the computer. I already expect an impact on the half-life of the intellectual link between students and their professors. My students now keep in touch with me over the summer via email. They keep in touch when studying abroad. This exchange isn't going to end at graduation.

TOWARD WHAT END?

MARCHESE: I know that for you, Dave, this whole journey has a subtext: teaching improvement.

BROWN: You know yourself, Ted, from your own teaching, that changing the way you teach can be time-intensive, risky, and difficult. Even so, lots of faculty here and elsewhere are experimenting — quickly and courageously — with computer-based instruction. In fact, I think the availability of these new technologies has sparked more self-examination about teaching than we've seen in decades. The faculty I see are eager about technology because they see it as a way to enhance their instructional effectiveness.

MARCHESE: An eagerness this initiative both feeds on and promotes. . . .

BROWN: Right. At the same time, we're not trying to preordain any particular "new" approach to teaching. The contexts for teaching are situational, depending on the students before you, the discipline, and the teacher himself or herself. What we do emphasize is that a sense of educational theory should drive technology adoption, not vice versa.

MARCHESE: How does that play out?

BROWN: When redesigning a course, the instructor-innovator should identify beliefs about how students learn the material best, about the appropriate experiences that follow from that, and about her or his own role in prompting learning. Only when that's done do you get to questions about technology use.

MARCHESE: Questions such as?

BROWN: How can the computer be used to increase the level of trust between mentor and learner? In what ways can the computer facilitate collaboration among learners? How important is access to original source materials and, if important, how can such access be facilitated? What is the importance of immediate feedback, and how can the computer help provide it? To what extent should students be responsible for structuring their own learning experiences? And so on.

MARCHESE: Even if you're not fitting every faculty member into some preordained idea about "best use," is there some larger sense or game plan about where university education here may be headed?

BROWN: I think we sense that most of our educational tools — journals, textbooks, and so on — are almost certain to be in their cheapest and most timely form electronically. In many fields, two- and three-year-old textbooks will soon be regarded as unacceptable. Electronically, distribution and revision costs are plummeting. As this happens, the computer that makes it possible becomes as essential as the light bulb. Even before then, I expect a revolution in the sheer amount and character of coaching and consultation.

MARCHESE: The crucial question in all this becomes, How will learning be improved?

BROWN: In two ways, primarily. Students will teach one another more. They will learn how to collaborate. Second, students will become more independent, better able to search out their own resources and conversations. Textbooks liberated students from solitary professorial perspectives; the computer-enabled Internet, with its powerful indexing tools, is a giant step toward further learner independence. Also, feedback will be quicker, more useful.

So there you have it, Ted: Focus. Feedback. Collaboration. Self-responsibility and ownership of task. The building blocks of learning, all strengthened.

MARCHESE: Dave, may it indeed be so . . . and thank you! ■

To Follow Up...

Participate in a threaded conversation of this topic on the Internet with David G. Brown and other readers! Go to:

Academic.wfu.edu/FacStaff/5142428.nsf/wMaterials

When prompted for name, enter "Wake/WFU"; for password, use "forest."

Under Discussions, click on "General" to see the conversation threads. To respond to a thread and join a conversation, click "Respond." To create a new conversation, click "Create Document" and enter your message or attach a text file.

Feedback

How Learning Occurs

by Grant Wiggins

Grant Wiggins is president of the Center on Learning, Assessment, and School Structure (CLASS), 648 The Great Road, Princeton, NJ 08540-2516.

One obvious thing in watching good athletes, and even in listening to them in interviews, is that they often make clear just how vital ongoing feedback is to their mastery. I was particularly struck by Tiger Woods's recent remarks when he won the Masters'. When asked how he turned around his early poor performance, he described how, on the back nine, when he was not playing well, he said to himself that he had to adjust his performance. But to know you need to adjust, you need ongoing feedback. Tiger knew he needed to adjust on the basis of the feedback that he was receiving — not from any person, psychometrician, or indirect proxy test but from the real thing, the unintended effects of his putts and his drives.

Why is it, then, that we don't gather feedback regularly in schools and colleges and use it to improve learning? I'd like to make four simple points about this puzzle:

(1) People can't learn without feedback.

(2) It's not teaching that causes learning. Attempts by the learner to perform cause learning, dependent upon the quality of the feedback and opportunities to use it.

(3) A single test of anything is, therefore, an incomplete assessment. We need to know whether the student can use the feedback from the results.

(4) We're wasting our time inventing increasingly arcane psychometric solutions to the problem of accountability. Accountability is a function of feedback that's useful to the learner, not to a handful of people who design the measures. The more arcane the measure, the less likely it is that it will cause any useful progress, despite its validity and reliability. Or to say it the other way around, the more self-evident the feedback to the performer, the more likely the gains.

Feedback and Description

Let's think about these points a little bit further by clarifying what I mean by *feedback*. If I did a poll about your definitions of *feedback*, you would probably say something like, "Feedback involves telling someone what you did and did not like or what you did or did not judge to be right in what they did — some praise and some blame." If you ask people about their bad feedback experiences, they usually say things like, "Oh, I really got hammered by the person." The implication is that feedback is what you get from people who do or do not like something you did. That, of course, is a mistaken view. Feedback is not about praise or blame, approval or disapproval. That's what evaluation is — placing value. Feedback is value-neutral. It describes what you did and did not do.

When I was traveling through Boston the other day, I read in the *Boston Globe* about my beloved but depressing Red Sox.

The article contained an explanation from the pitching coach about why the Red Sox's chief relief pitcher, Mr. Slocum, had been recently banished to the bullpen. It seems the pitching coach saw, in looking at videotape, "that Heathcliff did not find his location spot 22 out of 29 times. And when that happens, you know that he's not striding properly. And when that happens, you look at his delivery and, sure enough, we saw that he was striding in such a way that he planted his foot four, five, six inches to the left of where he normally plants it, throwing the ball consistently outside." Notice that there is not one negative or positive value judgment in that account by the coach, merely a description of what the videotape revealed. That's what feedback is. No praise. No blame. It just describes what you did and did not do in terms of your goal.

The best scoring rubrics for student performance do the same thing. In fact, when we work with people on the design of rubrics, we always say, "The rubrics will be powerful and useful to the extent that you rid them of value and comparative language, such as 'excellent,' 'good,' 'fair,' 'poor,' 'better than,' 'worse than,' 'clearer than,' and 'less clear than.' Substitute for all that phraseology discrete descriptors of what is actually true of a certain level." So, indeed, we do understand the importance of description in terms of rubric design.

Self-Adjustment as Goal

We've heard a lot during the past ten or fifteen years in both higher education and K-12 about the importance of student self-assessment. Despite the importance of the idea, the phrase is misleading. Self-assessment is not the goal. Self-adjustment is the goal. But suppose students have never been taught the importance of self-adjustment. Indeed, how are they ever going to be taught it in a scope-and-sequence-coverage curriculum with a one-shot test? Regrettably, we still live in an assessment framework inherited from the Middle Ages, one predicated on a defunct theory of learning. That theory of learning says: "Take it all in, contemplate it, play with it a little bit, give it back, and we'll then certify that you understand. And if you don't understand, well, you can't enter the guild, the medieval tradition of the university."

The modern view, however, says: "No, that's not how it works. It's more like software. It's like basketball. It's like learning to print your name. You don't really understand it unless you can adjust. Unless you can cope with feedback. Unless you can innovate with what you learn."

The next great leap in assessment is to understand that a solitary test, with no interaction between the test taker and the assessor, will turn out to be as foolish, dimwitted, and premodern as some of the practices involving rods and canes were a hundred years ago. If we want to know if students understand something, we have to see if they can deal with feedback and with counter-arguments to their arguments and their own ideas, just as we do in the dissertation's defense.

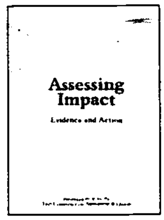
But it's not necessarily a function of human one-on-one. Feedback built into assessment is about compelling the student to have her or his ideas intersect with reality, to see if the balsa bridge will hold the weight predicted by the physics the student proposes using — to see if the student can convince the client that this solution to the problem of environmental pollution is, in fact, feasible scientifically, economically, and politically. Indeed, one of the most exciting things about problem-based learning in the professional schools that's now finding its way into the collegiate and precollegiate world is that problem-based learning, by its very nature, builds feedback and the need to use it into the work. Even if we only simulate it, we can alert students that they have to show that they can deal with feedback. They have to show that they can deal with the unexpected to be said to truly understand and be skilled.

Indeed, if we take this lesson to heart, we will come to a very disturbing truth that follows from the commonsensical premise that we began with. None of us who has been a teacher is anywhere near as good as we can be, if we are not routinely getting feedback from students.

Feedback is not praise or blame. It's what you did and did not do, whether you realized it or intended it. Assessment should make its chief business the confronting of performers with the effect of their work, including performers called teachers. And then performers must do something about the effect, either to explain it, to justify it, or to correct it. ■

Note

Readers interested in following up this line of inquiry are referred to the chapters on feedback in Grant Wiggins's *Educative Assessment: Designing Assessments to Inform and Improve Student Performance,* forthcoming from Jossey-Bass, and *Assessing Student Performance: Exploring the Purpose and Limits of Testing,* also published by Jossey-Bass (1993).



Assessing Impact: Evidence and Action

This article is excerpted from "Feedback: How Learning Occurs," Grant Wiggins's plenary address at AAHE's 1997 Conference on Assessment & Quality. The address, plus six additional presentations from that conference, is available in the AAHE publication *Assessing Impact*. (96pp.) *$12 each ($10 for AAHE members), plus $4 shipping.* For help with your order, call the AAHE Publications Orders Desk at 202/293-6440 x11. (See p. 14 for more.)

Being Hospitable

Much more than just being "nice," the act of being hospitable is an essential condition of collegiality and vital to the mission of the academy.

by John B. Bennett

John B. Bennett is provost and vice president for academic affairs at Quinnipiac College, Hamden, CT 06518; bennett@quinnipiac.edu. His forthcoming book Collegiate Professionalism: The Academy, Individualism, and the Common Good *(ACE/Oryx) further develops some of the notions raised in this* Bulletin *essay.*

Rarely does one hear the word *hospitable* associated with higher education. "Oh, no," we might think upon first hearing it applied to the academy, "it sounds quaint, even naive — too innocent of the rigorous demands of first-rate academic work." Like faint praise, the term as it is used colloquially seems to suggest weakness or lack of depth. "After all," we declare, "solid academic work is hard-nosed and requires scrupulous, unrelenting attention to standards." From such an angle, any softness, accommodation, compromise evoked by *hospitable* is suspect. "Some feelings are bound to be hurt, and probably should be. After all, it's learning and knowledge we're promoting, not self-esteem," we announce.

This side of academe's personality celebrates its aggressively independent stars and rigorously self-directed purists, energetically tending their plots of truth and commanding by force of intellect, not by good manners or receptivity to others. They are our *insistent individualists* — extraordinarily self-reliant and seemingly self-sufficient. Some are also pretty combative, conducting teaching and research as contact sports and showing little mercy. For them, cooperation is usually called for only to secure allies for battle against others. The rest of the time, though, cooperation is not conspicuous; solitary, hard labor is. If *hospitable* means being "nice," then hospitality is secondary, perhaps even dispensable, in their view.

True, academe is serious business and something in this description appeals to the individualist in all of us. Most of us, however, also sense that insistent individualism isn't the full story — indeed, it may even misrepresent the interests of the academy. It certainly misrepresents the nature of hospitality and its profound linkage to the academy. In fact, if we are really honest with ourselves, we know that the mission of the academy to advance learning doesn't just allow hospitableness, our mission *requires* it.

PROFOUND LINKAGES

Usually, the learning advanced is that of students and involves teaching. At other times, the learning is that of the laboratory investigator or the scholar in the library — learning to be given to others in validation of their work . . . to be contributed to the common body of knowledge for benefit of all . . . to be made available for use in teaching students. Whether in teaching or in research, then, we advance learning only through having interest in the work of others. Insistent individualism conceals this truth: that the academy presupposes hospitableness for all its work of scholarship.

Hospitality includes being

courteous, civil, and honest, but it goes beyond this. Being hospitable means being genuinely open to "the other" — interested in sharing learning, and receptive to the learning the other might possess. Feigning openness doesn't work, for only authentic hospitableness creates the fruits of companionship in the quest for learning and reciprocity in explaining intellectual interests — inviting the collegium to critique, validate, and extend learning. This dialectic between sharing and receiving is essential to being human, for we are relational and dependent upon one another. Rather than last-ditch contrivances in a Hobbesian world, communities are instead natural entities, foreign neither to teaching nor to learning. Indeed, hospitality and the communities it makes possible are essential to enduring personal satisfaction and well-being.

The attraction of insistent individualism is its capacity to shelter us from the risks inherent in genuine openness — the fear of others as potential threats to our intellectual safety, the anxiety of being responsible for others' learning, the danger of having our research findings ridiculed. But the inhospitableness of insistent individualism is hardly a firm foundation. It gives us the reputation of being a place where the battles are vicious even though, or perhaps even because, the stakes are so small.

Although we rarely reflect on these matters, several considerations make quite clear the connection between the work of the academy and hospitality.

Teaching and Research

Good teaching requires taking into account the situations of individual students — facilitating their particular learning, not learning in general. Good teachers recognize that the individuality of each student is inherently relevant to learning, a source of potential richness. Far from being transmission of data to passive, undifferentiated receivers, good scholarship of teaching almost always involves personal engagement in collective inquiry — a process of sharing and receiving for which *hospitableness* is but another name.

Successful teachers do not aim for artificial intimacy, but neither do they control or intimidate. Students easily discriminate between the hospitable instructor interested in facilitating their learning and the rote and distant instructor more interested in being well regarded and simply going through "educationally correct" paces. Rather than clinging to his or her own knowledge, the best instructor is the best learner — disposed to see students as potentially intriguing and insightful agents of knowledge, teachers to one another as well as to the instructor.

Likewise, research scholars depend on a prior framework of knowledge that has been received, charitably evaluated, and perhaps corrected and expanded. However narrowly centered or focused, every scholarly project exists in a larger context and relates to other projects, near and distant, without which it cannot be fully understood. Strangers are potentially valuable resources, and the hospitable scholar is receptive to possibilities such strangers may provide.

The hospitable scholar also knows that his or her private work must be made public and assessed by others. We do this best when we present our work with clarity, acknowledge adverse evidence, indicate levels of confidence, and provide support commensurate with claims advanced. Such openness improves the quality of scholarship, laying the groundwork for more carefully argued positions and more fruitful connections with other inquiries. Far from being secondary and dispensable, hospitableness seems essential for research scholarship. It acknowledges both our needs and our responsibilities as scholars.

In short, we do not really advance learning when we teach and do research in an insistently individualistic fashion. Solid academic work depends on openness and attention to the other. The very authority of the scholar rests upon that personal openness to others that I am calling *hospitableness.* Behind the initial authority bestowed through the classroom, the cachet of learned journals, or funded research is the ultimate authority of the individual person — established by his or her respectful openness to others. It is true that the search for truth can be a solitary affair, requiring tenacity, grit, even intellectual combat. But individual work presupposes a community of others both for initial materials and for subsequent validation. In other words, hospitableness is essential for our work together and for the authority we need. It is an epistemological necessity as much as a moral one.

Diversity and Civility

Hospitableness seems especially important in a time of increasing societal diversity. The academy diminishes itself when it excludes from study significant human accomplishments, or when it suggests these accomplishments are inaccessible to a broader public. If only African Americans can teach or study African-American literature, for instance, or if only women can

The very authority of the scholar rests upon that personal openness to others that I am calling *hospitableness*.

research women's issues, then genuine education has become politics. Without common intellectual grounds for respecting diversity, we adjudicate differences only through contests of power. Rather than liberating, education then constrains and alienates. Educators must seek and cultivate commonalities while acknowledging and incorporating the values of individual experience.

For this reason, being hospitable includes, but is considerably more than, being civil. We can be civil yet distant and uninviting. Indeed, academics sometimes cultivate civility as a mechanism to *prevent* collegial interaction on controversial subjects. In these cases, civility deters education. Instead, we need a commitment to work through differences and disagreements, not an agreement to avoid them.

Expressing respectful interest in others is, of course, the best way to learn of their experience; among educators, sharing our research and teaching insights and uncertainties usually facilitates reciprocal sharing. To do this, we must show up, be available to others, and forgo traditional polarizing rhetoric and *ad hominem* attacks. It means committing to thorough, constructive, unlimited, and uncensored discussion. Even complaining to colleagues about deplorable student abilities can promote good teaching by validating its difficulty, but only if our complaining does not create the very situation being deplored.

For at least these reasons, hospitableness is scarcely superfluous or superficial. It requires generosity in sharing and openness in receiving. To be generous in sharing means to relinquish habits of sequestering and harboring knowledge lest others poach. It also demands that we minimize customary broadcasting of our knowledge in boastful and self-promotional ways. To be open in receiving means to be genuinely willing, at least initially, to acknowledge the other as an equal in our quest for jointly possessed and well-founded knowledge. Solid academic work recognizes that overall we have few certainties, that additions and refinements can come from unexpected and unlikely corners, and that to affirm the other might in fact augment rather than diminish our own intellectual capital.

Enriched and Integrated Selves

Being hospitable requires reviewing the familiar as well as being open to the strange. We are victims of our own narrowness when we dwell in unexamined routines or preconceptions, just as much as when we dismiss the novel or different without a genuine hearing. Either way we risk loss of knowledge and a diminished self. Admitting the new or the strange provides an opportunity to celebrate the accomplishments of others as also enriching ourselves. But this requires the transformation of self that comes only with relinquishing control and dropping ingrained resistance to self-examination.

Such transformation comes with difficulty for many in academe, for it points toward humility — appreciation that our knowledge is not absolute, that others may function as peers and call into question treasured positions, that such questioning can enrich everyone, and that delight in the advancement of learning is appropriate regardless of who gets credit.

Genuine hospitableness also contributes to self-integration. The personal and the professional are neither separated and held apart, nor are they collapsed into each other. Separation suggests a personal indifference to knowledge. Inquiry is not allowed to impinge on personal values and behaviors, or vice versa. Yet, what initially appears as a condition for objectivity seems to turn against itself. With separation, for instance, neither the beauty of the artistic performance nor the systematic evil of the Holocaust becomes a matter of significance to the personal lives of those who study them.

Alternatively, collapse of the personal into the professional creates an arid one-dimensionality, devoid of the richness promised by the pursuit of knowledge; and collapse of the professional into the personal can generate a dilettantism, even a self-preoccupation, at odds with the discipline that knowledge requires. Instead, genuine hospitableness pushes toward an integration and balance of the personal and professional. What we know affects who we are. Knowledge is not without impact upon our character, and our character is reflected in our personal behavior.

Community

That knowledge is constructed and advanced through others illustrates the concept of the self as social, as inherently constituted by relationships. Forms of community are natural to academic work and life. The more vital academic communities are not simple aggregations of individuals but forms of togetherness bound by common commitments to inquiry and reciprocity in which each member both shares and receives. As the etymology suggests, colleagues are those with whom we are linked in com-

But in a deeper sense, being hospitable is foundational to the work of the academy, not an add-on or a luxury.

mon pursuits, a linkage celebrated as the collegium. Without hospitality — without willingness to show up, to attend to the other, and to share common standards, purposes, and chores — the collegium deteriorates and eventually collapses. Regular and respectful discussions of mission and students and teaching and scholarship are essential to a vital collegium.

Most academic institutions work against hospitableness by accentuating territorial rights and possessiveness. Departmentalized inquiry can foster balkanization and isolation rather than the integrity and freedom publicly associated with the pursuit of knowledge. The result is fragmentation of curricula and neglect of a common good. Hospitality toward those in other disciplines is much more difficult when boundaries and barriers are in place. Interdisciplinary activities are commendable attempts to compensate, but most still struggle against inherited structures that separate. Yet, departments need not be abandoned in the search for greater connectivity between and among disciplines. Inquiry that is completely open and unstructured can be terrifying. We need the boundaries of disciplines in order to learn, just as we then need to transcend disciplines by knowing their boundaries.

Institutions promote disconnectedness in other ways. Through sheer size or inattention, institutions can seem unrelated to the individuals who constitute them. Some individuals may feel second class and secondary to the mission of the institution. When this happens, everybody loses, for the common good is neglected. And the reward structure of the academy often reinforces insistent individualism rather than relationality and a common good. Departments whose faculty excel at their individual work can still be known as marginal departments that lack commitment to their collective work. Here, too, recognition of individual achievement need not be neglected in order to advance the common good, though it requires imaginative leadership and good will to accommodate both.

CURRENT REALITIES

Is it an exaggeration to say that most of us in the academy are insufficiently hospitable? Whether conservative or liberal, we often cling to exclusionary rituals, banishing unwashed colleagues, students, and the larger public from the guilds that provide us with meaning and authority. We pursue individual status and privilege, and indulge in games of posturing and one-upmanship that give the academy its reputation as a small-minded place. Since most of us want to be left alone, we hold others at a distance, sometimes even begrudging their accomplishments despite being enriched by them. We insist upon specialized vocabularies to facilitate communication within the guild, thereby keeping nonmembers at a distance. Some members of the academy even repudiate the power of reason, embracing insularity and tribalism by defining the character and limits of knowledge and reality in terms of the group alone.

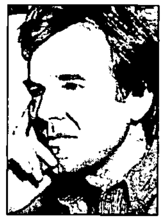
These trivial and demeaning rivalries, the occasional hostile expressions of contempt, even the simple but sustained indifference to others, mark the exercise of power rather than the service of professionals. They reflect elements of social Darwinism inappropriate to the privileged environment of the academy. Considerable segments of the public are already doubtful that academic professionalism is up to its task. Critics note the neglect of teaching, inadequate faculty development and evaluation policies, inattention to rising costs, and a general failure of the academy to apply its critique of others to itself. Prudence alone should nudge us toward hospitality.

But in a deeper sense, being hospitable is foundational to the work of the academy, not an add-on or a luxury. It does not displace rigor; rather, being hospitable redefines it. Hospitality is not a celebration of gullibility or uncritical acceptance; it does not urge that standards be relaxed or claim that everything is equally warranted. Instead, to practice hospitableness is to assert that neither the individual nor our community is the measure of all. Hospitality both expresses and requires the repudiation of a crippling relativism. Only on the basis of hospitality can we apply standards rigorously, separating the wheat from the chaff, always recognizing that even accepted standards of evidence and adequacy need periodic review and revision.

This may appear to be a counsel of perfection. People are frail, and situations can be maddeningly complex. Most of us are able to be more hospitable at some times and less so at others. Ebbs and flows in the lives of institutions make welcoming the new possible in some ways but not in others. Being hospitable is a matter of degree. And it cannot be commanded — only elicited and modeled. Nonetheless, astonishing though it may appear at first glance, hospitality is an essential condition of collegiality and vital to the mission of the academy. ■

AAHE Forum on Faculty Roles & Rewards

Conference Preview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AAHE's sixth annual **Conference on Faculty Roles & Rewards,** "Faculty Work in Learning Organizations," will be held *January 29 - February 1, 1998,* in Orlando, FL.

Keynote speaker **Peter Senge,** author of *The Fifth Discipline: The Art and Practice of the Learning Organization* and pioneer in organizational learning, will address the conference's theme head-on. Responding to Senge's remarks will be **David Scott**, chancellor, University of Massachusetts-Amherst, and **Susan Awbrey,** assistant vice president for academic affairs, Oakland University, in "The Learning Organization: Implications for Academic Life."

AAHE president **Margaret A. Miller, Gordon Davies,** Teachers College, and **David Ward,** senior vice president for academic affairs, University of Wisconsin-System, will explore "Shifts in the Funding of the Scholarly Work of Faculty." And in the closing plenary, **David Casteen,** president, University of Virginia, and **Mary Burgan,** AAUP, will address the often-controversial issue of shared governance.

Other major speakers include **Robert Kegan**, author of *In Over Our Heads: The Mental Demands of Modern Life*, on "The Faculty Role in the Post-Modern World," and **Jane Tompkins,** professor of English, Duke University, and author of *A Life in School: What the Teacher Learned*, on her experiences in experimental teaching, "The Call to Wholeness."

Several of AAHE's projects will report on their work. **Pat Hutchings,** director, AAHE Teaching Initiative, **Lee Shulman,** president, Carnegie Foundation for the Advancement of Teaching, and **Jim Wilkinson,** director, Harvard's Bok Center, and AAHE Peer Review Project evaluator, will discuss the progress they've made. **Gene Rice,** director, AAHE Forum on Faculty Roles & Rewards, **Richard Chait,** professor, Harvard Graduate School of Education, and

SITESEEING

Sites that inform one of the hot topics in higher ed today, diversity —

American Council on Education — Office of Minorities in Higher Education
www.acenet.edu/programs/omhe/home.html
Source of the "Status Report on Minorities in Higher Education" and sponsor of the "Educating One-Third of a Nation" conference series.

The Affirmative Action and Diversity Project
humanitas.ucsb.edu/aa.html
Forums for discussion and current information on Proposition 209; news; the economics of affirmative action; quotas and proportional representation; culture, race, and gender; and pending legislation.

Diversity Web **www.inform.umd.edu/diversityweb**
48 links to research and resources; campus profiles; leaders guides for discussion; and the University of Maryland's searchable Diversity Database. Lots of layers of information; be ready to explore!

Minority On-Line Information Service (MOLIS)
web.fie.com/web/mol
Detailed information on 164 minority institutions nationwide: faculty profiles, research centers, facilities; research and educational capabilities of HBCUs and HSIs; scholarships and fellowships; and more!

Racial and Ethnic Distribution of College Students
nces01.ed.gov/nces/pubs/ce/c9645a01.html
Interesting stats from the U.S. Department of Education, National Center for Education Statistics.

Send in your favorite higher ed websites: *calander@aahe.org.*
Upcoming: *technology, faculty, service-learning, teaching, and more!*

Chris Licata, associate dean, RIT, will discuss the next phase of AAHE's New Pathways project.

A conference preview, containing a sampling of the more than 100 sessions, all of the 31 workshops, and this year's special events, was mailed to all AAHE members in November. Register early — last year's workshops and special events filled up fast! The Early Bird Deadline is *December 15, 1997* (save $40!); the regular deadline to register by mail or fax is *January 9, 1998*.

For more information, contact Pamela Bender (x56), program coordinator, aaheffrr@aahe.org.

AAHE Assessment Forum

1998 Assessment Conference

Plan now to attend the **1998 AAHE Assessment Conference,** "Architecture for Change: Information as Foundation," to be held *June 13-17, 1998,* in Cincinnati, OH. This year, eight national experts will help develop the four thematic strands:

◆ *Assessment of Powerful Pedagogies: Classroom, Campus, and Beyond* — **Jean MacGregor,** Washington Center for Improving the Quality of Undergraduate Education, and **George Kuh,** Indiana University at Bloomington

◆ *Assessment of Programs and Units: Program Review and Specialized Accreditation* — **Trudy Banta,** IUPUI, and **Larry Braskamp,** University of Illinois, Chicago Circle

◆ *Assessment Within and Across Institutions: Institutional Effectiveness and Regional Accreditation* — **John Harris,** Samford University, and **Steve Spangehl,** North Central Association

◆ *Information to Action: Asking Good Questions, Generating Useful Answers, and Communicating Well* — **T. Dary Erwin,** James Madison University, and **Alec Testa,** Eastern New Mexico University.

Consider submitting a proposal for a workshop or concurrent session. The call for proposals (deadline *December 5, 1997*) was included in the October *Bulletin* and is also available online at www.aahe.org. For more information, contact Kendra LaDuca (x21), project assistant, kladuca@aahe.org.

Publications

Important Speeches on Assessment

"My intention ... is to talk about what usually gets left out — learning itself — as a way of helping you think about the choices you make in enacting and assessing undergraduate education." So declared **Ted Marchese** at AAHE's 1997 Conference on Assessment & Quality. His address, "The New Conversations About Learning," plus six other major speeches are reprinted in *Assessing Impact.*

The other speeches are: "Listening to the People You Serve," **Ellen Earle Chaffee**; "Accountability and Assessment in a Second Decade," **Peter T. Ewell**; "Intentional Improvement: The Deliberate Linkage of Assessment and Accreditation," **Sherril Gelmon**; "Working Together to Enhance Student Learning Inside and Outside the Classroom," **George Kuh**; "Looking for Results: The Second Decade," **Margaret A. Miller**; and "Feedback: How Learning Occurs," **Grant Wiggins** (excerpted in this issue on pp. 7-8).

Copies of *Assessing Impact* are $12 each, AAHE members $10, plus $4 shipping. For help with your order, call the AAHE Publications Orders Desk (x11).

Membership

Members-Only Website

The *Members-Only* section of AAHE's website continues to grow with excerpts from AAHE's latest book releases, the *Bulletin* in text and Adobe PDF formats, and a comprehensive resource of all links from the AAHE site to outside resources.

To visit the section, scroll down to the Members-Only section and click on "New this month." Or, click on the "Member's-Only" link. Enter "member" for username and "yates" for a password.

A new "Members-Only" resource is being planned: a searchable database of AAHE members, that would allow you to search for fellow members by name, city, state, or institution. If you do **not** want to be listed in the database, please contact Mary C. J. Schwarz (x14), director of membership and marketing, mschwarz@aahe.org, fax 202/293-0073.

AAHE Black Caucus

Tour South Africa!

AAHE and the AAHE Black Caucus are sponsoring an educational study tour of South Africa, *July 16-August 2, 1998.* Visit colleagues at nine South African universities. Meet with the U.S. ambassador to South Africa and other South African dignitaries. For more information about the tour, contact Monica Gay (x18), director of conferences, mgay@aahe.org.

Membership

AAHE Materials

Are you interested in receiving additional information on AAHE and its various projects? Would you like to provide brochures, fact sheets, or other materials to interested colleagues?

Contact Mary C. J. Schwarz (x14), director of membership and marketing, mschwarz@aahe.org. Please include your mailing address and phone number.

AAHE Technology Projects

TLTR Events

➤ "Levers for Change" workshops are open to teams from institutions interested in starting their own Teaching, Learning & Technology Roundtable. See the calendar on page 16 for the hosts, locations, and dates of these workshops.

➤ Catalyst Institutes are being scheduled now for 1997-98. A Catalyst Institute consists of three or more in-depth workshops, each focused on a key

continued on page 16

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items . . . email via tmarches@aahe.org.

PEOPLE: High cheers for the selection of former AAHE Board chair **Diana Natalicio** as one of four winners of this year's Harold W. McGraw, Jr. Prize in Education . . . Diana would be first to share the glory with her colleagues at UT-El Paso, which has been a standout this decade in diversity and community-outreach programs. . . . If CSU trustees were looking for the departing **Barry Munitz**'s equal in savvy and forthrightness, they found their man in Florida's state chancellor, **Charles Reed** . . . Charlie arrives in Long Beach March 1st. . . . Also California bound: IIE's president of the past 17 years, **Richard Krasno,** for the presidency of the Monterey Institute of International Studies . . . New York-based IIE, best known for running the Fulbright program, now has scores of research, exchange, and diplomatic activities around the globe and an annual budget of $135 million.


Natalicio


Smith (c. 1969)

PLA: In 1995, the Pew Charitable Trusts put aside two years of funding to identify and reward campuses that had reorganized for student learning . . . last year, with lots of publicity, three schools got $250,000 "Pew Leadership Awards": Alverno, Portland State, and RPI. . . . Last month, with comparatively less publicity, three more campuses joined the PLA elite: Babson, Eastern New Mexico, and Mount St. Mary's (CA) — to whom we can all say, Well done! Pew itself, meanwhile, pauses to evaluate the PLA program, has it on hold this year.

MORE PEOPLE: All best wishes to our thoughtful colleague **Pat Callan,** $8 million in foundation funding now in hand for the start-up of a new, nationally focused Higher Education Policy Institute in San Jose (408/271-2699). . . . Congratulations to **Dean Hubbard, Joseph "Tim" Gilmour,** and our other friends at Northwest Missouri State, winner of the Baldrige-based Missouri Quality Award. . . . An email from Melbourne, Australia, brought news that one of the bright lights of the faculty-development world, Monash University's **Terry Hore,** is retiring . . . Terry's recent work has been on "workplace stress in academia," a topic that should bring him plenty of consultancies. . . . In a nice touch, Wayne State's trustees name its gleaming new (and student-oriented) library for **David Adamany,** who steps down later this year from the presidency. . . . I was intrigued by NSF director **Neal Lane**'s announcement that the agency would commit $22.5 million to support research in "learning and intelligent systems" (LIS) — 28 interdisciplinary studies of how humans learn and create. . . . Hope you enjoyed your November/December *Change,* and especially the new essay — his best ever? — by **Parker Palmer.** . . . Catch that late-October PBS special "The G.I. Bill: The Law That Changed America"? . . . its chief consultant was American U's **Milt Greenberg** . . . if you missed it, pick up Milt's companion picture-book with the same title, published by Lickle.

APPOINTMENTS: Best wishes to new presidents **Richard Byyny** (UC-Boulder), **Ned Sifferlen** (Sinclair CC), **Frederick Woodward** (Westfield State), and **Ron Wright** (Cincinnati St Tech & CC) . . . and to **Susan Mason,** VPAA at Niagara U. . . . **Sue Huseman** departs Monmouth College, new vice chancellor of the Maine system. . . . **Gary Cox,** ex-head of Kentucky's statewide board, now heads that state's independent colleges association. . . . Shippensburg president **Anthony Ceddia** is the elected head of the Pennsylvania Association of Colleges and Universities, a public-private enterprise to "establish a unity of spirit and understanding among the sectors" (good idea!). . . . **David Brakke** is the new dean of natural and mathematical sciences at — here's a name change for you — Towson University. . . . **Eric Kristensen,** faculty-development leader at Boston's Berklee College of Music, is the elected head of POD this year.

FOUNDERS: Whenever AAHE has an anniversary, old-timers retell the tale of how the fledgling association, all but penniless, got its start in 1969 through the determination of a handful of leaders plus 300 founding, "life" members who carried the organization through its darkest days. . . . Two true heroes of AAHE's creation passed away recently . . . back in July, **Robert J. Keller,** in Cheyenne, WY, died at 84 . . . Bob, from the University of Minnesota, was AAHE's Board chair in 1969-70 . . . and last month **G. Kerry Smith** died at 94, in Briarcliff Manor, NY . . . Kerry was AAHE's founding chief executive . . . both were gentlemen and scholars. ■

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challenge of policy and practice, plus institutional team sessions. Catalyst workshops are available on a wide range of topics: distance education strategy ("Degrees of Distance"); evaluation of technology and education ("Flashlight") technology; the writing program ("Epiphany"); American studies and technology ("Crossroads"); and finance, planning, and information technology.

For more information about these events, please contact Amanda Antico (x38), program associate, antico@clark.net.

AAHE Assessment Forum

Task Force on Learning

The Joint Task Force on Student Learning, sponsored by AAHE, the American College Personnel Association (ACPA), and the National Association of Student Personnel Administrators (NASPA), is writing a policy statement to address how colleges and universities can better align their activities on behalf of students. Members of the Task Force are **Judith Berson,** Broward Community College; **Susan Engelkemeyer,** Babson College; **Paul M. Oliaro,** West Chester University of Pennsylvania; **David L. Potter,** George Mason University; **Patrick T. Terenzini,** Pennsylvania State University; and **Geneva M. Walker-Johnson,** Hartwick College.

The advisory board for this collaborative project comprises: **K. Patricia Cross,** Berkeley, California; **Jon C. Dalton,** Florida State University; **Dean L. Hubbard,** Northwest Missouri State University; **George Kuh,** Indiana University at Bloomington; **Ted Marchese,** AAHE; **Sheila Murphy,** Simmons College; **Dennis Roberts,** Miami University; and **William Thomas,** University of Maryland, College Park. If you have ideas for the task force to consider, please contact Barbara Cambridge (x29), director, bcambridge@aahe.org. ■

Important Dates

TLTR "Levers for Change" Workshops.

- New Jersey Commission for Higher Education and New Jersey Intercampus Network. Raritan, NJ. *November 14-15.*
- Appalachian College Association. Berea College, KY. *December 5-6.*

National Conference on the Education and Employment of Graduate Teaching Assistants. Cosponsored by AAHE. Minneapolis, MN. *November 6-9.*

1998 AAHE Conference on Faculty Roles & Rewards. Orlando, FL. ***January 29-February 1.***

- Early Bird Registration Deadline. *December 15, 1997.*
- Regular Registration Deadline. *January 9, 1998.*

1998 National Conference on Higher Education. Atlanta, GA. *March 21-24.*

1998 Assessment Conference. Cincinnati, OH. ***June 13-17.***

- Proposal Deadline. *December 5, 1997.*

1998 AAHE Black Caucus Study Tour to South Africa. ***July 16-August 2, 1998.***

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A A H E

December/1997 Volume 50/Number 4

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AAHE BULLETIN
December 1997/Volume 50/Number 4

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack

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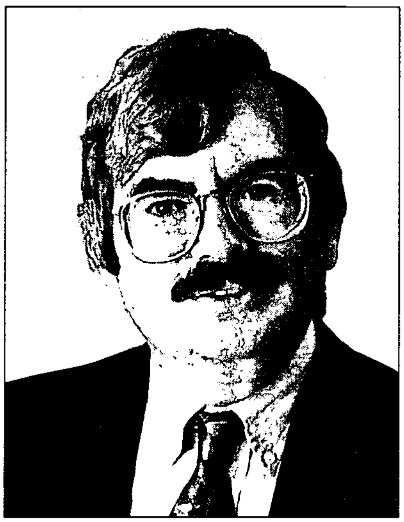
Organizing for Learning

A New Imperative

To get systemic improvement, we must make use of what is already known about learning itself, about promoting learning, and about institutional change.

by Peter T. Ewell



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Change initiatives designed to improve undergraduate education have been launched under many banners. General-education reform, assessment, active learning, service-learning, and collaborative learning are among the most prominent, with technology-enhanced instruction perhaps the latest. In part, this flurry of activity arises because external pressure for "improvement" has become unavoidable: Employers, politicians, and citizens at large have growing doubts about what is really learned in college. In part, the activity is attributable to a sincere desire on the part of many faculty to do a better job. They are unhappy with the quality of learning that seems to result despite their efforts, and they are unhappy with a largely immutable instructional delivery system that seems to frustrate all attempts at a different order of outcome.

Despite sound conceptual foundations and sincere intentions, though, most efforts to change the existing system arise in the form of particularist "movements," each with its own rhetoric, vocabulary, tools and techniques, and sources of support. Rather than cutting across all aspects of campus functioning, each effort thus tends to become a train on its own track, isolated from its fellows and from the real ways the institution does business. Few are supported by existing incentive structures such as pay, promotion, and tenure for individual faculty members, or budget making, political position, or reputation for academic units and institutions. Against the grain of existing structures and incentives, these movements have scant chance of long-term success.

Our limited success in actually improving collegiate learning has thus not been for want of trying. Instead, the handicap is the result of two important attributes of most of the approaches that we've up to now tried:

• **They have been implemented without a deep understanding of what "collegiate learning" really means and the specific circumstances and strategies that are likely to promote it.** At one level, this means that we sometimes do things that are at least partially wrong — initiatives that emerging research on human learning tells us won't work at all or that will yield only limited returns. Lack of collective understanding about the nature of learning itself, moreover, makes the actual goal we are shooting for on any given campus fuzzy at best.

• **They have for the most part been attempted piecemeal both within and across institutions.** This means that often-significant investments of time and resources, however well-motivated, don't fit together very well. At a deeper level, new initiatives aren't usually launched with much awareness of what we know about how complex organizations actually change and how they can be best induced to do so.

To overcome these conditions, colleges and universities must engage themselves far more deeply in well-informed discussions about the characteristics and sources for higher learning. AAHE is committed to fostering such conversations, as highlighted by a major program track at its National Conference on Higher Education in March 1998 (see the track description on "Organizing for Learning" in the September 1997 *Bulletin*).

Supporting this track is a publication — planned for 1998 — that assembles and annotates seminal writings drawn from the literatures of cognitive science, human learning and development, teaching improvement, curricular and instructional design, organizational restructuring, and quality improvement. Each of these literatures is rich and vast; any one provides an effective way into the larger topic. Taken together, they are remarkably consistent in the picture they paint.

Condensed from that planned publication's first chapter, the article that follows is thus both an introduction and a teaser. Its three principal sections aim to sketch succinctly what we know from these various literatures about higher learning itself, about the kinds of settings and techniques that foster such learning most effectively, and about the organizational strategies best suited to change on its behalf.

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What We Know About Learning

A decade of pathbreaking research in the field of cognitive science suggests that indeed big differences exist between knowledge based on recall and deeper forms of understanding. That research forces us to recognize that all learning is rich, complex, and occasionally unpredictable. Building effective environments to foster it must rest on collective knowledge and active discussion of this complexity.

Drawn from this considerable body of work, the following seven insights about learning itself seem particularly compelling as starting points for campus attention:

• **The learner is not a "receptacle" of knowledge, but rather creates his or her learning actively and uniquely.** Learning is an essentially creative act. Its proof lies in the learner's ability to go beyond the simple "reproduction" of knowledge to engage in fundamentally new forms of understanding. Psychologist Jerome Bruner strikingly portrays learners as "epistemologists" — actively engaged in constructing unique ways of knowing and finding things out, even as they add to a particular stock of knowledge. This characterization of learning, of course, is quite at odds with our dominant instructional models, which stress additive content transmission.

• **Learning is about making meaning for each individual learner by establishing and reworking patterns, relationships, and connections.** Cognitive science tells us that individual brains "learn to make themselves work" actively and individually by establishing new patterns of synaptic connection. The result is a unique set of "mental models" that each of us uses to make meaning out of specific situations. One consequence is different learning styles among learners — a diversity that must be accommodated by effective instruction. Another is that established ideas don't always go away — even when "new" ones are taught and apparently "learned."

• **Every student learns all the time, both with us and despite us.** Synaptic connection making occurs constantly and not just in formal "learning" situations. Most of the resulting learning, moreover, is implicit — arising out of direct interaction with complex environments and a range of "cues" given by peers and mentors. This insight helps explain the common research finding that college students learn a lot outside of class. It also admonishes us to take conscious advantage of every available setting as an opportunity for learning.

• **Direct experience decisively shapes individual understanding.** Cognitive science also tells us that the brain's activity is in direct proportion to its engagement with actively stimulating environments. Although disagreement remains about the extent to which individual learners can generalize what they learn from discrete and different environments (the so-called "situated learning" controversy), this insight certainly lends credence to our efforts to create active student engagement in any teaching situation.

• **Learning occurs best in the context of a compelling "presenting problem."** Maximum learning tends to occur when people are confronted with specific, identifiable problems that they want to solve and that are within their capacity to do so. The first condition emphasizes the strong role of "thinking dispositions" that determine when students will actually invest energy in learning. The second compels attention to creating learning situations that carefully manage the levels of challenge provided: too much, and the brain simply "turns itself off."

• **Beyond stimulation, learning requires reflection.** Brain research tells us that high challenge produces major surges in short-term neural activity (termed "beta-level" activity). But building lasting cognitive connections requires considerable periods of reflective ("alpha-level") activity as well. Absent reflection, solving "presenting problems" usually ends learning encounters at a point well short of the cognitive reorganization that deep learning requires. Effective learning situations thus need to encompass time for thinking.

• **Learning occurs best in a cultural context that provides both enjoyable interaction and substantial personal support.** Finally, new insights into the ways traditional cultures gain and transmit knowledge (drawn from sociobiology and anthropology) remind us that effective learning is social and interactive. Key features of the necessary social milieu that we should be mindful of in creating new learning situations are direct personal support for manageable risk taking (and its occasional negative consequences) and frequent opportunities for peer interaction and feedback.

What We Know About Promoting Learning

Taken individually, each of these insights about the nature of learning isn't much of a surprise. But colleges and universities remain "novice cultures" in developing approaches consistent with these "obvious" insights. Rather than being guided by an overall vision of learning itself, established through systematic research and the wisdom of practice (both hallmarks of an "expert culture"), reform efforts tend to be particularistic and mechanical.

Taken individually, each of these insights about the nature of learning isn't much of a surprise. But colleges and universities remain "novice cultures" in developing approaches consistent with these "obvious" insights.

Yet decades of experimental work in educational psychology and instructional design have taught us a lot about the relative values of specific pedagogical settings and approaches. In parallel with what cognitive science tells us about the nature of learning, this body of work suggests that the following six "big ticket items" are good places to start in remaking instruction:

• **Approaches that emphasize application and experience.** Because students often see little direct utility in what they are learning, and have few opportunities to try things out for themselves, much of the subject matter they actually acquire takes the form of "ritual knowledge" designed to keep the instructor happy. One kind of remedy, symbolized by approaches such as internship and service-learning, tries to break down artificial barriers between "academic" and "real-world" practice (as well as between the curriculum and the cocurriculum). Another emphasizes curricular designs that foster appropriate knowledge and skills "just in time" for concrete application in current classwork or experience.

• **Approaches in which faculty constructively model the learning process.** "Apprenticeship" models of teaching are effective because they allow students to directly watch and internalize expert practice. Such settings also assign students consequential roles in what is being done — roles that emphasize, too, why it must be done right. The demonstrable effectiveness of undergraduate participation in faculty research is a case in point, as are the internship or practicum components of many existing practice disciplines.

• **Approaches that emphasize linking established concepts to new situations.** Research on "analogical mapping" confirms the utility of approaches that involve recording and analyzing commonalities among quite different situations, then using the resulting constructs to gain insight into new problems. The best gains occur when students are given both the conceptual "raw materials" with which to create new applications and active cues about how to put them together. For such approaches to work as advertised, though, students must do the work themselves and faculty must assiduously avoid "telling" them how to make these linkages.

• **Approaches that emphasize interpersonal collaboration.** Because it seeks to produce "knowledgeable individuals," most instruction emphasizes individual work. At best, under this current paradigm, working together is seen as inefficient; at worst, it is viewed as cheating. In contrast, research findings on collaboration are overwhelmingly positive, with instances of effective practice ranging from within-class study groups to cross-curricular learning communities.

• **Approaches that emphasize rich and frequent feedback on performance.** We know that the ways students are assessed powerfully affect how they study and learn. Managing the frequency and consequences of such assessments — by using weekly quizzes or nongraded practice assignments, for instance — can thus pay immediate dividends because students can use their mistakes to identify ways to improve. More importantly, such practices shift the focus of instruction from "teaching" to "coaching" — creating iterative opportunities for students to try out skills, to examine small failures, and to receive advice about how to correct them.

• **Curricula that consistently develop a limited set of clearly identified, cross-disciplinary skills that are publicly held to be important.** We know that curricula designed as intentional and integrated "learning plans" can affect learning powerfully. Needed integration must be both "horizontal" (emphasizing the application of key skills in different contexts) and "vertical" (fostering sequential vectors of development) to be effective. And both depend critically on making collective campus commitments about what should be learned in the first place.

What We Know About Institutional Change

Research-based insights about what constitutes good teaching come, again, as no surprise. Each one of these insights has inspired admirable initiatives on a variety of campuses already. But most have also been around long enough to wonder why we can't pursue them systematically — as *organizations* rather than as individuals.

Here a third set of insights — this time drawn from the literatures on organizational change and continuous improvement — come into play. The following six appear especially relevant for developing the kinds of change processes really needed to "organize for learning":

• **Change requires a fundamental shift of perspective.** Current academic blueprints place "knowledge" itself, and the mechanisms for "delivering" it, at the center of each institution's design. As a result, they decisively construct what institutional members think they are "supposed to do." But instead of starting with academic "programs" and their familiar, requisite structures, alternative design visions start with *students* and what they need to be successful as learners. Shifts of perspective such as these, experience in corporate transformation has shown, demand more than just proclaiming a "new" organizational vision. Instead they require all members of the institution to fundamentally rethink what they do.

• **Change must be systemic.** Instructional reforms, moreover, are typically advanced in the form of separate and distinct sets of activities. Little thought is given to the manner in which each reform, if really taken seriously, might affect *all* components of the institution and the relationships among those components. "Systems thinking," the literature on organizations tells us, first demands a comprehensive audit of current and contemplated policies, practices, and behaviors. It also requires a detailed analysis of current values and rewards and how these will inhibit or support desired changes.

• **Change requires people to relearn their own roles.** At most colleges and universities, staff-development activities are auxiliary — engaged in at the discretion of individuals and largely unconnected to one another. "Organizing for learning," in contrast, demands approaches that emphasize the character of learning itself and that model the same learning practices they seek to develop. They must also attempt to imbue faculty with a sense of collective accountability for learning of the same character and depth as is currently accorded scholarly research.

• **Change requires conscious and consistent leadership.** Experience in organizational transformation emphasizes the role that top administrators must play as "leading learners." It also suggests that administrators must "round up" scattered innovations by creating new lines of lateral communication and alternative reward structures. A final related lesson for leaders is that organizational change is always about people, so attention to feelings, perceptions, and symbols is overwhelmingly important.

• **Change requires systematic ways to measure progress and guide improvement.** Building a "learning organization" involves creating institutional capacities for gathering and interpreting data at all levels. At the highest level, "institutional research" needs to be recaptured for learning, rather than being mainly confined to administrative and reporting functions. At successively lower organizational levels, concrete mechanisms for gathering data, and the incentives to use them, are equally important. Finally, the ways in which information about performance is actually used is decisive. If feedback is used in high-stakes situations to evaluate individuals, for example, instead of being harnessed to understand and improve collective activities, nothing useful will occur.

• **Change requires a visible "triggering" opportunity.** A final organizational insight is that new initiatives rarely start from scratch. Like learning itself, the most successful organizational transformations begin with a particular felt need — fiscal constraint and the consequent need to restructure, or a particular instance of deficient performance that is visible and hard to avoid. Part of the art of transformational leadership is to recognize and capitalize on such opportunities when they arise.

> Every system is perfectly constructed to produce the results that it achieves, long-term observers of organizational dynamics often say. That higher education is currently underperforming . . . should come as no surprise then.

In the Last Analysis

Every system is perfectly constructed to produce the results that it achieves, long-term observers of organizational dynamics often say. That higher education is currently underperforming — both in its own eyes and in the eyes of others — should come as no surprise then, given its extant organizational structures, values, and patterns of communication.

Explicit recognition that the current system *is* a system — intact and self-perpetuating because of a complex network of existing values and supports — is thus fundamental for change. Only by beginning from a new point of departure can we hope to break the constraints on both thinking and action that this system imposes. In the last analysis, this is what "organizing for learning" is all about. ■

Life After College

Employment, Further Education, Lifestyle for Recent Grads

What do the data say about what happens to our students in the first few years after graduation?

by Colleen T. O'Brien

Colleen T. O'Brien is managing director of The Institute for Higher Education Policy, 1320 19th Street NW, Suite 400, Washington, DC 20036; institute@ihep.com.

Each year, as college seniors finish their final exams and prepare to graduate, there's one question they're sure to hear: "Now what are you going to do?" This annual ritual is fortified each spring by media stories about the "Class of XX," which tend to focus on what the job market looks like for this year's graduates: who's hiring, in what fields and majors, and at what salary levels. The specific answers vary year to year — the Class of 1997 faced a much better job market than did previous classes in the 1990s, for example — but the stories have an enduring theme: Life will be good for graduates in certain fields, more challenging for those in other fields.

While these stories present an interesting snapshot of the post-collegiate employment experience, they focus narrowly on a single outcome of college: getting a job. But a college education in America is about much more than that. Life after college brings a variety of experiences for recent graduates, ranging from further study at the graduate and professional level to a new lifestyle that may include family, finances, and other choices and obligations. *Now What? Life After College for Recent Graduates,* a recent report from The Institute for Higher Education Policy and The Education Resources Institute (TERI), takes this broad view by examining three key aspects of life after college: employment, further education, and lifestyle. Its unique approach is that it pulls together in one place a range of data to help recent graduates — and their colleges — get a fuller picture of what's come next for baccalaureate recipients in the 1990s. (For more about the sources of the report's data, see the box on the next page.)

In general, the report focuses on students who graduated from a four-year college since 1992. Employment outcomes include current and future job-market prospects and the range of compensation that recent graduates receive. Education data describe participation in education beyond the baccalaureate degree, either at the graduate and professional level or in other forms of education and training. Lifestyle data cover an array of experiences and circumstances, including family status and residence, financial assets, voting and community service participation, and students' alumni relationships with their undergraduate institutions.

OVERVIEW

Since 1992, nearly seven million students have completed at least a bachelor's degree in a U.S. institution. Over this span, college graduating classes have been about 45 percent male and

ABOUT THE REPORT

Now What? Life After College for Recent Graduates

About the Data

Information and analyses contained in the *Now What?* report were drawn from data collected by federal agencies including the U.S. Department of Education, the Census Bureau, and the Bureau of Labor Statistics. Additional data were used from higher education associations, colleges and universities, and organizations including American College Testing (ACT), the Collegiate Employment Research Institute (CERI) at Michigan State University, and the National Association of Colleges and Employers (NACE). (Salary data presented in the report and in this article are used with the permission of NACE.)

Much of the analysis conducted for the report used data from "Baccalaureate and Beyond," a longitudinal study designed by the U.S. Department of Education to track students as they prepare for graduation and beyond. A nationally representative sample of students was surveyed on issues such as job search methods, initial job placements, and financial status — first in 1992-93 and then again in 1994. Special analyses of that data determined some of the most common postgraduate "facts of life," and what impact the college experience had on the economic, social, and family status of recent graduates.

About the Sponsors

The Institute for Higher Education Policy is a nonprofit, nonpartisan organization whose mission is to foster access to and quality in postsecondary education. The Institute's activities promote innovative solutions to the important and complex issues facing higher education. These activities include research and policy analysis, policy formation, program evaluation, strategic planning and implementation, and seminars and colloquia.

The Education Resources Institute, Inc. (TERI) aids students in attaining an education and assists educational institutions in providing an education in an economical fashion. To achieve these purposes, TERI functions as a private guarantor of student loans and engages in a variety of education policy and research activities.

For a Copy of the *Now What?* Report

Copies of *Now What?* are available from TERI, 330 Stuart Street, Suite 500, Boston, MA 02116-5237; fax 617/451-9425; www.teri.org. Or call tollfree 800/255-TERI x4762. Previous collaborations of TERI and The Institute include the following reports: *The Next Step: Student Aid for Student Success; Life After 40: A New Portrait of Today's — and Tomorrow's — Postsecondary Students;* and *College Debt and the American Family.*

55 percent female. Most graduates in that period were white non-Hispanic (83 percent); the balance were black non-Hispanic (6 percent), Hispanic (5 percent), Asian/Pacific Islander (5 percent), or American Indian/Alaskan Native (1 percent).

Sixty-seven (67) percent of the graduates attended public colleges and universities; 33 percent attended private institutions. Seventy-five (75) percent of the recent college graduates were between the ages of 21 and 25 when they received their bachelor's degree; 15 percent were ages 26 to 35; 7 percent were ages 36 to 45; 3 percent were more than 45 years old; and fewer than 1 percent were younger than 21.

Data on degrees earned in 1994 — the most recent year available — indicate that the degree most often conferred was business management, 21 percent. Other fields of study producing the most degrees were the social/behavioral sciences, 17 percent; the humanities, 17 percent; other technical/professional fields, 13 percent; education, 9 percent; engineering, 7 percent; and health sciences, 6 percent.

Graduates who had been out four or fewer years reported their current status as follows:

- 79 percent said they are employed (full-time, part-time, in the military, or self-employed); 4 percent are unemployed;
- 13 percent said they are continuing their education (full-time, or part-time while working);
- 3 percent said they are at home with family; and
- 1 percent listed "other" as their current status.

With this overview as a backdrop, here are selected findings from the report, in three categories: promising trends, areas of concern, and other important findings.

PROMISING TRENDS

Recent college graduates face a good job market, with employers reporting sharp increases in expected hiring. A survey in fall 1996 reported that employers expected to hire 17 percent more graduates from the class of 1997 than from the previous year's. The service sector expected to provide the largest number of jobs for new graduates, but the greatest growth — 22 percent — was to occur in the manufacturing sector. Only the government/nonprofit sector expected to hire fewer college graduates than last year. Overall, 60 percent of employers surveyed said they planned to hire more graduates than they did the previous year.

Average starting salaries are increasing faster than inflation, and are particularly strong for recent graduates in the service and manufacturing sectors. The highest estimated starting salaries are for engineering majors (averaging $33,000-$43,000, depending on the specialty), computer science majors (nearly $37,000), and management information systems majors ($35,000). Starting salaries for other majors are also impressive: economics/finance, $31,000; accounting, $30,000; business administration, $29,000; and marketing, $28,000.

Among liberal arts and humanities/social science graduates, average starting salary offers are lower: $25,000 for history majors, $24,000 for English majors, and $23,000 for political science, visual/performing arts, or psychology majors.

Not all recent college graduates see their education simply as a means to earn money. While 45 percent of recent graduates stated that good *income potential* was an important factor influencing their choice of jobs, 55 percent did not. For most graduates, other factors are also significant: The intellectual nature of the work was important for 45 percent; 42 percent said their job choice would depend on whether the work was interesting. For 65 percent, a good *starting income* was not significant.

Projections for the overall job market indicate that a bachelor's degree offers the greatest employment opportunities. The number of jobs requiring a bachelor's degree will grow by 27 percent between 1994 and 2005. Those graduates with a bachelor's degree also will see the fastest job growth and largest number of job openings. The fastest-growing occupations for bachelor's recipients will be systems analyst, computer engineer, computer scientist, physical therapist, residential counselor, occupational therapist, and special education teacher.

Planning for their financial future appears to be an important goal. Seventy-one (71) percent of recent graduates are saving money — for education, retirement, home buying, or other purposes. This savings rate is significantly higher than the national average of 55 percent. What are the recent grads saving for? The reasons vary widely, but the most frequent answer was that they are putting money aside for "a rainy day."

Recent graduates have distinguished themselves as good citizens. An impressive 69 percent have performed some kind of community service. Most (84 percent) volunteer twenty or fewer hours a month, but 9 percent perform more than thirty-five hours of service. Similarly, 90 percent of recent graduates report that they are registered to vote, compared with 68 percent of the general population. In addition, many recent graduates give back to their alma maters, by contributing money, serving as admissions and recruiting volunteers, and even working as employees.

AREAS OF CONCERN

Their combined indebtedness is increasingly burdening some recent graduates. The typical recent college graduate who took out student loans (through the 1992-93 academic year) has total monthly debt payments — from student loans, rent/mortgage, car loans, and other debt — totaling $852 per month. Of that, student loans average $174 per month. Most graduates (76 percent) have monthly student loan payments under $200; 23 percent pay between $200 and $500 a month. Among those graduates with undergraduate loans, 52 percent have monthly noneducational debt payments greater than $500; of those, 16 percent have such payments in excess of $1,000 a month.

Further, two debt components are accelerating. Graduates who took out student loans after 1992-93 incurred even greater debt, due to changes in federal programs that have raised educational borrowing limits and permitted more students to borrow. A second factor is increased use of credit cards. In fact, the number of college students who have credit cards has grown from 54 percent in 1990 to 67 percent in 1996. Average balances for these students have grown too, from $900 in 1990 to $2,100 in 1995, an increase of 134 percent.

Some employers are dissatisfied with the training and skills levels of recent graduates. In a 1997 survey, employers said that both technical and nontechnical entry-level employees were deficient in basic skills such as thinking abstractly, establishing priorities and setting goals, and using interpersonal skills to handle conflict or criticism. Employers were particularly concerned about writing and presentation skills of technical graduates (scientists, accountants, engineers).

Many recent college graduates live with their parents, potentially adding to the financial burden of that generation. Within one to two years of graduating, one quarter of all recent graduates overall are still living with their parents or guardians. Among the younger of these graduates, 21 to 25 years old, 30 percent are living with their parents.

OTHER IMPORTANT FINDINGS

Employment

Most recent graduates find their first job fairly quickly. About 40 percent of students who have completed college within the last four years found their first full-time job prior to leaving campus. Within six months, another 46 percent were employed; within twelve months, another 7 percent had found their first job. Only 7 percent took more than a year.

Internships and co-op experiences are important recruiting resources. Seventy (70) percent of companies surveyed in 1996 use such programs as a source of prospective full-time employees. Of those companies that offer summer internships, 98 percent use their program to convert interns into permanent employees. Some 40 percent of students who participate in co-ops go on to become full-time employees of the host firm.

Technology is playing an increasing role in the job search process. In 1996, some 36 percent of companies had Web pages that they used to post job openings, up from 18 percent in 1995. More companies are also constructing databases to receive resumes: In 1996, 11 percent of companies did so, up from 7 percent in 1995.

Education

Some recent graduates are continuing their education at the graduate and professional level. Within two years of graduation, 29 percent of recent graduates apply for entrance to graduate and professional education. Some 10 to 12 percent of graduates go immediately from undergraduate to graduate education. Seventy (70) percent of those who participate in advanced education attend public institutions, 30 percent attend private institutions. They most frequently pursue degree programs in education (21 percent); business and management (15 percent); engineering, mathematics, and computer science (11 percent); arts and humanities (10 percent); and health (10 percent).

Among college graduates in the last five years who continued on to graduate and professional education, 53 percent receive financial assistance. Most of their aid comes from federal programs and institutional sources. The total annual aid amount from all sources averages $10,552. One-third of them receive aid in the form of loans, with the total annual loan amount averaging $9,289.

Graduates further their education primarily to satisfy job or career requirements or to learn a new occupation. Forty-one (41) percent cite these reasons for continuing their education beyond the baccalaureate level. Another 23 percent hope to increase their earning power; 19 percent want to achieve general self-improvement; and 13 percent need to obtain or maintain a license or certification. The number of credit hours recent graduates have logged ranges widely: 39 percent have earned ten or fewer credit hours, 21 percent have earned between eleven and thirty credits, 13 percent between thirty-one and sixty credits, and 7 percent more than sixty credits. Twenty-two (22) percent have taken classes not-for-credit.

Lifestyle

Most recent graduates are unmarried and do not have children. Just two years after graduation, only 37 percent have ever been married, and just 18 percent have children.

Most recent college graduates tend to settle relatively close to their alma maters. Of those graduates who have been out of college four or fewer years, 78 percent currently reside in the state in which their college is located.

On average, annual household income for recent graduates is (predictably) low. Nearly three-quarters of all recent graduates have an annual household income under $30,000. About one-quarter have a household income between $30,000 and $80,000; the rest have a household income of $90,000 or above. However, that income is stretched to cover many expenses. Even as they practice good savings habits, three of four recent graduates report paying monthly rent or mortgage, more than half of them have monthly auto loan payments, and all recent graduates report some amount of "other" debt. ■

The Principled Pursuit of Academic Integrity

by Donald L. McCabe and Gary Pavela

The Center for Academic Integrity is a consortium of two hundred colleges and universities in the United States, Canada, and Mexico that has as its mission to provide

> *a forum to identify, affirm, and promote the values of academic integrity among students. This mission is achieved primarily through the involvement of students, faculty, and administrators from the member institutions, who share with peers and colleagues the Center's collective experience, expertise, and creative energy. There is no single path to academic integrity, and the Center respects and values campus differences in traditions, values, and student and faculty characteristics.*

Founded in 1992 — and first introduced to readers of the *AAHE Bulletin* in the November 1995 article "Student Collaboration: Not Always What the Instructor Wants" — the Center has in the last two years more than doubled in size, and moved its headquarters to Duke University, where it now enjoys an affiliation with the Kenan Ethics Program.

At its seventh annual conference, held at Babson College in November 1997, the Center launched a three-year project to define fundamental principles of academic integrity. As described to college presidents in a recent membership drive, the Center intends to promote a national discourse about academic integrity and to establish benchmarks for accreditation, assessment, intellectual discourse, and professional ethics.

Supported by a major grant from the William and Flora Hewlett Foundation, the project will promote such discourse through a series of regional and national conferences involving students, faculty, and administrators from member institutions, as well as other concerned individuals and groups. In addition to identifying these fundamental principles, the project will specify ways in which they can be brought to life on different campuses.

The board of directors of the Center for Academic Integrity has been working on this "Fundamental Principles Project" for more than a year now. An early product of that effort is the guidelines on the following page, prepared for faculty who want to enhance the environment for academic integrity in their classrooms.

Anyone interested in joining the Center and becoming part of this discourse can obtain membership information from Sally Cole, the Center's executive director, at 919/660-3045 or srcole@duke.edu. Further information about the Center is available from its website at www.nwu.edu/uacc/cai. ■

Donald L. McCabe, founding president and chair of the membership committee for the Center for Academic Integrity, is associate provost for campus development at Rutgers University-Newark, Newark, NJ 07102; dmccabe@andromeda.rutgers.edu.

Gary Pavela, a past president of the Center, is director of judicial programs at the University of Maryland-College Park, 2118 Mitchell Building, College Park, MD 20742-5221; gpavela@oz.umd.edu.

Center for Academic Integrity
Ten Principles of Academic Integrity for Faculty

1 Affirm the importance of academic integrity.
Institutions of higher education are dedicated to the pursuit of truth. Faculty members need to affirm that the pursuit of truth is grounded in certain core values, including diligence, civility, and honesty.

2 Foster a love of learning.
A commitment to academic integrity is reinforced by high academic standards. Most students will thrive in an atmosphere where academic work is seen as challenging, relevant, useful, and fair.

3 Treat students as ends in themselves.
Faculty members should treat their students as ends in themselves — deserving individual attention and consideration. Students will generally reciprocate by respecting the best values of their teachers, including a commitment to academic integrity.

4 Foster an environment of trust in the classroom.
Most students are mature adults, and value an environment free of arbitrary rules and trivial assignments, where trust is earned, and given.

5 Encourage student responsibility for academic integrity.
With proper guidance, students can be given significant responsibility to help promote and protect the highest standards of academic integrity. Students want to work in communities where competition is fair, integrity is respected, and cheating is punished. They understand that one of the greatest inducements to engaging in academic dishonesty is the perception that academic dishonesty is rampant.

6 Clarify expectations for students.
Faculty members have primary responsibility for designing and cultivating the educational environment and experience. They must clarify their expectations in advance regarding honesty in academic work, including the nature and scope of student collaboration. Most students want such guidance, and welcome it in course syllabi, carefully reviewed by their teachers in class.

7 Develop fair and relevant forms of assessment.
Students expect their academic work to be fairly and fully assessed. Faculty members should use — and continuously evaluate and revise — forms of assessment that require active and creative thought, and promote learning opportunities for students.

8 Reduce opportunities to engage in academic dishonesty.
Prevention is a critical line of defense against academic dishonesty. Students should not be tempted or induced to engage in acts of academic dishonesty by ambiguous policies, undefined or unrealistic standards for collaboration, inadequate classroom management, or poor examination security.

9 Challenge academic dishonesty when it occurs.
Students observe how faculty members behave, and what values they embrace. Faculty members who ignore or trivialize academic dishonesty send the message that the core values of academic life, and community life in general, are not worth any significant effort to enforce.

10 Help define and support campus-wide academic integrity standards.
Acts of academic dishonesty by individual students can occur across artificial divisions of departments and schools. Although faculty members should be the primary role models for academic integrity, responsibility for defining, promoting, and protecting academic integrity must be a community-wide concern — not only to identify repeat offenders and apply consistent due process procedures but also to affirm the shared values that make colleges and universities true communities.

AAHE Teaching Initiative

Pat Hutchings to Leave AAHE

Hutchings Senge Engelkemeyer Alberts

After eleven years, **Pat Hutchings,** director of AAHE's Teaching Initiative, is leaving AAHE, to join the Carnegie Foundation for the Advancement of Teaching as a senior scholar. In her new role, she will continue to work on issues of teaching and learning, and will do so, says Carnegie president **Lee Shulman,** in collaboration with AAHE and other national associations.

"We're sorry to be losing a wonderful colleague," says AAHE president **Peg Miller,** "and her loss would be quite a blow, except that her move to Carnegie will ensure an alliance that will strengthen both organizations. Pat's splendid talents will continue to benefit AAHE, even as they are put to the service of the Carnegie Foundation."

Hutchings came to AAHE in January of 1987 from Alverno College, where she was a faculty member and chair of the English Department. Drawing on her campus experiences with assessment as a tool for learning, she directed the AAHE Assessment Forum for its first three years, running a national conference, producing publications, and consulting with campuses attempting to respond to assessment mandates from various quarters. As AAHE members know, the Assessment Forum continues today, with **Barbara Cambridge** as its fifth director.

In 1989, Hutchings became the inaugural director of another new AAHE program, the Teaching Initiative. Aimed at helping campuses create a "culture of teaching and learning," the project sponsors a variety of projects and activities:

- Development and use of cases as a prompt for more reflective discussion about teaching and learning, supported by funding in 1989-1992 from Lilly Endowment.
- Work on teaching portfolios that generated several popular AAHE publications.
- Forum on Exemplary Teaching, a special program for faculty members at AAHE's National Conference.
- A biennial TA conference, which the Teaching Initiative cosponsors with other organizations, to promote the preparation of graduate students for their roles as teachers.
- Most recently, "From Idea to Prototype: The Peer Review of Teaching," a collaboration among sixteen campuses to develop strategies through which faculty can work together to investigate, document, review, and improve their teaching and learning. As one project participant put it, the project is "an attempt to treat teaching as scholarship and provide it the attention, the credibility, the respect, and the reward that we now provide other forms of scholarly work."

Says Pat Hutchings, "Working with AAHE staff and members has been a wonderful aspect of my professional and personal life. I'm delighted that I'll be able to continue these alliances in my new role with Carnegie."

AAHE Teaching Initiative

Search Announcement

AAHE remains committed to the Teaching Initiative and has begun a search to replace departing project director Pat Hutchings. To view and download a copy of the full, seven-paragraph position description, visit AAHE's homepage at www.aahe.org; or contact AAHE to have the announcement faxed or mailed to you.

In brief, the post will attract an outstanding teacher with experience in organizing events for faculty on issues of teaching and learning, and with the intellectual and writing abilities to contribute to thought on a national level. The appointment will bring the new project director to AAHE's offices in Washington, DC, at a salary level equivalent to an associate or full professorship.

Applications and nominations should be received at AAHE by January 9, for review in February, appointment by March, and a start this summer.

AAHE Forum on Faculty Roles & Rewards

It's Time!

January 9 is the deadline to preregister for the sixth annual **AAHE Conference on Faculty Roles & Rewards,** "Faculty Work in Learning Organizations," to be held January 29-February 1, 1998, in Orlando, FL. (You can still register after January 9 onsite, but you'll pay a $30 late fee.)

Miss this meeting and you'll miss keynoter **Peter Senge,** author of the bestseller *The Fifth Discipline: The Art and Practice of the Learning Organization.*

The program also includes 30+

hands-on preconference workshops, 60+ concurrent sessions, 25 program briefings (reporting out exemplary programs on individual campuses), and 30+ breakfast roundtable sessions.

Register early — last year's workshops and special events filled up quickly. The conference preview, including registration and hotel information, mailed in mid-November; if you need a copy, contact Pamela Bender (x56), program coordinator, aaheffrr@aahe.org; or visit AAHE's website at www.aahe.org.

AAHE's Quality Initiatives

Engelkemeyer Joins Staff

Susan Engelkemeyer will take an eight-month leave from her faculty post at Babson College to serve as the next director of AAHE's Quality Initiatives. She succeeds **Steve Brigham,** who departed in October to join a Washington-based consulting firm.

Engelkemeyer is an assistant professor of management at Babson and team-teaches in the college's celebrated new curriculum (see September's "Bulletin Board"). She is the former director of quality on that campus, a former participant in AAHE's Academic Quality Consortium, and a Baldrige examiner. She earned degrees from Stephens, East Carolina, and Clemson and has consulted and published on topics including CQI, key measures, and operations management.

Engelkemeyer begins work in January. One of her first tasks will be to settle arrangements for the Quality Initiatives' five-day Summer Academy on Undergraduate Quality.

SiteSeeing

This month, gateway sites in ... technology

AAHE Technology Projects www.aahe.org
Want to host a campus Teaching, Learning & Technology Roundtable? Do you know your rights and responsibilities as an electronic learner? Need to join AAHESGIT, AAHE's listserv of more than 6,700 subscribers interested in the role of technology in educational change? Click on "Technology" on AAHE's homepage.

Educom and **CAUSE** www.educom.edu and cause-www.colorado.edu
These two organizations devoted to the use and improvement of education technology in higher education recently announced plans to merge. Check out their websites for professional-development opportunities, resources, publications, and calendars of events.

"Technology Planning and Educational Technology" www.nku.edu /~garns/techplan.html
This site (by Northern Kentucky University professor Rudy Garns) links to a dozen university sites that have their technology plans online, plus links to agencies, journals, and clearinghouses.

The NODE: Ontario's Network for Learning node.on.ca
A network linking postsecondary course and program developers, administrators, and distance learning faculty and learners. Read its latest online newsletter, peruse a list of professional contacts, and tap into a clearinghouse on "the best of the 'Net for learners."

A reader suggestion:
"Rethinking Teaching and Learning: A Reformation of Liberal Arts Education With Information Technology" www.marietta.edu/~johnsong/reform
This "hypertextbook," the product of professor Grace Johnson-Page's sabbatical from Marietta College, is an "introduction to people, ideas, and resources for enhancing instructional technology at liberal arts colleges." Includes administrator perspectives, faculty interviews, the impact of technology on campus libraries, and an extensive reading list.

T.L.C.: Technology & Learning Community www.leaguetlc.org
An online "community" designed to improve the use of educational technology in the community college. Take a virtual tour of its "campus," join a forum, or visit the bookstore. Sponsored by the League for Innovation in the Community College.

Send your favorite higher ed websites to: calander@aahe.org.
Upcoming columns: service-learning, faculty, teaching, and more!

Membership

Communicate AAHE's Value

AAHE's members are its major asset, providing leadership not only for the organization but also for higher education. Do you know colleagues who should be AAHE members? If you do, consider sponsoring their first year of membership in AAHE. *Give a membership to a favorite professor as a mark of your esteem ... a colleague moving into a challenging new job ... a promising student ... a new hire who would benefit from AAHE's networking and professional-development opportunities.*

Complete the membership application on the back cover, and mail/ fax it with payment to AAHE. If you are considering sponsoring three or more new members, or if you have any questions, please contact Mary Schwarz (x14), director for membership and marketing, mschwarz@aahe.org. Unsure whether your colleague is already an AAHE member? Call, email (member@aahe.org), or fax the name(s) of potential member(s), and AAHE will confirm their membership status for you.

AAHE Assessment Forum

Get Ready To Travel

The 1998 **AAHE Assessment Conference** (June 13-17, Cincinnati, OH) will explore the theme "Architecture for Change: Information as Foundation."

The Forum is pleased to announce that one of its plenary speakers will be **Bruce M. Alberts,** president of the National Academy of Sciences and chair of the National Research Council. Alberts has served on the Academy's National Committee on Science Education Standards and Assessment.

Registration materials will be available later this winter. Fees will be: Early bird (until May 8) $285 AAHE members, $340 nonmembers. Regular rate (until May 22) $315 AAHE members, $370 nonmembers. Bring a team of faculty or assessment committee

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Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**), plus items of note . . . items to tmarches@aahe.org.

PEOPLE: With the words, "Lucky Vermont! Lucky UVM!" AAHE Board member **Tom Ehrlich** keynoted the October 17th inauguration of **Judith Ramaley** as Vermont's 24th president . . . in her own address, Judith called for creation of a "virtuous university" dedicated to lifelong learning on behalf of democratic values . . . a sentiment, Tom noted, expressed earlier by her university's most noted graduate, John Dewey. . . . It'll be inauguration time soon for new presidents **Gregory Jordan** at King (TN), **Pamela Pease** at International (CO), and **J. Terence Kelly** at Delgado CC. . . . Belated best wishes to Michigan's scholar-citizen **Bob Weisbuch,** who hit the ground running this summer as the new president of the Princeton-based Woodrow Wilson National Fellowship Foundation.

Pease

Carothers

CAMPUS DRINKING: This fall's nationwide press attention to a couple of drinking-related deaths on campus both understates and underscores the scary extent of the problem . . . within a recent 10-day period, four college students in Virginia died in alcohol-related incidents. . . . *Change* carried the best data on all this in July/August 1996 . . . I recall from that issue, beyond the deaths, the high impacts of binge drinking on student academic work . . . this November 18th, Rhode Island's **Bob Carothers** and five colleagues in a Presidents Leadership Group called on their peers on every campus to "Be Vocal, Be Visible, Be Visionary" — to take a more active role in prevention efforts . . . if this issue still isn't on your radar, get the facts at www.edc.org/hec/.

TERM PAPERS: As a supporter of efforts to thwart student cheating and bolster academic integrity, I cheered when I read that Boston University would bring suit against term paper mills operating on the Internet . . . but Temple's David Post, writing in the *Washington Post* November 24th, gave me pause with this argument: Very shortly, aided by the power of better search engines, almost any of us will be able to craft a paper of any length on almost any topic from the rich materials coming on the Web . . . instead of hobbling this extraordinary "library" being built under our noses, Post says, why not simply retire the idea of term papers? . . . He'd have teachers create new assignments that better test student abilities to tap and synthesize resources. . . . I have objections to Post's suggestion (and can guess his rejoinders), but the whole issue shows how technology can shift how we think about academic integrity . . . try reading the "Principles" on page 12 of this *Bulletin* with the term-paper case in mind.

THE MARKET: Hope you found moments to read and ponder the "Landscape" column in your Nov/Dec *Change*, charting the shakeout in postsecondary markets. . . . Even as Bob Zemsky, Susan Shaman, and Maria Iannozzi honed that research, a flood of new entrants was coming into the market to scramble the situation . . . including, of course, the University of Phoenix (profiled in that same *Change*) and its growing host of imitators, and the Western Governors University and its offshoots, the latest of which is SREB's Southern Regional Electronic Campus, opening (like WGU) January 1st. . . . Britain's Open University linked with Florida State to get its brand of distance offerings going here, too. . . . My hunch as an amateur historian is that the mid-1990s will go down as the date a big, technology-driven change emerged in U.S. higher education, and that the steps we've seen so far will be simply transitional before some really big players, probably partnerships, enter the market.

TUSCULUM: The sign out front says "Founded 1794" but could well add "Refounded 1989." . . . By the latter date, tiny Tusculum College in remote Greeneville, TN, was down to 660 students, three buildings were shuttered, and cumulative deficits stood at $3.5 million. . . . That summer a new president and courageous faculty re-created the college, setting in place a "true core" curriculum aimed at 14 competencies, taught within a one-course-at-a-time block schedule that includes a "civic arts" service-learning requirement . . . a faculty-student form of community governance came into being, which abolished tenure, put in an honor code, and saw faculty committees pick up the work of a departed dean . . . all of which worked: Tusculum today enrolls 1,600 students, the facilities are refurbished, the old debt retired, alumni giving is up from 13% to 30%, faculty salaries are up 53%, and a capital campaign is closing in on $20 million. Good story! ■

continued from p. 14

members! Teams (five or more registrants from the same campus/organization) get discounts of $50 *per team member*. Conference presenters get a $50 discount. For more information, contact Kendra LaDuca (x21), project assistant, kladuca@aahe.org.

AAHE Assessment Forum

Task Force on Learning

The AAHE, ACPA, NASPA Joint Task Force on Student Learning is busy writing a position paper on the aspects of learning supported by the combined efforts of academic affairs and student affairs. The group seeks examples of good practice at campuses that have coordinated the efforts of their academic affairs and student affairs faculty and staff. It is particularly interested in ways in which those institutions have assessed the impact of collaborative efforts on student learning.

To contribute, please send a brief description of your good practices and means of assessment of those practices. The Task Force will contact you for more information. Mail or email your description to Barbara Cambridge (x29), director, bcambridge@aahe.org.

Publications

Staff Change

Editorial assistant **Kerrie Kemperman** has departed the *Bulletin* to join the staff of the National Association of Broadcasters. During her three years at AAHE, she wrote "AAHE News," did page layout, and provided administrative support to the *Bulletin*, and began developing her production and design skills on AAHE's brochures and books. In her new position as NAB production assistant, she will concentrate on graphics and design.

Important Dates

1998 Conference on Faculty Roles & Rewards, Orlando, FL. ***January 29-February 1.***
- Early bird discount deadline. *December 15, 1997.*
- Hotel special rate deadline. *December 31, 1997.*
- Mail registration deadline. *January 9.*
- Registration refund deadline. *January 9.*

1998 National Conference on Higher Education. Atlanta, GA. ***March 21-24.***
- Roommate deadline. *February 2.*
- Mail registration deadline. *February 20.*
- Registration refund deadline. *February 20.*
- Hotel special rate deadline. *February 25.*

1998 Assessment Conference. Cincinnati, OH. ***June 13-17.***

1998 AAHE Black Caucus Study Tour to South Africa. ***July 16-August 2.***

❑ Yes! I want to become a member of AAHE.

As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals *(ASHE-ERIC Higher Education Reports* and *Journal of Higher Education);* and more! **Mail/fax to:** AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

AAHE Membership *(choose one) (add $10/yr outside the U.S.):*
Regular: ❑ 1yr,$95 ❑ 2yrs,$185 ❑ 3yrs,$275 Retired: ❑ 1yr,$50 Student: ❑ 1yr,$50

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Name (Dr./Mr./Ms.) ____________________ ❑ M/❑ F

Position ____________________
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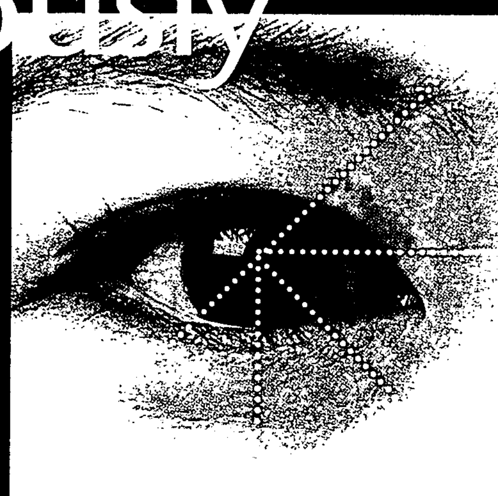
AAHE Bulletin

January/1998 Volume 50/Number 5

Taking Learning Seriously



National Conference on Higher Education

Atlanta, Georgia ◆ March 21-24, 1998

- 150+ SESSIONS AND MEETINGS
- 28 WORKSHOPS
- REGISTRATION FORM

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

1998 National Conference on Higher Education
"Taking Learning Seriously"

Also Take Note of the Following ...

AAHE BULLETIN
January 1998/Volume 50/Number 5

Editor: Theodore J. Marchese
Managing Editor: Bry Pollack

AAHE Bulletin is published by the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. 202/293-6440; fax 202/293-0073. *President:* Margaret A. Miller. *Vice Presidents:* Louis S. Albert and Theodore J. Marchese. The *Bulletin* accepts unsolicited manuscripts, subject to editorial review. Guidelines for authors are available by calling 510/271-8164, item 11

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"Taking Learning Seriously"

In every sector of higher education, faculty members and administrators, trustees and policymakers, private funders and elected officials are asking hard questions about what it means to put student learning at the center of our institutional missions. Indeed, the policies and practices needed to achieve deep and lasting student learning have long formed a core focus for AAHE's activities as an association.

When the Board of Directors met last spring to consider a theme for AAHE's 1998 National Conference on Higher Education, we were unanimous and enthusiastic in our endorsement of "Taking Learning Seriously." The Board also expressed concern that on many campuses the rhetoric about "learning" and "student-centeredness" outpaces the reality. Campus professionals and others are talking about learning, but the shift from an emphasis on faculty and instruction to students and learning is a long and complex process.

To help move that process forward, we designed the 1998 National Conference program around three theme-related tracks — tracks we think will be useful to administrators and faculty committed to changing the way their campuses organize, deliver, and support student learning.

We call track one **Learning About Learning.** The 1990s have witnessed an explosion of discoveries about learning that opens new avenues for the education of all students. Sessions in this track report out some of those discoveries in such diverse fields as the cognitive and neurosciences, anthropology, evolutionary biology, and workplace studies. Sessions examine the kinds of learning we want for our students; how we think those kinds of learning best come about; the role of self, peers, teachers, and situation in knowledge creation; the pedagogic, curricular, and experiential dimensions of learning; and our bases for assessing learning.

Track two, **Putting It All Together: Powerful Learning Strategies,** takes a look at the emerging pedagogies and how these new approaches to learning can better meet the needs of today's learners. This track brings forward useful stories and credible evidence about the power of these new learning strategies, their best uses and limitations, and what it takes to bring them into widespread, effective use on campus. Sessions cover such subjects as collaborative and cooperative learning, experiential learning in general and service-learning in particular, project- and problem-based learning, and undergraduate research.

Track three is about **Organizing for Learning.** This track is about the organizational conditions required for an institution to continuously get smarter and better at what it does in order to facilitate high levels of learning among all students. Sessions examine the need for more systemic approaches to creating diverse learning environments, supporting and rewarding faculty and staff, gathering and using information, developing a working collective framework for accountability, and managing and leading institutions. Central to all of these considerations is an examination of intelligent and innovative uses of information technologies.

More than 150 workshops, sessions, and poster sessions are being organized to help you learn about learning. But, there's more: the opportunity to become involved in the work of AAHE's special programs, member communities, and caucuses; an expanded exhibit program; updates on other "hot issues" in higher education. The National Conference is also a wonderful opportunity to network with colleagues from around the country who share your interests and concerns.

I hope you will join us **March 21-24 in Atlanta,** so that we can work together on "Taking Learning Seriously."

President, University of New Hampshire, and Chair, AAHE Board of Directors

Preliminary Program

For more information (fees, descriptions) about Workshops, see pages 15-18; Special/Ticketed Events, pages 20-21; Mentor/Mentee Program, page 14; and Special Convenings, page 13.

SATURDAY MARCH 21, 1998

PRECONFERENCE ACTIVITIES

10:00 am - 5:00 pm

Workshops

W-01, W-02, W-03

10:00 am - 3:00 pm

Ticketed Event

Campus Senate Leadership Retreat: "Learning Leadership for Shared Governance"

10:00 am - 1:00 pm

Workshops

W-04, W-05, W-06, W-07, W-08

1:00 - 5:00 pm

Ticketed Event

Black History Tour of Atlanta

1:30 - 5:30 pm

Workshops

W-09, W-10, W-11

2:00 - 5:00 pm

Workshops

W-12, W-13, W-14, W-15, W-16

SPECIAL CONVENINGS

Forum on Exemplary Teaching

By invitation only.

Service-Learning Colloquium
By invitation only.

2:00 - 4:30 pm

AAHE Research Forum

Preconference Planning Session
By invitation only.

5:00 - 6:00 pm

Meeting for Student Mentors and Mentees

7:00 - 10:00 pm

Ticketed Event

South African Kick Off With the Soweto Street Beat

9:00 - 10:30 pm

Special Session

Service in the Academy: Make It Work for You
Sponsored by the AAHE Women's Caucus (for all conference attendees).
(Facilitator) **Kay Herr Gillespie,** Office of Instructional Support, University of Georgia.

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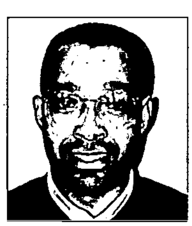


Chambers

Rendon

SUNDAY MARCH 22, 1998

7:15 - 10:00 am

Ticketed Event

Ebenezer Baptist Church Service

8:00 - 10:00 am

Special Session

Spirituality and Higher Education: Sustaining Authenticity, Wholeness, and Self-Renewal
Alexander Astin, Alan M. Carter professor of higher education, and **Helen Astin,** professor of higher education, UCLA; **Tony Chambers,** program officer, The Fetzer Institute; and **Laura Rendon,** professor of higher education, Arizona State University.

9:00 am - 1:30 pm

Ticketed Event

AAHE Hispanic Caucus Forum and Luncheon: "Access and Opportunity"

9:00 am - 1:00 pm

Workshop

W-17

10:00 am - 1:00 pm

Workshops

W-18, W-19, W-20, W-21, W-22, W-23, W-24, W-25, W-26, W-27, W-28

1:00 - 3:00 pm

Poster Session in the AAHE Exhibit Hall

Special Session

Sisterhood and Collaboration
Sponsored by the AAHE Women's Caucus (for all conference attendees).

1:30 - 2:45 pm

Special Session for Provosts/CAOs

Effective Management Teams
By invitation only.

CONCURRENT SESSIONS

"Carrying Forward": The Strange Mix of Old Assessment Models and New Pedagogies in College Science
Clifford Adelman, senior research analyst, U.S. Department of Education; **Elaine Seymour,** director of ethnography and evaluation research, University of Colorado at Boulder; and **Leonard Springer,** fellow, National Institute for Science Education, University of Wisconsin-Madison.

Service-Learning in Other Nations: Challenges and Opportunities
Howard Berry, president, The Partnership for Service-Learning; **Linda Chisolm,** president, Association of Episcopal Colleges; and **Louis S. Albert,** vice president, AAHE.

African-American Students' Persistence and Educational Attainment: A Matter of Person-Environment Interaction
Sponsored by the AAHE Black Caucus (for all conference attendees).
Joyce T. Brown, educational program coordinator, Office of Education Opportunity, and **Doris Wright,** associate professor, Department of Counseling and Psychology Services, Georgia State University.

Organizing for Learning: Views From Over the Fence
Gordon Davies, visiting professor, Teachers College, Columbia University, and former director, State Council of Higher Education for Virginia (SCHEV); **Jeffrey Kittay,** founder and editor in chief, *Lingua Franca;* and others.

An Administrator Portfolio: An Adaptation of a Teaching Portfolio
Deborah DeZure, director, Faculty Center for Instructional Excellence, Eastern Michigan University; and **Peter Seldin,** distinguished professor of management, Pace University.

The Borderlands Encyclopedia: A 21st-Century Digital Curriculum on United States-Mexico Border Population Issues and Concerns
Sponsored by the AAHE Hispanic Caucus (for all conference attendees).
Henry Ingle, associate vice president for technology and distance learning, **Phillip McCarty,** staff associate, Office of Distance Learning, and **Roberto Villarreal,** associate vice president for academic affairs, University of Texas at El Paso.

A Roadmap to Experiential Learning
Sally Migliore, executive director, National Society for Experiential Education; and others.

New Pathways II: From Inquiry to Practice
R. Eugene Rice, director, Forum on Faculty Roles & Rewards, AAHE; **Richard Chait,** professor, Harvard Graduate School of Education; and **Christine Licata,** associate dean, Rochester Institute of Technology, and senior associate, AAHE.


Davies


Migliore


Rice

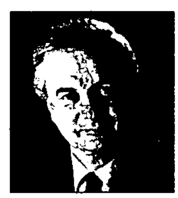

Smith

Understanding Campus Cultures of Expectations for Student Academic Effort: Using Assessment Data as Instruments of Change
Karen Maitland Schilling, professor of psychology, and **Karl L. Schilling,** scholar in residence, Office of Residence Life, Miami University; **Scott Evenbeck,** dean, University College, IUPUI; **Deborah Olsen,** assistant vice chancellor for academic affairs, Indiana University at Bloomington; and **Jacqueline Johnson,** chair, Anthropology and Sociology, Grand Valley State University.

Learning Communities: Creating Connections Among Students, Faculty, and Disciplines
Barbara Leigh Smith, provost, The Evergreen State College; and **Vincent Tinto,** professor of higher education, Syracuse University.

3:00 - 4:00 pm

PLENARY SESSION
Organizing for Learning: The View From the Governor's Office



James Hunt began his historic fourth term as governor of North Carolina with a dedication to improving the lives of North Carolina's children, and a strong commitment to ensuring that every child receives a quality public education. Governor Hunt, who has spent his life working to improve education, believes it is the foundation of North Carolina's success, and that all North Carolinians – educators, business and community leaders, policymakers, and parents – must rededicate themselves to meeting that challenge and responsibility.

SCHEDULE HIGHLIGHTS

10:00 am - 5:30 pm	Workshops
2:00 pm	Forum on Exemplary Teaching (opening session)

9:00 am - 1:00 pm	Workshops
1:00 pm	Exhibit Hall opens
1:00 - 3:00 pm	Poster Session
1:30 - 5:15 pm	Concurrent Sessions
3:00 - 4:00 pm	Plenary: Governor James B. Hunt (North Carolina)
6:45 pm	Opening Keynote: Lee Shulman
8:00 pm	Gala Keynote Reception & Dance

7:00 - 8:00 am	Roundtable Breakfast
8:15 - 9:30 am	Plenary: Peter Henschel
9:15 am	Exhibit Hall opens
10:00 am - 4:45 pm	Concurrent Sessions
12:30 - 2:30 pm	Poster Session
12:30 - 2:00 pm	Lunch Meetings
5:00 - 6:00 pm	Tomás Rivera Lecture: Samuel Betances
6:00 pm	Receptions

7:00 - 8:15 am	"Celebration of Diversity" Breakfast
8:30 - 9:30 am	Plenary: K. Patricia Cross
9:15 am	Exhibit Hall opens
10:00 am - 5:45 pm	Concurrent Sessions
12:30 - 2:00 pm	Lunch Meetings
3:30 - 4:30 pm	Closing Plenary: Margaret A. Miller
6:00 pm	Receptions

9:00 - 10:00 am	Breakfast and Conference Feedback Session
10:00 am - 2:00 pm	Meetings and Tour of Atlanta

Program subject to change

4:15 - 5:15 pm

CONCURRENT SESSIONS

Using Campus Teams to Effect Change
Richard Davenport, provost/vice president for academic affairs, Central Michigan University.

Organizing for Learning: Lessons From AAHE's Quality Initiatives
Susan Engelkemeyer, director, Quality Projects, AAHE.

Getting Published: Demystifying the Publication Process
Sponsored by the AAHE Student Caucus (for all conference attendees).
Presenters TBA.

Engaging Students as Learners: Reconstructing Advising as Collaborative Teaching and Research
Ned Scott Laff, associate dean, Mundelein College, Loyola University of Chicago; and **Walter Levy,** professor of English, Pace University.

What Is K-16 and What Are Its Implications for Higher Education Teaching and Learning?
Nancy Shapiro, director, K-16 Partnership for Teaching and Learning, University System of Maryland; **Willis Hawley,** dean, College of Education, University of Maryland, College Park; and **Robert Rice,** assistant state superintendent for research and development, Maryland State Department of Education.

FOR PROVOSTS AND CAOS

The 1998 National Conference offers a special three-session series for provosts and chief academic officers. Sessions focus on maximizing the effectiveness of shared governance, effecting campus change through effective use of conference teams, and operating a campus within a system. Planned by provosts, these sessions are designed for active discussion of issues by conferees. Plan to offer your ideas and to learn from colleagues in similar roles.

Using Interactive Focus Groups to Assess Programs and Courses
Barbara J. Millis, associate director for faculty development, and **David E. Fitzkee,** assistant professor, Department of Law, U.S. Air Force Academy.

Innovation by Infiltration: Realistic Strategies for Extending the Teaching and Learning Environment
Elaine K. Didier, director, Residential and Research University Programs, and **Daniel M. Carchidi,** graduate student research assistant, University of Michigan.

Changing Demographics: Taking Learning Seriously for All Students
Sponsored by the AAHE Hispanic Caucus (for all conference attendees).
Velma Minchaca, associate professor of curriculum and instruction, and **Jaime Chahin,** associate vice president for human resources, Southwest Texas State University; and **Ana Pedrosa,** director of special populations, San Marcos CISD.

Outcome Assessments of Academic Experiences That Enhance Appreciation, Sensitivity, and Tolerance for Diversity in Individual Undergraduate Academic Courses
Sponsored by the AAHE Black Caucus (for all conference attendees).
Margaret Scisney-Matlock, assistant professor and associate coordinator for academic issues on diversity for Division 1, School of Nursing, and **John Matlock,** assistant provost and director, Office of Academic Multicultural Initiatives, University of Michigan.

Carter

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Seven Directions Point to the Future: Redefining Diversity for the 21st Century
Kaylynn Two Trees, scholar in residence, **Matthew Hollern,** chair of crafts discipline, and **Joyce Kessler,** professor of literature and assistant to the vice president for academic affairs, Cleveland Institute of Art.

5:20 - 6:40 pm

Special Session
Graduate Student Seminar and Newcomer Reception
Sponsored by the AAHE Black Caucus (for all conference attendees).

6:45 - 8:00 pm

OPENING KEYNOTE
Lee Shulman recently succeeded the late Ernest Boyer as the president of the Carnegie Foundation for the Advancement of Teaching. Prior to assuming the Carnegie presidency, Shulman served as Charles E. Ducommun professor of education and professor of psychology at Stanford University. He was also the founding codirector of Michigan State University's Institute for Research on Teaching.

8:00 pm

Gala Keynote Reception & Dance

9:00 - 10:30 pm

Special Session
Consulting With Women: A Case Study
Sponsored by the AAHE Women's Caucus (for all conference attendees).
(Facilitator) **Lee Warren,** associate director, Bok Center, Harvard University.

MONDAY MARCH 23, 1998

7:00 - 8:00 am

Ticketed Event
Roundtable Breakfast

Special Session for Students Only
Breakfast With AAHE Speakers

8:15 - 9:30 am

PLENARY SESSION
What We Know About Learning . . . and the Implications for Our Work

Peter Henschel is the executive director of the California-based Institute for Research on Learning (IRL). The IRL was founded in 1987 to pursue new kinds of research aimed at understanding the nature of learning in all settings and circumstances. Henschel came to the IRL in 1991 after nearly three years in Britain as managing director of "Business in the Cities," a public/private-sector partnership to bring private-sector talent and resources together with local governments to improve conditions in some of Britain's most at-risk communities.

10:00 - 11:15 am

CONCURRENT SESSIONS

Can the Virtual University Really Teach?
Anthony Bates, director, Distance Education and Technology, University of British Columbia (Canada).

The Educational Benefits of Diversity: What Research Can Tell Us
Deborah J. Carter, deputy director, Office of Minorities in Higher Education, American Council on Education; **Sylvia Hurtado,** assistant professor of higher and postsecondary education, University of Michigan-Ann Arbor; and **Alexander Astin,** Alan M. Carter professor of higher education, UCLA.

The Role of Leadership in Service-Learning
Patricia Ewers, president, Pace University; **Walter Massey,** president, Morehouse College; and **Frank Newman,** president, Education Commission of the States.

11:30 am - 1:00 pm

Special Session
An Examination of Post-Tenure Review
Margaret A. Miller, president, AAHE; **Mary Dean Sorcinelli,** director, Center for Teaching, University of Massachusetts-Amherst; and **Christine Licata,** associate dean, Rochester Institute of Technology, and senior associate, AAHE.

11:30 am - 12:30 pm

CONCURRENT SESSIONS

Presentation by the 1998 Tom Ehrlich Award Winner
Sponsored by Campus Compact.

How Academic Disciplines Shape Student Learning
Lucy Cromwell, professor of English, **Kathleen O'Brien,** academic dean, and **Judeen Schulte,** professor of nursing, Alverno College.

The Harold E. Delaney Educational Leadership Award Ceremony and Presentation
Sponsored by the AAHE Black Caucus (for all conference attendees).
This ceremony, which includes a presentation by award winner **Asa Hilliard,** Fuller E. Callaway professor of urban education, Georgia State University, pays tribute to the late former executive vice president of the American Association of State Colleges and Universities.

Organizing for Learning With Working Adult Students
Laura Palmer Noone, vice president for academic affairs, **Karen Spahn,** executive director of institutional research, and **Nina Omelcehnko,** vice president of university services, University of Phoenix.

12:30 - 2:30 pm

Poster Session in the AAHE Exhibit Hall

Special Session
Leadership for Sisterhood
Sponsored by the AAHE Women's Caucus (for all conference attendees).

2:00 - 4:00 pm

Making Teaching Community Property: Lessons From a National Project on Peer Collaboration and Review of Teaching
Pam Bender, program coordinator, Teaching Initiative and Forum on Faculty Roles & Rewards, AAHE; **Constance Ewing Cook,** director, Center for Research on Learning and Teaching, University of Michigan; **Michele Marincovich,** director, Center for Teaching and Learning, Stanford University; **William Plater,** executive vice chancellor and dean of the faculties, IUPUI; and **Daniel Tompkins,** chair, Department of Greek, Hebrew, and Roman Classics, and faculty fellow for learning communities, Temple University.

2:00 - 3:30 pm

AAHE Research Forum
Creating a Research Agenda for Learning
(Organizers) **Arthur Chickering,** visiting distinguished professor, Vermont College of Norwich University; **Catherine Marienau,** associate professor, School for New Learning, DePaul University; **Marcia Mentkowski,** professor of psychology and director of research and evaluation, and **Judith Reisetter Hart,** senior research analyst, Alverno College; and **Sharon Rubin,** vice president for academic affairs, Ramapo College of New Jersey.

2:00 - 3:15 pm

Special Session for Provosts/CAOs
Working Productively With Presidents
By invitation only.

CONCURRENT SESSIONS

Out-of-Class Learning Among African-American Students at Predominately White Institutions
Sponsored by the AAHE Black Caucus (for all conference attendees).
M. Christopher Brown II, assistant professor of higher education, **Ernest E. Middleton,** director of minority student affairs, and **Edward Underwood,** department chair, Urban Leadership Policy Studies, University of Missouri-Kansas City.

Colleagues, Coaches, and Communities
Sandra Flake, dean, College of Arts and Sciences, **John Gapter** and **Maria Lopez,** associate deans, College of Arts and Sciences, and **Idahlynn Karre,** professor and chair, Department of Speech Communication, University of Northern Colorado.

The Expectations, Responsibilities, and Challenges of Taking Learning Seriously: How We Learn at Indiana University Purdue University Indianapolis
Sponsored by the AAHE Student Caucus (for all conference attendees).
Amelia Gilbert, Kellee Hardiman, Kimmie Gregoline, and **Jennifer Rumple,** students, IUPUI.

Web-Based Technologies: Tools for Deeper Learning in the Disciplines
Alan Howard, associate professor of English, and **William G. Thomas III,** project manager, Valley of the Shadow Project, Institute for Advanced Technology in the Humanities, University of Virginia; and **Raymond M. Hyser** and **J. Chris Arndt,** associate professors of history, James Madison University.

Learning Issues of Asian- and Pacific-American Students in Higher Education
Sponsored by the AAHE Asian and Pacific Caucus (for all conference attendees).
Ronald Kong, chancellor, Chabot-Las Positas Community College District; and others.

Forging Partnerships Between Student Affairs and Academic Affairs to Advance Student Learning
George Kuh, professor of higher education and associate dean of faculties, Indiana University at Bloomington; and **Charles Schroeder,** vice chancellor for student affairs, University of Missouri-Columbia.

Faculty Reflections About Student Learning
Shelley Reese, professor of English, **Judy Patton,** professor of university studies, and **Michael Toth,** professor of sociology, Portland State University.


Massey


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de los Santos


Noone


Kong


Kuh

3:45 - 4:45pm

CONCURRENT SESSIONS

Active Learning and Learning Styles: Making the Connection
Charles C. Bonwell, director, Center for Teaching and Learning, and **Peter Hurd,** director, Division of Administrative Sciences, Saint Louis College of Pharmacy.

Participatory Action Research: Expanding the Limits of Student Learning
Debra Dyason, project director, Integrating Service Into Academic Studies, Campus Compact; and **Peter Park,** professor, The Fielding Institute.

First I Live It, Then I Learn It: Voices of Adult Learners
Fred Jacobs, professor of education and director of doctoral programs, School of Education, American University.

Serious Learners: Undergraduates as Teachers
Michaelann Jundt, director of new student programs, University of Washington; and **Jean Henscheid,** associate director of student advising and learning center, Washington State University.

Medical Students Reaching National Standards
Sponsored by the AAHE Black Caucus (for all conference attendees).
Annie W. Neal, associate vice president for educational development and support, **Vicki C. Campbell,** director, Teaching and Learning Resource Center, and **John J. Estrada,** associate professor, Department of Pediatrics, and chair of the faculty senate, Meharry Medical College.

Natalicio

A National Hispanic Bilingual Engineering Model: A Constructivist Approach to Community College/ Professional Education Articulation
Cosponsored by the AAHE Hispanic Caucus and the AAHE Community College Network (for all conference attendees).
Yvonne E.G. Rodriguez, professor, and **Barbara R. Sjostrom,** associate professor, Rowan University; **Margarita Benitez,** national program coordinator, Hispanic Bilingual Engineering, Equity Research Corporation; **Hilda Colon-Plumey,** vice chancellor for academic affairs, Turabo University (Puerto Rico); and **Jorge Thomas,** vice president/provost, Luna Vocational Technical Institute.

Successful Transitions: Becoming a Faculty Member
Sponsored by the AAHE Student Caucus (for all conference attendees).
Presenters TBA.

Assessing the Blends of Teaching/Learning Strategies
John Rueter, assistant dean, and **Nancy Perrin,** associate dean, Portland State University.

Who Teaches? Who Learns? Redefining Relationships Among Faculty, Staff, and Students in the Teaching/Learning Enterprise
Janet E. Schulte, vice president and academic dean, Bradford College; **Karen Romer,** associate dean of academic affairs, Brown University; and **Jane Chew,** professor of German, Furman University.

Operating a Campus Within a System
Joseph Silver, provost, Savannah State University.

Unleashing the Positive Force: Teaching and Learning With the Whole Brain Model
Elizabeth A. Trembley, head of academics, and **Mary Margaret Cavera,** director of student services, Davenport College-Holland.

5:00 - 6:00pm

TOMÁS RIVERA LECTURE

Samuel Betances is professor emeritus of sociology at Northeastern Illinois University. Betances has lectured and published extensively in the areas of group relationships, educational reform, multicultural education, and equity and excellence in education. Betances is best known as a positive force challenging educators, students, business leaders, and policymakers to work at adding cultures together in order to make our world and society safe for differences. His presentations are challenging, entertaining, and motivational.

6:00 - 7:00pm

Tomás Rivera Reception
Sponsored by the AAHE Hispanic Caucus (for all conference attendees).

6:30pm

Ticketed Event

AAHE Women's Caucus Dinner

9:30 - 10:30pm

Special Session

Women in Transition
Sponsored by the AAHE Women's Caucus (for all conference attendees).
(Facilitator) **Marilyn Leach,** director, Center for Faculty Development, University of Nebraska at Omaha.

TUESDAY MARCH 24, 1998

7:00 - 8:15 am

Ticketed Event

Seventh "Celebration of Diversity" Breakfast
Sponsored by all of the AAHE Caucuses (for all conference attendees).

8:30 - 9:30 am

PLENARY SESSION
From Taking Teaching Seriously to Taking Learning Seriously

K. Patricia Cross is the David Pierpont Gardner professor of higher education at the University of California-Berkeley. Her 1986 National Conference address "Taking Teaching Seriously" is one of the cornerstone's of AAHE's now 12-year set of initiatives to improve college teaching. Cross will reflect on the recent "shift" in emphasis from teaching to learning, and suggest what that might mean for "our work" during the coming decade.

10:00 - 11:15 am

CONCURRENT SESSIONS

Transformational Leadership
Sponsored by the AAHE Women's Caucus (for all conference attendees).
Jacquelyn Belcher, president, DeKalb College (tentative); and **Beverly Guy-Sheftall,** professor of women's studies, Spelman College (tentative).

Practicing Community: The First Step in Becoming a Learning Organization
Emily Decker, associate director, Washington Center, **Jeanine Elliott,** director, Washington Center, **Rob Knapp,** dean, and **Artee Young,** faculty member, The Evergreen State College.

Critical Supportive Services and Retention Strategies for "At-Risk" College Students
Sponsored by the AAHE Black Caucus (for all conference attendees).
Larnell Flannagan, associate for research, SUNY System Administration; **Suzanne Price,** executive director, College Level Services, The College Board; **Lois Smith-Owens,** director, Educational Opportunity Programs, and assistant professor, SUNY-College of Agriculture and Technology at Cobleskill; and **Ivan Banks,** assistant professor, Jackson State University.

Integrating Information Literacy Into the Curriculum
Althea Jenkins, executive director, Association of College and Research Libraries; **Cerise Oberman,** dean of library and information services, SUNY College at Plattsburgh; and others.

UT-El Paso's "High Tech" Undergraduate Learning Center: A Focal Point for Instructional Change
Diana Natalicio, president, **Henry Ingle,** associate vice president for technology planning and distance learning, **Michael Kolitsky,** associate vice president for instructional technology, and **Robert Webking,** professor of political science, University of Texas at El Paso.

Helping Students Transition Successfully to Advanced Work in Their Majors: A Report of Faculty Practice and Student Experience
Judeen Schulte, professor of nursing, Alverno College; and other FIPSE consortium representatives from Clayton College & State University.

Gardner

Holton

11:30 am - 12:30 pm

CONCURRENT SESSIONS

Developing and Assessing Universities as Citizens
Robert G. Bringle, director, Center for Public Service and Leadership, and professor of psychology, and **Richard Games,** executive director, Indiana Campus Compact, IUPUI; **Barbara Holland,** associate vice provost, Portland State University; and **Catherine Burack,** project director, University of Massachusetts Boston.

The Process of Institutional Transformation: A Dialogue on Change Strategies for Taking Learning Seriously
Peter Eckel, project associate, American Council on Education; **Barbara Holland,** associate vice provost, Portland State University; **Susan Kelley,** vice president for resource development, Valencia Community College; and **Peter Ahr,** interim provost, Seton Hall University.

The Senior Year Experience: Facilitation, Reflection, Closure, and Transition
John Gardner, executive director, National Resource Center for the Freshman Year Experience and Students in Transition, University of South Carolina; and others.

Learning@Maricopa.Edu
Alfredo G. de los Santos, Jr., vice chancellor for student and educational development, and **Naomi Okumura Story,** director, Center for Learning and Instruction, Maricopa Community Colleges.

Developing Effective Student Support Services for Distance Learners
Barbara Krauth, project coordinator, Student Services Project, Western Interstate Commission for Higher Education; **John Witherspoon,** consultant, Western Governors University; **Hae Okimoto,** manager of distance learning and instructional technology, University of Hawaii; and **Bruce Montgomery,** chief operating officer, Michigan Virtual Automotive College.

A Seminar in Honor of K. Patricia Cross
Sponsored by the AAHE Community College Network (for all conference attendees).
Presenter TBA.

Challenges of Shared Governance
R. Eugene Rice, director, Forum on Faculty Roles & Rewards, AAHE.

12:30 - 2:00 pm

Special Luncheon for Provosts/CAOs

Learning on the Job
By invitation only.

2:00 - 3:15 pm

CONCURRENT SESSIONS

The Alliance for Sustainability Through Higher Education
Richard Clugston, executive director, Center for Respect of Life and Environment; **Anthony Cortese,** CEO, Second Nature; and **Julian Keniry,** national director, Campus Ecology Program, National Wildlife Federation.

Dialoguing About Competitive, Cooperative, and Collaborative Learning Styles in Higher Education
Sponsored by the AAHE Black Caucus (for all conference attendees).
Ben Davis and **Edward Wingard,** core faculty members, The Union Institute Graduate School.

An Explosive Formula for Successful Service-Learning Projects: E=T1-4+(SIFE)^2
Curtis L. DeBerg, professor of accounting, and **Dan Gruhewald** (accounting), **Danielle Emis** (psychology), and **Pharveen Phagura** (business), students, California State University-Chico.

Preparing Community College Students for the Baccalaureate: Organizing Four-Year Institutions for Transfer Students
Stephen J. Handel, assistant director, Outreach & Student Affairs, and **Ben Tucker,** manager, Academic Development, University of California Office of the President; and **Alfred Herrera,** coordinator, Transfer Programs, UCLA.

Using Interinstitutional Peer Review to Strengthen Intrainstitutional Change
Nancy Hoffman, director, Office of the President, Brown University; **Charles White,** associate dean, University Studies, Portland State University; **Scott Evenbeck,** dean, University College, IUPUI; and **Jodi H. Levine,** director, First-Year Programs, Temple University.

Implementing an Institutional Strategy for Helping Faculty Learn to Integrate Information Technology With Teaching and Learning
Fred Janzow, director, Center for Scholarship in Teaching and Learning, **Larry Summary,** instructional computing web manager, and **Dennis Holt,** associate provost, Southeast Missouri State University.

Latino Mentoring: Reaching Across Higher Education and Partnering With High Schools
Sponsored by the AAHE Hispanic Caucus (for all conference attendees).
Devorah Lieberman, director of teaching and learning, Portland State University; and **Maria Elena Campiteguy Hawkins,** executive director, Oregon Council for Hispanic Advancement.

Serious Learning: Addressing the Health of Youth and HIV and AIDS
William R. O'Connell, Jr., director, Health Education and Leadership, National Association of Student Personnel Administrators; **William David Burns,** director, Project for Health & Higher Education, Association of American Colleges & Universities; **Monica Devanas,** associate director, Teaching Excellence Center, Rutgers University; and **Louise R. White,** director, Leadership in Health Policy, National Association for Equal Opportunity in Higher Education.

Removing Barriers to Learning: Lessons Learned From a University Change Effort
William E. Shelton, president, **Mary Vielhaber Hermon,** professor, Management Department, and **Lee E. Reed,** executive assistant to the president, Eastern Michigan University.

Interdisciplinary Approaches to Teaching and Critical Thinking: A Model
Paul Teed, assistant professor of history, **Janice M. Wolff,** associate professor of English, **Gary M. Lange,** assistant professor of biology, and **Janet Nagayda,** assistant professor of occupational therapy, Saginaw Valley State University.

Service-Learning: Training Future Engineers, Mathematicians, and Scientists for Community Involvement
Edmund Tsang, associate professor of mechanical engineering, University of South Alabama; **Joan Kleinman,** professor of mathematics, Middlesex Community College; and **Rand Decker,** associate professor of civil engineering, University of Utah.

Information Power: Librarians, Students, Administrators, and Teachers Taking Learning Seriously
Dane Ward, coordinator of information literacy, and **Dick Raspa,** professor of interdisciplinary studies, Wayne State University.

3:30 - 4:30 pm

CLOSING PLENARY
Architecture for Change: Teaching, Learning, and the Mission of AAHE

Margaret A. Miller is the fourth president of AAHE. She came to AAHE after having served for more than a decade as the chief academic officer of the State Council of Higher Education for Virginia (SCHEV). Prior to coming to SCHEV, Miller was an English professor and administrator at the University of Massachusetts Dartmouth. In this session, she will examine what "Taking Learning Seriously" means for AAHE's work.

4:45 - 5:45 pm

CONCURRENT SESSIONS

The First-Semester Experience at Vermont Technical College: Innovation Through Advising, Connections, Communications, Collaboration, and Technology
John Anderson, associate academic dean, and **Cathy Collins,** director of student life, Vermont Technical College.

Re-Centering the Classroom Experience: Creating Deep Learning From Multiple Perspectives and Personal Stories
Sponsored by the AAHE Hispanic Caucus (for all conference attendees).
Nancy Barcelo, associate vice president for multicultural affairs, and **Jaime Nolan,** assistant to the associate vice president for multicultural affairs, University of Minnesota.

Supporting Distance Learning With Web-Based Technologies
Gerald L. Boerner, associate professor, **Grace L. Boerner,** adjunct professor/webmaster, and **John Coverdale,** graduate intern, Azusa Pacific University.

Impact of Service-Learning on Students: Learning Outcomes and Changing Roles
Amy Driscoll, director, Community/University Partnerships, **Amy Spring,** student leadership coordinator, and **Kari Grosvold,** research assistant, Portland State University.

How Are We Doing? An Assessment and Evaluation Framework for School/College Partnerships
Gerald S. Edmonds, associate director for research and evaluation, **Margaret D. Bonesteel,** associate director for training and field supervision, and **William Newell,** senior research associate for research on school-college partnerships, Syracuse University.

Tailor-Made Liberal Arts Education: Weaving Relevance to the Workplace
Neil Garofano, coordinator, Achievement Program, **Eileen Burchell,** associate professor of modern languages, and **Amanda Willoughby,** student, Marymount College (NY).

The Accelerated Baccalaureate: Design and Implementation
Sara Hopkins-Powell, provost and dean of faculty, **Jon Lange,** professor and project director, and **Todd Zakraisek,** associate professor, Southern Oregon University.

Technology in the Classroom: Strategies to Foster Student Collaboration and Faculty Development
Patricia A. Pascoe, assistant professor of biology, College of St. Francis; and **John C. Mickus,** professor of biology, Benedictine University.

Web-Based Portfolios: A New Approach to Student Advising
Lonnie Supnick, associate provost, **Kiran Cunningham,** assistant professor of anthropology, and **Emily Springfield,** portfolio coordinator, Kalamazoo College.

A New Look, a New Sound, a New Classroom Culture: One College's Story of a Cooperative Learning Initiative That Works!
Susan S. Hill, director, Southeastern Center for Cooperative Learning, Florida Community College at Jacksonville.

5:00 - 6:30 pm

Special Session

Women's Leadership Role Begins as Chair
Sponsored by the AAHE Women's Caucus (for all conference attendees).
(Facilitator) **Ann Lucas,** professor, Department of Management and Marketing, Fairleigh Dickinson University.

6:30 pm

Special Event

The Freddie Hendricks Youth Ensemble of Atlanta

WEDNESDAY MARCH 25, 1998

9:00 - 10:00 am

Breakfast & Conference Feedback Session

10:00 am - 2:00 pm

Ticketed Event

Tour of Atlanta

Special Convenings

AAHE is using the occasion of the 1998 National Conference to convene three special events, each open by invitation only. All participants in these events must also register for the National Conference on the enclosed registration form.

Sponsored by the AAHE Teaching Initiative, the Forum on Exemplary Teaching convenes faculty who not only are accomplished teachers but are committed to fostering a culture of teaching and learning on campus—and are interested in being part of a national network of such teachers. The 1998 Forum explores the implications of "Taking Learning Seriously"—for classroom practice, institutional policy, and academic culture.

The Forum begins on Saturday, March 21, with follow-up sessions and discussions scheduled on Sunday and Monday. **FEE:** $95, includes special programming, one dinner, lunch on Monday, and extensive materials. If you have been selected to attend the Forum, mark Box E on the registration form and add the fee in Box H.

FOR MORE: Invitations to send a delegate to the Forum will be mailed to chief academic officers in early 1998. To have AAHE send an invitation to a second person on your campus, contact Pam Bender, program coordinator, AAHE Teaching Initiative, 202/293-6440 x56 or aaheti@aahe.org.

This small-group work session brings together partnership program directors to seek common areas of interest, share group experiences, identify issues where common action could be helpful, and begin building a peer support network.

Participants at the 1997 convening are invited again. To be eligible, you must administer a college program that offers your college's courses to high school students, taught in the high school by qualified high school instructors. The session will be held on Saturday, March 21.

FOR MORE: Contact Bill Newell, Syracuse University, 111 Waverly Ave., Suite 200, Syracuse, NY 13244-2320, ph 315/443-2404, bnewell@advance.syr.edu.

Editors and authors in AAHE's 18-volume *Series on Service-Learning in the Disciplines* meet with leaders of national service and national disciplinary organizations at this colloquium. The group will develop plans to further service-learning activities in some of the disciplines represented in the series (Accounting, Communication, Composition, Environmental Studies, Nursing, Political Science, Psychology, Sociology, and Teacher Education) and will continue to collaborate as a broader coalition for service-learning.

Colloquium participants also serve as resources to the National Conference by participating in workshops and other activities. The colloquium will be held on Saturday, March 21.

FOR MORE: Contact Teresa Antonucci, project assistant, AAHE Service-Learning Project, 202/293-6440 x34 or tantonucci @aahe.org.

So Many Ways for You to Get Involved!

Attending as part of a team means you can more effectively cover the National Conference's many activities, to achieve objectives you defined in advance and ensure complete institutional coverage of the event. Very positive feedback from teams leads AAHE to believe that attending as a team is the best way to facilitate conference conversations back home. (A "team" is 5 or more people from the same institution/group whose registration forms *all* are faxed/mailed together, at the same time, complete with payment by February 20.)

Each team member gets 25% off his/her registration fee. (Fees for workshops, ticketed events, and AAHE memberships, etc. are not discounted.)

Teams can reserve meeting rooms (pending available space) during the evening and/or early morning hours of the conference. Use this meeting time to plan, debrief, and discuss next steps once you have returned to your campus or office. To schedule a meeting room, contact Monica Manes Gay, director of conferences and meetings, 202/293-6440 x18 or mgay@aahe.org, by February 20.

At a conference discussing learning, students should have a loud voice!

For the first time, AAHE is *reducing* the registration fee for student conferees. The 1998 National Conference fee for full-time students (graduate and undergraduate) is only **$95!** (Students who are members of a team also get the team discount of 25%—that's **$23.75** off!)

This year's conference offers workshops, sessions, and meetings specifically for—and by—students!

Students have an opportunity to meet with one or more major speakers over breakfast on Monday, March 23, at 7:00-8:00 am.

New this year is a student mentoring program, in which AAHE conference veterans are matched with a student (graduate or undergraduate) to guide her/him in getting the most out of this meeting. All mentors/mentees should be available to meet in Atlanta on Saturday evening, March 21. At that meeting, mentors and mentees will meet each other, ask questions, network, and devise their strategy for the conference.

Conference veterans, don't miss out on this opportunity to personally connect with a student who can benefit from your experience! Students, don't pass up this opportunity to get on the conference fast track!

Mentors/mentees will be matched in early March. Email addresses or phone numbers will be provided so you can make contact with each other prior to the conference. Sign up for the mentoring program in Box G on the registration form. For more, contact Monica Manes Gay, director of conferences and meetings, 202/293-6440 x18 or mgay@aahe.org.

Join AAHE

The American Association for Higher Education is the individual membership organization that promotes the changes higher education must make to ensure its effectiveness in a complex, interconnected world. AAHE equips its members — 8,700+ faculty, administrators, and students from all sectors, as well as policymakers and leaders from foundations, government, and business — and their institutions with the knowledge they need to bring such changes about.

Member benefits include:

- Discounts on registration at this flagship National Conference on Higher Education and at AAHE's special-topic conferences on assessment, faculty roles/rewards, and more
- *Change* magazine and *AAHE Bulletin*
- Discounts on AAHE's publications
- Access to AAHE's special programs through Internet listservs and special mailings.

Annual membership dues are just $95 ($50 for students). Join now in Box B on the registration form and save up to $100 on your conference registration fee.

Join AAHE's Special-Interest Member Groups

At the National Conference on Higher Education, AAHE's **caucuses** provide many professional networking opportunities and occasions to discuss common concerns. AAHE members may join one or more of the following caucuses: American Indian/Alaska Native, Asian and Pacific, Black, Hispanic, Women's, Student, and Community College Network. (Join in Box B on the registration form.)

The conference also offers sessions sponsored by AAHE's **action communities:** The Research Forum, Classroom Research, Collaborative Learning, and National Network of Faculty Senates. AAHE's other areas of special interest include assessment, community service and service-learning, CQI, and information resources & technology.

For more information about joining any of the caucuses or about group-sponsored conference activities, contact Monica Manes Gay, director of conferences and meetings, 202/293-6440 x18 or mgay@aahe.org.

orkshops

The professional-development workshops are a small but valuable portion of the conference offerings, providing intensive and practical learning experiences. To register, mark your choice(s) in Box C and add the appropriate amount in Box H on the registration form.

Workshop categories parallel this year's National Conference theme tracks:

POWERFUL PEDAGOGIES

- **Learning Strategies**
- **Service-Learning**
- **Supporting Students**
- **Technology and Information Resources**

ORGANIZING FOR LEARNING

- **Faculty Development/ Evaluation**
- **Planning/Leadership/ Management**
- **Technology and Information Resources**

POWERFUL PEDAGOGIES

Learning Strategies

W-02 Taking Structure Seriously: Using Learning Communities to Transform Institutions

Sponsored by the Collaboration in Undergraduate Education (CUE) Network. Does your campus call itself a "learning community"? But do its structures and practices support that claim? Purposefully created learning communities are restructured curriculum and pedagogy consciously designed to promote academic coherence and involvement in learning. Explore how they help transform institutions and build climates that support change and innovation. The workshop offers two overlapping tracks—one for people with no previous experience with learning communities, and a second for veterans who want to probe issues of implementation, design, and assessment. The presenters' considerable experience with learning communities promises a broad perspective and an encompassing vision of the possible, the practical, and the desirable. Full-day workshop. Fee includes lunch.
Presenters: *Roberta Matthews, vice president for academic affairs, Marymount College; Barbara Leigh Smith, vice president and provost, Evergreen State College, and past chair, AAHE Board of Directors; and Phyllis Van Slyck, professor of English, and William J. Koolsbergen, professor of humanities, LaGuardia Community College.*
Sat. March 21 10:00 am–5:00 pm $95

W-12 Cooperative Learning in Science, Math, Engineering, and Technology (SMET): The State of the Art

Learn the status of research and practice on cooperative learning in College Level One SMET disciplines. Presenters provide a model and demonstrate informal cooperative learning with conceptual questions (common in physics and chemistry) and problem-based cooperative learning (a widely used formal SMET strategy). You also receive a summary of conceptual cooperative learning principles and their application in SMET disciplines. Come prepared to share your own experiences and resources.
Presenters: *Karl A. Smith, professor of civil engineering, University of Minnesota; and Leonard Springer, professor, National Institute for Science Education, University of Wisconsin-Madison.*
Sat. March 21 2:00–5:00 pm $50

W-13 A Teacher's (and Learner's) Dozen: 14 Research-Based Guidelines for Improving Teaching, Assessment, and Learning

Would you trust a physician who didn't keep up with and apply lessons from relevant research in his/her field? An engineer who couldn't apply basic principles of good practice in new situations, with new client populations, or in using new technologies? Yet many faculty and academic administrators remain unaware of fundamental research—in psychology, cognitive science, and education—on teaching, learning, and assessment and its relevance to our practice. This interactive workshop presents guidelines, plus examples and practice in simple, powerful ways to apply them in and beyond our (virtual and actual) classrooms.
Presenters: *Thomas A. Angelo, associate professor and higher education program coordinator, University of Miami; and Alec Testa, coordinator, Assessment Resource Office, Eastern New Mexico University.*
Sat. March 21 2:00–5:00 pm $50

W-18 From Content-Centered to Learning-Centered: Overcoming Obstacles to Change

To become more student-centered, campuses need faculty to shift their focus from course content to student learning. That shift requires changes in faculty practice, in recognition and reward policies, and in the roles of administrators and chairs, as student learning becomes the focus for assessment of all types. Success depends on anticipating key concerns, and attending to the deep personal and emotional dimensions of the new paradigm. In this workshop, identify obstacles to change and, working in groups, develop strategies for overcoming them. You receive a packet of practical resources, including an annotated bibliography.
Presenters: *Robert M. Diamond, assistant vice chancellor, and Bronwyn E. Adam, assistant project director, Center for Instructional Development, Syracuse University.*
Sun. March 22 10:00 am–1:00 pm $50

W-21 College-Level Learning in High School: Implications for Undergraduate Curriculum, Learning Productivity, and School Reform

A fast-growing phenomenon, college-level learning in high school is the subject of research by SUNY Buffalo's Learning Productivity Network, as part of a larger program of research into learning productivity. What have they discovered about college-level learning and its likely growth trajectory? by type of high school? by form of program? What policies exist? What is actually done with the very considerable amount of college-level learning now going on? What is its impact on the high school curriculum? on the college curriculum?
Presenters: *D. Bruce Johnstone, university professor of higher and comparative education and director, Learning Productivity Network, William Barba, adjunct assistant professor and head, Higher Education Program, Patricia Maloney, research associate, Learning Productivity Network, and Ph.D. student, Kimberly Crooks, assistant dean for professional programs and Ph.D. student, and Barry Smith, Ph.D. student, State University of New York at Buffalo.*
Sun. March 22 10:00 am–1:00 pm $50

W-24 **Action Learning: Path to Self-Efficacy**

Sponsored by the Collaboration in Undergraduate Education (CUE) Network. Most strategies used in colleges to encourage group study and collaborative learning are driven by efforts to produce specified curricular or social outcomes. Action learning overturns this, developing individual and often unanticipated insights as a paramount effect of a loosely constructed group activity. This workshop teaches faculty, deans, and faculty development specialists how to implement the action learning strategy in their college classrooms.

Presenter: *Verna J. Willis, associate professor of human resource development, School of Policy Studies, Georgia State University.*

Sun. March 22 10:00 am–1:00 pm $50

W-25 **Adult Learners in Higher Education: Choices, Challenges, and Changes**

By 2003, some 43% of total enrollments will be students age 25+. In this workshop, discuss what characterizes such students, how institutions are responding to them, and strategies to align institutional culture to support their needs. Share what your institution is doing, including your successes and challenges. Also, learn about best practices in the marketing, delivery, administration, and evaluation of adult learning programs and services, plus future trends.

Presenters: *Frederic Jacobs, professor of education and director of the doctoral program, School of Education, American University; and Stephen Hundley, assistant professor of organizational leadership and supervision, Purdue School of Engineering and Technology, IUPUI.*

Sun. March 22 10:00 am–1:00 pm $50

W-27 **Becoming Assessment-Savvy College Administrators and Staff: Critical Concepts, Perspectives, and Practices**

Sponsored by the AAHE Black Caucus. Seize the initiative in using assessment tools as a student-centered self-diagnostic resource for critical reflection, empowered program improvement, and strategic image management! Learn six critical skills and a series of probing, assessment-savvy questions that challenge you: (1) to concretely envision what you expect program success to "look like" and (2) to specify appropriate progress benchmarks and the evidence needed to convince stakeholders that success claims are accurate. Attend this interactive, skills-building workshop if you want to systematically monitor and continuously improve the effectiveness of your programs to maximize educational benefits for students.

Presenter: *Hazel Symonette, policy and planning analyst, University of Wisconsin System Administration.*

Sun. March 22 10:00 am–1:00 pm $50

Service-Learning

W-28 **Service-Learning as Institutional Strategy**

Learn how a pedagogy of social engagement—most often referred to as "service-learning"—can help an institution clarify its identity and enhance both its appeal and its ability to facilitate deep learning. Issues to consider include: service-learning's potential to provide new options for students and faculty to demonstrate excellence; its relationship to undergraduate research; service-learning as a vehicle of career exploration and of curricular coherence; and the off-campus community as responsibility, resource, and partner. The workshop draws on the work of different types of institutions. You are challenged to understand service-learning's suitability for your specific institutional type and you receive materials appropriate for that type.

Presenters: *Edward Zlotkowski, senior associate, AAHE; and representatives from a variety of leading service-learning programs.*

Sun. March 22 10:00 am–1:00 pm $50

Supporting Students

W-17 **Strengthening Academic Advising: Key Issues, the National Research, and Strategies That Work!**

Hear a summary of extensive national research on what is known about the practice, performance, and promise of faculty advising. Examine important models and delivery systems as well as a case study of the experiences of Syracuse University, a NACADA national award recipient for its systemic efforts to improve advising there.

You get ample time for questions, comments, and sharing, plus a variety of contacts and resources to help you as you develop strategies and plans appropriate for your own campus, including a copy of *Reaffirming the Role of Faculty in Academic Advising* (NACADA, 1995).

Presenters: *Frank Wilbur, associate vice president for undergraduate studies and director, Project Advance, Syracuse University; Gary Kramer, associate dean for admissions and records and professor of educational psychology, Brigham Young University; and Wes Habley, founding board member, National Academic Advising Association (NACADA), and director of assessment, American College Testing.*

Sun. March 22 9:00 am–1:00 pm $60

Technology and Information Resources

W-05 **Moving From "Talk-and-Chalk" to Technology-Networked Learning Environments—What's Working and What's Not**

Sponsored by the AAHE Hispanic Caucus. This workshop showcases best instructional strategies to help administrators and faculty change how their campus organizes, delivers, and supports student learning. These include: experimental approaches that link interactive, digital media and telecommunications technologies, email, the Internet, and the Web . . . interdisciplinary, problem-based and active learning strategies in which instructors and students form teaching-learning teams to design, develop, and carry out synchronous and asynchronous instruction . . . new distance learning initiatives. Hear about the challenges of developing telecommunications infrastructure and "high-tech focal point" and faculty training and development models.

Presenter: *Henry T. Ingle, associate vice president for technology planning and distance learning, University of Texas at El Paso.*

Sat. March 21 10:00 am–1:00 pm $50

W-09 **Teaching With Technology: The Newest Innovations and the Need for Administrative Support**

Sponsored by the AAHE Women's Caucus. This workshop provides interaction and discussion on interactive courses via computer, distance learning, Web courses, computer-assisted lectures, and wireless communication.

Presenter: *Cheryl Stratton, assistant professor, Georgia State University.*

Sat. March 21 1:30–5:30 pm $60

Workshop will take place at Georgia State University. Transportation is provided. Buses will leave the hotel promptly at 1:30 pm.

W-10 **Focusing Technology on Learning: Leadership and Transformation to Create Meaningful Organizational Culture and Infrastructures**

Cosponsored by the AAHE Asian and Pacific Caucus and AAHE Hispanic Caucus. Ocotillo is a learning-based, systemic technology roundtable model that promotes and enhances connectivity, communication, leadership, change, strategic decision making, and innovation. In this workshop, presenters describe their efforts to define outcomes and how Ocotillo helps focus technology initiatives on learning; share a faculty-driven infrastructure that fosters mutually defined learning values for technology planning and decision making; identify strategies that incorporate diverse interests; and demonstrate how

Ocotillo addresses communication and learning through the organizational culture and infrastructure. You participate in small-group, participatory, and collaborative activities and receive materials to design your own Ocotillo.
Presenters: *Alfredo G. de los Santos, Jr., vice chancellor for educational and student development, and Naomi Okumura Story, director, Maricopa Center for Learning and Instruction, Maricopa Community Colleges.*
Sat. March 21 1:30–5:30 pm $50

ORGANIZING FOR LEARNING

Faculty Development/ Evaluation

W-04 Gender and Race Bias in Standardized Tests: What Can Be Done?

Sponsored by the AAHE Women's Caucus. The SAT and other standardized tests are under fire for their negative impact on women and minority students. The College Board and Educational Testing Service have been forced to change the PSAT to narrow the test's documented "gender gap." Meanwhile, policymakers in Texas and California are rethinking their reliance on the SAT in the post-affirmative action era. Find out more about what has been happening, why, and what can be done to support excellence and equity in higher education admissions.
Presenter: *Laura Barrett, executive director, National Center for Fair & Open Testing (FairTest).*
Sat. March 21 10:00 am–1:00 pm $50

W-06 Successful Teaching Evaluation Programs

Some institutions assess faculty teaching performance effectively, others do not. This interactive workshop focuses on: (1) student evaluation of instruction; (2) peer review of teaching; and (3) the teaching portfolio. Examine important new lessons about what works and what doesn't, key strategies, tough decisions, latest research results, and links between assessment and development. The workshop is valuable to faculty and administrators interested in assessing and improving the quality of teaching at their institution.
Presenter: *Peter Seldin, distinguished professor of management, Pace University.*
Sat. March 21 10:00 am–1:00 pm $60

W-08 Career Development for New Professionals in Higher Education

Sponsored by the AAHE Black Caucus. This workshop is designed to assist persons in the early stages of their higher education careers to map or critique their professional development plans and strategies. During the workshop, you have an opportunity for reflective thought about your career path.
Presenters: *Lillian B. Poats, associate professor, Department of Educational Leadership and Counseling, Texas Southern University; Trevor Chandler, professor, University of California-Davis; and Sherry Sayles-Folks, special assistant to the provost, Eastern Michigan University.*
Sat. March 21 10:00 am–1:00 pm $50
W-08 is free for AAHE Black Caucus members.

W-14 Too Much Change and Too Much Conflict: Cultivating a Collaborative Culture

This practical workshop helps faculty and academic administrators initiate strategies to help unlock those enduring conflictual communication patterns in departments and across campuses. Learn some useful and fundamental skills of conflict analysis, mediation, and conflict resolution, especially as they relate to working through difficult struggles and dealing with difficult people. Practice concrete ways to build working, collaborative teams. Reflect on actual cases and design intervention strategies. Learn the common and primary causes of difficulties and processes to resolve them. You are welcome to bring cases from your own campus.
Presenter: *Sandra I. Cheldelin, professor, Institute for Conflict Analysis and Resolution, George Mason University.*
Sat. March 21 2:00–5:00 pm $50

W-15 Technology and Higher Learning: A Flashlight for Assessing Successes and Problems

Have you been charged with gathering information about educational uses of information technology in order to guide a change effort—e.g., rethinking a major course of study to take advantage of new technology? improving the quality of library and information services? reconsidering student evaluation of faculty using technology? addressing the role of technology in accreditation self-studies? The most important objective of this workshop is to think and work together on framing productive research questions . . . aided by "tool kits" developed by the Flashlight Project. Its "Current Student Inventory" provides an evaluation handbook for developing studies plus a database of 500 indexed questions; Flashlight also is developing evaluation case studies. You are urged to think in advance about issues you need help with.
Presenter: *Stephen C. Ehrmann, vice-president, The Flashlight Project, TLT Group, the Teaching, Learning & Technology Affiliate of AAHE.*
Sat. March 21 2:00–5:00 pm $50

W-22 Increasing Expectations for Student Academic Effort

We seem to agree that setting high expectations for students is important if they are to achieve their full potential. But, for a campus to publicly articulate clear, high expectations of what knowledge, skills, and capacities students are to attain is indeed rare. In this workshop, explore how to assess campus levels of expectations for student performance through a variety of techniques (questionnaires, focus groups, time-use studies, interviews, portfolios, faculty conversations, etc.). Discuss strategies for raising expectations for students on a campus and the implications of such efforts.
Presenters: *Karen Maitland Schilling, associate professor of psychology, and Karl L. Schilling, scholar in residence, Office of Residence Life, Miami University.*
Sun. March 22 10:00 am–1:00 pm $50

W-23 Using the Grading Process for Departmental and General-Education Assessment

Grades as isolated artifacts are not useful for assessment. But skillfully done, the classroom grading process yields rich information about student learning and meets many of the criteria for "good" assessment recommended by AAHE and required by accrediting agencies. This workshop demonstrates how to help faculty improve their classroom grading, and how to use the grading process for assessment in the department and in general-education programs. Representatives from Raymond Walters College, a two-year branch campus of the University of Cincinnati, explain how they use the approach for general-education assessment as part of their North Central accreditation plan.
Presenters: *Barbara E. Walvoord, director, Kaneb Center for Teaching and Learning, University of Notre Dame; Virginia Johnson Anderson, professor of biology, Towson University; and Barbara Bardes, dean, Janice Denton, associate professor of chemistry and chair of the academic assessment committee, and Ken Koehler, associate professor of physics, Raymond Walters College.*
Sun. March 22 10:00 am–1:00 pm $50

Planning/Leadership/ Management

W-01 Avoiding the Doomsday Scenario: Effective Enrollment Management for New Threats and Opportunities

In this workshop, learn how an enrollment effort—both recruitment and retention—based on student success can meet your enrollment needs, in spite of the doomsday predictions of Peter Drucker and others. Learn how best to deal with the basics of enrollment management, change that must occur at your school, and transformation that will be needed for long-term success. Marketing, management, use of data, and specific retention concepts are included. Full-day workshop. Fee includes lunch.

Presenters: *Ronald J. Ingersoll and Doris Ingersoll, directors, Enrollment Management Center, Inc.*

Sat. March 21 10:00 am–5:00 pm $95

W-03 Legal Issues in Employment for Academic Administrators

This workshop uses case studies to help administrators understand the rights and responsibilities of faculty, staff, and students, as those rights and responsibilities relate to employment contracts, reference checking, evaluating colleagues, confidentiality and peer review, student allegations of educational malpractice, and academic freedom versus managerial discretion. Full-day workshop. Fee includes lunch.

Presenter: *Lois Vander Waerdt, attorney at law and president, The Employment Partnership.*

Sat. March 21 10:00 am–5:00 pm $95

W-11 Learning by Applying: Using "External Environmental Scanning and Forecasting" to Improve Strategic Planning

This approach to strategic planning recognizes and rewards an "outside-in" (external environment) perspective—rather than the traditional "inside-out" (intrainstitutional) perspective so bound by insulation, politics, and inertia. Discuss types of external changes and hear numerous examples of how colleges have used external environmental scanning and forecasting in: (1) mission and goals refinement, (2) curriculum change and development, and (3) strategic planning that anchors function-unit planning, and related budgeting and spending. In a hands-on exercise, practice "how to scan" in a simulated scanning team. Remaining time is spent on what to scan, and starting and sustaining an institutional effort.

Presenter: *Joel D. Lapin, professor of sociology, Catonsville Community College, and system director of planning, Community Colleges of Baltimore County.*

Sat. March 21 1:30–5:30 pm $60

W-19 Mending the Cracks in the Ivory Tower: Beyond the Basics

Conflict exists on every campus. But what can we do to manage it? This workshop goes "beyond the basics" to focus on specific intervention skills. Learn specific ideas about how to intervene when conflict surfaces. Register early so the presenter will be able to solicit information from you before the conference about "typical" conflicts you deal with, so the workshop can focus on the conflicts most pressing in your campus life.

Presenter: *Susan A. Holton, professor of communication studies, Bridgewater State College.*

Sun. March 22 10:00 am–1:00 pm $50

W-20 Team Building in the Academic Department

Bringing about change is most successful when it is led by an effective team that understands the stages that any change process must follow if it is to become permanently embedded in the culture. However, because individuals in higher education value independence and have learned to function autonomously more than as team players, they have not developed the knowledge and skills needed to create highly effective teams that can produce constructive change. Learn how to build a team and lead change in this workshop. You receive Lucas's book *Strengthening Departmental Leadership: A Team Building Guide for Chairs and Deans.*

Presenter: *Ann F. Lucas, professor of organization development, Fairleigh Dickinson University.*

Sun. March 22 10:00 am–1:00 pm $60

Technology and Information Resources

W-07 Leading Campus Teaching, Learning & Technology (TLT) Roundtables

This workshop is designed for current and future chairs of campus TLT Roundtables. But it is useful to anyone responsible for leading an institution in improving teaching and learning through greater integration of information technology. The workshop features experienced leaders of TLT Roundtables at individual institutions and at a state system, who tell stories from their own experiences, plus offer specific advice and resources for implementing and managing local Roundtables. In small groups, you meet other participants and discuss shared challenges.

Presenters: *Nancy Cooley, interim assistant vice provost, Central Michigan University; David Boudreaux, dean, Arts and Sciences, Nicholls State University; Scott A. Langhorst, instructional technology systems planner, Virginia Community College System; and Dennis Holt, associate provost, Southeast Missouri State University.*

Sat. March 21 10:00 am–1:00 pm $50

W-16 Using Students to Support Technology and Transformation

The proliferation of technology on campuses has not been matched by increases in support staff. In this workshop, a student, faculty member, and administrator describe various approaches to using students as support personnel in the service of teaching and learning. Learn about student roles in supporting general-purpose and specialized computer labs, library information centers, and curriculum-development initiatives. Discuss training programs, administrative challenges, and funding. You get guidance in establishing programs that might work on your campus, and suggestions on where to turn for assistance.

Presenters: *Phillip D. Long, director, Teaching, Learning, Technology Center and User Support Services, Seton Hall University; Robert A. Harris, coordinator, Student Technology Consulting Program, William Paterson University; and Fran Versace, acting director, University Computing Center, University of Rochester.*

Sat. March 21 2:00–5:00 pm $50

W-26 Visions Worth Working Toward—Defining the Role of Technology in Education

Education takes many forms, and each form can be matched with a different application of information technology to improve quality. This workshop helps you form your own educational "Vision Worth Working Toward" by matching selected educational approaches, pedagogies, and objectives with ways of using computing, video, and telecommunications. (Such a "Vision" is an image of a feasible future—one that can be achieved if enough people commit to doing so.) The workshop considers cost-effectiveness, implementation steps, assessment of progress, recent findings about learning, and how to achieve an appropriate balance among the variety of real-time and asynchronous modes and written, oral, and visual means of delivering education.

Presenters: *Steven W. Gilbert, president, TLT Group, the Teaching, Learning & Technology Affiliate of AAHE; Vijay Kumar, director of academic computing, Massachusetts Institute of Technology; and Susan Saltrick, vice-president and director, New Media Longman Publishing, Addison Wesley Longman.*

Sun. March 22 10:00 am–1:00 pm $50

xhibits

This year's exhibit program plays an integral role in the conference as a "community of ideas." In line with the 1998 theme, "Taking Learning Seriously," the conference schedule includes special Exhibit Hall-only hours, to ensure you have the time to benefit from its many useful resources.

The Exhibit Hall also plays host to special events and refreshment breaks. And it is the site of a substantive Poster Session on Sunday and Monday afternoon. During the Poster Session, faculty and other campus practitioners will discuss with you posters they have created displaying dozens of examples of good practice in the advancement of teaching and learning.

Don't miss this opportunity to be part of AAHE's "community of ideas" and showcase your products and services to such a receptive audience! To reserve your exhibit booth—or to suggest a new exhibitor you would like to see attend the conference—call Mary Schwarz, director of marketing, 202/293-6440 x14 or mschwarz@aahe.org. Additional information on exhibiting is available at AAHE's website at www.aahe.org.

This year's exhibitors include:

Academic Systems

ACT, Inc.

Allyn & Bacon

AmeXpo CD-ROM Software

Anker Publishing Company

The College Board

College Consortium for International Studies

DDC Publishing

Educational Testing Service

ERIC Clearinghouse on Higher Education

Houghton Mifflin Company, Faculty Development Programs / College Survival

Follett College Stores

Higher Education Center for Alcohol and Other Drug Prevention

IDEA Center, Kansas State University

Infonautics

Integrex Systems Corporation

The International Partnership for Service-Learning

Jossey-Bass Publishers

Kaplan Learning Services

Logicus Incorporated

National Association of College Stores

Newsletter Book Exhibit

The Ohio State University

The Oryx Press

Premier School Agendas

Simon & Schuster's Newslink

SoftArc Incorporated

Stylus Publishing

Wisconsin Technical College System Foundation

pecial/Ticketed Events

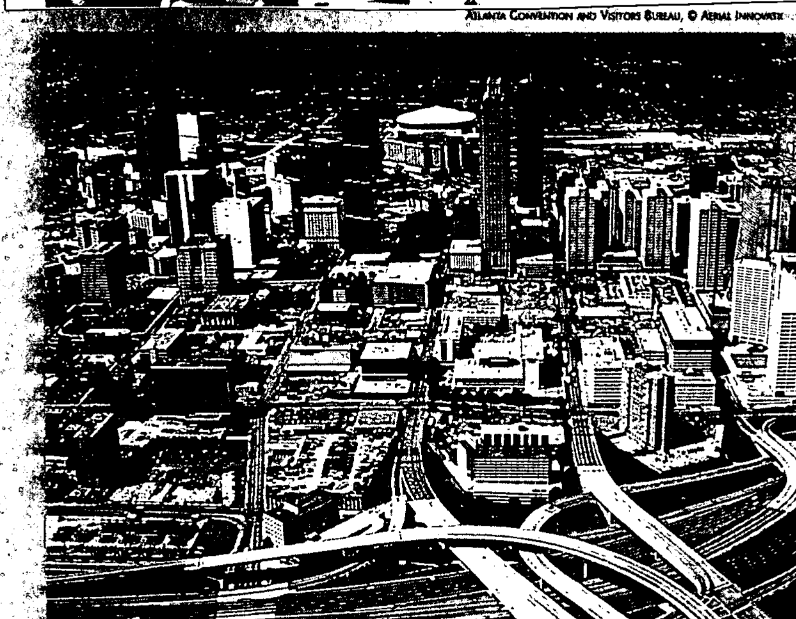
Atlanta is fast becoming one of the most exciting cities in North America. Home of the Centennial Olympic Games, the Martin Luther King Jr. Historic District, the Jimmy Carter Presidential Library and Museum, CNN, the Margaret Mitchell House, and much, much more—Atlanta really does have something for everyone. Explore this wonderful city when you are not in conference sessions, workshops, and events. Relax at a cafe in Buckhead, browse through the beautiful art museums, or catch the sights and sounds of Midtown.

AAHE has tried to offer a variety of events to capture the spirit of Atlanta. If the activities described below don't appeal to you, there are plenty of other things to do and see. Check out the Atlanta Convention and Visitors Bureau's website at www.atlanta.com for further information on everything Atlanta has to offer.

CNN—Atlanta Convention and Visitors Bureau

Register now to attend one or more of the conference activities below by marking your choice(s) in Box D and adding the appropriate fee in Box H on the registration form. Ticketed activities require advance registration; tickets are *not* available at the door. All activities are open to all conferees while space remains.

Atlanta Convention and Visitors Bureau, © Aerial Innovations



Saturday, March 21

(Preconference)

T-1 Campus Senate Leadership Retreat: "Learning Leadership for Shared Governance"

10:00 am–3:00 pm

Sponsored by the AAHE National Network of Faculty Senates. Designed to help colleges improve campus governance, this tenth annual retreat pays attention to how institutions and leaders learn to govern. Presenters include ACE Fellows, whose leadership stepping stones included service as senate presidents.

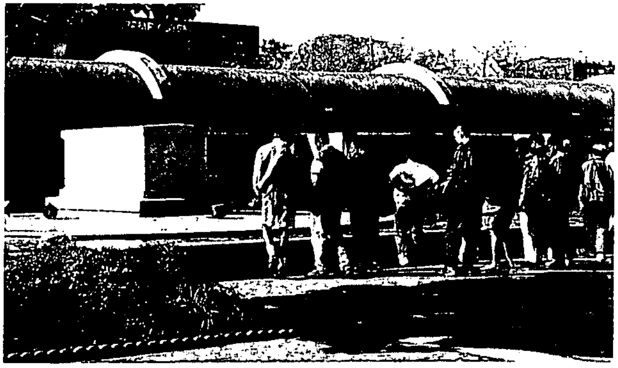
Because governance in higher education is distinctively a cross-constituency process of shared decision making, this retreat focuses on how governance issues are variously perceived by trustees, faculty, provosts, and presidents. The emphasis is on how colleges as learning communities can foster those leadership skills, and creative strategies that are the hallmarks of exemplary principles and practices of shared governance. The retreat also concentrates on how academic leaders, working collaboratively, can create policies that enlist all campus constituencies in taking learning seriously and promoting ideals of leadership.

The retreat's highly interactive workshop format encourages the participation of campus teams composed of faculty leaders and administrators who are responsible for governance. Participants at this retreat usually continue to consult with one another after it concludes. ***For details,*** *contact Joseph G. Flynn, SUNY Distinguished Service Professor, SUNY College of Technology at Alfred, NY 14802, ph 607/587-4185; or Karen E. Markoe, SUNY Distinguished Service Professor, SUNY Maritime College, Bronx, NY 10465, ph 212/409-7252.* **NOTE:** Ticket/advance registration is required. **FEE:** $75, includes a working lunch. **(Capacity: 50)**

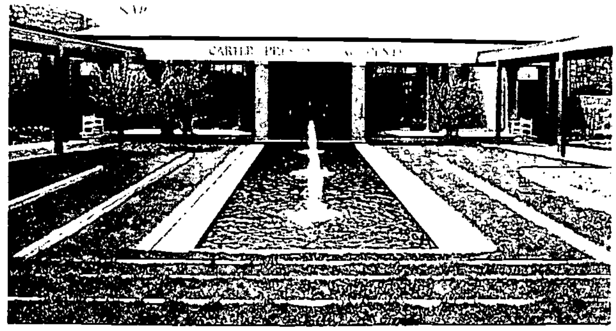
T-2 Black History Tour of Atlanta

1:00–5:00 pm

Sponsored by the AAHE Black Caucus. Enjoy the past and present historic sites of black Atlanta. This guided coach tour features key places of interest from the local to the international. It includes the Martin Luther King Center, Ebenezer Baptist Church, Atlanta University Center, Olympic Park, and the Herndon Home, a classical mansion designed and built by a slave-born Georgian. Exciting commentary will be filled with southern hospitality. **NOTE:** Limited seating. Ticket/advance registration is required. **FEE:** $20, includes tour transportation, refreshments, and entry into museums.



MARTIN LUTHER KING, JR. GRAVESITE—ATLANTA CONVENTION AND VISITORS BUREAU. © 1995 KEVIN C. ROSE



CARTER PRESIDENTIAL CENTER—ATLANTA CONVENTION AND VISITORS BUREAU

T-3 South African Kick Off With the Soweto Street Beat

7:00–10:00 pm

Sponsored by the AAHE Black Caucus. This entertaining and energetic evening kicks off AAHE's 1998 South Africa Study Tour, sponsored by the AAHE Black Caucus. Join in welcoming the Soweto Street Beat Dance Company, a group of South African dancers based in Atlanta. Captivating audiences everywhere, the troupe gave an outstanding performance at the 1996 Olympics, and on this evening they will perform contemporary and traditional African dances, featuring a boot dance from Soweto. **NOTE:** Ticket/advance registration is required. **FEE:** $15.

Sunday, March 22

T-4 Ebenezer Baptist Church Service

7:15–10:00 am

Join fellow conferees in a very spiritual experience at the Ebenezer Baptist Church. An icon of Atlanta, Ebenezer Baptist Church was the home parish of Dr. Martin Luther King, Jr. People of all faiths are welcome to participate in this experience. **NOTE:** Limited seating. Ticket/ advance registration is required. **FEE:** $10, includes transportation and church donation.

T-5 AAHE Hispanic Caucus Forum and Luncheon: "Access and Opportunity"

9:00 am–1:30 pm

Sponsored by the AAHE Hispanic Caucus. This year's forum focuses on equal opportunity and access to higher education for all socioeconomic classes. With the passage of Proposition 209 in California and the Fifth Circuit Court decision banning affirmative action programs in Texas, Louisiana, and Mississippi, principles of diversity and achievement in higher education are being rigorously challenged. Across America, higher education is undergoing an important metamorphosis as colleges and universities strive to enroll students from diverse communities. Leaders at public and private institutions must involve themselves; indeed, this question of access may be the most pressing of the decade. The forum will explore how best to offer comprehensive educational opportunities throughout America's colleges and universities. **NOTE:** Ticket/advance registration is required. You do not have to be an AAHE Hispanic Caucus member to attend. **FEE:** $25, includes lunch.

Monday, March 23

T-6 AAHE Women's Caucus Dinner

6:30 pm

Enjoy a delicious dinner with your conference colleagues. Dinner will feature the presentation of the Myra Sadker Equity Award for Women Leaders in Education and remarks by the awardee (to be announced). A wonderful time to renew old friendships and make new ones. **NOTE:** Ticket/advance registration is required. **FEE:** $30 for AAHE Women's Caucus members, $40 for nonmembers. (You may purchase a discounted ticket if you join the caucus in Box B on the registration form.)

Tuesday, March 24

T-7 Seventh "Celebration of Diversity" Breakfast

7:00–8:15 am

Sponsored by all of the AAHE caucuses. A continental breakfast will be served during this presentation and discussion. More information concerning speakers will be available on the AAHE website (www.aahe.org). **NOTE:** Open to all conferees. Ticket/advance registration is required. **FEE:** $10, includes breakfast.

T-8 The Freddie Hendricks Youth Ensemble of Atlanta

6:30 pm

The Freddie Hendricks Youth Ensemble of Atlanta is an African-American youth theatrical company, established to provide a cultural and creative outlet for young Atlantans. The company now comprises more than twenty-five young people, ranging in age from 9 to 19. Through music, dance, and drama, this talented ensemble identifies, attacks, and suggests viable alternatives to many complex problems plaguing today's youth. Not only does the ensemble educate by addressing social and political concerns, it also thoroughly entertains its audiences with magnificent voices, heartfelt dialogue, and snappy choreography. **NOTE:** Advance registration is requested. This event is free and open to all conferees and their guests.

Wednesday, March 25

T-9 Tour of Atlanta

10:00 am–2:00 pm

Enjoy a tour of the great city of Atlanta before flying home! This tour begins with an exciting and informative visit to the Martin Luther King Jr. Historic District on "Sweet Auburn Avenue," where you will see the Martin Luther King Center, Dr. King's birth home, and his tomb. It continues with the Carter Presidential Library, where you can browse the historic documents of Jimmy Carter's presidency and celebrate his efforts around the world in the name of peace. Your tour ends with a look at the home of the Cable News Network, which includes CNN and Headline News, in the heart of downtown Atlanta. **NOTE:** Ticket/advance registration is required. **FEE:** $35, includes tour transportation, guide services, and all entrance fees.

NEW THIS YEAR!

ROUNDTABLE BREAKFAST
Monday, March 23
7:00–8:00 am

This informal session convenes individuals from different institutions who hold the same position for discussions of common concerns. There will be no presentations, it's simply a forum for meeting and discussing over breakfast. Make your selection from among Provosts, Student Affairs, Deans, Chairs, and Faculty Leaders; you may register for only *one* group. Discussions will take place at round tables of ten people each.

Please register in Box F on the registration form and add the fee in Box H. **FEE:** $10, covers the cost of breakfast.

Hotel Reservations and Discounts

The site of the 1998 National Conference on Higher Education is the Atlanta Hilton & Towers (Courtland and Harris Streets, NE). AAHE has negotiated special room rates for conferees at the Hilton. The deadline for these special rates is **February 25.** Rooms are assigned first-come, first-serve, so make your reservations early.

Daily Room Rates:	Hotel	Towers (concierge service)
Single (per person)	$129	$169
Double (per room)	$149	$189

- You are responsible for making your own room reservation. Call the Atlanta Hilton & Towers; do not contact AAHE.
- To get the special rates shown, you must call the Atlanta Hilton & Towers by **February 25, 1998,** at 404/221-6300. You must identify yourself as an AAHE conferee.
- When you call the hotel, specify your definite arrival and departure dates/times. The hotel requires all reservations be guaranteed by a credit card or check.
- If you must cancel your reservation, you must cancel at least 72 hours prior to your arrival time for your guarantee to be refunded.
- The Atlanta Hilton & Towers will charge a $50 early departure fee if you check out of the hotel early; the hotel should remind you of this policy when you check in.
- If you are sharing accommodations with others, all of you should make only one room reservation; whoever makes the reservation should provide the name of any roommate(s).
- The meeting rooms of the Atlanta Hilton & Towers are accessible by wheelchair. Please tell the hotel if you have any special housing needs when you make your reservation.
- Rates are subject to a 14% sales tax per room, per night.
- **Deadline for the special rates is February 25, 1998.**

Roommates

Save money, make new friends. If you need a roommate or are willing to share a room, you can ask to *be sent a list* and/or *be placed on a list* of conferees searching for roommates. You are responsible for contacting potential roommates and making your hotel reservation. (If you are unable to locate a roommate, you remain responsible for reserving and paying for a single room.)

To participate, you must contact Monica Manes Gay, director of conferences and meetings, 202/293-6440 x18 or mgay@aahe.org, by **February 2, 1998.**

Special Airfare Discounts

AAHE has a contract with Delta Air Lines for special rates for conferees traveling to/from the meeting. Delta has the best overall record for passenger satisfaction of any major U.S. airline, based on consumer complaint statistics for major carriers of record since 1971 as compiled by the U.S. Department of Transportation.

To take advantage of Delta's quality service, convenient schedules, and special fares, call Delta toll free at 800/241-6760 between 7:30 am and 11:00 pm Eastern Time, Monday through Friday (between 8:30 am and 11:00 pm Eastern Time, Saturday and Sunday). When you talk to the reservations agent, be sure to reference AAHE's file number: 105955A.

Registration Instructions

Complete the registration form (photocopies are acceptable). **Mail** your completed form with payment or signed purchase order to:

NCHE Registration
AAHE
One Dupont Circle, Suite 360
Washington, DC 20036-1110

Purchase order or credit card registrations only may be **faxed:**

Fax 202/293-0073

- Registrations **will not be processed** unless accompanied by a check, signed purchase order (a purchase requisition or voucher is not sufficient), or credit card information. (A photocopy or fax of a check does not constitute payment.) Registrations **will not be processed** until sufficient payment is received.
- You should receive confirmation of your registration within four weeks after it was mailed/faxed by your institution. Any registrations received after February 20, 1998, will not be confirmed; they will be processed on site and are subject to a $35 late fee.
- Registration fees may be transferred to another person (with written consent from the original registrant). Membership dues/status are not transferable. Fees may be refunded (less a processing charge of $50 for registration fees and $5 per workshop), provided the refund request is made in writing and postmarked/faxed by February 20, 1998. Refunds will be mailed after the conference.
- AAHE is an individual member association; your institution cannot be a member. You must be an AAHE member or join in Box B on the registration form to get the discounted member rate.
- The "Full-Time Faculty" registration rates in Box A are only for faculty teaching full course loads; faculty on administrative assignment are not eligible. "Student" rates are for full-time students (graduate or undergraduate).
- If your registration form is received after February 20, 1998, your name will not appear in the Preregistrants List distributed at the conference.
- The information marked on the registration form with an asterisk (*) will appear on your conference badge. Please print legibly.

If you need **more information,** call 202/293-6440 x31 or email nche@aahe.org.

Don't Forget the Team/Group Discount!

Discounts are available to teams or other groups of five or more registrants who mail/fax their completed registration forms and payment all together, at the same time by February 20. The discount is 25% off each team member's registration fee; take the discount in Box H on the registration form. The discount does not apply to membership dues, fees for workshops, events, other activities, or late fees.

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REGISTRATION FORM

AAHE National Conference on Higher Education ◦ March 21-24, 1998 ◦ Atlanta Hilton & Towers

☐ Dr. ☐ Mr. ☐ Mrs. ☐ Ms.

*LAST NAME *FIRST NAME *M.I.

POSITION

INSTITUTION

ADDRESS ☐ HOME ☐ WORK

*CITY *STATE ZIP

PHONE (DAYTIME) FAX

EMAIL

INDICATE SPECIAL ACCESS OR PARTICIPATION NEEDS *(BY FEBRUARY 20)*

AAHE MEMBER NUMBER

ETHNICITY (FOR CAUCUS RECRUITMENT)

A. Registration Fee

Check one and add fee in Section H:

AAHE Member: ☐ Regular $285 ☐ F/T Faculty $235 ☐ Retired $145 ☐ Student $95

Nonmember: ☐ Regular $385 ☐ F/T Faculty $335 ☐ Retired $205 ☐ Student $95

Attending family members *(outside academe)*: $35 each. Provide name(s) below:

Add subtotal in Box H $________

B. AAHE Membership/Caucuses

Join/renew now and register at the lower member rate.

Check one: ☐ 1yr, $95 ☐ 2yrs, $185 ☐ 3yrs, $275 ☐ Student: 1 yr, $50 ☐ Retired: 1yr, $50

Optional Caucuses. You must be an AAHE member. Join/renew for same number of years as membership above. All groups open to all AAHE members. Check box(es):

American Indian/Alaska Native Caucus ______ yrs @ $10/yr
Asian and Pacific Caucus ______ yrs @ $15/yr
Black Caucus ☐ 1yr, $25 ☐ 2yrs, $45 ☐ 3yrs, $70
Hispanic Caucus ☐ 1yr, $25 ☐ 2yrs, $45 ☐ 3yrs, $70
Women's Caucus ______ yrs @ $10/yr
Community College Network ______ yrs @ $10/yr

Add subtotal in Box H $________

C. Workshops Fees

$50 each, unless noted. Check box(es):

Sat., Full-Day ☐ W01 ($95) ☐ W02 ($95) ☐ W03 ($95)

Sat., AM ☐ W04 ☐ W05 ☐ W06 ($60) ☐ W07 ☐ W08 ($50/free)

Sat., PM ☐ W09($60) ☐ W10 ☐ W11($60) ☐ W12 ☐ W13 ☐ W14 ☐ W15 ☐ W16

Sun. ☐ W17 ($60) ☐ W18 ☐ W19 ☐ W20 ($60) ☐ W21 ☐ W22 ☐ W23 ☐ W24 ☐ W25 ☐ W26 ☐ W27 ☐ W28

Add subtotal in Box H $________

D. Special/Ticketed Events

Indicate number of tickets desired:

T-1	Campus Senate Leadership Retreat ______	$75
T-2	Black History Tour of Atlanta ______	$20
T-3	South African Kick Off ______	$15
T-4	Ebenezer Baptist Church Service ______	$10
T-5	AAHE Hispanic Caucus Forum/Luncheon ______	$25
T-6	AAHE Women's Caucus Dinner	
	Caucus Member ______	$30
	Nonmember ______	$40
T-7	7th Celebration of Diversity Breakfast ______	$10
T-8	Freddie Hendricks Youth Ensemble ______	*Free*
T-9	Tour of Atlanta ______	$35

Add subtotal in Box H $________

E. Forum on Exemplary Teaching

Space is limited. Add $95 fee in Box H.

☐ I have been selected to attend the Forum.

F. Roundtable Breakfast

Add $10 fee in Box H. Check only one:

☐ Provosts ☐ Student Affairs ☐ Deans ☐ Chairs ☐ Faculty Leaders

G. Conference Mentoring Program

Mentors and mentees must provide email or phone number above.

Check one: ☐ Yes, I am a student and would like a mentor. ☐ Yes, I would like to be a conference mentor.

H. Payment Due

$ ________	Registration Fee (Box A)	
+ ________	AAHE Membership (Box B)	3
+ ________	AAHE Caucuses (Box B)	4
+ ________	Workshops (Box C)	5
+ ________	Events (Box D)	6
+ ________	Forum on Exemplary Teaching (Box E)	7
+ ________	Roundtable Breakfast (Box F)	8
+ ________	**Late Fee** (add $35 after 2/20/98)	9
– ________	Team Discount (25% off Box A)	10
$ ________	**Total Payment Due**	

I. Payment Method (FID #52-0891675)

☐ **Check** (made payable to "AAHE-NCHE")
☐ **Signed Purchase Order** (no requisitions or vouchers accepted)
☐ **Visa** ☐ **MasterCard** (AAHE accepts only Visa and MasterCard)

CREDIT CARD NUMBER EXP DATE

CARDHOLDER SIGNATURE

CARDHOLDER NAME (PLEASE PRINT)

Registration fees may be transferred to another individual (with written consent from the person who cannot attend). Membership dues/status are not transferable. Fees may be refunded (less a processing charge of $50 for registration and $5 per workshop) provided the refund request is made in writing and postmarked/faxed by February 20, 1998. Refunds will be made after the conference.

FOR OFFICE USE ONLY:
Ref. ____________ V/M/PO/T1/T2 Amt. ____________

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Taking Learning Seriously

National Conference on Higher Education
Atlanta, Georgia ◆ March 21-24, 1998

How Can You Get More Information?

This issue of *AAHE Bulletin* contains the basic information you need for registering:

- Major speakers
- A daily schedule of sessions
- Special convenings, workshops, ticketed events
- Registration form and hotel/airfare information

Conference updates also are available on the AAHE website at www.aahe.org. If you still have questions, call AAHE at 202/293-6440 x31 or send email to nche@aahe.org.

Please pass any extra copies to interested colleagues.

Register by February 20 and save!
Register in a Team and save 25%

❑ Yes! I want to become a member of AAHE.

As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals *(ASHE-ERIC Higher Education Reports* and *Journal of Higher Education);* and more! **Mail/fax to:** AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

AAHE Membership *(choose one) (add $10/yr outside the U.S.):*
Regular: ❑ 1yr,$95 ❑ 2yrs,$185 ❑ 3yrs,$275 Retired: ❑ 1yr,$50 Student: ❑ 1yr,$50

AAHE Caucuses *(all are open to all members; choose same number of years as above)*

Amer Indian/Alaska Native:	_____ yrs @ $10/yr		
Asian and Pacific:	_____ yrs @ $15/yr		
Black:	❑ 1yr,$25	❑ 2yrs,$45	❑ 3yrs,$70
Hispanic:	❑ 1yr,$25	❑ 2yrs,$45	❑ 3yrs,$70
Women's:	_____ yrs @ $10/yr		
Community College Network:	_____ yrs @ $10/yr		

Name (Dr./Mr./Ms.) ____________________ ❑ M/❑ F

Position ____________________
(if faculty, include discipline)

Institution/Organization ____________________

Address ❑ home/❑ work ____________________

____

City/St/Zip ____________________

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98 Rates expire 6/30/98

Moving? Clip out the label below and send it, marked with your new address, to: "Change of Address," AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073

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AAHE Bulletin

February/1998 Volume 50/Number 6

Confessions of a Small-College President

Search committees and candidates should understand the real job

BY ALBERT ANDERSON

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AAHE BULLETIN
February 1998/Volume 50/Number 6

Editor: Theodore J. Marchese
Managing Editor: Carrie Witt

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Confessions of a Small-College President

A Reality Check for Search Committees (and Candidates)

by Albert Anderson

Albert Anderson, a member of The Registry for College and University Presidents, is the interim president of College Misericordia, 301 Lake Street, Dallas, PA 18612. He is the former president of Lenoir-Rhyne College.

Your governing board is about to mount a search for a new president to lead your institution into the new millennium. A search committee was selected and met to review its charge. After interviewing key campus and community constituents, the committee will develop a profile of the institution and a set of criteria for matching candidates to it. Barring unusual member differences over the kind of leadership the institution seeks, will the committee be ready to proceed with the search?

Frankly, no. Chances are the committee has little or no sense of the real job of the president as opposed to the idealized version typically presented in position advertisements and subsequent interviews. Despite the plethora of literature on the subject of presidential leadership, there is virtually nothing that conveys to boards, and particularly to search committee members, the actual character of the position and therefore nothing that realistically informs the criteria we seek to match. Indeed, presidential aspirants may believe they can handle anything, but the truth is they don't really understand the job, either.

The "Real" Job

The "real" job should be recognized for what it is, particularly by committee members. As the chief executive of a nonprofit organization with, say, 275 employees, $50 million in assets, and a host of very particular clients and observers, the president's first responsibility is to make decisions, day in and day out, that are in the best interests of the institution, its mission, and its governing board. Every presidential judgment carries that burden.

Higher education comes in all shapes and sizes, and demands on the position will vary in emphasis from place to place. Still, most differences are a matter of degree, and the fundamental elements of the presidential experience are likely to be comparable.

The job of the small-college president is no less complex managerially than the job in larger institutions, public or private. In fact, it is much more vulnerable to the mischief and enervating effects of gossip, fluctuating morale, political dynamics, and personal confrontation. Everything that happens is everybody's business, and the

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president is often regarded by multiple constituents, each with a different interest, as the only satisfactory source for both hearing and resolving complaints.

The real job, particularly in smaller institutions, represents a continuous series of problems and crises to be addressed, especially as they affect persons close at hand. The pressures and demands for fairness or exceptions to policy can be wearisome. In this intimate setting, the president is unshielded by administrative buffers, is always under the microscope, and has no place to hide. Private life is at a premium. Conversely, the president's words carry more weight than they are intended to carry and are often misinterpreted ominously. There is no let up to this pattern — for most presidents, not even on vacation. As someone not altogether facetiously said, leadership in this environment is the art of distributing dissatisfaction equitably.

"Vision" is a common but unrealistic and misleading criterion. Given the actual job, being visionary is mostly a luxury for which the president has little time — except as his or her perspective is informed by the position and direction of the institution he or she learns to understand. Realistically, the committee should seek a person familiar with and competent enough in higher education (akin to the institution) who can regularly size things up in consultation with the best minds available and systematically do what seems best for the foreseeable future.

Operationally, this capacity is embedded in the institution's strategic planning, where the president is chief planner. That planning, together with an occasional opportunity to thoughtfully address faculty and other constituencies on pertinent educational issues, is what "vision" actually means. Applying one's informed imagination to a design that helps build an educationally attractive and financially healthy institution is the president's greatest satisfaction.

The Presidential Aspirant

Whatever the aspirant to the presidency has experienced, observed, read, or imagined about the position cannot fully prepare him or her for it. No on-the-job training in higher education, short of a previous presidency, embraces its scope and weight of responsibility. The rookie president only realizes this as the incessant, wide-ranging demands begin to take their toll on his or her psychic stamina. "Fun" is not the best descriptor.

In the excitement of the search process — committee interviews, on-campus exposure to constituent groups, contract agreements, and household move — the president-to-be experiences an uncommon, almost unreal, emotional high. Then the realization sets in: It is no dream, I have the job, I am ultimately accountable for this educational community. What does it all mean?

I recall my own first day as a college president. After the initial greetings and introductions from the office staff, my administrative assistant brought in the mail, a thick file of backlogged memos, and the ubiquitous appointment book with several meetings already scheduled for the day. Within minutes, the chief financial officer, a veteran member of the staff, entered to alert me that because of the shortfall in the enrollment projections — a fact apparently not known during the interviews (?) — the current budget would have to be trimmed substantially. Trying bravely to act presidential, I suggested we huddle later in the day so he could brief me on the complete picture.

As he was about to leave, and doubtless sensing my daze, this wise and fatherly gentleman asked if there was anything else he could do for me. Risking everything, and nodding to the stack of mail and memos, I replied (with a nervous chuckle), "Yes. Where do I start?" He smiled and without hesitation said, "With the one on top." In effect, he was telling me this: As you take each issue in turn and ask questions, you will learn what the real institution — and the real job — is like.

A rookie who does not recognize the need to learn the job is probably headed for trouble. Given the inordinate attention to and prestige of the office, new presidents are vulnerable to self-deception. Not strangely, the position tempts some to have an inflated sense of self-confidence, which makes it difficult for them to get an honest reading of their true capacity for effectiveness. This is exacerbated by common misperceptions of the position's character.

A veteran president will tell you that the initial elevation and sense of power are illusory: the position can disappear as suddenly as it was conferred. It is only as substantive as the confidence that others — principally board, faculty, and staff members — have in the president. Confidence of that order is a fragile thing. All too often the new appointee doesn't understand this idea, even with the benefit of an intensive institute experience designed to orient new presidents to the job.

Many aspiring and newly appointed presidents are attracted but deceived by a common stereotype (to which, unfortunately, a lot of misguided literature on leadership contributes) that suggests "acting presidential," assuming a certain role or adopting a certain style that outwardly exudes authority, decisiveness, and self-assurance. As a result, they are likely to be unduly self-absorbed and focused on what they assume to be the proper role, guided mainly by the myth of executive charisma. The concept of leadership itself is an enduring mystery, given how much is written about it, and "the presidential role" is equally elusive, except that it presumes some special aura, demeanor, or style. Style can be important; for example, the educational community demands someone who is both collaborative and decisive. But such a capacity is subsumed under personal character as much as it is a guiding leadership trait.

The very idea of the presidential role is fundamentally misleading. It wrongly suggests that one size mantle fits all and that having put it on a president assumes a certain persona. No wonder the attempt to play the role, unnatural for most, can be comic or even disdainful. Leaders are fitted for an institution's mantle as they grow into the position. Becoming a good president is as much a matter of being fitted as it is being fit for the job.

Clearly, presidents must have an honest measure of self-worth, or they will fold under the pressures of the job. However, the real challenge is to build and sustain the confidence that others have in the president, not the confidence he or she imagines a role or style to require. The confidence of others is won, earned over time in relationships with multiple constituencies — faculty, staff, alumni, community, trustees — each of whom has a different, often conflicting expectation and self-interest, constituencies that one hopes will come to regard the president as having the competence and character that exemplify the institution's values.

That combination is the president's only line of defense and justification for what is done, and he or she will rely on it again and again. As the history of higher education demonstrates, if presidents fail to build and sustain the confidence of others, their effectiveness — and tenure — evaporates.

The Primacy of Character

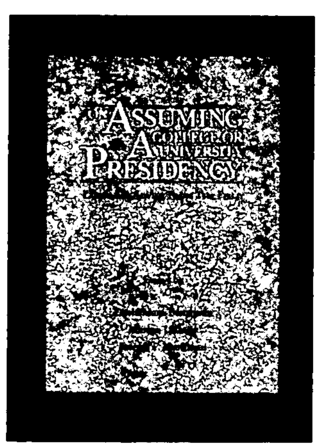
Presidential leadership is a balance of three major elements: (1) overall management competence, based on reliable counsel, for consistently good judgment about what is best for the institution; (2) strength in strategic planning and implementation, with objectives that are realistic and measurable; and (3) personal character, rooted in substantive moral and spiritual resources. Other qualifications desired by the search committee can be learned on the job.

Assuming the candidate evidences management and strategic planning capabilities, which initially suggests a promising fit, the committee should examine character. The real job draws most heavily on attributes of sound personal character attuned to the values and traditions of the institution. The more

AAHE Resources

For Further Reading

There's the stereotype, and then there's the reality. In *On Assuming a College or University Presidency: Lessons and Advice From the Field* (1989, 80 pp.), by Estela Bensimon, Marian Gade, and Joseph Kauffman, two researchers and a president offer lessons from experience and research, plus an annotated resource guide by Sharon McDade. Topics range from leadership and integrity to inheriting a staff, befriending the board, and living on campus.



The publication is $10 ($8 for AAHE members) plus shipping. Order from the AAHE Publications Order Desk at 202/293-6440 x11 or pubs@aahe.org.

The real job draws most heavily on attributes of sound personal character attuned to the values and traditions of the institution.

the committee can learn about a candidate's character under fire, the better the final decision will be. Credentials, experience, and good track record are important qualifications, but character under the relentless demand for good judgment in a myriad of daily concerns is the primary assurance a community can have about the new leader.

Among the literature that examines the transition to new presidential leadership, a splendid analysis by Robert Hahn ("Getting Serious About Presidential Leadership: Our Collective Responsibility," *Change*, September/October 1995) stands out. Given the governing board's primary responsibility for the appointment (and termination) of the president, it is a must-read for every trustee, whether the board contemplates a search or not. Hahn's thoughtful observations of the common myths surrounding "successful" leadership, which can be deceptive as guides in the search for Dr. Right, are equally salutary for assessing the presidency already occupied.

Moreover, having exposed the weaknesses of criteria such as longevity in a place — or mobility from place to place — and other myths of success in higher education, Hahn offers his own simple but profound list of characteristics that we would be better served to seek. They include the kind of understanding and far-ranging intellect that capture the respect of the educational community (scope, curiosity, subtlety and accuracy of thought); values that reflect one who is humane and progressive but not ruthless, unduly competitive, or inclined to arbitrary actions; calmness in the face of the inevitable crises (steady, resourceful); courage with conviction enough to make unpopular decisions but also able to accept criticism; and fairness, actions consistent with just principle and good precedent. I would only add: a sense of humor, the capacity to acknowledge one's own foibles and to laugh at the silliness that too often passes for gravity in academic circles.

The Interview

In short, Hahn suggests, ask of prospective leaders what we would expect of ourselves in this position, and demand of ourselves the same qualities we expect in our leaders. Unfortunately, Hahn does not offer insight into how a search committee might prepare questions that are likely to discern such qualities in candidates. This is an interesting challenge, but not beyond the capacity and imagination of thoughtful committee members. Assuming the candidate has studied the profile of the institution, questions such as the following might be helpful in revealing his or her character.

- Motivation: What influenced you to go into higher education, what has most influenced you since, and why do you now aspire to be president?
- Intellectual scope: What thought have you given to the changing character of education, and what experiences have you had that tend to support your sense of the future?
- Leadership principles: What models or mentors of leadership have you learned from that you might wish to embody in this institutional setting?
- Self-assessment: With your credentials and experience, how might you be able to help this institution; specifically, what key strengths would you bring to this position, and in what areas might you need assistance or time to develop?
- Expectations: To be effective, what in your judgment should the governing board reasonably expect of you, and what would you expect by way of support from the board (the faculty, the staff, the students)?
- Quality of concerns: On the basis of what you have read and heard about the institution, what questions or concerns do you wish to pose to this group?

A final suggestion: In making its recommendations, the search committee should have little interest in contributing to the upward mobility of a higher education professional. Rather, it will look to one who is dedicated to doing *this* job, the aim of which is to educate and serve students of *this* institution, and to develop its total learning environment. The new president will have ample help but must ultimately assume responsibility on behalf of the board for the effective management and generation of resources in perpetuity. Presidents come and go, but institutions that serve their purpose are meant to endure.

It will help if the president, confronted more often with bad news than with good, is an incorrigible idealist with a ready sense of humor. Still, educating and serving students is the institution's only business and, one would hope, the reason the president got into the business in the first place. Nonetheless, he or she will need the understanding, solid support, and prudent counsel of the board, at whose final pleasure a president serves. ■

Supporting the Individual and the Institution

AAHE's vision of education for all Americans and mission for change.

Vision

The American Association for Higher Education envisions a higher education enterprise that helps all Americans achieve the deep, lifelong learning they need to grow as individuals, participate in the democratic process, and succeed in a global economy.

Mission

AAHE is the individual membership organization that promotes the changes higher education must make to ensure its effectiveness in a complex, interconnected world. The association equips individuals and institutions committed to such changes with the knowledge they need to bring them about.

To pursue these aims, AAHE

- Envisions and articulates agendas for change.
- Contributes to the knowledge of a diverse group of leaders committed to the systemic, long-term, cost-effective improvement of American higher education.
- Provides forums in which individuals from a variety of positions and institutions, within and outside higher education, can engage in constructive conversations about difficult issues.
- Identifies and advocates practices that help individuals benefit from their differences and succeed in learning.
- Documents and promotes new concepts of scholarship, with particular emphasis on the nature of learning and the results of teaching.
- Helps institutions develop their capacities to make the organizational, pedagogical, and other changes needed to achieve their evolving missions.
- Collaborates with individuals and organizations engaged in similar work.

by
Margaret A. Miller
AAHE President

This fall, the AAHE staff, Board, and voluntary leadership worked to clarify the association's purpose and focus. Despite a certain skepticism about the value of a vision and mission statement (Mel West once quipped that a mission statement describes the establishment you want others to believe you work in, representing values you may never get around to), I have found the one that resulted for AAHE to be remarkably helpful in steering the association during these first few months. The statement is meant to be a dynamic, living document that is enriched by ongoing discussion and takes its meaning from the way it is embodied in AAHE's programs and services.

The vision/mission statement condenses a discussion that was much fuller than its summary can suggest. To share the conversational context and to give you my interpretation, I offer the following exegesis.

VISION

The vision statement is the result of an attempt by the association's leadership to clarify why we care so deeply about AAHE's work. Why do we want to help faculty, staff, and colleges and universities do their work better? Because we care about students. Who are those students? In our vision, all Americans should have access to learning throughout their lives — not just those who are privileged.

We asked ourselves further, Why is that learning, and widespread access to it, important? First, because we ascribe to the classic liberal notion that individual human happiness and collective human good reside in the full development of the powers of each person. Those powers help people realize the fullest satisfaction from personal and family life (to my mind the primary goal of higher education), but they are also critical to the exercise of the duties of citizenship, on which our collective well-being depends. Moreover, in the new global economy, in which knowledge and intellectual abilities are our most important capital, individual and collective success depends on the continuing cultivation of mental powers and the accumulation of knowledge.

MISSION

"The individual membership organization . . ."

Americans, as Tocqueville pointed out, are remarkable for their propensity to form voluntary associations. AAHE is classically American in its emphasis on individual rather than institutional members. Our ultimate goal is the improvement of American higher education, especially in its core functions of teaching and learning; we move toward that goal by helping individuals and groups at all levels of the academy see what the future environment for higher education is likely to be and what they can do today to adapt to and shape it.

AAHE promotes civic responsibility through its service-learning project, service-learning coalition, eighteen-volume series on service-learning, and *Making the Case for Professional Service*

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AAHE's caucuses and interest groups include

- American Indian/Alaska Native Caucus
- Asian/Pacific Caucus
- Black Caucus
- Hispanic Caucus
- Student Caucus
- Women's Caucus
- Community College Network
- National Network of Faculty Senates
- Provosts Forum
- Research Forum
- Collaboration in Undergraduate Education (CUE) Network

"Agendas for change . . ."

My predecessor, Russ Edgerton, described AAHE in a wonderful metaphor as "the Paul Revere of higher education," a lone horseman warning of imminent danger. I see AAHE as analogous to the Lewis and Clark party, exploring the new terrain into which higher education will expand. The guide, Sacajawea, seems to me the quintessential member of the expedition: a polyglot of indomitable cheer, stamina, and curiosity, whose kinship network and capacity to find nourishment in unlikely places enabled the explorers to travel in strange territory. I see AAHE as an expeditionary force whose task is traversing and charting new regions.

"A diverse group of leaders . . ."

AAHE is not a lobbying or advocacy organization. Instead, it brings together a varied group of leaders from all levels within colleges and universities to discuss issues of common concern. It could take as its motto John Stuart Mill's statement that "the only way in which a human being can make some approach to knowing the whole of a subject, is by hearing what can be said about it by persons of every variety of opinion, and studying all modes in which it can be looked at by every character of mind." The association prizes its caucuses and interest groups and sponsors their active participation in its intellectual and cultural dialogues. Their angles of vision lend depth to our collective perceptions.

AAHE is a collection of individuals, but their goal is systemic change. AAHE operates on the assumption that substantive changes in policies and modes of operation proceed person by person, group by group, campus by campus and hence occur only through patient, long-term effort. So it chooses its projects carefully, focusing on issues that are robust enough to work on for a decade or longer. The projects are linked by a common goal: to help institutions meet the needs of their constituents as well and cost-effectively as possible. Although AAHE emphasizes the improvement of American higher education, we will take lessons in how to do so from anywhere on the globe.

"Constructive conversations about difficult issues . . ."

AAHE is unusual in that it does not represent a particular sector or position within higher education — it is one of the few associations that brings together individuals from a variety of roles. It provides escape from positional narcissism. Faculty from various disciplines talk with administrators at all levels, and both talk with those outside the traditional academy, to forge a sense of their common interest in promoting learning. Through its conferences, institutes, work on campuses, and publications, the association provides the neutral space in which differences can be aired and negotiated.

"Individuals benefit from their differences . . ."

AAHE's own structures and practices are predicated on a belief in the advantages of dialogue among people from different backgrounds and with different roles and perspectives. Students, too, learn by having their perceptions challenged, confirmed, made more complex, and changed by those who see things differently. But heterogeneity among students makes the faculty's job more challenging. AAHE helps educators by identifying pedagogical strategies that support learning for a wide range of students.

"Documents and promotes new concepts of scholarship . . ."

At AAHE, we explore how to treat teaching and learning as central activities that, like other forms of scholarly work, can be shared, documented, studied, reviewed, rewarded, and continuously improved. The association also explores how to assess the learning that is the ultimate measure of effective teaching. It encourages the evolution of faculty roles and rewards and the use of new technologies and other pedagogical strategies such as service-learning to deepen and extend student understanding.

"Helps institutions develop their capacities . . ."

For change to be systemic, AAHE must contribute to the professional development of its members, but it must also help key individuals on campus leverage continuous institution-wide improvement. The association works with groups of these key individuals, who can use their collective influence to clarify and focus institutional mission and to chart the way for its successful realization.

Some organizations with which AAHE is working on joint projects:

- TLT Group: the Teaching, Learning, and Technology Affiliate of AAHE
- Carnegie Foundation for the Advancement of Teaching
- Associated New American Colleges (ANAC)
- National Association of Student Personnel Administrators (NASPA) and American College Personnel Association (ACPA)
- New England Resource Center for Higher Education (NERCHE)
- Campus Compact
- National Society for Experiential Education (NSEE)

A few institutions with which AAHE is collaborating intensively:

- California State University System
- University of Wisconsin System
- Maricopa Community Colleges
- Harvard University
- Indiana University Purdue University Indianapolis
- Portland State University

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"Collaborates with individuals and organizations . . ."

AAHE, too, must have a clear and focused mission. But important work lies outside that focus. So AAHE has formed partnerships with other organizations — campuses, associations, and international groups — to extend its efforts without lessening the impetus or coherence of its own activities.

Powerful pedagogical strategies will be examined at AAHE's 1998 National Conference on Higher Education, including service-learning, cooperative learning, experiential learning, learning communities, and technology-based learning.

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FEEDBACK

This is the vision and mission of the American Association for Higher Education as we see it today. We welcome comments, which may be sent to me at aahepres@aahe.org or through our website at www.aahe.org (click the "Members Only" link, enter "member" for the username and "yates" for the password). I hope to hear from you! ■

Margaret A. Miller, a member of AAHE since 1987, became its president in June 1997. Previously, she was chief academic officer of the State Council of Higher Education for Virginia (SCHEV).

Building on Progress

by Pat Hutchings

AAHE will become a partner with Carnegie in a new teaching project.

Pat Hutchings, departing director of AAHE's Teaching Initiative, is senior scholar at The Carnegie Foundation for the Advancement of Teaching, 555 Middlefield Road, Menlo Park, CA 94025. She can be contacted at 307/766-4825 or path@uwyo.edu.

The American Association for Higher Education and the Carnegie Foundation for the Advancement of Teaching will collaborate on a new project, "The Carnegie Teaching Academy," which carries on and expands AAHE's own efforts to promote a campus culture that takes the scholarship of teaching and learning seriously. The academy will consist of national fellowships, a campus program, and small grants through the scholarly societies. In my new role as Carnegie senior scholar, I will direct the project.

For Carnegie president Lee Shulman, the new Teaching Academy "represents a significant extension of the foundation's commitment to fostering a scholarship of teaching." That concept of teaching as scholarly work was sounded in Carnegie's landmark report *Scholarship Reconsidered* (1990) by late president Ernest Boyer. Its follow-up, *Scholarship Assessed* (1997; by Glassick, Huber, and Maeroff) elaborated on it. Shulman, while still at Stanford University, was AAHE's partner in its project "From Idea to Prototype: The Peer Review of Teaching" (see box on p. 12).

"The reason teaching is not more valued in academe," says Shulman, "is not because campuses don't care about it but because it has not been treated as an aspect of faculty's work and role within the scholarly community. If we can find ways to enact a view of teaching as scholarly work, I believe we can

The bottom line is to help campuses and faculty investigate and document their teaching in ways that will lead to new models for the scholarly conduct of teaching — teaching that fosters deeper forms of understanding by students, which is our ultimate goal.

foster widespread faculty engagement around issues of student understanding."

Three Lines of Work

Toward that end, the Carnegie Teaching Academy will integrate work on three fronts.

A **national fellowship program** will bring together outstanding faculty members (122 over five years) from all sectors of higher education and from a variety of disciplines who are committed to inventing and sharing new conceptual models for undertaking and documenting teaching as a form of scholarly work.

Initially serving one-year terms, these "Pew Scholars" will spend two 10-day summer sessions together, as well as additional time during the academic year, studying, reflecting, and documenting projects undertaken in their own classrooms.

"The location of like-minded people in an attractive and supportive setting has worked wonders in the research world," says Dan Bernstein, an AAHE peer review project veteran who will be one of the pilot group of Pew Scholars. "Let's see what it does for improving the quality of and regard for teaching." Bernstein is a professor of psychology at the University of Nebraska-Lincoln.

The rest of that pilot group (twelve to sixteen persons) will be identified through existing AAHE and Carnegie Foundation networks, including AAHE's peer review project, and announced later this spring. Guidelines and an application process for participation in subsequent years will be available in the fall of 1998.

The Pew Scholars program will be the foundational, generative program aimed at "putting meat on the bones" of the scholarly teaching idea.

The second component of the new project is the **Teaching Academy Campus Program,** in which AAHE will play a major role. The campus program will help institutions in all sectors make a public commitment to new models of teaching as scholarly work by forming local "teaching academies." Beginning in the second year of the project, such groups will be established on eighty campuses. The groups' work will be facilitated through training, networking, materials, and a sense of common cause with others in the larger, national Carnegie Teaching Academy. The work of the Pew Scholars will provide models for campuses to build on.

"The mission of AAHE's Teaching Initiative has always been to promote a campus culture that takes teaching and learning seriously," says Peg Miller, president of AAHE. "Because the Teaching Academy Campus Program should carry on and expand that work, and because it will involve a partnership with Carnegie that we hope will continue and grow. AAHE is very enthusiastic about the opportunity to develop this program."

Guidelines for participation will be available in the fall of 1998.

The third line of work is through the **scholarly societies** and is intended to promulgate agendas of the Carnegie Teaching Academy in the communities that so powerfully shape faculty and academic life. Strategies will vary by field but will include the development of discipline-based national networks for the external peer review of teaching; fostering discourse communities and vehicles for sharing the scholarship of teaching; and working to reshape graduate education in ways that enact a broader conception of scholarly work. The primary vehicle for this work will be a small-grants program.

The Ultimate Goal

Work in each of these three arenas is designed to be self-standing but mutually reinforcing and informative, so as to multiply impact and learning across them. Work in all three areas will be documented, evaluated, and extensively disseminated as the project unfolds.

The bottom line is to help campuses and faculty investigate and document their teaching in ways that will lead to new models for the scholarly conduct of teaching — teaching that fosters deeper forms of understanding by students, which is our ultimate goal.

The Carnegie Teaching Academy is made possible by a $4.7-million grant from The Pew Charitable Trusts and will be part of a larger effort called the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). "Our plan is to involve both K-12 and higher education through partnerships with additional funders," says Lee Shulman.

Please contact me for more information about the Carnegie Teaching Academy or to have your name or campus added to its mailing list.

About AAHE's Peer Review of Teaching Project

For the last four years, AAHE's Teaching Initiative has been home to an ambitious national project on peer collaboration and the review of teaching called "From Idea to Prototype: The Peer Review of Teaching."

Involving faculty teams from sixteen campuses, the project worked to advance the idea of teaching as intellectually significant, scholarly work by promoting the scholarly review of teaching by peers. Funding was provided by The Pew Charitable Trusts and the William and Flora Hewlett Foundation; Lee Shulman, while still a professor at Stanford University, was a partner in the project.

Phase one, 1994-96. Initially, AAHE's peer review project focused primarily on work in pilot departments — typically three departments on each of twelve complex-mission universities. This work took different forms in different settings and entailed a variety of strategies for documenting and "going public" with teaching in ways that met local needs and circumstances, including teaching circles, reciprocal classroom visits, course and teaching portfolios, and assessment of teaching in the faculty hiring process. But on every campus, departmental peer review projects were subsequently the subject of "public occasions" sponsored by provosts, where prototypes were made available to larger groups of colleagues for discussion and debate, especially as related to campus policy for documenting and reviewing teaching as an aspect of faculty's scholarly work.

Phase two, 1996-98. The second phase of the project, due to conclude in March 1998, brought additional (and deliberately quite different) campuses on board and added many more disciplines (some twenty-five in all) to the action. The focus in this second phase was primarily on refining the prototypes and processes piloted during the first phase, making them "ready for export." Additionally, there was considerable emphasis on outreach through the scholarly societies, which have been seen — almost by definition — as an essential avenue for disseminating practices related to a more scholarly view of teaching.

Outcomes

What are the outcomes of AAHE's peer review project? A spring 1997 evaluation by Jim Wilkinson, director of the Bok Center for Teaching and Learning at Harvard University; an earlier survey of project participants; and an analysis of project documents and campus reports reveal the following outcomes:

- Possibilities for collaboration and review of teaching by scholarly peers have been expanded through a menu of strategies.
- Faculty working in the project invented new genres and prototypes for capturing "the scholarship in teaching."
- The project led faculty to make changes in their teaching, especially as related to more active engagement with students.
- The project helped to bring about what seem likely to be lasting changes in campus policy, practice, and culture.
- The idea of peer collaboration and review of teaching is now "out there" and part of the national conversation about teaching and learning on campuses and in the scholarly communities.

For More

For a copy of a brochure on AAHE's Peer Review of Teaching project (or to inquire about multiple copies) contact Pamela Bender, program coordinator, AAHE Teaching Initiative, 202/293-6440 x56 or aaheti@aahe.org. More information is also available in the AAHE publications *Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review* (1996, 128 pp.) and *From Idea to Prototype: The Peer Review of Teaching (A Project Workbook)* (1995, 150 pp.) and on AAHE's website (www.aahe.org). For book orders, contact the AAHE Publications Order Desk at 202/293-6440 x11 or pubs@aahe.org.

Staff phone extensions in parentheses.

National Office

Election Slate Set

This spring, AAHE members will elect by mail ballot four new members of AAHE's Board of Directors — a vice chair and three others.

The nominating committee — AAHE's past chair **Barbara Leigh Smith** and Board members **Sylvia Hurtado** and **Michael Goldstein** — and AAHE president **Peg Miller** worked diligently during January and have selected the following slate:

Vice Chair (four-year term on the executive committee; chair in 2000-2001):

- **Clara Lovett,** president, Northern Arizona University
- **Tom Ehrlich,** distinguished university scholar, California State University
- **Roland Smith,** associate provost, Rice University

Board position #1 (four-year term):

- **Mildred Garcia,** associate vice-provost, Arizona State University West
- **Dan Bernstein,** professor of psychology, University of Nebraska-Lincoln
- **Patrick Terenzini,** professor and interim director, Center for the Study of Higher Education, Pennsylvania State University

Board position #2 (four-year term):

- **Sally Johnstone,** director, Western Cooperative for Educational Telecommunication, Boulder, CO
- **Peter Smith,** president, California State University-Monterey Bay
- **Juan C. Gonzalez,** vice president for student affairs, California Polytechnic State University-San Luis Obispo

Board position #3 (four-year term):

- **Gail Mellow,** president, Gloucester County College
- **Jeffrey A. Seybert,** director of research, evaluation, and instructional development, Johnson County Community College
- **Richard Richardson,** professor of educational leadership and policy studies, Arizona State University, and visiting scholar, New York University

AAHE bylaws stipulate that additional candidates may be nominated by petition. Petitions must be submitted at the upcoming National Conference (March 21-24) at conference headquarters (in the Atlanta Hilton and Towers) by *midnight March 22.* For more information on petition requirements, contact Kathay Parker (x24), executive assistant to the president, kparker@aahe.org.

TLT Group

A New Relationship

As of January 1, 1998, AAHE's Technology Projects became a new nonprofit organization called the **TLT Group: the Teaching, Learning, and Technology Affiliate of AAHE**. The TLT Group will continue to work closely with AAHE to assist faculty, technology professionals, and campus administrators to improve teaching and learning through the cost-effective use of technology.

The TLT Group will remain at One Dupont Circle, and its programs and activities will continue, making the changes invisible for most AAHE members.

According to TLT Group president **Steven W. Gilbert,** "Our new charter will allow us to move into new areas, launch new programs, and develop new working relationships with institutions."

The TLT Group also distributes the **Flashlight Current Student Inventory,** the first evaluative tool for gathering student data about the effectiveness of the educational uses of technology. The Flashlight program is directed by TLT Group vice president **Stephen C. Ehrmann**; associate director is **Robin Etter Zúñiga** of the Western Cooperative for Educational Telecommunication. The Flashlight program also offers on-line workshops, evaluation services by Ehrmann and Zúñiga, and a video about evaluation.

Among the new TLT Group programs is the **Student Technology Assistants (STA)** program developed by **Phillip Long** of Seton Hall University. STA helps to develop local programs in which students from all disciplines work with faculty and professional staff to meet the institution's technological needs. Students in these programs develop advanced technological skills and gain valuable work experience in a professional environment while working with faculty to develop course-related applications of technology.

AAHE Assessment Forum

Student Learning

The **Joint Task Force on Student Learning** is drafting a position paper on collaboration of academic affairs and student affairs in support of student learning. The paper contains learning principles, important practices that support the principles, and examples of colleges and universities employing those practices. Watch AAHE's, NASPA's, and ACPA's national conferences for discussion sessions inviting you to respond to the draft. After the national conferences, the task force will revise the paper for distribution to members of the three associations.

• Website: www.aahe.org • Fax/Access: 510/271-8164 • Listserv info: Fax/Access, item 12

- AAHE National Conference, "Taking Learning Seriously," *March 21-24,* Atlanta
- ACPA National Convention, "Gateway to Learning: Promoting Student Success," *March 14-18,* St. Louis
- NASPA National Conference, "Our Declaration of Leadership in the Learning Community," *March 8-11,* Philadelphia

AAHE Assessment Forum

1998 Conference

Cincinnati will be an exciting site for the 1998 **AAHE Assessment Conference,** *June 13-17.* The local arrangements committee is planning ticketed events such as an Underground Railroad tour, a city tour, and a riverboat cruise. Baseball fans will be glad to learn that the Reds will be in town. Excellent restaurants and shopping are adjacent to the conference center. Check AAHE's website (click on "Assessment") for more information.

Watch for your conference preview, mailing to members in March. For more information, contact Kendra LaDuca (x21), project assistant, assess@aahe.org.

AAHE Assessment Forum

Session Abstracts On-line

The Assessment Forum page on AAHE's website will soon contain a new section! In the next few months, abstracts of sessions from the 1997 AAHE Assessment & Quality Conference will appear on-line. The abstracts will include contact information for the presenter(s). The first postings will describe campus projects on faculty involvement in assessment, student affairs, HBCUs and the use of the ACT College Outcomes Survey, and curriculum.

AAHE Quality Initiatives

Third Annual Summer Academy

AAHE's Quality Initiatives will be holding its third annual **Summer Academy** at Marriott's Mountain Resort in Vail, CO, *June 27-July 1.* Nestled at the base of Vail mountain, the resort is a wonderful location for work and reflection, with easy access to outdoor recreation and village amenities.

Last year's academy in Snowbird, UT, featured twenty-nine teams who came with goals and a project and left having made significant progress. The theme for 1998, "Organizing for Learning," will explore the critical elements necessary for attaining and sustaining learning-centeredness in institutions of higher education. This year's Summer Academy will again involve teams from institutions focused on a strategic project. Other features include plenary sessions, information sharing across teams, and meetings with key AAHE senior staff members. General information about the 1998 Summer Academy and a list of participating institutions from past academies can be found on the Quality page of AAHE's website.

Institutions with a record of leadership in organizational improvement that enhances undergraduate education will receive invitations to apply. This year, for the first time, AAHE also will consider applications from institutions committed to a student-centered culture that can demonstrate results in some aspect of organizational improvement. All applications must include a cover letter from the

continued on p.16

SiteSeeing

This month, service-learning sites compiled by Teresa Antonucci (x34), project assistant, and Mary Kay Schneider (x20), doctoral intern, AAHE Service-Learning Project.

American Association for Higher Education www.aahe.org
Click on "Service-Learning" for information about the AAHE Series on Service-Learning in the Disciplines as well as other projects and conferences.

Campus Compact www.compact.org
Membership organization of college and university presidents committed to public and community service. Site (under construction) contains resource materials and workshop, conference, and state Campus Compacts information.

Corporation for National Service (CNS) www.cns.gov
Information on CNS's three main programs: AmeriCorps, Learn and Serve America, and National Senior Service Corps. Also grants and higher education programs.

National Service-Learning Cooperative Clearinghouse www.nicsl.coled.umn.edu
Home of the Adjunct ERIC Clearinghouse on Service-Learning. Contains searchable databases on service-learning literature, events, listservs, and Learn and Serve America efforts, as well as a variety of information resources.

National Society for Experiential Education www.nsee.org
Promotes experience-based approaches to teaching and learning, including service-learning. Contains publications, resources center, conference information, and membership materials.

Service-Learning Home Page csf.colorado.edu/sl
A comprehensive resource for anyone interested or active in service-learning. Articles, syllabi, calendar of service-learning conferences and events, and much more.

Send in your favorite websites: calander@aahe.org.
Upcoming: faculty, teaching, and more!

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . send items by mail or fax or to tmarches@aahe.org.

PEOPLE: Lots of cheers from her friends at AAHE as AAC&U veep **Carol Schneider** is tapped for that association's presidency . . . Carol succeeds **Paula Brownlee,** who stepped graciously into retirement at the conclusion of her last (and very successful) AAC&U annual meeting . . . Carol enjoys two weeks of intellectual refreshment at the new Getty Center in L.A., takes over this month. . . . There is sadness in College Park, joy in Columbus as **Brit Kirwan** announces he'll leave the Maryland presidency for that of Ohio State. . . . Best wishes to **Adam Herbert,** leaving the North Florida presidency to succeed **Charlie Reed** as chancellor of the state's university system (just as a controversial master plan comes up for vote). . . . Hope things are smoother for another new SHEEO, **Keith Sanders,** leaving the Wisconsin system to head the Illinois Board of Higher Education.

BOOKS: The most important new book I found over the holidays is by Michigan State's David Labaree . . . it has a publicist's title — *How to Succeed in School Without Really Learning* — but a dead-serious thesis: that the more we emphasize education as personal benefit, with degrees and jobs as the payoff, the more we can expect student disengagement from learning as a by-product . . . UCLA's Ted Mitchell reviews the book, from Yale University Press, in your next *Change*. . . . My most inspirational read was **Parker Palmer**'s *The Courage to Teach,* which was featured in the last *Change* . . . thanks partly to that article, Jossey-Bass's initial pressrun of 10,000 copies sold out in a month.

Gilliard

INTERESTING PEOPLE: Enjoyed a January visit with **Oscar Lenning,** who is now at Bacone, a Baptist-related two-year college in Muskogee, OK . . . over half of Bacone's 500 students are of American Indian descent, representing over forty tribes from across the nation. . . . Also had a chance to learn from **Theo Kalikow** (Maine at Farmington) and **Bob Golden** (Keene State) about their leadership of the Council of Public Liberal Arts Colleges, now thirteen in number with the addition of Henderson State in Arkansas. . . . Two people I'm sure we'd all like to visit with (privately!) are Bill Troutt and **Barry Munitz,** who surely could tell a tale or two from their leadership of that congressional panel on the cost of higher education. . . . Pine Manor president **Gloria Nemerowicz** cited that panel and concerns about college costs in a December announcement that her college would cut out-of-state tuition by 34%, from $16,700 to $11,000, effective this fall. . . . From a Christmas card, I learn that Missourian (and former AAHE Board member) **Charles McClain,** never one to shirk a task, even in retirement, is serving as a desegregation monitor in the Kansas City schools. . . . The nicest recognitions come from peers who know the job: Saint Norbert VPAA **Thomas Trebon** is this year's recipient of the CIC Deans Award. . . . **Jack Grayson,** founder and head of the American Productivity & Quality Center in Houston, and the man who is now teaching campuses how to do cooperative benchmarking, celebrated his 74th birthday with a parachute jump!

APPOINTMENTS: **Russ Warren,** after senior posts at two progressive institutions, James Madison and Truman State, is in place as the new provost at Mercer. . . . **Charlie Nelms** has announced he'll retire this summer as chancellor at UM-Flint . . . after time off, he'll return to Indiana and work as a special assistant in the IU president's office. . . . **Mary-Mack Callahan,** director since 1993 of the Consortium for the Advancement of Private Higher Education (CAPHE), leaves to start her own communications and public affairs firm . . . she is succeeded by her talented associate director, **Michelle Gilliard**. . . . Michigan State's **Kay Moore** is the new head of *The Journal of Higher Education*'s editorial board. . . . **Edgar Schick** is serving as interim VPAA at Saint Mary College (KS).

Grayson

continued from p.14

chief academic officer. Up to thirty teams will be accepted for this year's academy.

For additional information and application packets, contact Susan West Engelkemeyer (x40), project director, sengelkemeyer@aahe.org. The application deadline is *March 13* (yes, Friday the 13th!).

Publications

New Staff Member

Carrie Witt (x33) joined the *AAHE Bulletin* in January as managing editor. She takes over that responsibility from director of publications **Bry Pollack** (x19), who will devote her full attention to AAHE's books and other communications projects.

Witt has lived in the Washington, DC, area for more than four years, working first in the communications office of a nonprofit foundation and then as manuscript editor for a monthly journal. She earned a bachelor's degree from Miami University in Oxford, OH, where she majored in journalism and English literature.

Membership

Member-Get-A-Member Campaign

This issue of the *Bulletin* contains an insert launching AAHE's **"Member-Get-A-Member" campaign.** Sponsor or recruit a new member and you'll earn credit at the AAHE bookstore, toward conference registration, or toward membership renewal. The campaign ends *June 12, 1998.* Credits will be valid until *May 1, 1999.* For more information, contact AAHE's Membership Department (x27). ■

Important Dates

1998 National Conference on Higher Education. Atlanta, GA. *March 21-24.*
- Mail registration deadline. *February 20.*
- Registration refund deadline. *February 20.*
- Hotel special rate deadline. *February 25.*

1998 TLT Group "Levers for Change" Workshops.
- Piedmont College. *April 3-4.*
- University of Central Florida. *June 4-5.*
- Ohio Regional. *October 8-9.*

1998 Assessment Conference. Cincinnati, OH. *June 13-17.*
- Mail registration deadline. *May 22.*
- Registration refund deadline. *May 22.*

1998 Summer Academy. Vail, CO. *June 27-July 1.*
- Application deadline. *March 13.*

1998 AAHE Black Caucus Study Tour to South Africa. *July 16-August 2.*

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AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

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How Colleges Evaluate Teaching

1988 vs. 1998

by Peter Seldin

Peter Seldin is distinguished professor of management at Pace University, Pleasantville, NY 10570. He is author of The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions, 2nd ed. *(Anker, 1997).*

How a college or university appraises a faculty member's performance is a touchy and awesomely important subject. After all, a professional life may depend on it. With faculty mobility so difficult today, the decision to tenure or promote carries make-or-break intensity.

To examine the range of practices and what trends may be emerging in the evaluation of faculty performance, I undertook a nationwide survey on the topic early in 1998.

For wide coverage, I surveyed all of the accredited, four-year, undergraduate liberal arts colleges listed in the *1997 Higher Education Directory*. University-related liberal arts colleges were excluded, to pare the population to a more manageable size. Of 740 academic deans, 598 (81%) responded. This unusually high survey response rate suggests the seriousness with which the deans look upon faculty evaluation. Some of the respondents attached sample evaluation forms used at their colleges or sent back comments. Although these materials don't lend themselves to formal analysis, I have noted them when appropriate in my discussion of the data.

In light of both the broad-based assessment movement and the growing scrutiny given to faculty productivity, a purpose of the survey is to uncover changes in institutional policies and practices. To get at this, I have since 1983 periodically conducted similar studies, analyzing and comparing the data sets and speculating on trends. In each instance, the questions as well as the institutions surveyed have been identical.

The questionnaire I use was developed and first used by the American Council on Education in 1967, and later revised by the Educational Testing Service in 1977. It collects information on policies and practices in evaluating faculty performance in such matters as teaching, research/scholarship, and institutional service, in connection with promotion in rank, salary increase, or tenure.

This article is confined to the most significant changes in the evaluation of overall faculty performance and in the evaluation of classroom teaching, compared against policies and practices from 10 years ago (as reported in the March 1989 *AAHE Bulletin*).

Evaluating Overall Faculty Performance

When considering faculty members for promotions in rank, salary increases, or tenure, institutions choose and weigh among many factors. The questionnaire offers 13 general criteria in connection with evaluation of overall faculty performance, and the deans are asked to rate each criterion as a "major factor," "minor factor," "not a factor," or "not applicable." Table 1 summarizes the relative importance the deans give those criteria as a "major factor" in 1998, and compares those responses with 1988.

In 1998, just as it was 10 years ago, classroom teaching is the easy front-runner as a measure of faculty performance. Far behind, by more than 30 percentage points, in second place, is student advising.

Although classroom teaching is the runaway favorite, other factors are also of comparatively major importance. For example, four other items (student advising, campus committee work, length of service in rank, and research) are marked as a "major factor" by at least 40% of the institution deans in 1998.

In comparing the findings of 1998 with those of 1988, it is clear from even a cursory examination of the data that things have not changed much in 10 years. In fact, of the 13 criteria, only the importance of three — public service, activity in professional societies, and campus committee work — changed by as much as 3 percentage points.

Beyond classroom teaching, these deans at liberal arts colleges continue to pay strong attention to the other traditional benchmarks of academic achievement — research, publication, and activity in professional societies.

It comes as no surprise that colleges — given the close scrutiny of their funding from governing boards and state legislatures — put a premium on visible activities such as research, publication, and activity in professional societies. As a Texas dean said, "High-visibility scholarship is the name of the academic game today." An Ohio dean wrote: "Keeping our college in the public eye translates into more budget dollars." And a California dean said bluntly: "Our professors are paid to teach but are rewarded for their research and publication."

In light of both the broad-based assessment movement and the growing scrutiny given to faculty productivity, a purpose of the survey is to uncover changes in institutional policies and practices.

The importance of high visibility is reflected in the consideration some deans give to public service by professors. As a Florida dean put it: "Public service is another way to be in the public eye." At the same time, I see a trend toward decentralization, as colleges also expect faculty to be involved in campus committee work.

Student advising continues to be a major factor. Deans recognize the value of advising as an outreach effort to keep students content and in school. In fact, several deans wrote that their institutions had recently begun "Advisor of the Year" awards.

Length of service in rank still merits high importance in a professor's overall evaluation. Presumably, deans relying on this factor argue a positive correlation exists between the number of years in rank and a professor's overall contribution to the college. But that argument might be vigorously challenged by younger faculty members who have fewer years of service but rapidly expanding reputations. As a California dean put it: "Our young faculty are highly motivated, work

Table 1. Percentage of liberal arts college deans who consider each criterion a "major factor" in evaluating overall faculty performance.

Criterion*	1988 (N=604)	1998 (N=598)
Classroom teaching	99.8	97.5
Student advising	64.4	64.2
Campus committee work	54.1	58.5
Length of service in rank	43.9	43.8
Research	38.8	40.5
Publication	29.4	30.6
Personal attributes	29.4	28.4
Public service	19.5	23.6
Activity in professional societies	24.9	19.9
Supervision of graduate study	2.8	3.0
Competing job offers	1.8	3.0
Supervision of honors program	2.4	3.0
Consulting (gov't, business)	2.4	2.0

*In descending order by 1998 scores.

very long hours, and readily take on the drudge college jobs."

Personal attributes, an elusive criterion, for years has enabled some deans and department chairs to ease undesirable faculty members out of jobs or deny them promotion or tenure. It remains an often-cited "major factor." As the dean of a New York college said, "To go along, you've got to get along. Some faculty just don't fit in." A different perspective on personal attributes came from the dean of a Massachusetts college: "If we truly value diversity, we need faculty who are not all cut from the same mold."

Other evaluative factors are held in relatively small currency by the deans. These factors include supervision of graduate study, consulting, supervision of honors program, and competing job offers.

T-test results. I used t-tests of differences in mean scores to further determine shifts in evaluative emphasis over the 10-year period. I arrived at the mean scores as follows: Each question probing faculty performance required response on a four-point scale: "major factor," "minor factor," "not a factor," "not applicable." First, I assigned numerical weights to each response: major=1, minor=2, not a factor and not applicable=3. I added the weights of each factor for each question and divided the sum by the number of responses, to yield an arithmetic mean for each question. Thus, the lower the mean, the greater the criterion's overall importance. This means of analysis, used by the American Council on Education in an earlier study, sharpens the identification of important factors.

I then performed t-tests of differences in these mean scores, comparing 1988 and 1998. Even a cursory examination of the data reveals that little has changed in the evaluation of overall faculty performance in 10 years. As seen in Table 2, the mean score of only one criterion, consulting, changed significantly. It had a higher mean score in 1998 compared with 1988, indicating a decline in its overall importance. The near unanimity of the 1988 and 1998 mean scores suggests to me that despite increasingly strident demands from community and governing groups to hold faculty accountable for academic performance, no real change has come about in evaluation of overall faculty performance.

Table 2. T-tests of differences in mean scores of criteria considered in evaluating overall faculty performance.

Criterion*	1988 (N=604)	1998 (N=598)	t
Classroom teaching	1.01	1.02	-0.59
Student advising	1.37	1.34	0.79
Campus committee work	1.46	1.41	1.56
Research	1.67	1.70	-0.83
Length of service in rank	1.68	1.72	-0.90
Publication	1.76	1.77	-0.36
Public service	1.87	1.81	1.67
Activity in professional societies	1.77	1.82	-1.64
Personal attributes	1.93	1.93	-0.01
Supervision of graduate study	2.26	2.24	0.48
Supervision of honors program	2.36	2.32	1.37
Consulting (gov't, business)	2.35	2.45	-2.91**
Competing job offers	2.70	2.73	-0.99

Note: Test was t-test for differences in independent proportions.
*Ranked according to 1998 scores.
** Significant at a 0.01 level of confidence.

Instead, the drastic change has been reserved for evaluation of faculty teaching performance.

Evaluating Teaching Performance

Most liberal arts colleges are especially proud of the high caliber of their teaching, a fact borne out by the deans' nearly unanimous citing of teaching as a "major factor" in the evaluation of overall faculty performance. But how is teaching effectiveness assessed? What sources of information do the deans use?

The questionnaire asked the deans to indicate the frequency with which 15 possible sources of information were used on their campuses to evaluate faculty teaching performance. The deans had four response options, and I assigned a numerical weight to each: "always used"=1, "usually used"=2, "seldom used"=3, and "never used"=4. Table 3 displays the sources of information and their frequency of use by deans in the 1988 and 1998 studies.

Some significant changes are occurring in the way liberal arts colleges evaluate teaching performance. In the 10-year period, nine of the information sources changed in frequency by at least 3 percentage points. More important, all but three of those (chair evaluation, dean evaluation, and committee evaluation) are more widely used today than in 1988. To me, this indicates that the information-gathering process is becoming more structured and widespread, and that the colleges are making a concerted effort to reexamine and shore up their approach to evaluating teaching.

The predominate sources of information continue to be ratings by the students, the department chair, and the academic dean. However, their relative importance has shifted considerably since 1988.

Table 3. Percentage of liberal arts college deans who "always used" the source of information in evaluating faculty teaching performance.

Information source*	1988 (N=604)	1998 (N=598)
Systematic student ratings	80.3	88.1
Evaluation by department chair	80.9	70.4
Evaluation by dean	72.6	64.9
Self-evaluation or report	49.3	58.7
Committee evaluation	49.3	46.0
Colleagues' opinions	44.3	44.0
Classroom visits	27.4	40.3
Course syllabi and exams	29.0	38.6
Scholarly research/publication	29.0	26.9
Informal student opinions	11.3	15.9
Alumni opinions	3.2	9.0
Grade distribution	4.2	6.7
Long-term follow-up of students	3.2	6.0
Student examination performance	3.6	5.0
Enrollment in elective courses	1.2	1.5

*In descending order by 1998 scores.

In this period, student ratings have become the most widely used source of information to assess teaching. Whereas in 1988 they were in a virtual dead heat with the second-place source (department chair), now they are nearly 18 percentage points ahead. A dean in Illinois wrote: "Student input is the most important ingredient here in evaluating teaching for tenure and promotion decisions." A dean in Massachusetts said: "If I must trust only one source of information on teaching, I trust the students." And a California dean said, "Student ratings are at the core of our teaching evaluation system." Although student ratings are enjoying unprecedented popularity, not all deans support their use. Said a dean in Georgia, "Student ratings are the most onerous factor in higher education."

Since evaluations from chairs and deans continue to have a major, though declining, impact, one might ask how sound are the judgments of these administrators? On what information do they rely? Many have argued long and loud that administrators probably make sound judgments. Such advocates point to the analogous situation of clinical medicine, where experienced physicians can respond to obscure symptoms with a correct diagnosis but would be at a loss to explain how they do so.

Administrators have easy access, of course, to data about a professor's course load and student enrollment. But unless they personally observe the faculty member in his or her classroom and/or examine the instructional materials, administrators are forced to rely on secondary sources of information about teaching competence.

What other information sources do institutions rely on? Beyond student, department chair, and dean evaluations and self-evaluations, institutions rely to varying degrees on the other criteria listed in Table 3. Impressions of faculty members' teaching competence are derived, in part, from their research and publication records. Yet, judging a professor's classroom teaching by his or her scholarly productivity outside the classroom is justified, in my view, only if that research and publication offers true insight into his or her teaching competence. But the number of textbooks, journal articles, monographs, and conference presentations offering such insight is extremely modest.

T-test results. The shifts in emphasis over the 10-year period are highlighted by the results of t-tests of differences in mean scores for the sources of information, as shown in Table 4.

The overall importance of eight information sources showed statistically significant changes since 1988. Seven increased in importance (systematic student ratings, self-evaluation or report, course syllabi and exams, committee evaluation, classroom visits, informal student opinions, and alumni opinions), and one decreased in importance (chair evaluation).

Increasingly, teaching competence is deduced from a careful analysis of course syllabi and examinations. Are the instructional materials current, relevant, and suitable to the course? What can be gleaned from examination results? Handouts, reading lists, homework assignments, and student learning experiences, too, are more often used to help evaluate a professor's teaching. I see all this as consistent with the trend to locate more sources for, and give more structure to, information gathering.

Probably for the same reason, institutions have increased their reliance on informal student opinion, largely picked up in chance encounters between administrators and students. Although institutions use informal student opinion far less often than systematic student ratings, it is clear that — in combination — student information sources make an unsurpassed contribution to administrative judgments of faculty teaching competency.

Classroom visits have won additional popularity as an evaluation tool. The number of institutions incorporating classroom visits as a component in their evaluation processes has multiplied. From the comments of the deans responding to my survey, it seems clear that the most successful institutions using classroom visits do so in a common way: They rely on several observers to make several visits, diluting the possibility of individual bias by the observer or atypical performance by the professor. The observers are extensively trained, and the entire process is characterized by planning, training, open communication, feedback, and trust.

Self-evaluation is widely accepted as a proper appraisal technique as part of a multi-source evaluation process. More and more institutions are convinced that value exists in a reflective, candid self-appraisal and explanation of a faculty member's teaching objectives, methodologies, and shortcomings. The deans say, however, that to be useful in personnel decisions the self-evaluation must be accompanied by solid evidence of accomplishment. A dean from Ohio put it this way: "A professor's intended classroom objectives and the methods used to achieve them are useful clues. But illustrative material and hard evidence of accomplishment must be included."

Why has faculty evaluation — especially the evaluation of teaching — been transformed in recent years? I believe some of the answer is found in administrative and faculty displeasure with the inadequacies of evaluation systems used in the past.

But more of the answer likely lies in the burgeoning teaching portfolio movement. Portfolios are collections of documents and materials the faculty member compiles to both highlight his or her classroom teaching and suggest its scope and quality. They get at the complexity and individuality of teaching. And by so doing, teaching portfolios provide evaluators with hard-to-ignore information on what individual professors do in the classroom and why they do it. The result? Evaluators are less inclined to look at teaching performance as a derivative of student ratings.

In this period, student ratings have become the most widely used source of information to assess teaching. Whereas in 1988 they were in a virtual dead heat with the second-place source (department chair), now they are nearly 18 percentage points ahead.

Table 4. T-tests of differences in mean scores of sources of information used in evaluating faculty teaching performance.

Information source*	1988 (N=604)	1998 (N=598)	t
Systematic student ratings	1.25	1.14	3.16***
Evaluation by department chair	1.27	1.36	-2.09**
Evaluation by dean	1.42	1.50	-1.47
Self-evaluation or report	1.79	1.53	4.47***
Colleagues' opinions	1.75	1.73	0.28
Course syllabi and exams	2.02	1.82	3.79***
Committee evaluation	2.05	1.84	3.02***
Classroom visits	2.19	1.89	5.09***
Scholarly research/publication	2.24	2.19	0.63
Informal student opinions	2.45	2.30	2.96***
Alumni opinions	3.05	2.91	2.88***
Grade distribution	3.04	3.02	0.38
Long-term follow-up of students	3.07	3.05	0.39
Student examination performance	3.07	3.05	0.39
Enrollment in elective courses	3.21	3.29	-1.20

Note: Test was t-test for differences in independent proportions.
* Ranked according to 1998 scores.
** Significant at a 0.05 level of confidence.
*** Significant at a 0.01 level of confidence.

Summary

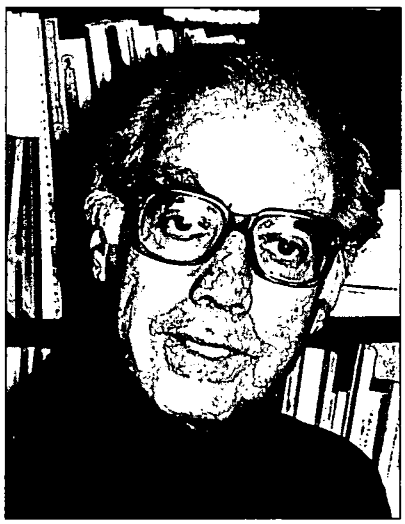
It is clear that the "algebra" of faculty evaluation has changed during the past decade, with some factors getting more weight and others less. Many of the changes may be trends, but they are not set in concrete. Some new practices will turn out to be improvements, others to be short-lived fads.

Overall, though, the movement toward decentralized and shared personnel decision making seems clear, as does the growing effort toward greater reliability and validity in the evaluative process. ■

Reversing the Telescope

Fitting Individual Tasks to Common Organizational Ends

by Ernest A. Lynton



Ernest A. Lynton is commonwealth professor emeritus, University of Massachusetts Boston, and senior associate, New England Resource Center for Higher Education. Write to him at 14 Allerton Street, Brookline, MA 02146; lynton@umbsky.cc.umb.edu.

The academy's fixation on the individual faculty member, rather than on the common purposes of the university, seems to continue unabated in today's discussions of faculty roles and rewards. The widespread interest in faculty issues, in which I am myself deeply involved, is largely driven by a recognition that academic institutions face new challenges and must pay more attention to teaching and professional outreach. But most of the resulting discussion focuses on recognizing individual effort and finding better ways of documenting, evaluating, and rewarding individual faculty initiatives in teaching and professional service.

Traditional Focus on the Individual

We use a telescope to single out the individual from the group. We judge a person's work in isolation and make little or no attempt to place it within the broader context of the collective task of his or her department, college, or university.

Essentially, we take for granted that almost anything the individual does in research, teaching, or professional service is consistent with and contributes to the mission of the institution. Yet this assumption is increasingly doubtful when overall priorities have to be set, choices made, and individual preferences at times subordinated to collective needs.

In addition, the need for team activities is increasing. For example, both basic and applied research is more and more carried out in collaborative centers and institutes, many of which also engage in outreach. Institutions are finding that the potential of information technology can be realized only through coherent institution-wide efforts. These are but two indications of the growing need for a more collective and coherent approach to faculty work.

Reversing the Telescope

I believe it is time to reverse the telescope and to view individuals as part of a collective unit. It is essential for any organization, academic or not, to assess the extent to which individual work contributes to collective needs and priorities. No organization can function effectively as a collection of autonomous individuals in which everyone pursues personal priorities and the overall achievements consist, in essence, of a casual, nonoptimal aggregate of activities. If universities are to have the resilience and adaptability they will need in the decades to come, they must find better ways to make individual faculty members' work contribute to common organizational needs, priorities, and goals. As Donald Langenberg, chancellor of the University of Maryland, has said, we must recognize that the department is the "production unit" of an academic institution.

Shared Governance

How is this accomplished in an academic institution without changing it into a corporate body that is managed from above and without reducing professionals to mere workers?

A principal and fundamental feature distinguishing academic organizations is the central role of faculty participation in the decision making — what we call the principle of shared governance. The effective integration of individual faculty work into collective purposes requires systematic, collaborative decision-making processes that involve faculty, administrators, and, where appropriate, governmental and other external parties in the development of an overall institutional profile across the interrelated functions of research, instruction, and outreach. In turn, faculty and administrators must work together to disaggregate the institutional mission into specific collective tasks of units within the institution, including items such as degree programs and other instructional offerings; principal research directions with particular emphasis on contributions to organized interdisciplinary research activities in centers and institutes; and collective outreach activities such as collaboration with local school systems, small-business development centers, and multidisciplinary continuing education programs.

An Ongoing Process

The collaborative task-setting process must be ongoing. The profile of activities for any academic unit — school or college — and that of each of its departmental or other sub-units must be projected over several years, but they must also be reviewed and, where appropriate, adapted on a periodic basis as both needs and resources change.

This ongoing process of delineating and adapting collective responsibility must be accompanied by the rendering of collective accountability, also on a periodic basis. The academic unit needs to be held responsible for accomplishing the agreed-upon shared tasks in accordance with performance standards developed as part of the ongoing dialogue. As Richard Chait, a key collaborator in AAHE's project "New Pathways: Faculty Careers and Employment in the 21st Century," pointed out as far back as 1988, collective rewards can play an important, motivating role in the unit's aggregate performance.

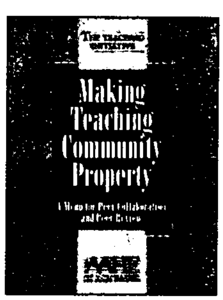
In turn, once the collective responsibilities of an academic unit are defined, the faculty members within that unit need to decide in a similarly collaborative fashion who among them does what. It is here that a basic change must occur in existing academic culture: We must learn to view the work of faculty members within a collective framework to ensure that each contributes optimally to the multiple and complex institutional missions.

In the future, the profile of individual faculty activities cannot be left to individual initiative. The challenge is to arrive collaboratively at an optimal match between collective needs on the one hand and the preferences and expertise of each individual faculty member on the other. The latter, of course, will have already influenced decisions with regard to the overall activities of the department that should, as much as possible, reflect the special interests and capabilities of the faculty members within that unit.

AAHE Resources

Help in Documenting Scholarship

Making Outreach Visible: A Workbook on Documenting Professional Service and Outreach, edited by Amy Driscoll and Ernest Lynton, will reproduce prototype portfolios of actual faculty outreach activities. Chapters will offer rationale, lessons learned, good practice, administrator perspective, and a campus action agenda. The book is scheduled for release later in 1998.



A 12-campus national project on the peer review of teaching provides the basis for Pat Hutchings's *Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review.* Each of nine chapters outlines a different strategy for the documentation and improvement of faculty work, from course portfolios to faculty hiring processes. Excerpts are available on AAHE's website (www.aahe.org). The publication is $25 ($22 for AAHE members) plus shipping. Order from the AAHE Publications Orders Desk at 202/293-6440 x11 or pubs@aahe.org.

The Need for Flexibility

To set and carry out institutional priorities, the university must have the flexibility to assign different tasks to different units. In turn, there is a need for different profiles of activity for individual faculty members within the unit. In some appropriate collective fashion, the unit needs to decide who among them does what.

Essential to achieving the necessary degree of flexibility in the assignment of unit and individual tasks is equivalence of recognition and rewards across the range of activities. An institution can assign tasks to different units only when those tasks are deemed of equivalent importance and value to the institution and rewarded in an equivalent way. And that, of course, holds equally for individuals: there can be variations of activity only to the extent that the entire range of activities is given equivalent recognition. Or, to put it negatively, as long as research is viewed as the paramount measure of both collective and individual esteem and achievement, an institution will lack the flexibility of deploying its resources in an optimal fashion to meet its multidimensional and complex missions.

> It is essential for any organization, academic or not, to assess the extent to which individual work contributes to collective needs and priorities. No organization can function effectively as a collection of autonomous individuals in which everyone pursues personal priorities and the overall achievements consist, in essence, of a casual, nonoptimal aggregate of activities. If universities are to have the resilience and adaptability they will need in the decades to come, they must find better ways to make individual faculty members' work contribute to common organizational needs, priorities, and goals.

But that equivalence of recognition and reward is possible and justified only under one condition: equivalence of standards and achievement. The freedom, at both the individual and the collective levels, to concentrate on different portions of the range of activities within the triad of teaching, research, and professional service can exist only to the extent that work of any kind within that range is held to equivalent standards.

Scholarship Redefined

Such equivalences can exist because all three — teaching, research, professional service — can constitute scholarship. As many educators have emphasized, scholarship is not limited to traditional research. It can take many forms and can exist in teaching and outreach as well as in more traditional modes of inquiry and knowledge creation. Furthermore, the full range of scholarship can be subjected to the same measures of quality. Demonstrating this scholarship and applying the common measures requires adequate documentation so all dimensions of faculty work are subject to peer review. Significant work has been done toward documenting teaching (as described in Pat Hutchings's *Making Teaching Community Property*), and progress is being made toward the documentation of professional service and outreach. An upcoming guide, *Making Outreach Visible: A Workbook on Documenting Professional Service and Outreach,* edited by Amy Driscoll and myself, is intended to boost this area.

There is, therefore, reason to hope that universities will soon acquire the basic tools for establishing equivalence of standards across the full range of individual and collective activities and thereby gain the flexibility of task distribution needed for optimal response to evolving societal conditions and demands. That may, at last, make it possible to engage the activities of individual faculty most fully to accomplish common organizational ends and ensure the continuing vitality of universities in the years ahead.

Reestablishing the Community of Scholars

A final word about a collective approach to faculty responsibilities and rewards. It is not just a defensive mechanism against external pressures: It is a highly desirable goal even if there existed no reason for academic institutions to adapt. A collective approach is an essential step to reestablishing community on campus. A collective perspective on individual assignments and priorities requires ongoing professional dialogue with colleagues about each other's work, interests, and priorities. It gives each individual a stake in the achievements of all the others and it can, at last, make reality out of our cherished "community of scholars" rhetoric. ■

What Happened to CQI?

by Susan West Engelkemeyer
Director, AAHE Quality Initiatives

Continuous quality improvement (CQI) was celebrated for its successes on campus in the April 1995 *AAHE Bulletin,* which profiled 14 examples of how campuses have applied CQI to solve problems and improve processes. All of the examples highlighted projects that had made a positive impact on employee or student satisfaction, costs, cycle times, or process effectiveness. At that time, most examples of CQI in higher education were found in administrative areas, including:

- *Belmont University's* automation of student loan processing and disbursement
- The *University of Central Florida's College of Arts and Sciences* project to improve its graduation certification process.
- The Escort Service at the *University of Pennsylvania,* which reorganized from a dispatch system serving more than 100 buildings on campus to a system of 10 designated TransitStops along an established route.

In January 1998, Bob Dale of the University of Miami posed a series of questions to the members of a CQI listserv. His posting began, "I was challenged by some faculty with the assertion that the improvement effort 'fad' had just about run its course at colleges and universities. They pointed to several attempts by some institutions to implement formal improvement efforts that had failed for one reason or another." He then asked for information about the current status of CQI efforts.

Many responses were sent, from a school that had focused on CQI for more than 10 years to one in its first month of formal activity. The next pages contain insights into CQI at nine institutions, representing a small sample of all initiatives in place.

CQI is alive and well on campus. However, the nature and focus of CQI seem to evolve as individual initiatives mature. When CQI is first implemented, the primary focus is process efficiency — campuses train staff in quality tools and techniques and launch projects aimed at particular administrative processes. CQI's early contributions are typically cost savings and process improvement. Once initiatives are in place for about five years, there seems to be a natural progression to using the principles, tools, and techniques of CQI to move deeper into education's core process, student learning. Projects and initiatives at this stage focus on teaching and learning and curricular reform. The next stage of development centers around institutional

What advice would you give to others who are now initiating CQI?

Focus on improving how your institution delivers value to students.

— Richard Voos, Babson College

Take plenty of time to get leadership buy-in. Begin projects with data that can be used as a baseline to measure potential improvements. Ask for adequate resources. Tie CQI to planning efforts.

— Bonnie Bourne, University of Missouri

What would you do differently if you could roll back the clock?

We would focus less on CQI as an end in itself and give greater emphasis to what we wanted to accomplish as a result of using CQI. An organization must emphasize its vision and how CQI can be a tool for achieving transformational change. Leadership must be able to respond to individuals who ask, "what's in this for me?"

— Carol L. Everett, Pennsylvania State University

Insist on developing baseline performance measures for all reengineering projects, so that results could be more easily evaluated.

— Ann H. Dodd, The University of North Carolina at Chapel Hill

effectiveness, where overall outcomes (performance measures) are identified and quality becomes a means to accomplish strategic goals and objectives.

This natural CQI evolution enables campuses to understand the systemic nature of their organizations as the three stages — administrative process efficiency, academic program effectiveness, and institutional planning and assessment — combine to yield performance excellence.

University of Missouri

Current focus: Engaged in a quality initiative for more than five years, the University of Missouri is currently developing institutional performance measures that cross academic and administrative areas. A major initiative over the next five years is to focus on the quality of the undergraduate experience. Teams are working to improve the teaching/learning process, especially at the introductory course level. Complementary projects in administrative areas are addressing the student billing and advising processes.

Administrative project: A noteworthy accomplishment in administrative systems has been a redesign of cash management processes, with the support of technology improvements. Annual cost savings are estimated at $300,000-$400,000. In addition, user feedback indicates that processes are easier to use.

Conditions for success: The University of Missouri attributes its success in part to the support of top leadership and to an organized methodology for the application of quality principles. This methodology includes a focus on who uses or touches the process, on current data, and on goals or a vision for the desired state of performance.

Future direction: The university will continue its work on undergraduate quality and administrative redesign in student, human resources, and financial systems. The vision of the culture three years from now is one in which departments and schools will routinely use performance indicators to monitor progress and determine improvement plans.

Contact: Bonnie J. Bourne, consultant for CQI, 27 Jesse Hall, University of Missouri, Columbia, MO 65211; 573/882-7268; 573/882-6809 (fax); Bonnie_J._Bourne@muccmail.missouri.edu; www.missouri.edu/~wwwcqi.

The University of North Carolina at Chapel Hill

Current scope: To date, the quality development program at UNC Chapel Hill has focused primarily on administrative and academic support units; it will offer expanded services to academic departments in 1998. A total of 42 initiatives are officially designated as quality teams, with the direct involvement of more than 400 team members. Since 1994, more than 1,300 UNC Chapel Hill employees have participated in quality development learning opportunities.

Current focus: In an effort to be better, faster, and cheaper in the delivery of services and in overall administrative functions, UNC has focused on process redesign and automation. In the Division of Business and Finance, reengineering projects have resulted in estimated annual cost savings of more than $5 million, and additional one-time cost savings of almost $1 million.

Campus-wide improvement efforts have yielded increased employee and customer satisfaction, enhanced communication, and the versatility to offer new services without additional funding. One example is the automated financial aid check. The electronic transfer of student loans, scholarships, and grants has relieved students from standing in two lines, one at the Office of Scholarships and Student Aid and another at the cashier's office. Waiting time in line has been reduced by more than 50% and is now being reduced further through additional automation. Another example is the on-line check request. For disbursements that do not require a purchase order, this on-line system reduces the processing time for accounts payable checks, eliminates paper forms, and provides an on-line tracking system for disbursements.

Administrative projects: On one frequently used university budget form, the Signature Team cut the number of signatures from an average of five to fewer than two. Form processing time was reduced from an average of 14 days to seven. Currently, a team is working on the enrollment process, from the student acceptance letter to the first week at school. The goal is to identify and study all points of student contact and redesign these points where warranted.

Contact: Ann H. Dodd, assistant to executive vice chancellor and director of quality development, The University of North Carolina at Chapel Hill, CB#1000, 300 South Building, Chapel Hill, NC 27599; 919/962-4735; 919/962-0647 (fax); ann_dodd@unc.edu; www.adp.unc.edu/quality/cqweb.html.

Waukesha County Technical College

Current focus: Development of student outcomes assessment.

Waukesha is rolling out this initiative in phases: assessment of students before they enter, while at WCTC, at exit, and again five years later. The pre-assessment process has been operational for two years and involves testing students and coaching them for program readiness. Assessment of enrolled students includes faculty sharing of assessment techniques used in classrooms (e.g., peer-evaluation systems). For postassessment, employers are surveyed to determine how students have fared five years after graduation. Although employer surveys have been in place for a number of years, the information acquired by these surveys is now being analyzed, and suggestions for curricular improvement are shared with faculty.

Academic project: Continuous improvement of teaching through the Teacher Improvement System.

Traditional faculty evaluations have been replaced with a self-directed process that requires feedback from four sources: students, peers, employers of graduates, and self-assessment. The process for gathering feedback is determined by the individual faculty member, although standardized forms and surveys are available.

Future focus: As Waukesha moves into its tenth year of CQI, it plans to apply the processes, tools, and techniques that proved effective in teaching and learning processes to administrative systems and processes.

Contact: Liane Dolezar, quality value advisor, Quality Value Process, Waukesha County Technical College, 800 Main Street, Pewaukee, WI 53072; 414/691-5509; 414/691-5093 (fax); Ldolezar@waukesha.tec.wi.us; www.waukesha.tec.wi.us.

Villanova University

Structure: A Quality Council that includes faculty, staff, students, and administrators from across the university guides Villanova Quality Improvement (VQI), an effort begun in 1993. The Office of Planning and Institutional Research coordinates and supports VQI. Standing committees, which emphasize the participatory and cross-departmental nature of Villanova's initiative, include community, education and training, end-to-end projects, incentives and recognition, information review and utilization, and student involvement teams. In addition, more than 20 work process improvement teams are busy in key departments across the university.

Education and training: All leaders and supervisors are completing an eight-session course in leadership effectiveness. Also, monthly seminars address a variety of professional development topics. Open to all members of the Villanova community, each morning-long session typically draws 80-100 participants. Sessions are presented by faculty, staff, or alumni on a pro bono basis. Recent topics include "the leader in each of us," "conflict resolution," and "building maximum performance teams."

Administrative project: The Facilities Management Team flowcharted core work processes. Resulting changes included an on-line preventive maintenance program that allows the systematic scheduling of routine maintenance for all university buildings. A new computerized system for work order requests reduced paper flow and cut response time from five days to fewer than three days.

Academic initiatives: In January 1996, the Faculty Senate passed a resolution to establish a committee to explore the relationship between academics and VQI. In Spring 1997, the committee implemented its plan to promote a continuous quality improvement program in the areas of academic programs and academic support. Accomplishments include teaching tips regularly emailed by university faculty and a faculty seminar series that addresses classroom issues (e.g., identifying and referring troubled students) and extramural issues (e.g., retirement and financial planning).

Contact: John Kelley, executive director, Office of Planning and Institutional Research, Villanova

What advice would you give to others who are now initiating CQI?

Villanova took special care to anchor our quality initiative in our mission, especially our emphasis on community. The result has been a model that actively includes all members of our community . . . faculty, staff, students, and alumni.

— Rev. Edmund J. Dobbin, Villanova University

Be flexible in your approach to quality development and don't be afraid to innovate.

— Ann H. Dodd, The University of North Carolina at Chapel Hill

What advice would you give to others who are now initiating CQI?

A critical element to the success of a quality initiative is the commitment of leadership. We have fostered this commitment through the CQI council of deans and vice presidents, a management leadership curriculum that is infused with quality principles, academic leadership colloquia that reinforce collaboration across academic departments, and an institute for innovation in learning that supports faculty who lead in the development of collaborative learning and the use of quality principles and tools in the classroom.

— Carol L. Everett, Pennsylvania State University

Have a strong disposition! There will be a lot of Doubting Thomases but there will be enough innovators and supporters to keep you from losing it. Organize a CQI Council consisting of top and middle managers who are committed to the idea. Start with a few "doable" projects.

— Sam Adams, University of Wisconsin Oshkosh

University, 800 Lancaster Avenue, Villanova, PA 19085-1699; 610/519-4558; 610/519-7162 (fax); jkelley@email.vill.edu; www.vill.edu/~opirweb/homepage.htm.

Pennsylvania State University

Then and now: The 1995 *Bulletin* article profiled Penn State's reengineered invoicing and payment process for purchased library materials. The collaborative venture between the university's offices of Computer and Information Systems and Accounting Operations and the university libraries resulted in cost savings of about $77,500. During the past three years, Penn State has moved to a more integrated, strategic approach to CQI through the merger of quality, strategic planning, and institutional research and assessment. In September 1996, a Center for Quality and Planning was created through the merger of the Continuous Quality Improvement Center and the university's Office of Planning and Analysis.

Improvement teams: As of January 1998, more than 250 CQI teams have been established, and process improvements have occurred in approximately two-thirds of the administrative units and in all 16 academic units. Since the university-wide initiative began in 1991, quality teams have saved Penn State an estimated $2 million. For example, the Chemical Management CQI Team produces an annual cost savings of $250,000 from improvements in the purchase and storage of chemicals that result in product price reductions. Each spring since 1993, a Quality Expo has been held at the University Park campus to celebrate the work of CQI teams and other quality initiatives. Faculty, staff, students, and administrators, many from other universities, visit with exhibitors. More than 65 teams requested a booth for the 1998 event.

Administrative project: Every semester, advisors from the Division of Undergraduate Studies evaluate and send a review of educational progress (REP) to each of their advisees (more than 2,000 students at the University Park campus). Through the use of a revised and simplified REP form, six process steps, three process days, and more than 4,000 pieces of paper were eliminated. As a result, students now receive REP evaluations three to seven days earlier.

Interesting artifact: Since 1994, academic and administrative units have submitted benchmarking plans for one or more of their key processes as part of their strategic plan updates.

Hope for the future: Penn State hopes to infuse CQI principles into the strategic planning process and use performance measures to drive decision making. To achieve this goal, an initiative is under way to develop performance measures for the five-year university-wide strategic plan.

Contact: Carol L. Everett, associate director, Center for Quality and Planning, Pennsylvania State University, 405 Old Main, University Park, PA 16802; 814/863-8721; 814/863-7031 (fax); cle2@psu.edu; www.psu.edu/president/cqi.

Rutgers University

Current scope: Programs are focused in five areas:

- Assessment — a self-assessment program for administrative and academic units.
- Leadership — identification of contemporary leadership issues and strategies.
- Work process — a look at how to make services, systems, and procedures more effective.
- Faculty/staff and workplace climate — programs to assess and enhance workplace climate and recognize excellence.
- Service excellence — how to heighten service orientation, particularly for people who

have the most contact with external stakeholders.

Current focus area: Rutgers's QCI (Organizational Quality and Communication Improvement) Program is centered on "Excellence in Higher Education," Rutgers's adaptation of the Malcolm Baldrige National Quality Award criteria. QCI provides a mechanism for academic and administrative units to self-assess their programs and services and to identify strengths as well as areas for improvement and action items. More than 10 academic and administrative units have gone through the self-assessment process thus far, ranging from law and arts and sciences to facilities and computing services. The self-assessment process has resulted in the use of student and employer feedback in the design of courses, initiatives to develop unit performance indicators, and the identification of new ways to obtain feedback on teaching effectiveness (e.g., focus groups with alumni).

QCI at Rutgers has been in place since 1993. More than 5,000 people have been involved with the initiative since its inception (e.g., in training, on teams).

Administrative project: A noteworthy recent accomplishment is the development of a Web-based undergraduate application tracking system. Prospective students can log on at any time to determine the status of their application and identify which items are still needed by the admissions office. In addition, the tracking system indicates the dates key contact letters and other information were mailed.

External support: Rutgers's QCI program is one of four featured areas in the Rutgers' Middle States accreditation review. The university has developed partnerships with Johnson & Johnson and AT&T. Both companies have loaned executives to help with QCI and both support "QCI Graduate Associates," students who work with QCI at Rutgers and with the corporate partners to support QCI projects. The goal for QCI is that quality practices become standard operating practices for units.

Contact: Brent D. Ruben, professor and executive director, Rutgers QCI, Office of Organizational Quality and Communication Improvement, 4 Huntington Street, Rutgers, The State University of New Jersey, New Brunswick, NJ 08903; 732/932-1420; 732/932-1422 (fax), Ruben@qci.rutgers.edu; www.scils.rutgers.edu/qci/qci.html.

Babson College

Then and now: When the Office of Quality was initiated in 1993, efforts focused on improving particular processes. These efforts continue, but they are no longer the primary CQI mechanism. Current quality efforts are linked to strategic and tactical planning through key outcome measures at all levels of the institution.

Academic project: This past fall, Babson implemented the Intermediate Management Core, an integrated, three-semester sequence for undergraduates. This is the second stage of the college's new curriculum, designed by faulty with input from key stakeholders: students, alumni, employers, and community members. The curriculum also incorporates programs and services designed by student affairs professionals that provide additional ways for students to demonstrate across-the-curriculum competencies (e.g., rhetoric or leadership and teamwork).

Administrative action: Opening day survey results indicated a bottleneck and a high degree of frustration getting cars unpacked and students moved into their dorms. As a result, student leaders and volunteers were mobilized to help unpack cars and carry boxes to rooms.

Hope for the future: Babson hopes that faculty and staff will have a shared understanding of what drives the college's success. This information will be absorbed into planning, design, delivery, and assessment of learning programs and services to students.

Contact: Richard Voos, director of quality, Babson College, Babson Park, MA 02157-0310; 781/239-5695; 781/239-6427 (fax); voos@babson.edu; www.babson.edu.

Syracuse University

Structure: The structure of SUIQ (Syracuse University Improving Quality) includes a quality steering committee and nine quality councils, which are chaired by the vice presidents of the institution.

What would you do differently if you could roll back the clock?

I would try to be more visible to key administrators and faculty members by sitting in on meetings and following up with suggestions for improvement. Also, I would implement more training of teams and be an active facilitator for campus groups.

— Sam Adams, University of Wisconsin Oshkosh

At the start of our quality program in 1993, we established more than 20 Work Process Improvement teams in various departments. Over time, effective communication was not maintained between a number of these teams and their department leaders, which impeded their focus and impact.

— Rev. Edmund J. Dobbin, Villanova University

What would you do differently if you could roll back the clock?

I wouldn't worry about defining "customers" of the college, but would concentrate on defining key "stakeholders" and what drives their satisfaction with Babson. And I would integrate continuous improvement efforts into the ongoing management processes of the college rather than have quality seen as an additional, add-in process.

— Richard Voos, Babson College

Each quality council is responsible for three quality improvement initiatives a year.

Leadership for quality: Chancellor Kenneth A. (Buzz) Shaw communicates something quality-related each month through his publication *Buzzwords*. Annually, Syracuse announces a year-long "theme" to maintain momentum. This year's theme is "continuous improvement through continuous learning," and every employee is expected to dedicate 1% of work time to learning opportunities.

Quality training: Syracuse requires all staff to attend five days of training. Corning, a business partner with Syracuse, supplied a curriculum that was modified for the university (primarily by a translation of the language to terms more comfortable for the academic community). Syracuse decided to invest in its own talent for the delivery of quality training, and implemented a peer-to-peer training program.

Results: Since Syracuse launched SUIQ in 1992, 3,232 staff have completed more than 110,460 hours of quality training. More than 50 process improvements occurred in 1996 and 1997.

Administrative project: Physical plant services were redesigned from a centralized system to a zone management process to serve the 4,000 staff and 10,000 students at the university. Six zone teams, each with offices in its campus area, are responsible for all maintenance within their zones (e.g., painting, snow removal, light replacement). This new process has shown a 20% increase in general maintenance and skilled trade productivity (wrench time). The campus has reacted with an increase in appreciative letters to the physical plant director.

Contact: Ann E. Donahue, director, SUIQ and Human Resource Development, Syracuse University, Skytop Office Building, Syracuse, NY 13244; 315/443-2488; 315/443-1063 (fax); aedonahu@syr.edu; www.syr.edu.

University of Wisconsin Oshkosh

Then and now: The University of Wisconsin Oshkosh quality initiative began in 1992 and has recently been reformulated. Moving from an early effort that involved more than 70 improvement teams, CQI at Oshkosh now allows demand to drive projects and programs so CQI principles and tools can be used most effectively to produce change. To facilitate this approach, the new CQI Council consists of 14 people (primarily middle managers) from academic departments, administrative areas, and the student body; the initial CQI Council included only high-level administrators, the chancellor, and the CQI coordinator.

Academic project: Recently the CQI process was used to develop a new graduate program in English (the original program was discontinued more than 25 years ago). The project involved 20 hours of training for the department chair and faculty team members. The master's program has received initial approval from the University of Wisconsin System Office of Academic Affairs. This success was attributed to using the CQI process and supporting the proposal with appropriate data and information.

Hope for the future: In the next three to five years, the goal is that CQI will be more culturally infused at UW Oshkosh and that CQI principles, tools, and techniques will be used in all areas of the learning system.

Contact: Sam Adams, CQI coordinator, College of Education and Human Services, University of Wisconsin Oshkosh, Oshkosh, WI 54901; 920/424-7074; 920/424-0858 (fax); adams@vaxa.cis.uwosh.edu.

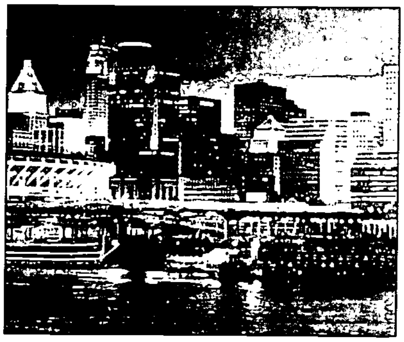
These nine profiles offer but a few examples of the CQI work that continues on campus. New initiatives are being launched at places like Andrews University, where the first quality improvement council meeting was held last month. And mature initiatives are receiving external recognition — Northwest Missouri State University was awarded the Missouri Quality Award in 1997.

The initiatives profiled here indicate that CQI is alive and well, albeit in different forms from a few years ago. If this sample is representative, CQI seems to naturally evolve from a focus on short-term process improvement projects in primarily administrative areas to long-term initiatives of strategic importance for student learning and institutional effectiveness. CQI in higher education has matured into an enabling device for the attainment of strategic goals and objectives — a means to an end, not the end itself.

Please let me know about your campus initiative. I can be reached at 202/293-6440 x40; 202/293-0073 (fax); sengelkemeyer@aahe.org. ■

AAHE Assessment Forum

1998 Conference Update



The **1998 AAHE Assessment Conference**, June 13-17, in Cincinnati, Ohio, offers an array of programs. **Bruce M. Alberts** of the National Science Academy, **Judith Eaton** of the Council for Higher Education Accreditation, and AAHE's **Margaret A. Miller** will give provocative plenaries to set the stage for lively conversations. A final highlight will be **National and International Horizon Sessions** pointing toward the future of assessment.

The four conference strands will offer interactive, concurrent, poster, and roundtable sessions centered around themes introduced in keynote introductory presentations:

- "Assessment of Powerful Pedagogies: Classroom, Campus, and Beyond"
- "Assessment of Programs and Units: Program Review and Specialized Accreditation"
- "Assessment Within and Across Institutions: Institutional Effectiveness and Regional Accreditation"
- "Information to Action: Asking Good Questions, Generating Useful Answers, and Communicating Well"

AAHE members receive preview and registration information by mail. For additional copies for colleagues, or questions about the conference, contact Kendra LaDuca (x21), project assistant, assess@aahe.org, or visit AAHE's website. See you in Cincinnati!

AAHE Forum on Faculty Roles & Rewards

New Pathways II

AAHE's New Pathways project has completed its inquiry phase, "Faculty Careers and Employment for the 21st Century," and now enters a second, action-oriented phase, **"Academic Careers for a New Century: From Inquiry to Practice."** In this phase, "New Pathways II," AAHE is collaborating with the new Project on Faculty Appointments at Harvard University, staffed by **Richard Chait, James Honan, and Cathy Trower.** AAHE will concentrate on post-tenure review and the tenure process, staffed by Forum director **R. Eugene Rice** (x37) and RIT's **Christine M. Licata,** and disseminate the work of both efforts. For more about New Pathways II, watch the *AAHE Bulletin.*

The Harvard Project announces $5,000 **Challenge Grants** available for institutions participating in either of two research programs, funded by The Pew Charitable Trusts:

"Profile of Faculty Appointment Practices" will develop a national database about faculty appointment, promotion, tenure, and attrition policies. In 1998, staff directly responsible for collecting faculty personnel data and the CAOs from 10 grantee campuses will design a common report form. In 1999, these pilot institutions will use the template to collect data, share difficulties, and devise revisions. The project is looking for five 4-year colleges and five universities. To apply, the president or CAO should submit a letter of interest (one to two pages) describing what the institution hopes to gain and can contribute.

"Innovations in Faculty Work Life" aims to reexamine the nature of academic personnel policies. The project is looking for campus teams of five to eight faculty and administrative leaders (and perhaps trustees) from four-year institutions. To apply, the president or CAO should submit an abstract (one to three pages) describing how the team would work with the project staff to explore, create or modify, implement, and evaluate approaches. Six to eight teams will be chosen to participate by fall 1998.

Deadlines. Send *all* materials to Project on Faculty Appointments, Harvard Graduate School of Education, 14 Story Street, 5th Floor, Cambridge, MA 02138. For the "Profile" grant, send your letter to Cathy A. Trower by *April 15, 1998.* For the "Innovations" grant, send your abstract to James P. Honan by *May 31, 1998.*

For application details, contact Holly Madsen, coordinator, Project on Faculty Appointments at Harvard University, 617/496-9348, hpfa@hugsel.harvard.edu.

TLT Group

Workshops

The TLT Group announces three Teaching, Learning, and Technology Roundtable **"Levers for Change"** workshops for 1998. The flagship TLTR program brings together a cross-section of the collegiate community to start local TLT Roundtables: April 3-4 hosted by Piedmont College, June 4-5 hosted by the University of Central Florida, and the Ohio Regional on October 8-9. For more information about these events and hosting other TLT Group activities, contact Amanda

Antico (x38), director, antico@tltgroup.org.

AAHE Assessment Forum

Student Learning

The AAHE, ACPA, and NASPA **Joint Task Force on Student Learning** will garner responses from conferees to its draft report at the March national meeting of each organization. After further revision, the report will be formally presented at the June 1998 **AAHE Assessment Conference.**

Ten principles that provide a foundation for institutional initiatives to improve student achievement through collaboration have been identified in the report and are available on the "Assessment" page of AAHE's website. From March to May, the task force asks for your help in refining the principles and describing collaborative programs between academic affairs and student affairs that support each principle.

Please send your ideas about the principles or about programs that support the principles to Scott Brown (x30), graduate student assistant, scottb@wam.umd.edu.

Membership

Directory

A **new directory,** scheduled for release in the fall, will offer contact information and more for AAHE's 8,500+ members. AAHE has contracted with the Bernard C. Harris Publishing Company to produce the directory; members receive a questionnaire from Harris in the mail. Watch for your questionnaire and return it by the deadline to ensure that your entry is correct and complete. Staff from Harris will later contact members to verify the data. If you would prefer to be omitted from the directory, please contact Mary C. J. Schwarz (x14), director of membership and marketing, mschwarz@aahe.org.

SiteSeeing

This month, quality sites compiled by Sharon La Voy (x20), doctoral intern, AAHE Quality Initiatives.

AAHE www.aahe.org
Click on "Quality." Includes information on CoordNet — with links to member institutions — and the Summer Academy.

American Productivity & Quality Center www.apqc.org
International benchmarking clearinghouse offers programs and resources, including an institute for education best practices.

Babson College Continuous Quality Improvement and Reengineering www.babson.edu/quality/index.html
Babson's program is detailed in this well-organized, extensive resource.

Center for Quality and Professional Development at Belmont University www.belmont.edu/buspart/center_for_quality/index.html
A description of the center's mission and programs such as staff training and partnerships with local businesses.

The Malcolm Baldrige National Quality Award www.quality.nist.gov/docs/edpilot/edpilot.htm
In 1995, pilot criteria for education were proposed: see this page to view criteria and send feedback. An education award may be established with sufficient feedback and interest.

Quality Resources Online www.quality.org
Quality Progress qualityprogress.asq.org
Links to hundreds of quality resources, not specifically on higher education. Book titles, discussion groups, TQM projects, and much more.

Send your favorite websites to calander@aahe.org.
Upcoming columns: international sites, faculty, teaching, and more!

AAHE's Quality Initiatives

Summer Academy

AAHE's Quality Initiatives will be hosting its third annual **Summer Academy** at Marriott's Mountain Resort in Vail, Colorado, June 27-July 1, 1998.

The Summer Academy is a team-oriented experience, drawing participants from as many as 30 institutions per year. Each team arrives with a specific project focused on some aspect of **"Organizing for Learning."** The academy will describe the essential elements of the Organizing for Learning concept and address impediments that participants may encounter as they strive for change at their home institutions. Former participants have tackled far-reaching goals:

- development of an academic plan reflecting the fundamental goal of becoming a learning-centered university;
- review of general education goals, and development of learning outcomes to match those goals;
- development of drafts of institutional vision and mission statements reflecting a new statewide mission and a focus on student learning.

Information about the 1998 Summer Academy, including an application and a list of participating institutions from past academies, can be found in the "Quality" section of AAHE's website. For additional information, contact Susan West Engelkemeyer (x40), director, sengelkemeyer@aahe.org.

www.aahe.org

Books Online

AAHE has joined bookseller Barnes & Noble in its Book Benefits Network to provide a **virtual bookstore** on AAHE's website. AAHE will receive a commission of up to 7% on every book bought from Barnes & Noble through AAHE's link. To access the bookstore, click the "BarnesandNoble.com" link on AAHE's homepage or look for featured titles throughout AAHE's website.

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Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . send items by mail or fax or to tmarchese@aahe.org.

PEOPLE: I'm not sure this implies "happier pastures," but **Neal Lane** is moving from his NSF directorship to the White House, nominated for science advisor to the president. . . . A belated happy 50th anniversary to our members and friends at the Educational Testing Service . . . ETS is making the transition from decades of #2 pencils ("No stray marks!") to an era of PC-based assessment on demand and instant scores . . . **Blandina Cardenas** of AAHE's board chairs the ETS board this year. . . . North Central's new board chair is Oakton CC president **Margaret Burke Lee.** . . . CUNY-Queens provost and mathematician **John Thorpe** takes over as chief exec of the National Council of Teachers of Mathematics April 13. . . . I enjoyed a recent chance to learn more about the "Urban 13," an alliance of major public urban universities, chaired by chancellor **Greg O'Brien** of the University of New Orleans . . . like others, UNO now sports a string of corporate and governmental collaborations that help offset shrinking state support. . . . Also profited from **Roger Clark**'s annual report for the 12-university CIC, which helped me grasp the powerful ways technology expands the possibilities for interinstitutional cooperation. . . . Her colleagues in assessment note with delight (but not surprise) the news that **Barbara Fuhrmann,** after leaving Virginia Commonwealth for a professorship at LSU, was asked to take over the deanship of LSU's ed school. . . . Finally, a tip of the hat to TIAA-CREF senior research officer (and funder of helpful studies) **Frank King,** who retired at the end of February.

Lane

Pelton

TEAC vs. NCATE: The whole idea of competition within the world of accreditation was all but unheard of before the 1990s, but now we have new accreditors for liberal education (AALE), business, and nursing . . . soon to be joined by teacher education, long dominated but never ruled by NCATE . . . some 700 colleges, plus some of the top-ranked ed schools, never sought NCATE's approval. . . . Now some big schools (Michigan, Indiana) and smaller colleges are combining to form a Teacher Education Accreditation Council (TEAC), sponsored initially by the Council of Independent Colleges led by **Allen Splete.** . . . TEAC has funding lined up and looks to be in business later this year. . . . You'll hear lots of talk about "teacher professionalism" and "standards" (NCATE) and about "campus mission" and "outcomes" (TEAC), but the fight ahead will be as much about politics and power as about educational values.

MORE PEOPLE: It's the season for naming new presidents, of fresh hope for leadership transitions, so let's wish the best for new appointees **David Bell** (Macon State), **Janet Day** (Art Institute of Atlanta), **John Halstead** (Mansfield), **Thomas Kepple** (Juniata), **Robert Kustra** (Eastern Kentucky), **Robert A. Miller** (Nazareth), **John Scott Colley** (Berry), and **John Roush** (Centre), plus Dartmouth's **Lee Pelton** to the Willamette presidency, and Spelman's **Glenda Price** to the top post at Detroit's Marygrove. . . . On another plane entirely, **Maryellen Weimer,** long-time editor of the *Teaching Professor* newsletter, left Penn State's main campus for a five-year term at its Berks campus (in Reading), teaching introductory required courses to incoming students, practicing (and testing) what she's been writing about all these years.

SHARED GOVERNANCE: Our Faculty Roles & Rewards conference in Orlando (Jan 29-Feb 1) ended with a "debate" of sorts between UVA president John Casteen and the AAUP's **Mary Burgan,** which convinced me (at least) that this is a topic people haven't thought about in a while but that we'll hear lots more about in the months ahead . . . which will be all to the good, as today's onrush of new competitors and delivery systems strains campus decision-making systems. . . . **Tom Ingram** of the Association of Governing Boards has put together a high-level panel to issue a report on the topic, with former ACE president **Robert Atwell** as chief consultant (Bob was there for the debate). . . . Mary took time to remind everyone that AGB and ACE codeveloped the 1966 AAUP "Statement on Government of Colleges and Universities." . . . Many of that statement's themes were elaborated in a 1971 AAHE report (now out of print) by **Morris Keeton,** *Shared Authority on Campus.* . . . One of the things you immediately notice comparing today's debate with earlier documents is that *students* aren't in the picture these days. ■

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AAHE Forum on Faculty Roles & Rewards

1998 Conference Outcome

Some 1,100 administrators and faculty from 48 states and seven foreign countries (including 578 members of campus-based teams) gathered last month in Orlando for the **sixth AAHE Conference on Faculty Roles & Rewards**: "Faculty Work in Learning Organizations." For information on conference sessions, publications, or audiotapes or to be included on the mailing list for the 1999 meeting in San Diego (January 21-24), check AAHE's website or contact Pamela Bender (x56), program coordinator, aaheffrr@aahe.org. Selected conference publications can be ordered through the Barnes & Noble virtual bookstore on AAHE's homepage. Scroll to the "Recent and Upcoming Conferences" section and click on "titles" under the FFRR heading.

There wouldn't be a Forum without the encouragement, faithful support, and guidance of the **Fund for the Improvement of Postsecondary Education (FIPSE),** through two 3-year grants. In this sixth year, AAHE thanks FIPSE for the support that has helped make the Forum self-sustaining, with a viable future.

www.aahe.org

Members-Only Page

Visit the Members-Only section of AAHE's website for excerpts from AAHE publications, the *Bulletin* in text and PDF formats, and a list of links to other resources. Now just enter your name, institution, and email address for access. ■

Important Dates

1998 National Conference on Higher Education. Atlanta, GA. *March 21-24.*

1998 TLT Group "Levers for Change" Workshops.

- Piedmont College. *April 3-4.* University of Central Florida. *June 4-5.*
- Ohio Regional. *October 8-9.*

1998 Assessment Conference. Cincinnati, OH. *June 13-17.*

- Mail registration deadline. *May 22.*
- Registration refund deadline. *May 22.*
- Special hotel rates. *May 22.*

1998 Summer Academy. Vail, CO. *June 27-July 1.*

1998 AAHE Black Caucus Study Tour to South Africa. *July 16-August 2.*

Moving? Clip the label below and send it, marked with your new address, to: "Change of Address," AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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AAHE Bulletin

April/1998 Volume 50/Number 8

Mi$perception$

What a College Education Costs . . . Who Pays

BY GEORGE GOETHALS AND CYNTHIA FRANTZ

And Who Benefits

BY THE NEW MILLENNIUM PROJECT

What Learning Communities Teach

an essay by John T. Masterson

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AAHE AMERICAN ASSOCIATION FOR HIGHER EDUCATION

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AAHE BULLETIN
April 1998/Volume 50/Number 8

Editor: Theodore J. Marchese
Managing Editor: Carrie Witt

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Thinking Seriously About Paying for College

The Large Effects of a Little Thought

by George R. Goethals and Cynthia McPherson Frantz

The high price of attending college has generated a great deal of discussion and some heated controversy in recent years. In 1996 *Newsweek* carried a cover story with a headline proclaiming "$1,000 a week: the scary cost of college." A recent *Boston Globe* column pictured a family hunched over a table with a tuition bill and a calculator, trying to figure out how to pay. While economists have written thoughtfully about the issue of college affordability, the media have fed the popular conception that college prices are unreasonable, unjustified, and unpayable.

In the context of thinking seriously about the ways colleges and universities ought to approach the difficult issue of pricing, it might be helpful to know something about the way students think about the amounts they pay and what they get for their money. Our research suggests that although students tend to think that colleges and universities charge too much, a little information and a little thought often lead them to change their opinions.

The Impact of Subsidy Information

Our first studies asked whether students understand how much it costs to produce their undergraduate education. We suspected that they know very little and that being clued in might change their thinking. The facts are these: Colleges and universities subsidize their students' educations to a high degree, especially when the costs of land, buildings, and equipment are considered. The subsidies, funded by state allocations or by private endowments and alumni contributions, are particularly large at elite colleges and universities. For example, the 10% of public schools that provide the most generous subsidies actually support 94.5% of the total cost of producing their students' educations; the 10% most generous private institutions subsidize 75.3% of their students' educations. How much do students know about these subsidies, and how might information and thought about them affect students' judgments of the fairness of the price of attending college?

We explored these questions with students at an elite private liberal arts college in a Northeastern state and at an elite private university in a Southeastern state, and at the flagship public university in each state. We first asked students to indicate how "reasonable" versus "unreasonable" they rated their own

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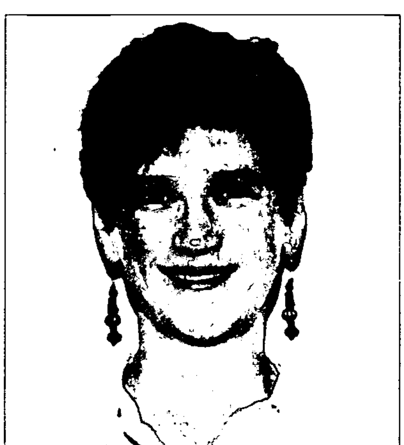

Cynthia McPherson Frantz is laboratory instructor at the University of Massachusetts, Amherst, MA 01003; frantz@psych.umass.edu.

school's total student charges. Then they were asked to estimate how much they thought their school spent on the total undergraduate experience of each student, considering all costs, including instruction, room and board, financial aid, athletics, health services, and "the portion of services such as the library and computer center, buildings and grounds, and administration that supports instruction." Next, subjects were told the actual amount their school spent, and the percentage of that cost subsidized by state funding or private endowments or gifts. (The stated subsidy amounts were conservative estimates based on operating budgets and annual capital spending figures. In all cases, the subsidies exceeded total student charges, by an average of nearly 100%.) Finally, subjects were asked to rate the fairness of their school's charges again. In addition, students at the private schools were asked these same questions about the flagship public school in that state, and vice versa.

The results for all four groups of subjects were remarkably consistent. First, students generally rated their own school's charges as more reasonable than unreasonable. Second, for the most part, students underestimated the degree of subsidy, especially the private school subsidies. In fact, while the students at the private liberal arts college in the Northeast understood that their school provided a subsidy — though they underestimated its magnitude — students at the other three schools thought that the private school they judged charged about $10,000 more than it spent per student and thus was making a large profit on each one. Students were aware that a subsidy existed at the public school they judged, but in some cases they underestimated its size by as much as $12,000.

Our major finding, however, was that after students were told about the degree of subsidy — which was actually somewhat higher in percentage terms at the public schools — they rated the private school's charges as considerably more reasonable than before, but they did not change their judgment about the reasonableness of the public school's. In fact, the students at the two Northeastern schools ended up rating both schools in that state, the public and the private, as being equally reasonable in their charges, although the subjects initially thought that the public school's charges were significantly more reasonable. All four groups of students ended up thinking that prices at both of the schools they rated were more reasonable than unreasonable. Similar findings were obtained from a group of public school teachers in the Northeast who were asked the same questions about the Northeastern college and university.

While economists have written thoughtfully about the issue of college affordability, the media have fed the popular conception that college prices are unreasonable, unjustified, and unpayable.

Taken together, these findings suggest that students and school teachers perceive the finances of public institutions to be different from those of private institutions. They are aware that public universities subsidize undergraduate educations. They understand that providing a publicly supported education is, in some measure, the institutions' role in society. Thus, they do not judge a public school's prices differently once they learn the actual amount of its subsidy, even if they had underestimated that subsidy by a large margin.

On the other hand, many people, including the students who attend them, have a different view of private colleges and universities. They seem to believe that like other private enterprises, these schools make a profit — that is, that private schools take in more per student than they spend on each student's education. After students learn about the substantial subsidies private schools provide, they judge the schools' prices as more reasonable. Clearly, there is a story to tell that many private colleges and universities are not getting across.

Where Students Think the Money Goes

It is unsettling that so many of our students begin with such little information about college financing. When students say they believe a school spends much less per student than it charges, do they really think that the school is making a profit on each student and saving the money or using it for noneducational purposes? Obviously if students think that, they have little idea of the way the economics of higher education works. We thought it might help to ask them specifically what they think happens to this imagined "profit."

We studied this question with students at a New England private liberal arts college and a New England public university. Subjects were asked to estimate how much their own school and the other school charged each student, and how much each school spent per student to provide the total undergraduate experience. If they estimated that the amount spent was more than the charges, they were asked where they thought the extra funding came from. If they estimated that the amount spent was less, they were asked where they thought the unspent money collected from each student went.

At the private college, 45% of the subjects believed that their school charged more than it spent on their education; at the public university, 81% of the subjects believed the same about their school. Interestingly, this group of public university students was much less aware of the state subsidy than were the students in our earlier studies, but we really do not know why. There are quite likely year-to-year variations in the kind of information students receive about the finances of their institutions. In any case, many students believed that their own school charged more than it spent on them. Where did they think the extra money went?

Among the private school students, the most noted uses for the excess funds were building and grounds maintenance, new construction, faculty salaries and "overpaid executives," financial aid, recruiting and advertising, emergencies, and helping the local community. These responses indicate that subjects were thinking in a limited way about the costs of producing the undergraduate experience. They realized that more money was actually spent than was charged, but they simply judged some of those expenditures as unrelated to their education. Other subjects offered alternate explanations. Some 25% of them believed that the imagined profits were being kept and invested by the school, to add to the endowment. That is, significant numbers of the private college students believed that their college built its endowment by overcharging its students, rather than used the endowment to subsidize their undergraduate experience.

At the public university, students who thought they were charged more than was spent on their experience typically mentioned athletics as the place where imagined extra funds were diverted. They also mentioned in significant numbers administration, salaries, new programs, and campus beautification. Many of these students were bitter and sarcastic in their discussion of college finances. Like the majority of the private college students, it's not that the public school students thought the university wasn't spending the money it collected from them; rather, they believed that the funds were directed toward areas that had little to do with the "total undergraduate educational experience" as they defined it.

What's Reasonable vs. What's Too Much

In view of many students' limited understanding of the way higher education is funded, we decided to clarify their basis for assessing student charges. We asked groups of students at the New England schools to judge whether the amount they were being charged was "fair and reasonable" or "too much." In general, their ratings were a bit closer to "too much" than to "fair and reasonable," but individual responses varied considerably.

At the private college, 45% of the subjects believed that their school charged more than it spent on their education; at the public university, 81% of the subjects believed the same about their school.

We also asked them to list the factors they considered in judging reasonableness.

At the private school, the most frequently mentioned considerations were family income, what other schools charged, the quality of the students' current experience, curricular and extracurricular opportunities, and their future earning potential. Students felt that charges were too high in relation to family income but not in relation to the quality of their experience, the cost of other schools, and the potential for future earnings that would come with their degree. Students rarely mentioned the rate of increase in the price for college in relation to other prices. In fact, some reported that college prices should be judged as a unique kind of expense. Most students felt that charges were completely fair; some felt frustrated by the high price but still felt it was fair. A smaller portion were very angry and frustrated by the price and felt it was too high.

At the public university, students judged reasonableness in terms of family income and the quality of their educational experience. Because they felt their family (described mostly as "middle class") was hard-pressed to pay educational bills, and because they were somewhat less than completely satisfied with their educational experience, these students felt more skeptical and negative about the justifiability of the high price. Also, they were much less likely to think in terms of future earning potential. Finally, they mentioned frequently that their university's charges were much higher than those of other state universities around the country.

Considering both groups of students, it seems that ability to pay, the quality of the experience, what similar schools are charging, and, for the private school subjects, future earning potential are the key considerations. With these factors in mind, most students feel that although the price of their undergraduate education may be too high, it is worth paying. That is, it is both fair and reasonable, on the one hand, yet still too much, on the other. How students balance those two perceptions determines their overall feeling about the fairness of the charges and, ultimately, their overall evaluation of the institution that asks them to pay those charges.

Are Students Willing to Pay Less and Get Less?

Clearly, students think about the reasonableness of what they pay in terms of what they get. But that is not their only consideration. Even if they feel they get a lot and that what they get is fairly priced, if students also feel that they or their family simply cannot afford their education, then they believe the price is too high. Do our findings mean that students would feel better about the price if it were lower but they correspondingly got less undergraduate experience for that lower price? That is, that their schools are charging for — and delivering — a Cadillac education, but they would prefer to pay for and get a Buick or even a Chevrolet? We thought it was worth asking.

Our first study exploring this question asked groups of students at the New England schools to rate the reasonableness of the price of their school, and then again after they received subsidy information. We also asked them after their first rating to indicate what they thought student charges at their school should be. We then asked them to consider the consequences of either increasing those charges and adding faculty and other services, or decreasing the charges and making cuts. Specifically, on the basis of work done by a "priorities and resources" committee on one of the campuses, subjects were told that a student-faculty-administration committee had considered the consequences of raising or lowering student charges — by $1,000 at the private university or by $300 at the public university. We explained that the school's subsidy would remain unchanged, but the school's budget would be either augmented or cut by 2%, with corresponding additions or subtractions to faculty staffing levels; financial aid; support in the computing center, the library, and audiovisual services; and maintenance funds. The subjects considered first the adds and then the cuts, or vice versa, and indicated how willing they were to increase or decrease the price of their education. Then subjects were asked again to rate the reasonableness of the student charges and to indicate a second time what they thought the price should be.

The subjects were quite disinclined to cut the price if doing so would mean a loss of faculty, financial aid, computer support, etc. Interestingly, they were significantly more willing to increase the price if doing so meant adding faculty and services. That is, they indicated a moderate willingness to increase the price and add, but a distinct unwillingness to lower the price and cut. It seems clear that although students think that the price they are being charged is somewhere between "fair and reasonable" and "too much," they are very reluctant to set a lower price if they get less for it.

Of considerable interest were these students' answers to the final question, what their school should be charging. Recall that this question had been asked at the beginning of the survey as well, just after students first rated the reasonableness of the school's price. On average, students at the public university raised their recommended price at the end of the survey from about $7,300 to $9,700, or 33%, just a few hundred dollars less than the actual price of $10,000. Similarly, students at the private college raised their recommended price from $21,900 to $25,000, or 14%; they were still not recommending the actual price of about $28,000 but were much closer to it.

Even if they feel they get a lot and that what they get is fairly priced, if students also feel that they or their family simply cannot afford their education, then they believe the price is too high.

The increases in recommended price are intriguing. They come on the heels of the students' learning about the school's subsidy and their considering cuts for a reduction in price and an increase in price for additions. Which of these two exercises led students to raise their suggested price: Was it learning about the subsidy? Was it considering possible adds and cuts? Is it possible that both affected perceptions separately, or was the combination important? A further study was undertaken to answer these questions.

Information About Subsidies, Adds, and Cuts: The Impact on Recommended Prices

The next studies of perceived reasonableness and recommended price were also conducted at a private college and a state university, but in a different manner. The previous studies were conducted in laboratories where we provided all the information orally, sometimes with supporting overheads; subjects wrote the information we provided on their answer sheets. This procedure maximized the extent to which subjects paid attention to the information provided and the questions we asked about it. The studies took 15 to 20 minutes each.

This time, our research was conducted in student dormitories or during classes. Students were asked to take five minutes to complete a survey. It is important to note that because students were now simply reading and answering a written survey, there was some risk that the whole procedure would have less impact and capture less of their limited attention. Still, it seemed worthwhile to find out whether this approach, too, would cause students to reflect enough to affect their judgments.

There were two versions of the survey. A *subsidy* version first asked subjects to rate the reasonableness of the 1997-98 sticker price for their school — $29,350 for the private college, $10,000 for the state university. Then subjects were asked to recommend what their school should be charging and to estimate the amount they thought it spent per student for the "total undergraduate educational experience." Then we gave them the actual cost information. Last, they were asked to again rate the reasonableness of the actual price, and again to recommend the price that should be charged. An *add/cut* version of the survey explained the adds or cuts in faculty and services that would accompany a $1,000 (private) or $300 (public) increase or decrease in tuition, assuming no change in the school's subsidy. Both before and after they considered the adds and cuts, the students also were asked to rate the reasonableness of their school's sticker price and to recommend what the school should be charging, as in the subsidy version.

At both schools, *subsidy* subjects increased their reasonableness rating in ways that were similar to past studies. Even though in this new survey protocol they participated in a procedure that commanded less of their attention, they still rated their school's sticker price as significantly more fair and reasonable after learning the extent of its subsidy of their education. On average, the private college students raised their recommended price from $24,900 to $26,400, an increase of 6%. The state university students raised their recommended price about 11%, from $8,400 to $9,300.

The *add/cut* subjects increased their reasonableness rating of the sticker price to almost the same degree as the subsidy version subjects. The add/cut students also raised their recommended prices. At the private college, there was an impressive increase of $2,500, or 10%, from $24,600 to $27,100. At the state university, the increase was 6%, from $7,800 to $8,250. In short, the exercise of asking private college students to consider the consequences of raising or lowering tuition without changing the subsidy has an effect by itself very much like the effect of asking them to judge sticker price in light of subsidy information.

Thinking About the Economics of Higher Education and Judging Student Charges

Taken together, the results of our studies suggest that although students react to the price of an undergraduate education with some degree of ambivalence and tend to see it as slightly too high, at least two procedures that make them think a little more seriously about college finances change their perceptions by several thousand dollars.

One important finding is that students know very little about the economics of higher education. Most think that schools charge more per student than the school spends on each student's undergraduate experience. A sizeable proportion think that schools make a profit from student charges, which they use for investment, the construction of new buildings, or support for the community. Because students' opinions about the reasonableness of charges or the ideal sticker price are based on such misinformation, it turns out that the opinions are highly unstable and variable. One consequence of this instability is that anything that causes students to think about the realities of college finances can lead them to make more considered judgments about what charges are appropriate, and perhaps make them realize that they go to school in a complex environment that deserves more careful thought than heated emotion. In our research, we find that causing students to think about the degree to which their school subsidizes their education or about the budgetary and programmatic consequences of raising or lowering tuition makes them recommend a higher sticker price.

One important finding is that students know very little about the economics of higher education. Most think that schools charge more per student than the school spends on each student's undergraduate experience.

Our studies have identified one other interesting indication of the extent to which student judgments can be affected by just a little bit of consideration of college finances. In two of our studies, we asked subjects to estimate what it cost the school to produce their educational experience, then we asked them to indicate how reasonable they would rate the price charged if their cost estimate were correct. That is, they were to re-rate the price after having thought about and estimated the cost but before they learned what the real cost was. At the private college, subjects judged the charges as significantly more fair and reasonable after simply estimating costs. This was more true for students who estimated that the college spent more than it charged, but it was also true to some degree for students who estimated that the college spent less. Thus, merely reflecting on the fact that schools have costs can increase students' reasonableness ratings.

One obvious but notable aspect of all the findings discussed here is that all of the procedures we used to ask students to think about college finances led them in the same direction: to judge student charges as more reasonable than before. Perhaps other thoughts lead them in the other direction, to rate charges as less fair and reasonable. Certainly, students are capable of becoming more outraged than they are now. But it may be that a range of things they learn about the realities of the economics of higher education will lead them to judge student charges as more fair and reasonable. Further research awaits. ■

Acknowledgments
Funding for this paper was provided by the Andrew Mellon Foundation through the Williams Project on the Economics of Higher Education. We thank Ethan Lewis and Lindsay Tucker for their help in conducting the research herein reported, and Gordon Winston for his overall guidance and support.

Learning Communities, the Wizard, and the Holy Grail

by John T. Masterson

The Wizard of Oz taught the Cowardly Lion, the Tin Woodsman, the Scarecrow, and Dorothy that the answers they sought were discoverable within themselves. Countless colleges are discovering that same truth through learning communities.

Learning communities, which link two or more courses around a unifying issue or theme, are sprouting up in institutions spanning the educational spectrum. Through learning communities, faculty are discovering a systematic, intellectually exciting, and humane way to improve learning, and in doing so are teaching us all a lesson in how to run a university.

John T. Masterson is vice provost for undergraduate affairs at the University of Miami, PO Box 248033, Coral Gables, FL 33124-4628; masterson@miami.edu.

In January, capitalizing on our own experience with learning communities, the University of Miami hosted a conference, "Transforming Campuses Into Learning Communities: Building Bridges and Overcoming Barriers." We had hoped for 150 people; more than 600 attended.

Many came as Seekers of the Truth about learning communities. Believers and skeptics alike grilled our presenters about theory, assessment, logistics, and the politics of organizing learning communities. But why this enormous interest in the topic? Why the growing support from public agencies and private foundations? Why do learning communities multiply and thrive at the University of Miami and elsewhere? There are two reasons.

The first is simple: learning communities work. As research shows, learning communities are good for students, who learn subject material better and form stronger social bonds; good for faculty, who enjoy teaching with their colleagues; and good for the institution overall. Learning improves; satisfaction improves; retention improves. Positive effects, especially on student retention, get the attention of academic administrators, who now see learning communities as the newest weapon in the war on attrition. To stop there in one's assessment, however, is to miss the point.

The second reason speaks to why learning communities work, and it's more subtle and powerful. They work because of the power of collaboration, only fractionally realized up to now because of the departmentalization and compartmentalization of collegiate life. Learning communities are a programmatic expression of a simple but elusive truth: We educate better when we discuss with one another the outcomes we seek and the means we have collectively to achieve them.

In my role as professor, I publish and teach in the area of small-group communication. The literature on group problem solving is conclusive on the following points: (1) Almost any problem-solving strategy is preferable to no strategy; and (2) the first step in any strategy should be to define the problem. In other words, to make the most effective decisions, we first must agree on what we're deciding. This seems obvious, yet it rarely happens.

Take, for example, the typical decision making about mathematics requirements. One way to get a group of academic heads nodding in unison is to suggest that our students need to improve their quantitative reasoning skills. If this conversation takes place in a curriculum committee, the next step is usually to recommend an additional level of mathematics coursework (to be determined by the faculty of the mathematics department). The following year, all students will take more mathematics and, some might argue, improve their quantitative reasoning. So what's the problem?

The difficulty is that we haven't really thought through the problem in the first place and, accordingly, didn't find the best solution. Exactly which quantitative skills should most college graduates master? Need these skills be the same for all students? Chances are, each of us will have a different view. Yet such differences are rarely explored. Instead, we have become conditioned to respond to almost any student academic need with "let's add a course."

On a broader scale, consider the usual modus operandi for deciding on university general education requirements. The president calls for reform. The provost and the faculty senate ask deans and department chairs to select representatives for a university-wide committee on general education. Deans and department chairs consider who among their faculty is best equipped to provide thoughtful leadership as well as forceful advocacy, when necessary, to protect the interests of their academic units. Appointees understand, explicitly or implicitly, their task: to protect the existing FTEs and, if possible, generate new ones for the home department. Enrollments are, after all, academic currency.

Fortunately, many of us as faculty members can, at least in part, rise above the FTE subtext to consider the meaning of undergraduate education, weaknesses in our current offerings, and new challenges and opportunities such as ethics, oral and written communication, critical thinking, new technologies, and diversity. Nevertheless, the outcome is likely to be a rehash of the old curriculum with a new twist here, a bell or whistle there — a rearrangement of existing courses, a couple of new courses, and something across-the-curriculum. We rarely think beyond courses and credits.

But the group communication literature suggests that what we should be doing is approaching the general education curriculum as an exercise in problem solving, in which questions should be asked such as: What should be the natural and inevitable consequences of a student's successfully completing the general education requirements at our institution? What knowledge and sets of skills will the student have mastered? The discussion of these questions should be detailed and concrete and ought to avoid any discussion of what courses students should take.

The science faculty of the University of Miami have proposed an experiment in undergraduate science education that breaks the mold and could transform the education of science students at UM. They have proposed to determine collaboratively a set of realistic expectations that should be the natural and inevitable outcomes of two years of mathematics and natural science coursework for many bachelor of science students. The resulting consensus will address both content and process. The proposed two-year curriculum will integrate subject matter from mathematics and natural sciences, blending it with the development of specific skills (computing, writing, oral communication, management of scientific information, and collaborative problem solving). The goals are to increase students' academic knowledge while improving their ability to interact in groups and use technology. The overarching goal is to develop in students the ability demonstrated by the faculty themselves — the ability to solve complex problems (and here is the key word) *collaboratively.*

This is the kind of thinking fostered by learning communities. It focuses first on what we want students to learn; it considers the human and other resources available to create an optimal learning environment; it sets measurable objectives. It requires faculty to collaborate across disciplinary boundaries. It seems like common sense but is radically different from business-as-usual on most campuses.

Generations of scholars have worked together in learning communities of their own — the communities associated with academic disciplines, represented on campus by academic departments. Contemporary learning communities do not and should not threaten the great traditions of mentoring and deep inquiry that those disciplines foster. On the contrary, learning communities can enrich and strengthen disciplines by linking them with others. Our goal is synergy, not homogenization.

Academic departments and student affairs units exist on our campuses so that students can learn. The learning objectives may differ from office to office, but learning remains at the core. Despite our common objectives, though, the notion that we might improve student learning by talking and acting across departments and units has somehow escaped us. Instead, we seek excellence by asking each institutional part to be the best it can be, without much consideration of the other parts.

This thinking is folly. Students' experiences of a campus are holistic. Each of our departments and each of our units, academic or student affairs, contributes to that experience and the resulting educational outcome. When it comes to student learning, the best components do not necessarily make the best whole; better, perhaps, but not best. To optimize the system, each part should be designed with its relation to the whole in mind. The most fundamental principle of life — organicism — must drive curricular transformation.

Many of the 600 faculty and administrators who attended Miami's conference on learning communities were looking for a Holy Grail or a Wizard of Oz to dazzle them with insight. If they were paying attention, they heard that, like the Cowardly Lion, the Tin Woodsman, and the Scarecrow, we already have the answers within us, on our campuses. If we can build consensus across divisional and disciplinary boundaries about what we want our students to achieve during their time with us, it is a beginning. The learning community movement, you see, is not about connecting courses; it's about connecting us. ■

Reaping the Benefits

Defining the Public and Private Value of Going to College

The answer to "Who should *pay?*" begins with an accurate and inclusive picture of who *benefits* from a college education. That catalogue of beneficiaries includes more than just students.

The New Millennium Project on Higher Education Costs, Pricing, and Productivity

What are the benefits of going to college? This is one of the most important societal and governmental investment questions of the post-World War II period. Beginning with the GI Bill and the growth of the community college movement, and continuing with present-day discussions that range from distance education to tax-based assistance for college, who benefits from college — and how — has been a recurring concern. Today, these concerns are especially salient. Growing public scrutiny of higher education, combined with limited or reduced government spending, has focused increasing attention on the benefits of higher education, both from an individual and a societal standpoint.

Public Discussion of Higher Education's Benefits

Discussion of the benefits of higher education has its roots in the earliest days of American higher education. The formative discussions of higher education's benefits were largely concerned with its public, democratic role. Among the most influential proponents of this position was Thomas Jefferson, whose writings about education broadly, and the University of Virginia in particular, shaped public attitudes and commitments to public education in the nation's first few decades.

Today, the typical discussions about the value of higher education are not about the broad range of benefits that it provides. Instead, these conversations tend to focus on the narrow topic of the private economic benefits that result from going to college, such as higher salaries and better jobs. Who is driving these discussions about private economic benefits? The answer is, virtually everyone with a stake in the higher education enterprise — government officials, the media, the public, even higher education leaders. It is understandable that these discussions focus on the private economic benefits of education. After all, putting a dollar value on education puts a personal stamp on its importance and makes the often arcane talk about policies and programs more concrete for the public and for policymakers. But what has been lost in this contemporary dialogue about higher education is a balanced view of the total array of benefits resulting from the college experience.

Changing Public Dialogue and Leadership

Why should such a cataloguing of public and private benefits matter? One important reason is that, in the absence of a complete understanding of the full range of benefits, selective disinvestment in higher education becomes increasingly possible. That is, if policymakers and the public do not have the total picture, other public policy priorities may gain more support than higher education. The experience in the early 1990s, for example, when state support for higher education declined because of rising costs associated with prisons and health care, is indicative of this tendency. In several states, funding declines were accompanied by sharp tuition increases, shifting more of the burden of paying for college to individuals, who are perceived as the primary beneficiaries of higher education.

Another key reason for this more complete cataloguing of benefits is that much has changed in terms of public and policymaker perceptions of higher education. For instance, when the Carnegie Commission on Higher

Education was conducting the bulk of its work on costs and benefits in the early 1970s, public attitudes about higher education's social role were much more consistent with those of higher education leaders. Thus, the creation of the Pell Grant program in 1972 was a bipartisan effort reflecting broad consensus. This understanding of the public and private value of college continued throughout the 1970s, as reflected by the significant increases in state appropriations for operating expenses of public higher education institutions and the "high watermark" of funding for federal student grant assistance in the late 1970s.

Today, however, scrutiny of higher education is increasing. State efforts regarding institutional accountability (largely begun in the 1980s), combined with increasing public and policymaker concerns about the prices charged by colleges and universities, have fundamentally realigned the public dialogue about higher education. This heightened examination and concern underscores the need to catalogue accurately and completely the full range of benefits that accrue from investment in higher education.

Characterizing Higher Education's Benefits

In describing the public and private benefits of going to college, it is useful to sort the benefits into four general categories: public economic benefits, private economic benefits, public social benefits, and private social benefits.

Research on aspects of these benefits exists in various reports and studies. However, many of these benefits have not been widely analyzed, and only a handful — especially those that have private economic effects — have been regularly discussed in public policy settings.

Public Economic Benefits

Public economic benefits are those benefits that have broad economic, fiscal, or labor market effects. In general, these benefits

About the New Millennium Project

The New Millennium Project on Higher Education Costs, Pricing, and Productivity is sponsored by The Institute for Higher Education Policy, the Ford Foundation, and The Education Resources Institute (TERI). The project is a multiyear effort to improve understanding and facilitate reform of the complex system for financing higher education.

Its first report, *Reaping the Benefits,* from which this article is adapted, is intended to frame the succeeding project research and analysis. Subsequent work will examine trends over the last several decades in higher education financing and management. Integral to this analysis will be an update and expansion of the groundbreaking work of the Carnegie Commission on Higher Education in the early 1970s, examining who pays for, and who benefits from, higher education. Topics such as the changing roles of tuition and direct institutional support, how subsidies differ by level and type of education, how patterns of student financial aid have shifted, the impact of state accountability initiatives, and the effects of these changes on access and quality in higher education will be addressed. The project also will examine how these baseline trends have impacted the ways in which institutions measure and manage costs and quality. This work will include analyses of how colleges and universities set prices and address productivity as components of overall institutional quality.

The later stages of the project will include recommendations in a range of areas, such as: the optimum balance of different revenue sources; the roles of tuition and fees; the best ways to convey distinctions between cost and price; and strategies for reinvestment in core faculty while taking advantage of opportunities for curriculum reform and enhanced learning opportunities through information technology. The project also may explore targeted pilot testing of project recommendations by individual institutions or consortia.

In addition to this substantial research, the New Millennium Project will convene a wide array of experts and stakeholders with an interest in the future of higher education. These seminars and meetings are designed to bring together new thinkers from education, industry, and government.

The New Millennium Project is codirected by Jamie Merisotis, president, and Jane Wellman, senior associate, The Institute for Higher Education Policy. It is guided by an advisory group of national experts in higher education. The advisory group members are: Vera King Farris, president, Richard Stockton State College; Augustine Gallego, president, San Diego Community College District; D. Bruce Johnstone, professor of higher education, SUNY Buffalo; Gerald Monette, president, Turtle Mountain Community College; Barry Munitz, president and CEO, the J. Paul Getty Trust; Michael A. Olivas, William B. Bates professor of law, University of Houston; and Carol Stoel, codirector, teacher education, Council for Basic Education.

Single copies of the original 26-page report are available free from The Institute for Higher Education Policy, 202/861-8223, while supplies last. Further information about the Institute and the New Millennium Project can be found at www.ihep.com.

result in the overall improvement of the national economy, or major segments of the economy, as a result of citizens' participation in higher education. Some of the public economic benefits of higher education include:

Increased tax revenues — Individuals with higher levels of education generally contribute more to the tax base as a result of their higher earnings. For instance, in 1994, persons with at least some college education paid 71% of all federal income taxes, despite the fact that they accounted for only 49% of all households.

Greater productivity — Though U.S. productivity has increased only modestly in the last two decades, nearly all of that increase has been attributed to the overall increased education level of the workforce. In fact, studies have estimated that increases in educational attainment have offset what otherwise would have been a serious decline in the growth rate.

Increased consumption — Studies indicate that the overall growth in consumption in the last four decades is associated with the increasing education levels of society, even after controlling for income. Educational attainment has been correlated with higher consumer spending in a range of categories, from housing to food to transportation.

Increased workforce flexibility — The competitive nature of the global economic system requires a workforce that is adaptable in order to keep pace with change. Higher education contributes to the increased workforce flexibility by educating individuals in general skills — critical thinking, writing, interpersonal communication — that are essential to the nation's ability to maintain its competitive edge.

Decreased reliance on government financial support — Those who have attended college participate in government assistance programs at substantially lower rates than high school graduates or those who have not graduated from high school. This includes participation in AFDC (now TANF), Food Stamps, Medicaid, housing assistance, and other programs.

Private Economic Benefits

The most commonly discussed category of higher education benefits, private economic benefits are those benefits that have economic, fiscal, or labor market effects on the individual. Examples include:

Higher salaries and benefits — In both lifetime and average annual income terms, individuals with higher levels of education earn more. In 1995, for example, high school graduates earned an average of $21,431 annually, while bachelor's degree recipients made 73% more — $36,980. This trend is consistent at all education levels. Evidence also indicates that those individuals who have attended college receive better fringe benefits, including vacation time and health care, from their jobs.

Employment — Those who have gone to college are employed at higher rates and with greater consistency. For example, according to the January 1998 employment report from the U.S. Department of Labor, unemployment rates for individuals with at least a bachelor's degree are half those for individuals with a high school degree — 1.9% compared with 3.9%. Persons with less than a high school degree are more than three times as likely to be unemployed as bachelor's degree recipients.

Higher savings levels — Census Bureau surveys indicate that those with a bachelor's degree or more have higher-value interest-earning assets, home equity, and other financial assets. These surveys also indicate that college-educated individuals contribute at higher rates to retirement plans, mutual funds, and other saving devices.

Improved working conditions — The working conditions of persons who have gone to college are significantly better than those of noncollege individuals. People who have attended college tend to work more in white-collar jobs, in office buildings or other facilities with air conditioning and heating, and with conveniences (ranging from computers and on-site child care to consistent work hours) that improve the quality of their lives.

Personal/professional mobility — Research indicates that the ability to change jobs, or to readily move to a different location, is correlated with educational attainment. Individuals who have attended college have greater work opportunities and tend to have skills that can be more easily applied in different job settings or in other geographic locations.

Public Social Benefits

Public social benefits are benefits that accrue to groups of people, or to society broadly, that are not directly related to economic, fiscal, or labor market effects. Examples of such benefits include:

Reduced crime rates — Incarceration rates in state prisons in 1993 indicate there were 1,829 prisoners with one to three

Ultimately, responsibility for collecting and disseminating information about higher education's benefits is a shared one.

years of high school per 100,000 population, compared with 290 per 100,000 for prisoners who graduated from high school, and 122 per 100,000 for prisoners with at least some college.

Increased charitable giving / community service — A 1991 study found that 66% of those persons with some college, and 77% of those with at least a bachelor's degree, perform volunteer work. This compared with 45% of high school graduates and 22% of those with less than a high school degree. This same study also found that financial contributions to charities correlated with education level. A study of recent college graduates found that 69% had performed some community service.

Increased quality of civic life — Various measures of civic life indicate improvements by education level. For example, 79% of persons age 25 to 44 with a bachelor's degree or more voted in the 1992 presidential election, compared with 67% of those with some college, 50% of high school graduates, and 27% of those with less than a high school degree.

Social cohesion / appreciation of diversity — Individuals with a college education have a large effect on social connectedness and an appreciation for a diverse society. Those with more than a high school education have significantly more trust in social institutions and participate in civic and community groups at much higher rates than others.

Improved ability to adapt to and use technology — Higher education levels have been associated with society's increased ability to adapt to and use technology. College-educated individuals contribute more to research and development of products and services that enhance the quality of others' lives, and promote the diffusion of technology to benefit others.

Private Social Benefits

Private social benefits are benefits that accrue to individuals or groups that are not directly related to economic, fiscal, or labor market effects. Examples of these benefits include:

Improved health / life expectancy — Surveys by the Public Health Service indicate that persons with a college education exercise or play sports regularly at higher rates than those without. Similarly, only 14% of those with a bachelor's degree or more smoke cigarettes, compared with 23% of those with some college, 30% of high school graduates, and 37% of those with less than a high school degree. Life expectancies are also higher for those who have attended college.

Improved quality of life for offspring — Research indicates that children whose parents have attended college have a considerably higher quality of life. Evidence of these improved life conditions includes: Children of college-educated parents are more likely to graduate from high school and continue to college and to have higher cognitive development. Daughters of college-educated mothers are considerably less likely to become unmarried teen parents.

Better consumer decision making — Individuals with higher education levels have increased capacity to make informed, efficient decisions as consumers. For example, individuals who have attended college make better decisions about how to choose a physician appropriate for their medical needs, financial resources, and geographic location.

Increased personal status — A college education has long been associated with increased personal status. Indicators of that status can range from a more prestigious job — doctor, engineer, or college professor, for example — to being seen as a leader within a family. This is especially true for first-generation college attenders.

More hobbies and leisure activities — College-educated individuals go camping or hiking more frequently and read literature at significantly higher rates than high school graduates or those with less than a high school degree. They also visit amusement parks and art museums and attend sports events at higher rates.

Conclusion

The preceding catalogue offers a window into the diverse benefits associated with going to college. This typology indicates that a broad range of benefits, both public and private, economic and social, are related to the investment in higher education.

There is no conclusive way to demonstrate what would happen if national-level discussion of higher education's benefits continues to focus on the private economic effects. Diminishing public support for higher education would have negative consequences on the nation's ability to prosper and succeed. Among the possible consequences are:

- growing social and economic disparities;
- increasing public expenditures on social welfare programs;
- inability to compete in an increasingly technological society;
- stagnant or declining quality of living;
- decreasing health and life expectancy; and
- diminishing civic engagement and responsibility.

The shift in national dialogue away from higher education's public and democratic purposes and toward its private economic benefits has the potential to significantly alter the way that society invests in higher education as a fundamental social institution. Public and policymaker misunderstanding of — or lack of information about — higher education's diverse benefits must be addressed to assure the continued health and vibrancy of higher education and the society it serves.

Ultimately, responsibility for collecting and disseminating information about higher education's benefits is a shared one, involving colleges and universities, research organizations, the media, and governments. Working together, these entities can bridge the chasm in public and policymaker understanding about the outcomes of higher education, leading to more rational, and longer-term, investment in postsecondary learning. ■

AAHE NEWS

Staff phone extensions in parentheses.

AAHE Assessment Forum

1998 Conference

Check your mailbox for the 1998 AAHE Assessment Conference preview! The preview and the registration form can also be found on the Assessment Forum page of AAHE's website. May 8 is the early bird registration deadline. More than 170 concurrent, interactive, roundtable, and poster sessions will feature assessment practitioners from across the country. Join us in Cincinnati, June 13-17!

AAHE Quality Initiatives

Summer Academy

The third annual Summer Academy will take place in Vail, Colorado, June 27-July 1. As many as 30 campus teams arrive with a specific project focused on some aspect of "Organizing for Learning."

Teams are selected on the basis of campus commitment to becoming more learning-centered, development of a systemic approach to undergraduate education, and interest in sharing ideas and plans with other teams.

AAHE's president, vice presidents, and program directors will be directly involved in the Academy. AAHE senior staff are developing an "Organizing for Learning" model that will provide the foundation for plenary and work sessions.

"Organizing for Learning" is an organizational culture and structure that is systematically focused on student learning and development. The Academy curriculum will present this model and profile "leading light" institutions that have significantly reorganized to focus on student learning and development.

For more information, visit the Quality page of AAHE's website or contact Susan West Engelkemeyer (x40), director, sengelkemeyer@aahe.org.

SiteSeeing

Teaching —

AAHE www.aahe.org
Click on "Teaching/Peer Review" for AAHE's Teaching Initiative projects, including teaching portfolios, case methodology, "Turning Graduate Students Into Teachers," and "The Forum on Exemplary Teaching." Follow the "Peer Review" link to read about the 12 universities that participated in the initial phases of that project.

Carnegie Foundation for the Advancement of Teaching www.carnegiefoundation.org
Historical information, links to publications (some full text), access to surveys used by the foundation, and answers to frequently asked questions.

International Alliance of Teacher Scholars www.iats.com
Lilly Conferences on College & University Teaching; sample issue of the *Journal on Excellence in College Teaching.* Join a worldwide forum on the scholarship of teaching!

National Teaching & Learning Forum www.ntlf.com
Billed as "the newsletter for faculty, by faculty." Includes articles and recent dissertations on teaching and learning. Join a conversation in the Discussion Forum. Library offers a lengthy list of print and electronic resources.

Send your favorite websites to calander@aahe.org.
Upcoming columns: international sites, faculty, and more!

AAHE Forum on Faculty Roles & Rewards

New Pathways II

Building on the lessons of "New Pathways: Faculty Careers and Employment in the 21st Century," AAHE and the newly formed Project on Faculty Appointments at Harvard University will collaborate on a second, action-oriented phase, moving from inquiry and discussion of the faculty role to implementation and concrete practice on local campuses. This new, three-year phase, "Academic Careers for a New Century: From Inquiry to Practice," will target key points of leverage in the academic career where constructive changes can be introduced that will make individual faculty careers more enticing and resilient while providing institutions with the flexibility needed to respond to a rapidly changing education environment.

These leverage points fall into three areas: faculty appointment policies, tenure process, and post-tenure review. The Harvard Project, directed by Richard Chait, will address the pressures to reformulate academic appointments and broaden the spectrum of employment arrangements. AAHE's Forum on Faculty Roles & Rewards, directed by Gene Rice, will launch a series of initiatives aimed at improving the tenure process for early-career faculty, paying special attention to the role of the department and department chairs in this critical

continued on p.16

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items, to tmarchese@aahe.org.

PEOPLE: What a delight to see **E.K. Fretwell Jr.** tapped for the interim presidency of the University of North Florida in Jacksonville . . . E.K. knows urban U's, with long presidencies at SUNY-Buffalo and UNC-Charlotte . . . he knows the interim role, too, having done it before at UMass (1991-92) and written an AGB report about it in 1995 . . . E.K. chaired the AAHE Board in 1964-65, when he was at CUNY. . . . Another former Board member, **Paul Elsner,** announces he'll step down from the Maricopa CC presidency next year, winding up 20 years of imaginative leadership at the 10-campus institution in Phoenix. . . . 1998 is the 30th anniversary of the League for Innovation, a real pacesetter in the community college world . . . a salute to **Terry O'Banion,** the League's president and CEO. . . . Messiah College, honoring its most famous graduate, **Ernest Boyer,** the late head of the Carnegie Foundation, has set up the Boyer Center for Advanced Studies, headed by **Charlotte Kroeker,** kicked off with a June 4-6 conference to assess the Boyer legacy. . . . **Gordon Davies,** long-time head of Virginia's state board (he was fired with honor from that post by a cranky board last year), will be the first head of the new Kentucky Council on Postsecondary Education, starting July 1. . . . Enjoyed a visit with **Roger Benjamin,** head of CAE and RAND's education division . . . Roger's "Looming Deficits" piece in the current *Change* (Mar/Apr) has been attracting attention in the corporate and policy worlds, will be the subject of regional conferences in Atlanta, Chicago, Houston, and L.A., then possibly of funded projects in several states. . . . I note with personal sadness the death in March of a former teacher of mine, **Robert Blackburn** . . . Bob was a long-time AAHE member and taught a generation of higher ed students at Michigan. . . . Condolences to AAHE Board chair **Joan Leitzel** on the death of her husband, James Leitzel, also a mathematician at UNH.

LOU ALBERT: At press time — with personal joy for his fortune but sadness over the leave-taking! — we heard in the office of our colleague **Lou Albert**'s selection as the new vice chancellor for educational services at the 20,000-student San Jose/Evergreen Community College District, effective in June. . . . Lou came to AAHE from the community college world, kept CC interests alive during his 16 years here, and came to a considered decision to round out his career in that sector. . . . As a vice president, Lou ran the National Conference, managed the office, championed AAHE's caucuses and action groups, and was an advocate for school-college collaboration and service-learning. . . . He's irreplaceable. . . . Send congratulations to lalbert@aahe.org.

MORE PEOPLE: Good news for president **Jane Margaret O'Brien** as St. Mary's College (MD) is admitted to the Council of Public Liberal Arts Colleges . . . COPLAC now counts 14 members. . . . In a gracious National Conference ceremony presided over by cofounder **Frank Newman,** Campus Compact presented this year's Thomas Ehrlich Faculty Award for Service-Learning to IUPUI psychologist **Robert Bringle** and Augsburg sociologist **Garry Hesser.** . . . Another National Conference highlight was the Harold Delaney leadership award, arranged by **Roland Smith** and AAHE's Black Caucus, which this year went to Georgia State's Asa Hilliard. . . . Back to IUPUI: It's setting up an imaginative "University College" for first-year and undeclared students, taps religious studies professor **E. Theodore Mullen** to direct an honors program within it.

GUSTAVUS: Our hearts go out to members and colleagues at Gustavus Adolphus College, devastated by the vicious tornado that tore through St. Peter, MN, on March 29. . . . The college lost 2,000 windows, most of its trees, and suffered heavy damage to buildings. . . . Happily, because it was spring break, no lives were lost. . . . The Gustie Spirit lives on: reconstruction began the next day, 300 windows and 50 trees a day are going in, and classes resume on makeshift schedules April 21. . . . This caps an unusually rough year on campuses, what with earlier floods and January's ice storm.

ERNEST LYNTON: Higher education lost one of its great citizens with the death of **Ernest A. Lynton,** 71, of cancer, on March 19. . . . Ernie's smartness about things was on display in his *Bulletin* article last month about faculty scholarship. . . . He was German-born, Dutch-raised, U.S.-educated, and a low-temperature physicist of note; founding dean of Rutgers's Livingstone College and first VPAA of the UMass system; and a cofounder (with **Zee Gamson**) of the New England Resource Center for Higher Education. . . . In the "scholarship reconsidered" and faculty roles arenas, Ernie put professional service on the map . . . and professional service is what he gave, all the days we knew him.

process. Christine Licata of RIT will lead a major effort to make post-tenure review an effective institutional process as well as a developmentally renewing process for senior faculty.

The three areas will collaborate in creating an accessible database and a policy archive. National trends will be traced and case studies developed. Institutions actively engaged in related work will be brought together and challenge grants made available to advance and disseminate promising campus-based work.

For more information, please contact Pamela Bender at AAHE (x56) or C. Ann Trower at Harvard (617/495-8038). Project information is also available on AAHE's website.

Board of Directors

Vote!

This spring, AAHE's members select a vice chair (to be chair in 2000-2001) and three other directors to serve four-year terms on AAHE's board. Ballots will arrive by mail, and must be returned by May 22 to be counted.

AAHE Bulletin

Feedback

One of the most enduring articles, "Seven Principles for Good Practice in Undergraduate Education," was first published in the March 1987 issue of the *Bulletin*. Its authors, Arthur Chickering and Zelda Gamson, are preparing a chapter on the seven principles for a special issue of the *New Directions for Teaching and Learning* series (Jossey-Bass) and seek *Bulletin* reader feedback:

- Have you used the Seven Principles statement and/or the inventories of good practice?
- If yes, how often?
- What prompted you to use them?
- Did you use them on your own or with others? If others, who?
- What were the effects or meanings of what you did?
- Any other comments?

Please send responses to gamson@umbsky.cc.umb.edu and achicker@norwich.edu, or to the New England Resource Center for Higher Education (NERCHE), Graduate College of Education, University of Massachusetts Boston, Boston, MA 02125. ■

Important Dates

1998 Board of Directors Election.

- Ballots due. *May 22.*

1998 TLT Group "Levers for Change" Workshops.

- University of Central Florida. *June 4-5.*
- Ohio Regional. *October 8-9.*

1998 Assessment Conference. Cincinnati, OH. *June 13-17.*

- Mail registration deadline. Registration refund deadline. Special hotel rates. *May 22.*

1998 Summer Academy. Vail, CO. *June 27-July 1.*

1998 AAHE Black Caucus Study Tour to South Africa. *July 16-August 2.*

Moving? Clip the label below and send it, marked with your new address, to: "Change of Address," AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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AAHE Bulletin

May/1998 Volume 50/Number 9

New Worlds

Joined — and pushed — by new competitors, higher education sets full sail for the Knowledge Age.

AAHE NEWS

INSTITUTIONAL CHANGE INSTITUTE

BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In This Issue

Historians of higher education mark the year 1890 as a watershed. Within the five years preceding and following it, many of the basic characteristics of twentieth century American higher education were set: Carnegie units and credit hours, the land-grant movement, accreditation, disciplinary departments, professional societies, the German graduate school atop the English college, intercollegiate athletics, administration by specialists.

Historians also say the professionalization and bureaucratization of higher education didn't happen randomly: It occurred in the 1870s and 1880s, just after the United States itself had put in place the parallel elements of a modern industrial economy.

Through the 1980s and 1990s, Americans have been busy putting in place elements of a successor economy, this one built around knowledge production. Its higher education systems, built on earlier premises but admired still, fed this transformation but weren't much affected by it . . . until now.

As you read this issue, consider the hypothesis that the next watershed for higher education may be the year 2000 . . . encompassing the five years before and after the millennium. By that light, we can note that the "new providers" came to notice in the mid-1990s; by 1998 the phenomenon was racing forward, pulling us up a rising slope of change; right now we have no idea where the slope tops out or what its downside will be like. —*TJM*

Departments

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Not-So-Distant Competitors

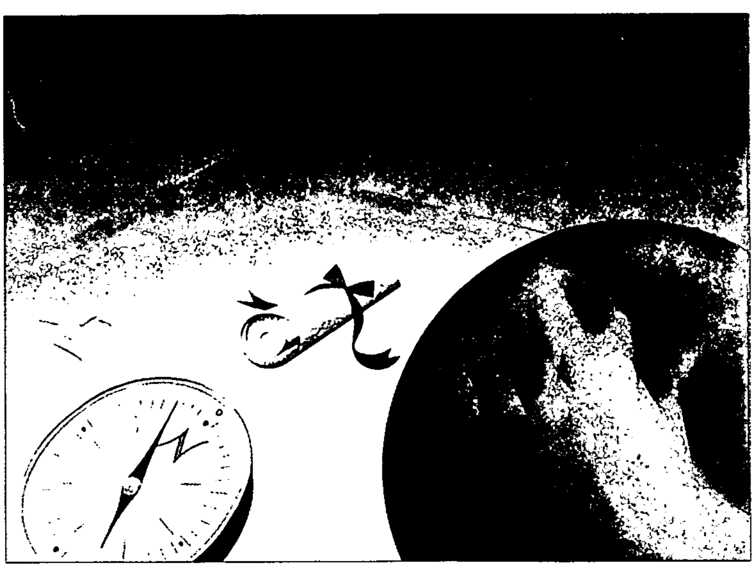
How New Providers Are Remaking the Postsecondary Marketplace

by Ted Marchese

Quite suddenly, in just two or three years, American higher education has come face-to-face with an explosive array of new competitors. On campus, the surest conversation-stopper today is "University of Phoenix." To some academics, Phoenix looks like the first-sighted tip of an iceberg. But it probably won't be the one that sinks whole ships. Bigger bergs are forming. Charting them is difficult. To find these "new providers," we sought them out on the Web. Here's what we found.

The Convenience Market

By one light, Phoenix is just the most aggressive manifestation of a larger, branch-office trend that's at least a decade old. Dozens of private and regional-public colleges, for example, now offer degree programs in the Washington, DC, area. Wisconsin recently counted more than 100 out-of-state degree providers within its borders; there are 37 in Milwaukee alone. Last month I passed a busy intersection in Lake County, Illinois, where a former gas station had become a branch campus of Missouri's Columbia College. In the convenience end of the market, everybody goes after the other guy's lunch.



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What's different about Phoenix is that it is explicitly for-profit, well capitalized, idea-driven, and national in ambition. From next to nothing a handful of years ago, Phoenix suddenly has 48,000 degree-credit students at 57 learning centers in 12 states. Its parent, the Apollo Group, recently reported quarterly profits of $12.8 million (before taxes) on sales of $86.5 million. Apollo also owns the College for Financial Planning (22,000 non-credit students), Western International University (1,800 students), and an Institute for Professional Development that provides contract services for "program development and management" at 19 colleges. Once-tiny Cardinal Stritch has parlayed the Phoenix formula into an enrollment of 5,300 students. Apollo's Phoenix division now has an online campus that offers computer-mediated distance education programs enrolling 3,750 students (up 53% from last year). Phoenix's phenomenal growth has been largely driven by niche programs at the BA-completion and master's-degree levels, especially in business, IT, and teacher education. It taps new and "left behind" markets: 97% of its students are adults who started earlier elsewhere; 57% are women, 37% minority.

At the undergraduate level, two long-established proprietary competitors have expanded aggressively. Chicago's

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DeVry Institute of Technology now has 15 campuses in the United States and Canada enrolling 48,000 students in business and technical programs; DeVry owns the well-regarded Keller Graduate School of Management (4,700 students). Indianapolis-based ITT Educational Services counts 25,800 students in its 62 institutes.

In the not-for-profit sector, dozens of existing universities and colleges have developed remote-site strategies. St. Louis-based Webster University now boasts 15,000 students in 64 U.S. locations plus six overseas. Chapman, National, Park, RIT, Ottawa, and Central Michigan also teach afar. The Maricopa district's Rio Salado Community College operates at 129 locations. The University of Maryland's University College teaches 35,000 students at hundreds of sites; it holds commencement ceremonies in College Park, Heidelberg, Tokyo, Okinawa, Seoul, Schwäbisch Gmünd, Irkutsk, and Vladivostok.

Courses at a Distance

If not "Phoenix," the scare words of choice are "Western Governors University." Again, though, distance education is not a new phenomenon: American universities offered correspondence courses a century ago. In 1995, according to a "flash estimate" released this spring by the U.S. Department of Education, fully a third of all institutions offered distance education courses, and another quarter planned to. But the way the field is moving, 1995 is distance education's olden days. WGU's founding back in 1996 created quite a stir, but it will fight for attention when it actually opens next month. Nimble competitors have already come to market.

In 1995, according to a "flash estimate" released this spring by the U.S. Department of Education, fully a third of all institutions offered distance education courses, and another quarter planned to. But the way the field is moving, 1995 is distance education's olden days.

WGU's ambition, though, will be second to none. Its founders include 17 governors; its 14 "business partners" include IBM, Sun, AT&T, KPMG, Cisco, 3COM, Microsoft, and International Thomson. WGU won't employ teaching faculty, develop courses, or deal in credit hours: its online academic content will come from a range of qualifying providers (colleges or businesses, here or abroad), and all degrees will be competency-based. WGU's aim is to be the broker of choice within an academic common market that it helps create. Its "founding philosophies" are "partnerships" and "competition." Its business plan envisions 95,000 students by early next century . . . not just from the West (Indiana joined up in April). As courses are added from national universities, corporations, and publishers, Utah governor Mike Leavitt foresees WGU becoming the "New York Stock Exchange of technology-delivered courses."

A lot of other people have had variants of the same idea. California opted out of the WGU compact to create its own, more modest California Virtual University; CVU's catalog already lists 700 courses from 81 public and private institutions. SREB's Southern Regional Electronic Campus spans 15 participating states and aims to create a marketplace of courses offered by TV, the Internet, and otherwise; its online catalog now lists 100 mostly Web-based courses from 42 colleges. Colorado's community college system offers associate's degrees in business entirely over the Internet (for students anywhere) and coursework tailored for WGU; it got there fast by working with Denver-based Real Education, a firm that promises "to get your university online in 60 days." The Fort Collins-based National Technological University, a 14-year-old non-profit, uses satellites to beam engineering coursework from 50 major universities to clients worldwide.

Several states — Georgia, Missouri, Indiana, Oklahoma, Minnesota, Utah, Virginia — are looking to gear up earlier investments in IT infrastructure for distance learning capability. The University of Wisconsin's system office partnered with Lotus to put together a Learning Innovation Center in Madison, with for-profit and not-for-profit arms, to vend UW courses and degrees worldwide; 565 courses are available. The University of Hawaii uses two-way video, cable, satellite, and the Internet to deliver 13 full degree programs to citizens statewide. The University of Nebraska chartered a for-profit entity to parlay its long history in distance learning into a worldwide operation. Penn State expects big things from its World Campus.

Individual schools are also making their moves. Two institutions with long histories of high-end continuing education, NYU and Boston University, have corporate partners that have helped them win impressive training contracts. Lansing Community College now has its own virtual college; SUNY's Empire State enrolls more than 6,000 students; Duke now offers a top-end Global Executive MBA; by plan, a fourth of all courses at Florida's new Gulf Coast University will be taken online. Established graduate-level players such as Walden, Fielding, Nova, the New School, and Arthur D. Little are looking to expand. Stanford's

Office of Educational Ventures hopes to capitalize on the university's 30-year history of distance learning; UCLA and corporate partners launched the for-profit Home Education Network; UC-Berkeley's partner for online offerings will be UOL Publishing.

The Alfred P. Sloan Foundation has put $15 million into some 40 campus projects, looking for breakthroughs in access, pedagogy, and outcomes via asynchronous learning networks.

More Competitors

To Wall Street and entrepreneurs-at-large, the postsecondary education and training market looks huge and ripe for the picking . . . an "addressable market opportunity at the dawn of a new paradigm," in the breathless words of Morgan Stanley Dean Witter. In dollar terms, close to $300 billion is spent a year on the function, $635 billion if grades P-12 are added in. Several Wall Street houses have set up "education industry" practices to attract investors. A report from NationsBanc Montgomery Securities characterizes the industry with words such as "inefficient," "cottage industry," "low tech," and "lack of professional management." It claims $1.7 billion has been raised on Wall Street since 1996 to finance new competitive ventures.

Alternative and distance providers claim just 2% of the postsecondary market today, but a combination of pent-up demand, changes in the tax law, and today's E-commerce boom could quickly balloon that market share by a factor of 10 . . . at which point larger transformations could kick in. As unthinkable as this might seem to established higher education, Wall Street offers reminders that aggressive competitors cut the banking establishment's share of household financial assets from 90% in 1980 to 55% today.

Baltimore's Sylvan Learning Systems (1-800-EDUCATE), a Wall Street darling, aims to be the world's "leading provider of educational services to families, schools, and industry." Its five business areas are K-16 tutoring (700 sites), contracted services to schools, computer-based testing (Prometric), adult professional education, and English-language instruction around the world. In March, Sylvan and partner MCI spun off their Caliber Learning Network; Caliber successfully brought an $80 million initial public offering to market May 5th that will help build out its network beyond the present 48 shopping malls and business centers. Caliber's business goal is to offer brand-name professional education nationwide. It already has deals with Johns Hopkins (health) and Wharton (business) and agreements with other "medallions" (Berkeley, MIT, Georgetown) to offer brand-name courseware and degrees in other fields . . . at a mall near you.

Sylvan's revenues rose 35% last year, to $246.2 million. Total revenues for the quarter ending December 31, 1997, jumped 51%; the company reported net income of $11.8 million for that quarter on sales of $78.2 million. It is growth — and margins — like this that has investors chomping at the bit. ETS, with its ever-closer ties to Prometric, has taken a 1.4% ownership position in Sylvan, worth $22 million.

Jones Education Company (JEC), the brainchild of cable entrepreneur Glenn Jones ("Let's get the cost of real estate out of education!"), offers instruction via cable (Knowledge TV), courses and degrees from existing universities "anywhere, anytime" (College Connection), and self-paced video and CD-ROM learning products (Knowledge Store). JEC's College Connection online catalog offers six certificate and 11 degree programs from 14 partner universities, including Regis and George Washington Universities. The nonprofit Virtual Online University offers instruction from K through 16; its Internet-based Athena University uses MOO technology to engage students in curricula spanning eight academic divisions, each headed by a dean. The Electronic University Network, started in 1983 and a feature of America Online since 1992, has launched the World Learning Network, whose "learning community" software aims to end "the isolation of the distant learner." In January it was acquired by Santa Barbara-based Durand Communications.

Specialty for-profit higher education companies include Fairfax, VA-based Computer Learning Centers (computer, IT training; 1997 sales of $64 million, 1998 of $97 million); Pittsburgh's Education Management Corp. (arts, culinary; $183 million); and Educational Medical of Rosewell, GA ($49 million). CLC's high-flying stock plunged 46% in March when Illinois sued the firm for false claims of job placement. In early May, Illinois reinstated CLC's permission to operate.

A recurring problem for proprietary providers like these is that employer reimbursement often hinges on the award of college credit. As an example of how that problem is solved, students taking Microsoft or Novell certification courses — which can cost more than $10,000 — in any of 100 authorized ITCAP centers around the country get the credits they need through Tucson's Pima County Community College.

Want to learn HTML? Learn It Online, a new service from publisher Ziff-Davis, offers the course you need, with chat group, for $29.95.

A host of new providers hope to be the broker of choice for the flood of courseware hitting the Web. CASO's Internet University, essentially an indexing service, points the way to 2,440 courses. World Lecture Hall, at the University of Texas, lists thousands of courses in 95 disciplines. The Global Network Academy, a Texas nonprofit, lists 250 providers, 770 programs, and 10,000 online courses. Extensive listings also exist on websites at the Universities of North Carolina and Houston ("archive.edu"). Virtual University Enterprises (acquired by National Computing Systems) concentrates on listing corporate education programs, worldwide. A Web-based consumer's guide to distance education is maintained by the Western Cooperative for Educational Telecommunications.

More Niches

One of the most closely watched start-ups is the Michigan Virtual Automotive College (MVAC), a creation of the state of Michigan, the Big Three automakers, the United Auto Workers, and the state's two flagships, Michigan and Michigan State. Its president is former Michigan president Jim Duderstadt; MSU president Peter McPherson chairs the executive committee. MVAC's mission is to become the essential hub for auto industry education and training — to offer the best courses from any provider anywhere to corporate employees, be they on assembly lines, at drafting boards, or in executive suites. If engineers need the latest course in computer-aided design, MVAC can locate best experts in the subject, design the course, custom deliver it on-site or elsewhere, evaluate and continuously improve it . . . and ultimately vend it to the 27 major auto companies and 5 million auto industry workers worldwide. MVAC's watchwords include *customer-driven, competency-based,* and *standards for delivery.* In its first 16 months of operation, it has put together some 115 courses with professors or units from 27 universities (including Phoenix); 300 students are now enrolled, 2,000 set for fall. When suppliers, dealers, repair shops, and retail outlets are taken as part of the auto industry, enrollment projections soar to six and seven figures.

The essential idea behind MVAC — that an industry group can combine to produce its own education enterprise, entry-level through lifelong learning, and cease reliance on a "cottage industry" of existing campuses — has strong appeal among corporate execs, especially where dissatisfaction with traditional higher education is high. In the face of such a combine (and such course quality), observers feel, few colleges could maintain competitive offerings, on campus or off. Already the money has come together for like-minded start-ups in plastics, furniture, and tourism. Could health care, teacher education, accounting, or information technology be next?

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An Industry Forms

With all the interest in creating online instructional materials, a new industry has emerged to provide the necessary consulting, marketing, and tools. Any recent *Chronicle* carries prominent display ads from would-be vendors: Cisco Systems, SCT, Collegis, Lotus, and the like, plus repeated "executive briefings" in 24 cities around the country from a Microsoft-Simon & Schuster-Real Education combine.

The IBM Global Campus offers a sophisticated set of interrelated tools and services for distributed learning environments and distance education. Products from IBM's Lotus division, including Notes and LearningSpace, promise enhanced forms of distance learning. Some 30 campuses, including the Wisconsin and California State University systems, use Global Campus services. SCT claims 1,100 collegiate customers; last fall it partnered with Asymetrix to offer a "total solution" for online learning. Microsoft teams with San Francisco's Convene International to provide an Exchange Server-based distance learning system for universities and businesses; Phoenix, Golden Gate, and UCLA Extension are among its customers. On April 29th, Educom's Instructional Management Systems project — a consortium of 29 software makers and universities — released technical standards that will allow learning materials and distance education systems from different vendors to "interoperate."

The trade journals are full of ads, too, for authoring software and templates that help individual professors and IT centers put courses on the Web. At a more elaborate level of presentation, MVAC officials budget $10,000-$12,000 per instructional hour to prepare the courses they offer. At a higher level still, for mass-market courses put together by an Andersen Consulting, for example, the "design and build" budget typically runs $80,000 per class hour . . . so a three-credit, 45-clock-hour course might have a development and marketing budget of $4 million. Who might invest in such a course? Publishers such as International Thomson, AWL, McGraw-Hill, John Wiley, and Simon & Schuster, who are angling to become content providers for Web-based courseware. One unit of an Ivy League university is looking toward Wall Street for the $15 million in start-up funds it would take to put its core courses online competitively.

Another part of the emergent industry looks to provide cost-effective delivery channels for distance education. All the major telecommunication companies are in the business. Connecticut-based Campus Televideo and Toner Cable claim to serve 85 universities nationwide. Want to broadcast abroad? Washington-based World Space is creating a global satellite-digital radio network . . . a medium of choice for reaching Third World learners.

Academic leaders are keeping an eye on industry ventures springing up in the K-12 arena. Knowledge Universe, for example, founded by the Milken brothers and Oracle's Larry Ellison, is a $600 million venture that's been snapping up software, IT-training, and consulting businesses. Last October it signed a deal with cable giant TCI to position itself as an online content provider, potentially to include a virtual university. In March, "global multiple-media publisher" Harcourt General hired Massachusetts's high-profile education commissioner Robert Antonucci to head its ICS Learning Systems division, which serves 400,000 students worldwide. A NationsBanc Montgomery Securities publication describes at least three dozen well-financed K-12 competitors (labeled "education management organizations," "specialty service providers," and "content providers"), more than a few of which could become postsecondary players.

Not to be overlooked, too, is the explosion of distance learning programs within industry. It already spends $58 billion a year on employee training and development and sees distance technologies as a way to save time and cut costs (by 15% to 50%); an estimated 85% of the Fortune 500 now deploy some form of remote training. Health giant Kaiser Permanente is doubling its distance learning sites from 150 to 300, eating into "university business" by offering bachelor's and master's degrees for nurses and continuing education for physicians. MetLife, on the other hand, teamed with Drexel to bring its employees a master's degree in information systems.

How big is this new industry overall? TeleCon East is an annual trade show cosponsored by the United States Distance Learning Association and GE Spacenet. In 1994, its 65 exhibits drew 1,386 attendees; in 1997, 200 exhibits drew 6,595 viewers; 1998 attendance will surpass 10,000.

Competitors From Abroad?

The developments recounted here are hardly confined to the United States. Most of the Australian universities now have for-profit enterprises to market their courses and degrees, at home and abroad. A quick tour of the Web turns up virtual universities from Peru to Malaysia. Britain's much-admired, 168,000-student Open University, already a major player in Eastern Europe and the Far East, will enter the U.S. market in partnership with domestic universities (so far Florida State, CSU campuses, and WGU); it soon will announce the Open University of the United States, a nonprofit entity that will incorporate in Delaware and seek Middle States accreditation.

To track and sort through the maze of regulatory and quality issues raised by the worldwide spread of distance offerings, a Global Alliance for Transnational Education has formed. Australia's Monash University and United States-based International University recently completed GATE's "certification" process.

In Canada, with its long history of distance education, several universities are deeply into extending their reach, among them Simon Fraser, UBC, Athabasca, Laval, and Cape Breton. Several universities are partners in Theme Seven, an infrastructure that provides teacher professional development in the use of information technologies . . . a need that hardly stops at the border. On April 16th, TVOntario, which sells educational programming in 136 countries, signed a deal with Israel's Arel Communications and Software to provide satellite-based interactive classrooms at 400 sites across the province. (Arel has opened an office in Atlanta to market its Integrated Distance Education and Learning system in the United States.) Canadian presidents (like their U.S. counterparts) fret privately that their existing distance learning initiatives will not be able to withstand well-heeled competitors operating across national borders.

For established colleges and universities, the competitive threat is fourfold. First, all face threats to their continuing education, degree-completion, or extension arm . . . which in more than a few cases is a key financial base for the institution. Second, in the convenience part of the market, less-selective colleges will feel real pressure on their base enrollments at the associate's, bachelor's, and master's levels. Third, most institutions and their faculties will confront difficult, market- and quality-based questions about whether to replace existing, home-grown courses with nationally produced courseware. Fourth, all institutions, Ivies and medallions included, may see their undergraduate franchise eroded as enrolled students appear in the registrar's office with brand-name course credits taken over the Web.

More broadly, an essence of distance learning is that it knows no boundaries of time or place; it is inherently transnational. A big fear among U.S. university leaders and postsecondary start-ups alike is that — just as happened in banking and health care — major international combines will emerge to quash today's smaller-time competitors. What would the postsecondary marketplace look like if (say) Microsoft, Deutsche Telekom, International Thomson, and the University of California combined to offer UC courses and degrees worldwide? In time, its only competitor could be a combine of like standing and deep pockets: an IBM-Elsevier-NEC-Oxford combine, for example. We shall see. ■

Acknowledgment
AAHE research associate Caitlin Anderson performed searches and provided data for this report.

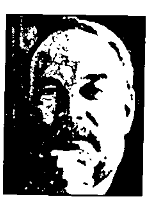
Not-So-Distant Competitors:

Readers React

Fourteen leaders in higher education got an early look at this month's lead article and an invitation to weigh in on the discussion. Here's what they said.

Not a cottage industry now! That's the real message in Ted Marchese's fascinating list of alternative providers. Like the rest of the economy, higher education is being subsumed in a mass market shaped by the interests and whims of increasingly aggressive shoppers. What traditional institutions will have to learn is the art of strategic alliance — building as well as joining networks of providers that are as likely to include for-profit as not-for-profit enterprises.

Robert Zemsky, professor and director,
Institute for Research on Higher Education,
University of Pennsylvania



Ironically, the greatest challenge will be to our most respected institutions, for they are least likely to perceive a threat or to feel any need to challenge their basic assumptions. To paraphrase a line and a theme from *Death of a Salesman,* "attention must be paid."

Barry Munitz, president and
chief executive officer, the J. Paul Getty Trust

This "competitive threat" to traditional higher education is no accident. It arises from three sources: 1. There's obviously growing demand for flexible, convenient, economical — and mostly practical — postsecondary instruction and credentials. 2. New suppliers find relatively few barriers to entry. There aren't many regulatory hurdles. And technology makes it relatively simple to inaugurate programs that once required elaborate facilities and staffing. 3. The traditional sectors of higher education, with happy exceptions (notably community colleges), are too stodgy to exploit either of the aforementioned developments. Or, when they do, they're so ponderous, inefficient, and costly in their approach that they might as well not bother.

Chester E. Finn Jr.,
the Hudson Institute

The traditional campus model requires a large, vertically integrated organization. The difficulty of starting such a university seemed to create huge barriers for those wishing to enter the higher education marketplace. As a result, traditional institutions held an exclusive franchise. Today, however, what was once a competitive advantage — the physical concentration of intellectual resources on a residential campus — is no longer a critical differentiator. Newer Information Age models, which are distributed and ultimately network-based, eliminate many of the advantages of vertical integration, making it easy for many different types of competitors to enter the marketplace rapidly.

In a world where learners will have many choices, only world-class, relevant, appropriately priced learning offerings will survive and prosper.

Carol A. Twigg, vice president, Educom

No one can deny that the emerging competitors will change the status quo. But where Ted perceives threats, others perceive unprecedented opportunities for existing colleges and universities and for the new entrants. Andersen Consulting predicts that by 2020, 30 million Americans and millions of others around the globe will participate in higher education in some form. Opportunities abound, yet quite a few institutions are at risk. Internal lethargy, denial, and lack of investment capital make it difficult to adapt to the new environment. In the public sector, institutions are held hostage by dated public policies that shore up the status quo. Most states reward and protect regional monopolies and narrowly defined institutional missions, both of which discourage competition and innovation.

We need leaders at the top, in state legislatures and in Washington, who understand that it is time to untie our hands, to set us free from the monopolistic practices and regulatory constraints that once provided safe havens but now hold us hostage.

Clara M. Lovett, president,
Northern Arizona University

The not-so-distant competitors represent a real threat, and an opportunity. By reducing time and distance barriers, they break up the traditional universities' local knowledge monopolies. By eroding financial margins, they limit the cross-subsidies available to fund unprofitable academic programs and research. But by competing on "educational value for money," they also will spur advances in technology utilization and in quality assurance throughout higher education.

William F. Massy, the Jackson Hole
Higher Education Group

What happened in health care teaches this lesson: governmental acts and commission reports matter, but the only thing big enough and mean enough to change professional behavior is the market.

Edward O'Neil, executive director,
Pew Health Professions Commission,
University of California, San Francisco

An impressive array of new providers is appearing in the postsecondary marketplace. If their emergence signals another defining period for higher education — and I believe it does — experience suggests two things:

- The overall market for postsecondary education will expand dramatically.
- Established institutions will be forced to rethink their places in the larger scheme of things — focusing on their unique strengths to create identifiable market niches.

The new wrinkle for this period, though, is that smart institutions will be able to find partners to whom they can "outsource" some areas of instruction, to improve both quality and the bottom line. None of these consequences spells disaster for the enterprise; they may cause discomfort, but they shouldn't prove fatal.

Dennis Jones, president, NCHEMS

Ted Marchese's article is shocking, not in charting the trend toward distance learning and for-profit higher education but in identifying the extent to which it has already occurred. American higher education is being transformed. This country built a system of higher education to make a college or university physically proximate to every American. In an age in which technology makes geography largely irrelevant, we find ourselves with a collegiate physical plant that is highly overbuilt. It is only a matter of time until California asks why it created nine public research universities.

Today only one in six college students is full-time, 18-22 years old, and living on campus. The new majority wants an entirely different relationship with its college, placing a premium on convenience, service, low cost, and quality. It wants a stripped-down version of higher education and is very likely to embrace technology that allows education to occur at home or in the office.

The private sector now views higher education as an attractive business opportunity. At the moment, it is more interested in partnerships with colleges, which control the content of education, than in direct competition. However, if higher education drags its feet, the private sector will develop its own content.

Ted Marchese is showing us the ghost of Christmas Present. Higher education must act quickly if it expects to have any influence on Christmas Future.

Arthur Levine, president,
Teachers College, Columbia University

Unless an institution has had substantial experience with this field and has the resources to invest in distance education technologies and supporting services over a period of several years, it is probably too late to become a major player in the distance learning market. Instead, the quickest and most economic way to enter that market now is through a consortium or partnership.

Kay Kohl, executive director,
University Continuing Education Association

I've witnessed some institutions caught in an either/or mind-set, while I think we're in for a both/and. After all, some of the competition Ted describes comes from other, existing institutions, with faculties, not just from the strange and new. . . .

Perhaps *competition* is not the best (or sole) conceptual framework for all this. There will be new competition for some traditional institutions that up to now have been insulated from broader market forces. But the flip side of these developments is that they open many new avenues for collaboration — even collaboration to enhance competitive position. In fact, the article gives as many examples of collaborative ventures as it does of pure competition. Competition will all but require institutions to become collaborative, not only internally but with the partners they need to tap or expand a market.

Steven Crow, executive director,
North Central Association's Commission on
Institutions of Higher Education

One of the things you learn from a liberal education is that context is everything. The new providers Ted describes may be dramatically expanding the opportunities for "as-needed" learning in a knowledge-based society. Or they may be trading on one of the most destructive myths of our time, the idea that intellectual powers, deep understanding, and valuable skills can be "transmitted" via "delivery systems."

Places like Empire State College know a lot about helping distance learners succeed and learn. But they do it with mentoring and individualization, not with mass production. Are the new models built on these earlier learnings? Or are they putting online a "lecture-and-listen" model that never worked for most students in the first place? We know students of the new providers are getting credit hours; are they getting an education?

Carol Geary Schneider, president,
Association of American Colleges and Universities

The higher education community should, in principle, welcome the arrival of all these new suppliers in the higher education marketplace. It must be good to have students choosing their institutions rather than institutions choosing their students. If these new players take over much of the work of teaching basic skills and uncontroversial knowledge, that is good too. It may focus universities on their core task of inculcating systematic skepticism and teaching in the areas where academic paradigms and professional practice are still evolving and unsettled.

Much of the commercial hype and hope about distance learning is based on a very unidirectional conception of the delivery of instruction, where teaching is merely presentation and learning is merely absorption. The Open University's experience with two million students over 25 years suggests that such an impoverished notion of distance education will fail — or at least have massive drop-out problems.

Correspondence education never shook its reputation for poor pedagogy and sharp practice. Will this new wave of electronic correspondence courses (what many of them really are) fare any better? Institutions like the Open University have a major concern that the credibility they have given to distance learning by decades of painstaking attention to quality could be lost in the Gadarene rush of new players for a fast, Web-based buck.

Much of the talk of competency-based assessment is facile. It is in fact very demanding to define the competencies that arise from the knowledge and skills acquired by university-level study. If such competencies are to be credible, employers and the professions must be involved in defining them. The assessment and certification of competencies is also difficult, labor-intensive, and expensive, if you do it properly.

My colleagues tell me that most Web-based courses appear dated in months, not years. The hoped-for longevity and transportability of such courses may be illusory.

Sir John Daniel,
vice-chancellor, the Open University

Things are about to be very different, and the very fact that some universities will compete and others will not — or not so well — may restructure the comfortable hierarchy of current practice. If campuses can resist temptations to turn on each other and instead focus on our core business — learning — we may enjoy the biggest boost to our fortunes since the flood of new students and federal research money after World War II. . . .

This is the time to focus on basics, appropriating every new means of interaction and delivery we responsibly can. Our business is learning, not scheduling classes.

As John Henry Newman reminded us a century ago, the university is a place of concourse — a place where things come together. This is the essence of the modern university — virtual and virtuous. With the power of communication technologies to enhance interaction and engagement, worldwide and locally, the university can at last realize the promise of education for everyone. Those who remain committed to quality, to documented value-added learning for the students they educate, will prosper. Bring on the competition! Let the twenty-first century begin!

William M. Plater, executive vice chancellor
and dean of faculties, IUPUI

Turning Ideas Into Expeditions

Expeditionary Strategy and Products for the Knowledge Age

by Donald M. Norris

Donald M. Norris is the president of Strategic Initiatives, Inc., a management consulting firm specializing in the transformation of colleges and universities, associations, and corporations. Contact him at 12209 Jonathon's Glen Way, Herndon, VA 20170-2352; stratinit@aol.com; www.strategicinitiatives.com.

Leading-edge colleges and universities are busy exploring the frontiers of Knowledge Age learning. Their instruments of discovery are new initiatives and/or redirected programs in distance education, distributed learning, virtual colleges and universities, continuing professional education, and learner-centered environments. These probes into the future chart new paths for alternative learning experiences; they are the way higher education will develop the competencies necessary to provide learning that meets new Knowledge Age standards of interactivity, mass customization, convenience, and coherence.

Ted Marchese's article in this issue paints an intriguing portrait of the new providers that are redefining the landscape of learning. Their initiatives are the **exploratory** probes for a next generation of learning products, services, and experiences. These initiatives herald the gestation and birth of a new knowledge and learning industry that is global, pre-K through age 99 (or 129), and recognizes no boundaries or jurisdictions.

Standard approaches to strategic planning and product development are inadequate for Knowledge Age learning. Traditional practice has tended to emphasize research and retrospective analysis rather than genuine strategic thinking. Most educators have failed to grasp the strategic role of new products as opportunities to assess learner needs. Many have failed to think big and provide for rapid action. Ten-step planning processes and cookbook methodologies do not generate continuous strategic insight. In response to these shortcomings, the techniques of the future are being invented today.

Expeditionary Strategy and Product Development

A new breed of strategy and product development is emerging to create learning products and experiences for the Knowledge Age learner. "Expeditionary" is the adjective that best describes this new approach. Expeditionary strategy and product development have emerged as the norm in the software and laptop computer industries. They are about to become the norm in the learning industry. Our next generation of learning products and experiences — "learningware," if you will — will have more in common with software development than with traditional curriculum development.

Today's leading-edge learning products display expeditionary characteristics. The Western Governors University, the Instructional Management System Project of the National Learning Infrastructure Initiative, the University of Wisconsin's Learning Innovation Center, the Cyberschool Initiative at Virginia Tech, the New Century College at George Mason University, and a host of other campus programs are expeditionary in philosophy. Over time, they are developing a new set of adaptive tools that will carry them into an envisioned future.

Expeditionary development entails much more than innovation and flexibility. Expeditionary strategy and products are driven by vision, experimentation, and the need for constant change. They position the learning enterprise for success in a new, turbulent environment. These products involve rapidly developed prototypes that anticipate learner needs, then continuously improve themselves in response to evaluative feedback. Five years after inception, an expeditionary learning experience will be dramatically different. It will also have spawned waves of derivative products and services.

Virtual universities will be splendid examples of expeditionary development. They are our probes into the future of distributed learning. They are also attracting new strategic allies and partners — a key result of launching highly visible probes. They serve as models for others. If successfully undertaken, they will spawn new generations of learning experiences.

For example, seven to 10 years from now, Western Governors University may have created its greatest value and revenues by:

- providing certification of mastery for learning achieved anywhere — a global competency-assessment utility;
- maintaining skills and competency banks in conjunction with major strategic allies;
- providing a variety of virtualized, atomized, and transformed learning materials and services that are part of distributed learning environments on campuses all over the globe;
- opening up strategic alliances internationally with colleges and universities wishing to be partners in virtual or distributed learning enterprises;
- opening up strategic alliances with the emerging Knowledge Age learning industry;
- providing a vehicle for distributed learning services that raise standards for learning in K-12.

Expeditionary strategy and product development have emerged as the norm in the software and laptop computer industries. They are about to become the norm in the learning industry.

Successful Knowledge Age learning organizations will need to apply the expeditionary metaphor to strategy as well as product development. Gary Hamel, arguably the leading strategic thinker in the business world, suggests that "The goal is not to develop 'perfect' strategies, but to develop strategies that take us in the right direction, and then progressively refine them through rapid experimentation and adjustment."

The most successful campus leaders will be those who position their learning enterprises to be part of a new learning industry that is gestating from a fusion of today's education, information, and technology industries. This new industry will be highly diverse in the range of learners that it serves.

Approaches to the Knowledge Age Future

In *Revolutionary Strategy for the Knowledge Age* (see box on page 16), I have developed approaches that enable campus leadership to turn their ideas and visions into expeditions. These ideas present the context for expeditionary strategy and product development.

Thinking in the future tense. One must look beyond extrapolations from current experience. Thinking in the future tense means visioning how life and learning will be different, then planning from there backward. This strategic thinking is the ingredient most profoundly absent from much of today's planning activity.

Making the blue sky meet the road. Strategic thinking and visioning are necessary but not sufficient for expeditionary development. By ripping the future back to the present, one can clarify how to move toward that future.

An institution with vision can gauge the gaps between current personal and organizational competencies and the competencies needed for the Knowledge Age. One can also identify elements in the current culture that hinder one's capacity to move forward and craft strategies to overcome them. Using the vision as a template, one can identify barriers to achieving the growth opportunities in Knowledge Age learning. Expeditionary products are then crafted to overcome those barriers.

Charting assured migration paths to the Knowledge Age. Moving forward into the unknown requires a different kind of strategy and product planning: preparing for success under a variety of different futures. Expeditionary product development is the instrument for charting adaptable paths and developing the competencies necessary to succeed.

How can one talk about "charting assured migration paths" under uncertain conditions? The essential point is that no single path or strategy will do. Nor are precise definitions of future "killer applications" likely. The only assurance is the aggressive development of programs and competencies that position the institution to take advantage of emerging opportunities before these opportunities become apparent to everyone else.

The following steps can enable institutions to chart assured migration paths for the future of distributed learning:

1) **Generate shared visions of the future and continuously discuss them with the community.** No single vision will do, but distributed learning is an excellent metaphor around which to focus strategic thinking.
2) **Pull visions back to the present; identify and overcome barriers.** Current reward structures, promotion and tenure processes, allocations of faculty time, lack of investment for new product development, inability to leverage faculty time, lack of expertise in using teams to develop new products, and a host of other barriers prevent colleges and universities from capitalizing on the opportunities presented by distributed learning. Our expeditions must overcome these shortcomings.
3) **Redirect existing processes and launch new initiatives.** The emerging visions for distributed learning can be used to redirect existing processes — planning, budgeting, resource allocation, infrastructure development, facilities planning, program review, promotion and tenure, institutional advancement, and others. New expeditions should be selected and funded on the basis of their capacity to build competencies that will achieve the emerging vision.
4) **Use expeditionary approaches to new learning initiatives.** Expeditionary products are developed on a rapid-prototype basis, with the expectation that they will be improved continuously. Anyone who doubts the need for expeditionary marketing need only cite the list of tech-

The Old Product Logic	The New Product Mind-Set
Served markets	Opportunity horizons
Defending today's business	Creating new competitive space
Following customers	Leading customers
Periodic assessment	Continuous assessment and feedback
Product driven	Function driven
Maximizing the success rate of new products	Maximizing the learning from new products
Commitment reflected in investment	Commitment reflected in persistence

Adapted from "Corporate Imagination and Expeditionary Marketing," Harvard Business Review, *July/August 1991, by Gary Hamel and C.K. Prahalad.*

nology-driven products that shot into the misty future like a laser beam, and missed: PLATO, AT&T's Picturephone, the Apple Newton.

5) **Develop the basic competencies for Knowledge Age products and services.** Expeditionary products are mechanisms for developing basic competencies, many of which will be acquired through strategic alliances.
6) **Take decisive, even revolutionary action when advisable.** At some point in the near future of emerging markets, it becomes possible to take decisive, even revolutionary action. Early computer models by Apple were expeditionary developments that did not enjoy great success but paved the way for the Macintosh.
7) **Use strategic allies to acquire competencies, provide investment, and mitigate risk.** One cannot overemphasize the importance of strategic allies in a university's approach to Knowledge Age learning opportunities.

Revolutionary Strategy, Evolutionary Action, Expeditionary Products

Knowledge Age planning requires the mixing of revolutionary vision with incremental action until basic competencies are developed, emerging markets take form, and new tools are developed. These competencies will enable decisive action on future programmatic opportunities as they emerge.

These incremental actions will be more purposeful, commit greater pools of resources, and position institutions far more effectively than our normal habit of incrementalism, which is typically guided by past practices or present conditions rather than by future vision. When guided by revolutionary vision and strategy, learning enterprises can launch aggressive, evolutionary, and incremental actions that will develop assured migration paths and position the enterprise for even more decisive action.

The most successful campus leaders will be those who position their learning enterprises to be part of a new learning industry that is gestating from a fusion of today's education, information, and technology industries. This new industry will be highly diverse in the range of learners that it serves.

Expeditionary product development is central to this approach. It uses rapid prototypes of new learning products and experiences that are built quickly then modified continuously as they are tested in the marketplace. These prototypes are characterized as "sticky" because they are able to collect information about learner needs and provide that information for immediate and continuous improvement. Sticky products are low-cost probes into the future. The self-correcting and self-adapting nature of sticky products suggests a biological metaphor to product development in the Knowledge Age.

Learningware in the image of software and net commerce. The growth opportunities for learning in the Knowledge Age will require the development of a new learningware/ learning architecture industry. New practices and competencies are required to shape this new industry. The next generations of learningware products will follow the patterns and cadences of the software industry much more than the patterns of traditional academic products.

Successful innovation in rapidly changing environments. The notion of "expeditionary marketing" emerged in the 1990s as corporate growth shifted from companies achieving cost and quality advantages in well-defined markets to companies building and dominating fundamentally new markets characterized by rapid change and technological developments. To identify and capitalize on new opportunities, companies developed the capacity to create products serving genuinely new needs and to treat those products as prototypes to be tuned in the marketplace. Laptop computers, minivans, and wireless communications have demonstrated the shift from the old product logic to a new mind-set.

The new product mind-set

focuses on creating opportunities and new competitive space. It recognizes that customers must be led when introduced to products that they have not experienced, even as the new prototypes are continuously assessed and modified. The new products are function driven. Maximizing their success rate is not as important as maximizing the learning from them. Investment and persistence are necessary to subsequent success.

The accelerating pace of change in the 1990s has helped refine these principles further. A recent survey of companies in the computer industry revealed critical success factors for product development in an atmosphere of continuous change. Put simply, successful companies were able to:

- plan and launch rapid-prototype products that serve as low-cost probes into the future;
- assess and communicate success and acceptance, and continuously reshape the products and their derivatives;
- create a rhythmically choreographed transition from present to future.

The most successful companies are not those that spend two years planning products that will last for five. This is retrograde thinking. Success goes to those that get rapid-prototype products to market in three months, then use continuous assessment and improvement to create changed and derivative products that evolve into killer applications.

Implications for Successful Learning Expeditions

Several implications emerge from the preceding insights taken from successful software and net commerce companies and from Ted Marchese's report from the front lines of innovation. Learning enterprises wishing to compete in the Information Age must be able to:

- challenge the existing assumptions of the learning industry;
- use expeditionary strategy and products that can be rapidly prototyped, constantly improved, and used as platforms for evolving derivative products that in five to 10 years may become real killer applications;
- plan for the continuous improvement and replacement of successful learning products and experiences in the face of competition;
- use protected niches and underserved/emerging markets to develop competencies and learning products that then can be introduced into broader markets;
- deploy strategic alliances, financial investment, and new and broader revenue opportunities to assemble larger learning initiatives than existing providers have ever launched.

In conclusion, successful learning enterprises will find that their pathways to Knowledge Age learning will be charted by expeditionary strategies and learning products and services. New skills and competencies are needed. Turning good ideas into flexible, adaptive expeditions enabled by strategic allies and increased financial resources will be the hallmark of success. ■

For Further Reading

The Series on Transforming Higher Education
A three-volume series has been developed to help colleges and universities successfully move into the Knowledge Age.

Unleashing the Power of Perpetual Learning, by Donald M. Norris and Theodore Roosevelt Malloch (1997, 50 pp.), explores how we will live and learn in the Knowledge Age, an era that will fuse learning, work, entertainment, and other activities.

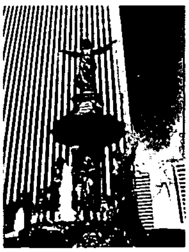
Revolutionary Strategy for the Knowledge Age, by Donald M. Norris (1997, 50 pp.), develops a new approach to combining revolutionary strategy, expeditionary programs, evolutionary change, and the building of new competencies. It provides a set of case studies of learning enterprises that have leveraged the forces of transformation, and concludes with a selection of initiatives for launching colleges and universities into the Knowledge Age.

Transforming Higher Education: A Vision for Learning in the 21st Century, by Michael G. Dolence and Donald M. Norris (1997, 100 pp.), is the original volume in the trilogy. It suggests that colleges and universities could thrive, not just survive, by embracing the challenges and opportunities of the Knowledge Age and launching simultaneous processes of change to realign, redesign, restructure, and reengineer themselves to the emerging paradigms of the twenty-first century.

All three works can be ordered from the Society for College and University Planning, 734/998-7832; or online from Strategic Initiatives, Inc., www.strategicinitiatives.com.

AAHE Assessment Forum

Assessment Conference



Have you registered for the 1998 AAHE Assessment Conference? **"Architecture for Change: Information as Foundation"** will be the theme that pulls together more than 170 sessions. Come to Cincinnati June 13-17 for informative workshops, lively discussions, and networking opportunities. Registration, hotel, and other information is available on AAHE's website or by contacting Kendra LaDuca (x21), project assistant, assess@aahe.org.

Membership

Member-Get-A-Member

With every additional member, AAHE can expand the depth of its work and increase its capacity to improve higher education. **Sponsor or recruit a new member** by *June 12, 1998,* and you'll earn credit at the AAHE bookstore, toward conference registration, or toward membership renewal. Credits are valid until *May 1, 1999*. For more information, contact AAHE's Membership Department (x27).

New AAHE Initiative

Program for the Promotion of Institutional Change

A new grant from the National Science Foundation will allow AAHE to organize and host an **Institutional Change Institute** in fall 1998. Teams from colleges and universities that have implemented institutional changes based on reform in the science, mathematics, engineering, and technology (SMET) disciplines will participate. The Institute has four central purposes:

- exchanging lessons from past and current initiatives;
- expanding knowledge of assessment and reform strategies;
- building a network of schools whose SMET disciplines are contributing to institutional reform;
- encouraging further institutional change.

The Institute will include keynote speakers or panels, small-group discussions, and poster sessions by participants. This forum provides opportunities to discuss the assessment ideas of individual institutions. Teams will determine how to measure the success of reform efforts and will draft evaluation plans using practices described in plenary and discussion sessions. After the

SiteSeeing

Sites of particular interest to faculty members —

AAHE www.aahe.org
Click on "Roles & Rewards" for the history and direction of AAHE's Forum on Faculty Roles & Rewards. Link to descriptions of the popular Working Paper series. Read about the annual Conference on Faculty Roles & Rewards.

American Association of University Professors (AAUP) www.igc.apc.org/aaup
Information on AAUP membership and publications. See the "Governmental Relations" section for legislative updates, congressional issues and accomplishments, and electronic versions of AAUP policy papers.

ARNOLD: The Academic Resource Network On-line Database arnold.snybuf.edu
An interactive database designed to help faculty, administrators, and staff in higher education identify partners for exchange or scholarly collaboration. In addition, campuses post openings for academic positions.

POD: Professional and Organizational Development Network in Higher Education www.public.iastate.edu/~POD_Network
Definitions of faculty development, publications for those seeking to improve teaching, and links to related organizations. Includes highlights of previous POD conferences and information on the 1998 conference.

The Faculty Governance Association sygov.swadm.alaska.edu/WSAFG/wsafg.html
Maintained by the University of Alaska Faculty Alliance. Access a national directory of state-level faculty governance organizations. Link to journals and directories

Send your favorite websites to calander@aahe.org.
Upcoming columns: international sites, faculty, and more!

Institute, participating schools will disseminate information about their progress at the **1999 AAHE Assessment Conference.** In addition, a publication is planned, to present perspectives represented at the Institute.

Susan Ganter (x32), who comes to AAHE from the department of mathematical sciences at Worcester Polytechnic Institute in Massachusetts, will lead this Program for the Promotion of Institutional Change. Her research has focused on curricular innovations in math and science and their effect on student performance and the quality of the learning environment at the undergraduate level. She recently completed an 18-month research appointment at NSF, investigating the national impact of calculus reform. While at NSF, she worked with SRI International, a nonprofit research, technology development, and consulting organization, to develop and implement an evaluation plan for an institution-wide reform program.

When not working on projects in math and science education, Ganter is busy with her semiprofessional singing career with the Washington Singers. She also enjoys swimming, biking, running, and anything involving the outdoors.

Contact Ganter for more information about the new initiative and Institute, sganter@aahe.org.

Member Feedback

APA Standards

The AAHE Assessment Forum invites you to participate in the revision of the **Standards for Educational and Psychological Testing,** undertaken by a joint committee of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. As AAHE advisor to

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Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . send items by mail or fax, or to tmarchese@aahe.org.

PEOPLE: Congratulations to Educom and CAUSE — our two leading technology associations — for merging (July 1), then nabbing Brown's senior VP **Brian Hawkins** to come in early (June 1) to put the pieces together . . . one of the fall-puts of creating a new organization is that some very talented people, including CAUSE's **Jane Ryland** and Educom's **Carol Twigg,** will step aside. . . . Friends in the assessment, accreditation, and IR communities were delighted to see Loyola of Chicago pick UIC's **Larry Braskamp** as its new senior VP. . . . **Barbara Taylor** takes over as managing director of the Academic Search and Consultation Service, which has been plenty busy and adding staff. . . . **Allan Cohen** tells colleagues that he'll step down from the CAO post at Babson, return to his professorship . . . Babson's rising star offers good testimony for Allan's latest book, *Power Up: Transforming Organizations Through Shared Leadership* (Wiley), with David Bradford. . . . A happy salute to English prof **Robert H. Bell,** "one of the most distinguished teachers Williams [College] has had in modern times," winner of the 1998 Robert Foster Cherry Award for Great Teachers . . . the Baylor-administered prize carries a $12,500 purse . . . outside the classroom, Bell made a splash with his 1991 book *Jocoserious Joyce: The Fate of Folly in Ulysses* (Cornell).

WHAT'S IN A NAME: Jocoseriously, what fun Joyce himself would have had with the name concocted for the new Educom-CAUSE merged association, EDUCAUSE. . . . If you think the engineers and IT folk are title-challenged, how about the trustees of good old Jersey City State College? They were bound and determined to come up with a new name for the place and produced this forgettable mouthful: New Jersey City University.

MORE PEOPLE: Gonzaga's **Fr. Patrick Ford** chairs an ad hoc, 16-member, three-region accreditation council charged with high-stakes decisions about whether and how to accredit Western Governors University . . . on May 7, this IRAC group took an important step by declaring WGU's eligibility for institutional accreditation, with candidacy the next step. . . . June 4, AAHE Washington briefing by the Center for Academic Integrity, now based at Duke . . . executive director **Sally Cole** tells me the center now has 200 institutional members and Hewlett support to develop a "fundamental principles" statement about academic honesty, modeled after AAUP's statement on academic freedom. . . . Two summer convenings of note: case-method teaching and classroom assessment at UBC in Vancouver, July 15-19 (contact **Bill Welty,** 914/773-3879); and developing more productive relationships between faculty and their institutions at St. Mary's (CA), June 11-14 (contact **Jerry Berberet,** 312/263-2391). . . . **Natalie Johnson** leaves Olivet to head AAC&U's "Racial Legacies" project, which aims to prompt town-gown conversations about race and community renewal. . . . Silicon Valley CAO **Mark Millen** tells me the college, in partnership with Cisco Systems, will create a regional academy to help area high school teachers and students learn IT skills. . . . Sadly, just two weeks after visiting AAHE's offices to discuss future projects, Northwestern's esteemed faculty-development leader **Bob Menges** died at his desk April 14.

BOOKS: The University Continuing Education Association's Frandson book award went last month to **Terry O'Banion**'s *A Learning College for the 21st Century* (Oryx). . . . Our member CAOs might want to check out **James Martin**'s *First Among Equals: The Role of the Chief Academic Officer* (Johns Hopkins). . . . Those of you (like me) looking for new slants on learning should check out an Australian book, *Teaching and Learning in Higher Education* (Acer; available from Stylus), Barry Dart and Gillian Boulton-Lewis's tribute to the work of John Biggs. . . . My own paper, "The New Conversations About Learning," is up on www.aahe.org.

APPOINTMENTS: Congratulations to new presidents **Larry Faulkner** (UT-Austin), **Jo Ann Argersinger** (SIU-Carbondale), **Kenneth Peeders** (Fergus Falls CC), **Walter Roettger** (Lyon), **Mike Rao** (Montana State-Northern), **John Hilpert** (Northern. in SD), **Vivian Blevins** (St. Louis CC), **Thomas Plough** (Assumption), **George Reid** (Kentucky State), and **Charles Ambrose** (Pfeiffer). . . . Temple's **Carolyn Adams** steps in as the elected president of the Council of Colleges of Arts and Sciences . . . also elected: the College of Charleston's **Gordon Jones** to the CCAS board. . . . And **Wayne Leroy,** *the* source for information on any topic related to facilities management, retires from his post as exec VP at APPA.

ENDNOTE: I look forward to seeing you at AAHE's Assessment Conference. June 13-17 in Cincinnati. ■

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that committee, Alverno College's Marcia Mentkowski is coordinating feedback from AAHE members.

This is the final opportunity to give feedback. To participate, download the Standards from the APA website, www.apa.org/science/standards.html. Send responses to marcia.mentkowski@alverno.edu by *July 1*. Individual comments will be appended to a synthesis of AAHE member feedback.

Membership

Directory

All AAHE members were recently notified of the new **Member Directory** and should have received a questionnaire in the mail. If you have not yet replied, please do so!

Representatives from the Bernard C. Harris Publishing Company are in the process of phoning members to verify listings. You can reserve a copy of the directory, which is scheduled for release in the fall, during this call. Thanks to everyone who returned the questionnaire! If you have questions, please contact Mary C. J. Schwarz (x14), director of membership and marketing, mschwarz@ aahe.org.

www.aahe.org

Assessment

The Assessment Forum page on AAHE's website continues to evolve. Check for additional **abstracts from the 1997 AAHE Conference on Assessment & Quality.** Another new feature is the **"Frequently Asked Question" section.** The first FAQ asks, "How do we assess campus climate?" The next FAQ will address the assessment of general education. Send FAQ suggestions to calander@ aahe.org. ■

Important Dates

1998 TLT Group "Levers for Change" Workshops.

- University of Central Florida. *June 4-5*
- Ohio Regional. *October 8-9.*

1998 Assessment Conference. Cincinnati, OH. *June 13-17.*

1998 Summer Academy. Vail, CO. *June 27-July 1.*

1998 TLT Group Summer Institute. Phoenix, AZ. *July 11-14.*

1998 AAHE Black Caucus Study Tour to South Africa. *July 16-August 2.*

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AAHE Bulletin

June/1998 Volume 50/Number 10

Post-Tenure Review

Its meaning and purpose

BY CHRISTINE M. LICATA

NCHE Snapshots






Best Practices for Service-Learning

BY MARY KAY SCHNEIDER

AAHE NEWS

BOARD ELECTION RESULTS

BULLETIN BOARD by Ted Marchese

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

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AAHE BULLETIN

June 1998/Volume 50/Number 10

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Managing Editor: Carrie Witt

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Post-Tenure Review

At the Crossroads of Accountability and Opportunity

by Christine M. Licata

Where is the post-tenure review road leading, and what do we know about the journey?

Recent activity on the national level suggests that more is known about the factors that have brought us to this crossroads than about what our destination might be. What seems clear is that external scrutiny of faculty work life and pressure for increased accountability, continuous quality improvement, and additional flexibility have driven the post-tenure review movement and are intersecting with the need within the academy to maintain the professional and career vitality of its senior faculty.

As a result, formulating discussions are frequently laden with divergent beliefs and conflicting expectations, not to mention high emotion, about what the primary purpose and consequences of post-tenure reviews should be, how they differ from annual merit reviews, and why post-tenure reviews are now needed. Ambiguity exists around whether the reviews are intended for corrective purposes, enrichment objectives, or both. In some legislative and board settings — in Arizona, Florida, and Texas, for example — post-tenure review was placed on the table as a measure to assure that the tenure system remained intact.

Skeptics claim this review of tenured faculty is unnecessary, because existing evaluation measures are sufficient, and further review only amounts to one more bureaucratic requirement that will undermine faculty morale, threaten academic freedom, and distract professors from more important tasks. Advocates recognize the need for increased accountability and resonate to the potential these reviews, if approached developmentally, can provide in helping faculty sustain career energy and meet the career-development challenges spawned by shifting institutional missions, fluctuating organizational structures, and rapidly changing pedagogical and technological developments.

This national debate has also heightened awareness of other important realities. First, many citizen regents, policymakers, and the public do not have an accurate understanding of faculty work life or what the tenure covenant represents. Many view "tenure" as a job entitlement protecting faculty from performance evaluation. From this, stakeholders infer that the academic vineyards are replete with nonperformers. Others believe that dismissals of tenured faculty are rare because either there are no effective institutional procedures to address cases of chronic nonperformance or, if such policies exist, they lack enforcement. Inextricably tied to these assumptions is the public's perception that the academy has been insulated from market vagaries and negligent in ensuring that a proper balance exists between the rights and responsibilities — the freedoms and obligations — that the tenure contract accords to faculty and what institutions can reasonably expect in return.

Christine M. Licata is associate dean for academic affairs at the Rochester Institute of Technology/National Technical Institute for the Deaf, 52 Lomb Memorial Drive, LBJ-2845, Rochester, NY 14623-2845; cmlnbt@rit.edu. She is senior associate in AAHE's New Pathways II project, working on the issue of post-tenure review for the AAHE Forum on Faculty Roles & Rewards.

As a result, as post-tenure review policies are put into place, institutions are forced to reexamine the meaning of tenure; reevaluate critically annual review practices; reconsider commitment to faculty development; revise later-life transition planning programs; and revisit policy and allowable sanctions for chronic underperformance.

This debate will continue unchecked and uninformed unless factual reporting and systematic data are provided. Under the umbrella of AAHE's New Pathways I project, Joseph Morreale of Pace University and I reviewed more than 100 policies and related reports on the topic, supplementing our review with telephone interviews. This preliminary work led us to the publication of *Post-Tenure Review: Policies, Practices, Precautions* (1997, 78 pp.), paper 12 in AAHE's 14-part New Pathways Working Paper Series. In this work, certain trends and common issues emerged — trends that help us define the road; issues that help shape the journey.

Trends

Public-sector impetus. The recent movement to require post-tenure reviews is principally under way in the public sector and primarily at the behest of legislatures and governing boards. Post-tenure review is in either the discussion or implementation stage in more than 30 states.

Working definition. In most settings, post-tenure review is a process that goes well beyond traditional evaluation methods. It usually means a systematic, comprehensive procedure involving significant peer review that is aimed specifically at assessing performance and nurturing faculty development; requiring that improvement occur if necessary and mandating sanctions if a reasonable improvement plan is not accomplished. Although the term itself suggests to some that the review is a retenuring process, this is not how post-tenure reviews are actually being designed. In fact, some institutions, recognizing the negative connotations around the term, have coined others that more accurately reflect the concept of a continuing review rather than a punitive process, such as "comprehensive review of sustained performance," "tenured faculty review and development," "periodic evaluation (review) of tenured faculty," "continuing and enhanced review," and "extended review."

Regardless of nomenclature, most policies require a periodic review of all tenured faculty, usually at five- to seven-year intervals, as is the case in the state university systems of California, Florida, Hawaii, Georgia, Maryland, North Carolina, Texas, and Wisconsin; others require a review of selected faculty, triggered by some event, usually unsatisfactory annual review, as is the case in state institutions in Arizona and Minnesota, some Texas A&M campuses, most Commonwealth of Virginia campuses, and in Colorado State University campuses.

Implementation models. Three basic review models operate on most campuses today. These include the consequential *summative review,* in which actual consequences from the review are made explicit and include but are not limited to preparation of a long-term professional-development plan, reward and recognition measures, and formulation of an improvement plan when deficiencies are noted. The *formative* model, on the other hand, seeks development and growth and rarely results in personnel action. This review primarily emphasizes professional career-development and usually integrates development goals with departmental mission and priorities. The third model is what a few campuses refer to as *substantive annual review.* In this instance, the annual merit review process is expanded beyond the usual perfunctory administrative assessment and raised to a systematic and comprehensive level by the inclusion of significant peer review, long-term professional-development goals, and provision for appropriate action if performance is below standard.

Regardless of the model, all processes build on the annual review and almost all new policies emphasize faculty development as a goal. Additional policy objectives are then layered on, depending on institutional mission, culture, and particular situation. In most of the policies developed during the last five years, consequences in the form of reward or remediation are

New Pathways II: Post-Tenure Review

AAHE's New Pathways project has begun a second, action-oriented phase: "Academic Careers for a New Century: From Inquiry to Action." (Also see "New Pathways II" in AAHE News in the March 1998 *AAHE Bulletin.*)

In New Pathways II, AAHE is collaborating with the new Project on Faculty Appointments at Harvard University, which will study alternative academic employment arrangements and contractual issues. (For details, contact Holly Madsen, project coordinator, Harvard University, 617/496-9348, hpfa@hugse1.harvard.edu.) AAHE is concentrating on post-tenure review and the tenure process and will disseminate the work of both projects.

AAHE's post-tenure review activities include the following:

- Clearinghouse on post-tenure review (in collaboration with the Project on Faculty Appointments) — inventory of institutional policies — profile of practices and procedures — summary/briefing on key issues.
- Technical assistance/consultation to campuses.
- Institutional mini grants (AAHE) and challenge grants (Project on Faculty Appointments) — support for practical approaches to getting post-tenure review started, keeping implementation moving in a positive direction, and innovative policy and procedure development.
- Impact/outcomes research — site-based case studies to determine whether post-tenure review is achieving its institutional purpose and having a positive impact on faculty growth and development.
- Information exchange/dissemination — network of post-tenure review practitioners — post-tenure review listserv, national/regional meetings, targeted publications.

For more information or to participate in AAHE's post-tenure review activities, contact Christine Licata or Joseph C. Morreale, visiting scholar, AAHE New Pathways II, and vice provost for planning, assessment, and institutional research at Pace University, 914/923-2633, jmorreale@fsmail.pace.edu.

usually mandated. And it is precisely on this issue of whether consequences are necessary and appropriate that we see much disagreement. Conflicting expectations are held about what the real purpose is. Those outside the academy tend to see the post-tenure review process more in summative terms — as a means to make the academy more nimble and responsive to change. Internal stakeholders often view it as a powerful means to strengthen performance and continue professional development. An underlying fear often expressed by faculty is that such reviews will be used capriciously by administration to get rid of outspoken or nonconforming faculty. Faculty groups who see value in developmental peer review also remain suspicious about the effect of consequential reviews on tenure policy and tradition.

The American Association of University Professors (AAUP), in its statement on post-tenure review in the Sept/Oct 1997 issue of *Academe,* indicates that performance review can be improved and supports developmental reviews intended for faculty growth. The association contends that normal collegiate review processes and policy provisions already in place can handle the infrequent situations of under-performance or nonperformance and that additional disciplinary monitoring is redundant. AAUP argues that summative reviews are particularly objectionable because they substitute "managerial" accountability for professional responsibility. As a result, AAUP cautions that such reviews alter and diminish due process protections inherent in academic freedom, leaving the door open to the easing of prevailing standards for dismissal — moving that standard from incompetence to unsatisfactory performance.

In response, supporters of summative post-tenure review point out that although performance monitoring processes may be on the books, little time and attention have been given to creating the type of paper trail that is necessary to demonstrate the preponderance of evidence needed to prove incompetence in the unlikely event that a dismissal-for-cause proceeding is warranted. In many cases, the lines between developmental and consequential post-tenure review overlap. Frequently, policies emphasize the importance of continual development as well as the need for improvement, if necessary.

Unifying Principles and Strategies

Institutions successful in taking post-tenure review from concept to design share certain fundamental design principles. Approximately 75% of the institutions studied highlighted the following:

Partnership in design. Faculty and administrators, including bargaining agents where appropriate, work together to design the process and the procedures. Without this collaboration, policy development is usually doomed.

Academic freedom. Protection of this cherished principle is affirmed and preserved in policy language.

Clearly articulated statement of purpose. Policy purpose and outcomes are communicated clearly and articulate well with other institutional systems such as workload, program review, and merit processes.

Flexibility and decentralized control. The local organizational unit is provided reasonable latitude in determining specific review components, including criteria, standards, and sources of data. For example, the Texas A&M University system policy spells out that "Post-tenure evaluations are made on the basis of typical criteria and factors. . . . Not all departments will use the same weighting of each factor and these may be different depending on the faculty member's specific role and responsibilities within a college."

Performance threshold. Establishing clear standards for satisfactory professional performance at the local unit level is critical, as is the assurance that all will be judged fairly by peers, students, and administrators against such standards. Generally, performance standards follow established tenure criteria, promotion-in-rank criteria, or a college-wide or departmentally established threshold for satisfactory performance.

Accurate, defensible, and useful information. Data collected and methods used to assess faculty performance are reliable and objective.

Peer review. Peers play a significant role in the review, usually in the form of a committee. Committee size and composition are influenced by overall unit scale. Usually, the committee is composed of three to five members and selection is made by appointment or election. Often an existing committee (such as the department personnel committee) is used or a new committee is constituted with representation from within and outside the immediate organizational unit.

Professional-development plan. A prospective professional-development plan is highlighted and is used as a benchmark and referent for career transition planning and improvement.

Feedback. Documented feedback to faculty, usually through a meeting, is provided on both performance and professional-development goals.

Institutional support. Support for faculty-development resources is evident and a priority within the institutional environment.

Reinforcement of evaluation skills. Opportunities to improve evaluation skills are provided to chairs and peers.

Challenges

Challenges frequently expected or actually reported take several forms:

- a high level of faculty resistance, because post-tenure review is seen as an unnecessary process or a means to destroy protections accorded by tenure;
- additional time and effort required to carry out the

process, particularly for peers, chairs, and deans;

- unevenness in application of performance criteria across units within an institution;
- uncertainty about what constitutes a reasonable improvement plan and what attendant resources should be provided;
- lack of empirical data on policy effectiveness and the opportunity costs involved.

Preliminary research on these issues, while reported principally from the administrative perspective and in most instances with limited history, indicates that even when these problems arise, administrators believe that the overall benefits are worth the effort, despite the fact that the price tag remains unknown.

Most reporting on the question of policy effectiveness hinges on anecdotal impressions. Published campus experiences are few. Christine Des Jarlais and Melinda Wood of the University of Hawaii at Manoa found that of the 1,079 evaluations conducted there over the past 10 years, only 92 cases of deficiencies (8%) were reported. Of these cases, most faculty members successfully completed professional-development plans or are in the process of doing so. In 28 cases, faculty members chose to retire rather than to complete a plan. No one was dismissed. The most frequently cited area of deficiency was research, alone or in combination with another deficiency area (80% of all cases).

What Lies Ahead?

The post-tenure review debate will continue to be acrimonious and unproductive as long as rhetoric is based on simple positions and unsubstantiated claims about benefit and burden.

Phase one of AAHE's New Pathways project — "Faculty Careers and Employment for the 21st Century" — focused on reexamining faculty priorities and the reward structure. What we learned in the inquiry phase provides useful information for expanded activities to be undertaken during the project's second phase: "Academic Careers for a New Century: From Inquiry to Action," which will include a program of mini grants. (See "Call to Participate" for more information.)

In addition, the New Pathways II staff will undertake a series of case studies to examine the actual outcomes and impact of post-tenure review in four to six institutional settings — campuses with considerable experience in post-tenure review practices. Findings will help answer fundamental questions and will help shape future policy directions. The overarching query is this:

- Does post-tenure review achieve the stated objectives, and how do we know?

Corollary questions include:

- Do these post-tenure reviews improve the quality of teaching, research, and service?
- What impact do these reviews have on life within the academic department in terms of collegiality, collective responsibility for outcomes, and academic freedom?
- What is the contribution of these reviews to maintaining the vitality of senior faculty and enhancing career redirection?
- What specific actions result from these reviews?
- Do the reviews impact or change the role of department chairs in terms of skills required and terms of appointment?
- Do the reviews affect the rigor of pre-tenure review and the annual review process?
- Does the presence of post-tenure review affect new-faculty recruitment?
- Are the reviews a catalyst for systematic upward evaluation of administrators?
- Do the reviews forestall additional external interference?
- Do the benefits of post-tenure review outweigh its costs?

Clearly, we are at a crossroads. Institutions will continue to struggle with directionality unless the discourse is enlarged and enriched through institutional and individual experience and perspective.

We invite you to participate with us in developing the road signs and influencing the destination. ■

Call to Participate
Post-Tenure Review: "Projects With Promise"

Grants ranging from $5,000 to $10,000 are available to institutions willing to take the lead in developing practical and/or innovative approaches for how post-tenure review can be introduced, designed, implemented, and evaluated. Support is available for institutions at any stage of planning or implementation:

Early-Stage Institutions: "Getting Started" Projects For faculty, administrators, and/or bargaining units just beginning deliberations about post-tenure review, or groups starting to shape a policy and develop credible and practical post-tenure review procedures.

Institutions With Some Experience: "Maintaining the Momentum" Projects For institutions looking to enhance implementation efforts and to deal with issues and problems that have arisen in the implementation.

Innovative Institutions: "Creative Approaches" Projects For institutions trying out creative approaches that are different from those already in place or refining existing innovative strategies.

First-round proposals will be accepted until *July 30, 1998*. Awards will be made by early fall. A second competition will take place in 1999. Submission guidelines are available from AAHE's Fax/Access service, 510/271-8164, item 16; on the Faculty Roles & Rewards page of AAHE's website (www.aahe.org); or by contacting Christine Licata, 716/475-2953, or Joseph Morreale.

Taking Learning Seriously

AAHE's 53rd National Conference on Higher Education
Atlanta, GA * March 21-24, 1998

Photos by Todd Jagers — Constructive Images

If you want to know how students learn, find out what makes them tick. Looking carefully at how even one student learns is often quite revealing, and most of us have an opportunity to observe a wide variety of learners in the act of learning. Moreover, the students that we observe are *our* students in the process of learning *our* discipline; they are the most relevant sample of learners that we could imagine.

The problem is that we have not trained ourselves to take learning seriously. Every student who writes a paper, takes a test, asks a question, participates in a student activity, or comes to our office for conversation or help has a lesson to teach us about how students learn.

— K. Patricia Cross,
David Pierpont Gardner Professor of Higher Education,
University of California-Berkeley

What does learning look like when it doesn't go well? The pathologies of learning are *amnesia, fantasia, inertia,* and *nostalgia*: forgetting course material; illusory understanding; ideas that go unapplied; and, for teachers, the conviction that the best way to address a problem is the way they themselves were taught as students.

How do we combat these pathologies? By committing ourselves to a scholarship of teaching. And all acts of intelligence are not scholarship. They are scholarship when they become public; when they become an object of critical review and evaluation; when others begin to use, build upon, and develop these acts of mind and creation.

— Lee Shulman, President,
Carnegie Foundation for the Advancement of Teaching

We need to deal with the challenge of diversity. Some of us are defined in the curriculum of popular culture primarily by our worst elements, and some of us are defined by our best elements. As a result of this, when we find each other — in academia, in the marketplace, in the workplace — we are likely to have an unbalanced view about who we are.

Folks who come out of nontraditional backgrounds, from communities where their parents may not have had college degrees — indeed, high school diplomas — people of working-class backgrounds, with no more than strong backs and a willingness to work, not necessarily proficient in middle class ways of knowing, can still make a significant contribution in academia.

— Samuel Betances,
Professor Emeritus of Sociology,
Northeastern Illinois University

Learning is fundamentally social. Learning is really a matter of changing identity, not just acquiring knowledge. That knowledge is integrated in the life of communities. When people develop and share values, perspectives, and ways of doing things, they create a "community of practice."

The challenge to all of us in higher education, on behalf of students and organizations, is to create, negotiate, nurture, and sustain the communities of practice in which effective learning takes place.

— Peter Henschel,
Executive Director,
Institute for Research on Learning

We have in this country steadily increased the percentage of high school graduates going on to college. But since the mid 1970s, the proportion of 25- to 29-year-olds *completing* four years of college has stalled in the 23% to 25% range. In K-12, we call students who do not finish "drop-outs." In higher education, you generally hear the term "retention problem." Of all the degree-seeking students in 1989, only about half have achieved their dream.

The Educational Testing Service recently put it this way: Higher education digs deeply into the pool of high school graduates with a sieve.

— James B. Hunt Jr.,
Governor, North Carolina

The premise on which AAHE has long operated is that learning — defined quite differently for different groups of students — is the core good that higher education provides to its students and to society. The market forces we are facing make it clear that the future vitality of traditional higher education will depend on its capacity to generate that value — learning — as efficiently and effectively as possible.

— Margaret A. Miller,
President, AAHE

Audiotapes of these and other sessions from the 1998 AAHE National Conference on Higher Education are available from Visual Aids Electronics, 202 Perry Parkway, Suite 5, Gaithersburg, MD 20877; 301/330-6900; 301/330-6901 (fax). The cost is $11 per tape, plus shipping; $10 each for 10 or more tapes. A complete list of taped sessions is available from Visual Aids or from AAHE.

In addition, transcripts of several speeches are available on AAHE's website, www.aahe.org.

Models of Good Practice for Service-Learning Programs

What Can We Learn From 1,000 Faculty, 25,000 Students, and 27 Institutions Involved in Service?

by Mary Kay Schneider

What makes service-learning thrive on campus?

We know anecdotally that service-learning is gaining attention; however, we frequently don't understand the components that comprise strong programs. AAHE, Campus Compact, and the National Society for Experiential Education studied 27 colleges and universities nominated by community service and service-learning experts to better understand service-learning on campuses and to get a pulse on what is happening nationally. Community colleges, private colleges, liberal arts institutions, four-year public institutions, research institutions, and historically black colleges and universities were included in the survey. The nominated institutions were viewed to have strong service-learning programs, but this in no way means that other institutions are not involved in good work. Service-learning is a national movement and many institutions are involved and committed.

On average, programs studied as models of good practice offered about 50 service-learning courses a year and had approximately 44 faculty teaching more than 1,100 students. Although the average number of faculty and staff coordinating an institution's service-learning program was 4.4, the range was one to more than 10 people. Another interesting finding: 55.6% of the model programs reported to academic affairs, 18.5% reported to student affairs, and 25.9% reported to both academic and student affairs. Many of the respondents noted that they maintained strong relationships with both areas, regardless of reporting structures. If curricular service-learning and co-curricular community service were housed in different offices, most of those institutions reported strong collaborations between the two areas and saw the interconnectedness of the work.

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Each participating campus was unique and approached service-learning in a manner consistent with its own institutional culture and mission. This variety adds to the richness of the field of service-learning and student outcomes. In an attempt to grasp the mainstays of each program, 13 themes were drawn from the 27 participating institutions. While no one theme was primary, a combination of all or most of the themes was present in each model.

THEMES OF SUCCESS

1. Have a vision and a well-defined mission.

Mission statements, guiding principles, and vision statements guide most model service-learning programs. By clearly articulating a purpose and a long-range vision, model programs make it easy for academic leadership, faculty, and others to understand service-learning and how it furthers the institutional mission and student learning. In addition, the vision guides faculty and staff in planning and developing the service-learning program.

Tying the service-learning mission to the institutional mission is a thread shared by all participating institutions. Benefits include centrality of service-learning, easier justification of funding, greater buy-in by faculty and administrators, and assessment of outcomes that support the institution. For one institution, the mission has provided "strong support within the administration for service-learning and a rationale for budget requests and grant applications."

2. Capitalize on what you do well and do it with quality.

Know thyself. Participating institutions know what they are doing well and capitalize on this while also building other areas of their programs. Ensuring that everything is done with a high level of quality is important before proceeding with new initiatives. Most programs recognize their strengths and build on these. The staff walk the balance of doing cutting-edge work that is still within their limits.

Institution type may drive the focus of the program. For North Carolina Central University, "community capacity-building and student leadership are priorities." The University of Pennsylvania's focus extends to the surrounding community: "Penn's range of resources can serve as the catalytic agent for galvanizing other institutions, as well as government, in concerted ways to improve the quality of life in West Philadelphia/ Philadelphia."

Staff and faculty try to gauge needs and abilities before expanding their programs. Although some schools have concrete goals regarding the number of future service-learning courses, the predominant vision is to offer enough courses for every student to participate.

3. Support and leadership are important ingredients.

Support from high levels of the administration and guidance by the president are key components for service-learning on these campuses. "Top administrative support, especially our president, has made resources available to support a successful program, which has led to a highly motivated and talented staff to coordinate our large, comprehensive service-learning program." The support can entail encouraging faculty to develop service-learning courses, hiring professionals to coordinate and facilitate the development of service-learning within the curriculum, and appropriating financial resources.

Support and leadership are also often provided by advisory boards that play a variety of roles, including program development, assessment, and guidance. One institution's service-learning advisory committee provided "important guidance and feedback to the development of the service-learning program; it did not determine policy." Institutions may utilize one or more than one service-learning advisory board, such as boards that include faculty, students, community members, and staff; faculty advisory boards; and community agency boards. Another avenue of support is the national and state organizations. Most of the models of good practice mentioned knowledge, support, resources, and networks gained from organizations such as AAHE, Campus Compact, NSEE, and AACC. "These organizations provide support to our work in various ways: creating support at the highest levels of the administration, providing numerous conferences and monographs in which issues in the field can be explored, providing opportunities for faculty and students to present and write about their work, and creating networks of colleagues who can support and learn from each other."

4. One person can make a difference.

Individuals who stay current regarding service-learning and work to build institutional support often drive programs. These individuals, through their patience and persistence, frequently make the difference between service-learning integrated into the curriculum and service-learning as a minor program. In addition, many campuses had crucial "Johnny Appleseeds" who started, nurtured, and guided their programs.

5. Service-learning is found in every discipline.

For campuses already engaged in service-learning, every area of the curriculum can or does offer service-learning courses. In this study, institutions offered service-learning in practically every academic department or as service-learning options for most courses; this range included liberal arts and sciences, engineering, nursing, automotive repair, and journalism. Service-learning may occur within the major disciplines or within the professional schools, may be directed at first-year students, may be integrated into the curriculum, and may be a program that faculty choose to participate in.

At one school, "Engaging in *scholarship* associated with service-learning has stimulated the development of our work and given it visibility." At another school, "the Center for Community Partnerships seeks to develop academically based community service, intrinsically linked to faculty and student teaching and research."

6. Roles and rewards for faculty.

Faculty play a variety of roles in service-learning; however, they tend to be central figures. Faculty investment is critical. Typically, each model of good practice has at least a core group of faculty, and these faculty often lead the service-learning initiative. At North Carolina Central University, "the service-learning initiative is faculty-driven by a formal structure, the Faculty/Administrators Service Learning Fellows Program. Forty faculty fellows train and mentor other faculty members. Faculty also promote the institutionalization of service-learning designed to create a seamless service-learning stream in the University's departments." The University of Utah also has strong faculty leadership through a Faculty Advisory Committee that "steers the direction of service-learning on campus in several ways, including approving courses for service-learning designation; developing awards for faculty and encouraging the evaluation of service-learning in the retention, promotion, and tenure process; and developing partnerships with university administration to ensure the survival of service-learning over the long-term."

Other programs have faculty and staff who assist and support faculty in their work. Resources provided to faculty include a service-learning checklist that outlines the steps to create a service-learning course, teaching-for-service seminars, and reflection methods workshops. Other benefits to faculty are support from graduate and undergraduate teaching assistants.

Support and rewards for faculty may include course development stipends, release time (rarely offered), faculty mentors, teaching assistants, workshops, resource materials, assistance with curriculum development, national and regional conferences, one-on-one consultations, presentations to departments, publicity for service-learning courses, and newsletters. Despite these supports, few of the institutions have extrinsic rewards for the faculty. In rare instances, service-learning is considered in the tenure process. Overall, roles and rewards for faculty vary by institution; however, it was obvious that faculty must be invested in service-learning for it to blossom.

7. Complexity.

Most of the programs or institutions have a subtle or not-so-subtle degree of complexity in the work that they do. Typically there are multiple offerings to serve differing needs and interests, such as a fourth-credit option, service options integrated into the course or into the semester, co-curricular service with reflection, service-learning listed in the schedule of courses, and a required number of service hours to graduate. This complexity is intentionally designed so that many people (students, faculty, and community) can be reached.

To best manage this complexity, institutions may create infrastructures to promote continued growth and success. At the University of Utah, the faculty created criteria that courses must meet to be labeled "service-learning." Advisory boards can also help guide the complexity of services and resources. The use of outside grants to supplement and guide new initiatives adds to the depth of service-learning at institutions. Many colleges and universities also create guidelines to direct their work.

8. Student support and leadership.

Students play an integral part in service-learning. They may have leadership roles in the offices, push campuses to offer greater service-learning options, or simply support the programs that are offered. In fact, many students design their own service-learning courses, options, and activities. Frequently, students are also involved with co-curricular community service that complements service-learning. On many of the campuses, strong student interest helped initiate and drive service-learning programs.

Students are involved with service-learning in a variety of ways: community service scholarships, service-learning residence halls, undergraduate and graduate teaching assistantships, and student coordinators of different agencies or service areas. No matter what the format, students are the mainstay of service-learning.

9. Agency and community involvement.

Community service agencies and community members play critical roles in the design, administration, and evaluation of service-learning. Community members may sit on steering committees, work with faculty in designing course curricula, evaluate student volunteers, develop collaborative partnerships, and even co-teach a course. "The school and community agencies are integrally involved in the design of the programs in which they are engaged. Administration of programs is a shared responsibility depending on the projects, the site, and the funding sources." For most institutions, the community was viewed as a partner in a joint venture. "It has been critical for us to build long-term relationships with sites that have the potential for effecting positive community change. The importance of embedding the work at the proper site is a critical lesson."

At the University of Southern California, "all agencies are 'partners' and commit themselves to having a specific staff person responsible for coordinating the program on-site, placing students, problem solving, etc. In return, we commit ourselves to ensuring each site that they can expect a critical number of students each semester."

The relationship with the community tends to be fluid and mutually valued; much effort has gone into creating and maintaining these relationships. Inherent in the relationship is that mutual needs are met. For Butler University, "at the core of this definition is the idea that we will provide a good placement for students and not act as a drain to any community setting or placement."

10. Cutting-edge work.

The models of good practice tend to take some risks and try new, innovative approaches. They capitalize on new programs such as America Reads; use VISTA volunteers; develop broad partnerships; and work with other local institutions. Model schools seem willing to expand the boundaries in areas of need and where there are resources to support this growth. These schools tend to not invest everything into new programs until they have some proof that the programs will work, and they often begin cutting-edge work with grants or other external funding. These institutions have the willingness and the ability to raise funds from the community to initiate good programs and gradually seek university funding and support. Examples of cutting-edge or creative work include living-learning communities; citizen-scholar programs; service scholarships; and the Borchard Faculty Fellow, selected annually to assist new faculty in developing service-learning courses.

11. Defined outcomes.

The University of Michigan's service-learning mission is to engage students and faculty in a process that combines community service and academic learning to promote civic participation, build community capacity, and enhance the educational process. While institutions tend to have defined outcomes, like Michigan's, they have various ways of assessing these outcomes and often outcomes go unmeasured.

Some institutions have a holistic method of assessment, in that they survey and evaluate multiple program areas; others may not track information as thoroughly. One service-learning office supplies an end-of-semester course evaluation form to all service-learning course instructors. This institution also mails a survey to faculty to see whether they taught a service-learning course that semester, they plan to teach one next semester, and they want their course cross-listed in the university schedule of classes.

Service-learning offices may coordinate the collection of data regarding outcomes for students. To best assess outcomes, they must be clearly defined. The theme here is that institutions seem to know what they want from service-learning, but they may need to focus more attention on assessment.

12. Programs age well.

Service-learning programs at the models of good practice ranged in age from three to 26 years old. The most established and institutionalized programs tended to be older; however, some of the newer programs were strong because of extensive development support. At Brevard Community College, a significant amount of growth occurred as it expanded on already well-established programs. In particular, they:

- established presence quickly with materials and office space;
- received presidential promotion through speaking engagements;
- used small grants as seeds for increased college-match and other bigger grants;
- documented quickly benefits of service-learning, and marketed results;
- won key support from faculty and staff with an initial survey;
- held visible events such as care fairs and recognition events;
- made the center for service-learning visible in major publications and in college planning processes;
- offered a teaching-for-service seminar;
- added separate, stand-alone community service courses;
- included service-learning in accreditation; and
- demonstrated early success.

13. Keep an eye on the national, state, and local scenes.

Model institutions pay attention to "hot topics" and often forecast upcoming issues. They are ready to adapt to local and state initiatives or to write a grant for the newest national program. Institutions are aware of resources, understand the value in partnering, and manage grants of varying sizes. Often, models of good practice are involved in national programs such as America Reads or AmeriCorps. State Campus Compacts, conferences, publications, and other resources are key in staying current. Finally, these schools often address local, state, and national issues with the assistance of various national organizations. This support entails technical assistance resources, conferences, excellent publications, an advocacy role for internal support, conference/program consultants, dialogue, and external networking opportunities.

MORE TO COME

Service-learning continues to grow and gain acceptance as a learning and teaching strategy. New initiatives will focus on national work within the disciplines and disciplinary associations, examination of service-learning by institution type, training for community service-learning directors, development of a new service-learning research agenda, and community development and outcomes. ■

More about each of the models of good practice will be posted to the Service-Learning pages of AAHE's website, www.aahe.org.

Board of Directors

Election Results

Ehrlich

García

Johnstone

Mellow

AAHE is pleased to announce the results of the **1998 Board of Directors election.** Each new Board member will serve a four-year term, beginning on July 1.

Thomas Ehrlich, professor, San Francisco State University, and senior fellow, Carnegie Foundation for the Advancement of Teaching, is AAHE's new vice chair. Already a Board member, Ehrlich will now serve successive one-year terms as vice chair, chair-elect, chair (2000-2001), and past chair. The other newly elected Board members are: **Mildred García,** associate vice provost for academic affairs, Arizona State University West, and associate director of the Hispanic Research Center, Arizona State University; **Sally M. Johnstone,** director, Western Cooperative for Educational Telecommunications; and **Gail O. Mellow,** president, Gloucester County College.

"AAHE's Board is its most important intellectual resource," says **Peg Miller,** president of AAHE. "It helps chart the path for the association and provides the staff with invaluable support. I am very pleased to welcome new members with such a variety of experience. They will make the conversations at Board meetings even richer than they are."

SiteSeeing

Grants and awards —

The Chronicle of Philanthropy philanthropy.com/index.html
News, grant opportunities, and jobs in the nonprofit sector. Available on CD-ROM or diskette: The Chronicle Guide to Grants.

Council for Advancement and Support of Education (CASE) www.case.org
The association of education advancement officers, alumni administrators, fundraisers, public relations managers, and others who seek to advance support for higher education. Links, training and job opportunities, and award programs.

Council on Foundations www.cof.org
Nonprofit membership association of grant-making foundations and corporations. Foundation basics, conferences and workshops, and publications of interest to grant seekers.

GrantsWeb www.fie.com
Sponsored by the Society of Research Administrators. Links to government and general resources, private funding resources, and policy information about federal funding. Read requests for proposals, download forms, and search the Catalog of Federal Domestic Assistance.

Foundations that frequently support higher education:

- **Ford Foundation** www.fordfound.org
- **Mellon Foundation** www.mellon.org
- **Pew Charitable Trusts** www.pewtrusts.com

TLT Group

Summer Institute

Register now for the fourth annual **TLT Summer Institute** at the Pointe Hilton Resort on South Mountain in Phoenix, July 11-14. Registrations will be accepted until *July 1.* Space is limited.

Register online at www.tltgroup.org or contact Kristy Church (x51), workshop and meeting coordinator, church@tltgroup.org.

AAHE Forum on Faculty Roles & Rewards

7th Conference

You will find the **Call for Proposals** for the 1999 AAHE Conference on Faculty Roles & Rewards bound into this month's *Bulletin.* The theme for the meeting, which will take place in San Diego January 21-24, is **"The Academic Calling: Changing Commitments and Complexities."** Five key areas within this theme have been identified and are described in the Call.

The Forum encourages you to make a proposal, either alone or with colleagues, and to attend the meeting with an institutional team. Workshop proposals must be received by *September 7;* all other proposals are due by *September 14.* The Call is also available on AAHE's website and, for the first time, you may submit a proposal electronically.

If you need additional copies of the Call or have questions about the proposal process, please contact Pamela Bender (x56), program coordinator, aaheffrr@aahe.org.

AAHE Assessment Forum

New Senior Associate

The Assessment Forum is pleased to announce that **Catherine Wehlburg** (x39), assessment director and professor of psychology at Stephens College, will join AAHE as senior associate during the 1998-1999 academic year. Wehlburg will coordinate the 1999 AAHE Assessment Conference (June 13-16 in Denver) and shepherd a second edition of AAHE's popular directory *Learning Through Assessment: A Resource Guide for Higher Education.* Wehlburg is participating in AAHE's Visiting Scholar Program (see below). She earned a Ph.D. and M.Ed. in educational psychology from the University of Florida.

AAHE Assessment Forum

Learning Through Assessment, 2nd ed.

The AAHE Assessment Forum published a resource book in June 1997 for faculty and administrators engaged in classroom, program, and institutional assessment. **You are invited to contribute** new or updated resources for a second edition. Send recommendations to Catherine Wehlburg (x39), senior associate, cwehlburg@wc.stephens.edu. Please include the name and type of resource, full citation, probable audience, and possible uses.

New AAHE Initiative

AAHE Visiting Scholar Program

This new initiative offers faculty members and administrators the opportunity to **engage in a project while in residence at AAHE,** either full- or part-time. Visiting scholars may bring an in-progress project that fits the mission of AAHE, or they may become active in AAHE's current work.

Faculty members or administrators in the Visiting Scholar Program become "senior associates" at AAHE. Each senior associate has the opportunity to:

- have office space and administrative support in AAHE's suite at One Dupont Circle, Washington, DC;
- work with AAHE staff on AAHE initiatives;
- participate in AAHE's major conferences; and
- learn about the day-to-day operations of a major professional association.

Scholars and their institutions are responsible for compensation and expenses.

Faculty members and administrators interested in participating during the 1999-2000 academic year should send a letter to AAHE president Margaret A. Miller proposing a project in terms of AAHE's mission (see "Supporting the Individual and the Institution," *AAHE Bulletin,* February 1998, or visit AAHE's website). Projects may connect directly with current AAHE initiatives or offer new ways of enacting AAHE's goals.

www.aahe.org

Members-Only Page

Visit the Members-Only section of AAHE's website for **excerpts from AAHE publications, the *Bulletin* in text and PDF formats, and a list of links** to other resources. Enter your name, institution, and email address for access.

AAHE Assessment Forum

Architecture for Change

A new publication, *Architecture for Change: Information as Foundation,* coming this fall from the AAHE Assessment Forum, will feature **presentations from the 1998 AAHE Assessment Conference.** Topics will include the relationship of assessment to central issues in higher education, faculty involvement in accreditation, the importance of assessment that supports learning, strategies for asking good questions and generating useful answers, and assessment of powerful pedagogies. These plenary and keynote talks will exemplify the major issues addressed at the 1998 conference.

Watch the *AAHE Bulletin* next fall for ordering information and availability.

New Pathways II

Wanted: Ideas

One line of work in AAHE's New Pathways II project focuses on the academic department. As the institutional "home" of faculty, departments are critical to the shaping of faculty careers. With the help of AAHE visiting scholars **Mary Deane Sorcinelli** (University of Massachusetts-Amherst) and **Jon Wergin** (Virginia Commonwealth University), AAHE will collect, study, and publicize **good ideas for department renewal and assessment.** The project is looking for answers to questions such as these:

- What models of practice exist for department self-reflection?
- How are departments working to develop a stronger sense of collective purpose?
- How is collaborative work encouraged at the department level?
- In what ways are departments developing differentiated roles for faculty, so that individual faculty are not expected to "do it all"?
- Where is progress being made on shifting the focus of

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Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items, to tmarchese@aahe.org.

PEOPLE: This past academic year saw public discourse about higher education dominated by the "rising college costs" issue . . . following on the heels of the National Commission report and repeated findings that the public both worries about and exaggerates those costs, ACE president **Stan Ikenberry** plans a nationwide campaign this fall to inform the public about the realities of costs and aid . . . *and* to urge that campuses "redouble efforts at cost control." . . . Stan's predecessor at ACE, **Bob Atwell,** adds to his busy "retirement" portfolio the chairmanship of an AACC commission on the future of community colleges . . . the last such commission, active in the late 1980s, was headed by **Ernest Boyer**. . . . In what has to be one of the largest grants ever in the community college world, a foundation formed by Cisco Systems's chairman John Morgridge has put up the first $10 million toward a $20 million center for technology training, to be jointly run by two community colleges: Edmonds and Shoreline . . . Shoreline president **Gary Oertli** praised the grant for its focus on entry-level, at-risk students throughout the Seattle area. . . . Former GWU B-school star **Peter Vaill** (*Managing as a Performing Art* and *Learning as a Way of Being*) returns to his native Minnesota in an endowed chair at the U of St. Thomas. . . . After intensive analysis and consultation, **George Kuh** and **C. Robert Pace** in April released an updated fourth edition of their "college student experiences" questionnaire (CSEQ@indiana.edu), a long-time centerpiece of many institutions' assessment efforts . . . I'll look for George and Bob at our assessment conference in Cincinnati, which at this writing shows a 30% jump in registrations over last year.

GOOD PUB: It's short, sweet, and not just for B-schools: AACSB's *Effective and Inclusive Learning Environments*, a common-sense manual on the "how to" of making classrooms more welcoming to students from varied cultural backgrounds, plus self-assessment tools . . . $25 from AACSB (314/872-8481).

MORE PEOPLE: It's the season for new presidential appointments, so the very best to **Dale Knobel** (Denison), **Martha Anne Dow** (Oregon Institute of Technology), **William Cooper** (Richmond), **Todd Stewart Hutton** (Utica), **Judith Rhoads** (Madisonville CC), **Larry Donnithorne** (Colorado Christian), and **Donald Mash** (UW-Eau Claire). . . . In other notable moves, Kent State provost **Myron Henry** is Southern Mississippi's new provost, scholar **Howard London** is Bridgewater State's new dean of A&S, Lesley provost **Robin Jacoby** is now an exec with Partners Health Care System, and Wheaton (MA) provost **Hannah Goldberg** retires, as does **Gunnar Wikstrom,** communications chief of Minnesota's statewide faculty organization. . . . Portland State's **Barbara Holland,** known to many members as the editor of *Metropolitan Universities,* is Northern Kentucky's associate provost for planning and outreach. . . . Wisconsin's **Susan Kahn** moves to IUPUI to coordinate a Pew-funded, six-university outcomes-accountability project headed by provost **Bill Plater**. . . . UVA's **Valdrie Walker** is Sweetbriar's new dean of co-curricular life, Maryland's talented **Geno Schnell** is now Johns Hopkins's senior organizational development specialist (good idea!), Wyoming's **Dan King** is Buffalo State's dean of applied science and education, and Tufts president **John DiBiaggio** is the ACE board's chair elect. . . . On May 29, Bowling Green dedicated its new **Charles E. Perry** Field House, honoring a distinguished alum and former administrator . . . Chuck was founding president of Florida International U, then went on to a 17-year business career as CEO of several companies and the business partner of Jack Nicklaus.

CARNEGIE-AAHE: Lots of you have phoned or emailed about participating in the Teaching Academy Campus Program described by **Pat Hutchings** in February's *AAHE Bulletin*. . . . The on-campus aspect of the Academy will be run from AAHE by **Barbara Cambridge**. . . . Pat and Barbara tell me that modes of participation will be worked out this summer, partly in consultation with the Academy's first class of national teaching fellows, with invitations to participate into the mail this August.

NOT-SO-DISTANT COMPETITORS: Thanks to the diligence of AAHE research associate **Caitlin Anderson,** members will be able to go to www.aahe.org for the full text of the May *Bulletin*'s lead article, interspersed with links to the websites of more than 80 of the "new providers." . . . There's the full text, too, of the commentaries that followed. . . . Best wishes to Caitlin, who moves this summer to Burlington, VT. . . . Have a restful summer yourself . . . we'll be back in September!

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evaluation from individual faculty members to the department as a whole?

If your institution is making progress on any of these or related areas, or even if you have some stories to tell that might benefit others, contact Pamela Bender (x56), program coordinator, AAHE Forum on Faculty Roles & Rewards, aaheffrr@aahe.org. Sorcinelli or Wergin will get in touch with you.

www.aahe.org

Books Online

AAHE has joined bookseller Barnes & Noble in its **Book Benefits Network** to provide members and other visitors to AAHE's website with a virtual bookstore. Enter the bookstore site through AAHE's link, and every book you buy there — education titles, AAHE titles, any title! — earns AAHE a commission of up to 7%. To access the bookstore. click the "BarnesandNoble.com" link on AAHE's homepage, or look for hot-links to titles encountered elsewhere on AAHE's website.

Membership

AAHE Materials

Interested in receiving additional information on AAHE and its various projects? For **brochures, fact sheets, and other materials,** contact Mary C.J. Schwarz (x14), director of membership and marketing, schwarz@aahe.org. Please include your mailing address and phone number.

Membership

Dues Increase

At its spring meeting, the AAHE Board of Directors approved a marginal increase in membership dues. Effective *July 1,* regular member dues will be $105 for one year, $200 for two years, and $295 for three years. Retired and student memberships will be $55. ■

Important Dates

1998 TLT Group "Levers for Change" Workshop

- Ohio Regional. *October 8-9.*

1998 Summer Academy. Vail, CO. *June 27-July 1.*

1998 TLT Group Summer Institute. Phoenix, AZ. *July 11-14.*

1998 AAHE Black Caucus Study Tour to South Africa. *July 16-August 2.*

1999 AAHE Conference on Faculty Roles & Rewards. San Diego, CA. *January 21-24.*

- Workshop Proposal Deadline. *September 7, 1998.*
- All Other Proposals. *September 14, 1998.*

❑ Yes! I want to become a member of AAHE.

As an AAHE member, you'll receive the *AAHE Bulletin* (10 issues a year) and *Change* magazine (6 issues). Plus, you'll save on conference registrations and publications; you'll save on subscriptions to selected non-AAHE periodicals *(ASHE-ERIC Higher Education Reports* and *The Journal of Higher Education);* and more! **Mail/fax to:** AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

AAHE Membership *(choose one) (add $10/yr outside the U.S.):*
Regular: ❑ 1yr,$95 ❑ 2yrs,$185 ❑ 3yrs,$275 Retired: ❑ 1yr,$50 Student: ❑ 1yr,$50

AAHE Caucuses/Networks *(all are open to all members; choose same number of years as above)*

Amer Indian/Alaska Native:	_____ yrs @ $10/yr		
Asian and Pacific:	_____ yrs @ $15/yr		
Black:	❑ 1yr,$25	❑ 2yrs,$45	❑ 3yrs,$70
Hispanic:	❑ 1yr,$25	❑ 2yrs,$45	❑ 3yrs,$70
Women's:	_____ yrs @ $10/yr		
Community College Network:	_____ yrs @ $10/yr		

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