CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION

Campus Leaders ... Moral Leaders ... Leaders

Four Views from College Presidents

VOLUME XIX
NUMBER 2
FALL 2004

Inside:










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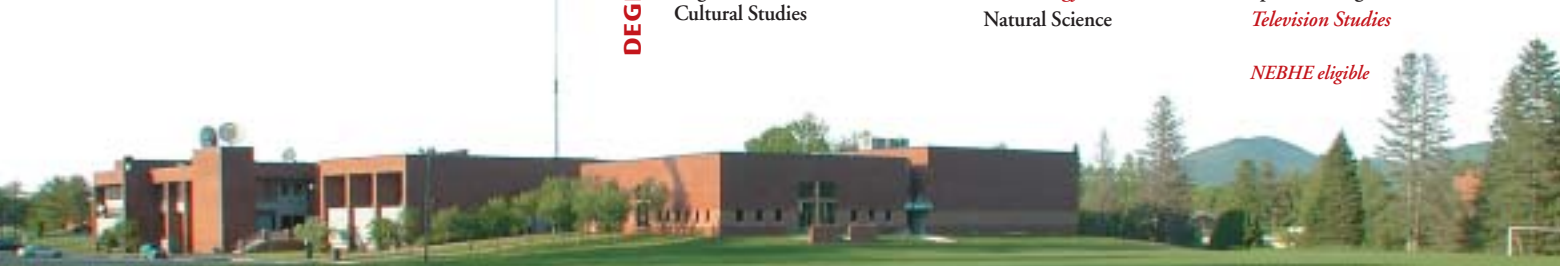

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CONNECTION
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Volume XIX, No. 2
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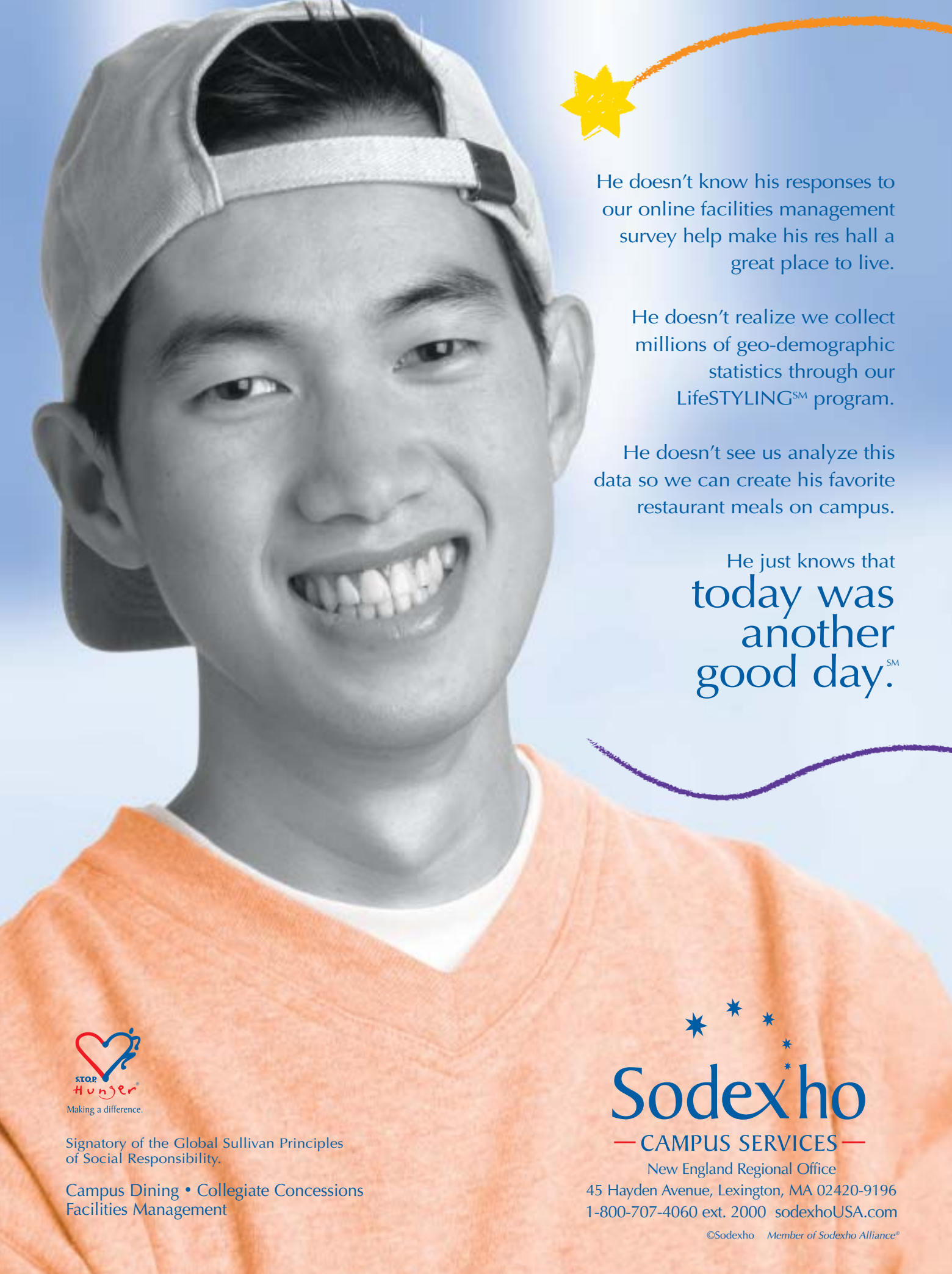
COMMENTARY & ANALYSIS

DEPARTMENTS



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EDITOR'S MEMO

Bully Pulpit

When Brown University President Ruth J. Simmons recently took to the *Boston Globe* to lay out Brown's bold inquiry into its founders' role in the slave trade, she prefaced her discussion by lamenting that college leaders were increasingly unwilling to discuss such controversial ideas in an open setting for fear of being exposed to "indecorous behavior."

A few years earlier, when former Tufts University President John DiBiaggio publicly voiced skepticism about a Massachusetts lieutenant governor's plan to enlist college student tutors to help high school students pass the high-stakes MCAS exam, some of DiBiaggio's colleagues worried openly about the political future of Tuft's veterinary school, which receives funding from the Commonwealth of Massachusetts.

Offering opinions is a high-risk activity for today's college and university presidents. If the indecorous behavior isn't bad enough, potential funders and de-funders are listening.

It's much safer to talk about the campus's latest "branding" effort or cost-cutting measures, or to rail against excessive regulation in higher education. And corporate-style leaders sought out by higher education governing boards and executive search firms to bring fiscal accountability and political favor to campuses are well-equipped to oblige. But is that a worthy use of the college president's "bully pulpit"?

Writing in the *Chronicle of Higher Education*, Nannerl O. Keohane acknowledged that she wrestled with how much to speak out on issues as president of Duke University, and before that, Wellesley College, concerned that "anything a president says about controversial issues while in office can be taken as an official statement" and worrying that "if an officer takes a substantive stand on a thorny topic, those on the campus who hold the opposite point of view may be less likely to speak out—especially if they lack power and job security." Nonetheless, Keohane concluded that the university president's bully pulpit simply offers too much potential for good to overlook, especially on issues that have "clear relevance" to the university's public purposes.

Which might lead one to wonder which issues do *not* have clear relevance to a college or university's public purposes. Higher education, after all, remains sufficiently at the center of public life that most important topics of the day are connected to the enterprise in some way—and, so even by this minimum standard, fair game for college presidents who are willing to exercise their moral authority.

War comes to mind, for its gravity, but also for its potential to wreak havoc with applicant pools, particularly among the under-represented groups that colleges profess to want to reach. Same goes for issues related to AIDS, guns in the community and impoverished public schools.

Likewise, civil liberties is hardly an external issue in an era when Congress is considering pulling federal funds on international studies programs that don't advance some vague national interest and scholars can be plucked from campus in the name of national security. Corporate ethics impacts endowment performance and trustee effectiveness. Excessive CEO pay steals jobs from fresh college graduates. Social inequity strains student aid budgets. Clearly relevant.

There are also more esoteric higher education matters that beg for moral voice. One cause that New England's private college presidents could champion effectively—and a handful have—is full and fair funding of *public* higher education. Their public counterparts would be credible advocates for full and fair funding of the state student grant programs that are sometimes seen as threats to funding for public institutions.

Presidents might even dare to speak out for things that are not obviously in the best interest of their institutions—like guaranteeing a living wage to unskilled campus workers or protecting university research from undue commercial pressures.

Ultimately, one of the great unheralded advantages of New England's concentration of colleges and universities is the potential public leadership of its 270 or so college presidents. The challenge they face is not that there are so many risks to speaking out, but rather, that there's so much to speak out about.

***John O. Harney** is executive editor of* CONNECTION.

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In Loco Parentis?

Congratulations on the Summer 2004 CONNECTION. Your Editor's Memo and the related articles surely cover what is, I think, the most difficult problem in higher education today. Harvard scholars recently published research suggesting that full maturity of the brain does not arrive until about age 25. Yet today, we impose a maturity on college students that they are often incapable of managing.

I recall my college and graduate work in a very different environment. At the mid-point of the 20th century, college life was pretty restricted, and the college culture was parental in nature. Even law school discouraged alcohol; drugs weren't discussed.

Your articles on alcohol and drugs and rape raise an important issue. When students reside on campus or in college housing, is it appropriate for the college administration to treat them as children and protect them from being handled by the legal system—even if their behavior is criminal? In deciding this, administrators might consider how religious organizations have been dramatically called to task for protecting those who could well be charged with criminal behaviors.

The issue of acquaintance rape is further illustrative. If it is actually rape, why is the penalty generally much less for the campus offender than for a non-college young man who is charged in the regular justice system. And there is a reverse effect as well: colleges may find rape and so state it in some situations in which the regular legal system might not find it.

Richard G. Huber
Emeritus Professor of Law
Boston College Law School

EQ and Testing

Kudos for writing your most insightful article on the importance of "Emotional Intelligence" [Editor's Memo, Summer 2004 CONNECTION]. Few people in or out of education seem to understand the importance of EQ.

Albert Einstein would have agreed with you, for many years ago he said: "The school should have as its aim that the young man leave it as a harmonious personality, not as a specialist. … The development of general ability for independent thinking and judgment should always be placed foremost, not the acquisition of special knowledge."

Meeting the individual needs of a student is paramount. Today's pressure of testing, testing, testing and measuring does more harm than good to the student and to the teacher. I fear it will increase the dropout rate in both high school and college. I vividly remember a student in the 1950s saying to me after taking a batch of tests: "so you have proved I am dumb—again." Testing is important but it must be with the aim of helping the student not frustrating him or her.

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Food for Thought

Among the most appetizing academic programs offered by New England colleges this fall has to be Boston University's interdisciplinary program in gastronomy.

The master's degree program focused on the impact of food on society, features courses in the Archaeology of Food in Ancient Times, the Geography of Hunger and Poverty, Food and the Visual Arts, Food Writing and the Language of Food.

The program was initiated in the early 1990s by America's most famous French chef, Julia Child, who died in August, and her frequent collaborator, Jacques Pepin.

* * * *

The University of Rhode Island's fall 2004 honors colloquium focusing on "Food, Human Rights, Hunger and Social Policy" features talks on food and hunger by speakers from U.S. Rep. James P. McGovern (D-Mass.) to Ben & Jerry's Homemade founder and activist Ben Cohen.

Two Workplaces

Surprise, surprise … corporate managers and their employees generally disagree on both the causes of low workplace morale and the best ways to improve it, according to survey of 150 executives at large companies and 571 workers conducted by the staffing firm OfficeTeam. Some of the findings:

	Executives	Employees
Which has the most negative impact on employee morale?		
Lack of open, honest communication	52%	30%
Failure to recognize employee achievements	21%	27%
Micromanaging employees	17%	16%
Excessive workloads for extended periods	7%	23%
What is the best remedy for low morale?		
Unexpected rewards such as gift certificates or tickets to a sporting event	38%	34%
Team–building events or meetings	17%	13%
Monetary awards for exceptional performance	13%	33%
Communication	11%	0%
Recognition programs	7%	0%
Additional days off	4%	16%

Apples and Oranges

"Since I have come to Smith, I have given a great deal of thought to private and public space. The history of political protest at Berkeley has made it almost synonymous with the public staging of issues. … The space that symbolizes the campus and appears on the campus web page is Sproul Plaza, the great open plaza on which the free speech movement took shape. … In the world of Smith, the private predominates. The spaces that define the college for many alumnae are the houses, designed to look like family houses, in which the students live."

—Carol T. Christ, president of Smith College and former vice chancellor and provost at the University of California at Berkeley, in a July 2004 College Planning & Management *magazine adaptation of a speech she gave to the Bank of New York's 2003 Higher Education Finance & Investment Officers Forum.*

"For me the biggest difference was that the value added to a student's life at Iowa was greater than at Dartmouth, because the distance the student traveled was greater. Students came to that university from small towns in Iowa, never had left the state, never been to Chicago, never seen a play, never been to a symphony, maybe never seen a bookstore in their hometowns. And they came and they started to read Plato and Aristotle, and all of those things. And they were set afire. And they grew and grew and grew. Dartmouth students were from more affluent homes. They'd had more higher quality educational opportunities. They came in at a much higher point of sophistication. And, of course, they grew too."

—James O. Freedman, president of Dartmouth College from 1987 to 2000 and of the University of Iowa from 1982 to 1987, in a 2001 "Conversation With History" with Harry Kreisler of the University of California at Berkeley.

Altered State

"Lobbyists are concerned the current bill would 'alter the basic relationship between the federal government and institutions of higher education.' With all due respect, that's been the point of this process all along: change."

—From a June letter sent to higher education lobbying groups by U.S. Reps. John A. Boehner (R-Ohio) and Howard P. "Buck" McKeon (R-Calif.) in defense of their legislation to reauthorize the federal Higher Education Act.

Cultural Populists

"Just as they'll pass their adulthoods convinced they belong to a silent majority that's repressed by a covertly liberal media, they go through their college days believing a biased faculty is trying to force a hidden lefty agenda down their throats."

—From "The Right's Kind of Campus," an article posted in August by Joshua Holland on the AlterNet website.

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Good Fences?

Sometimes it's hard to know whether developments in New England point to increasing regional integration or hardening divisions between the states. The latest …

In June, the Massachusetts Biotechnology Council placed a full-page ad in the *Providence Journal* urging Rhode Island life sciences companies to relocate in the Bay State if they "can no longer thrive in an environment hostile to life sciences." The ad apparently refers to Rhode Island legislation allowing state residents to take advantage of cheaper, re-imported drugs.

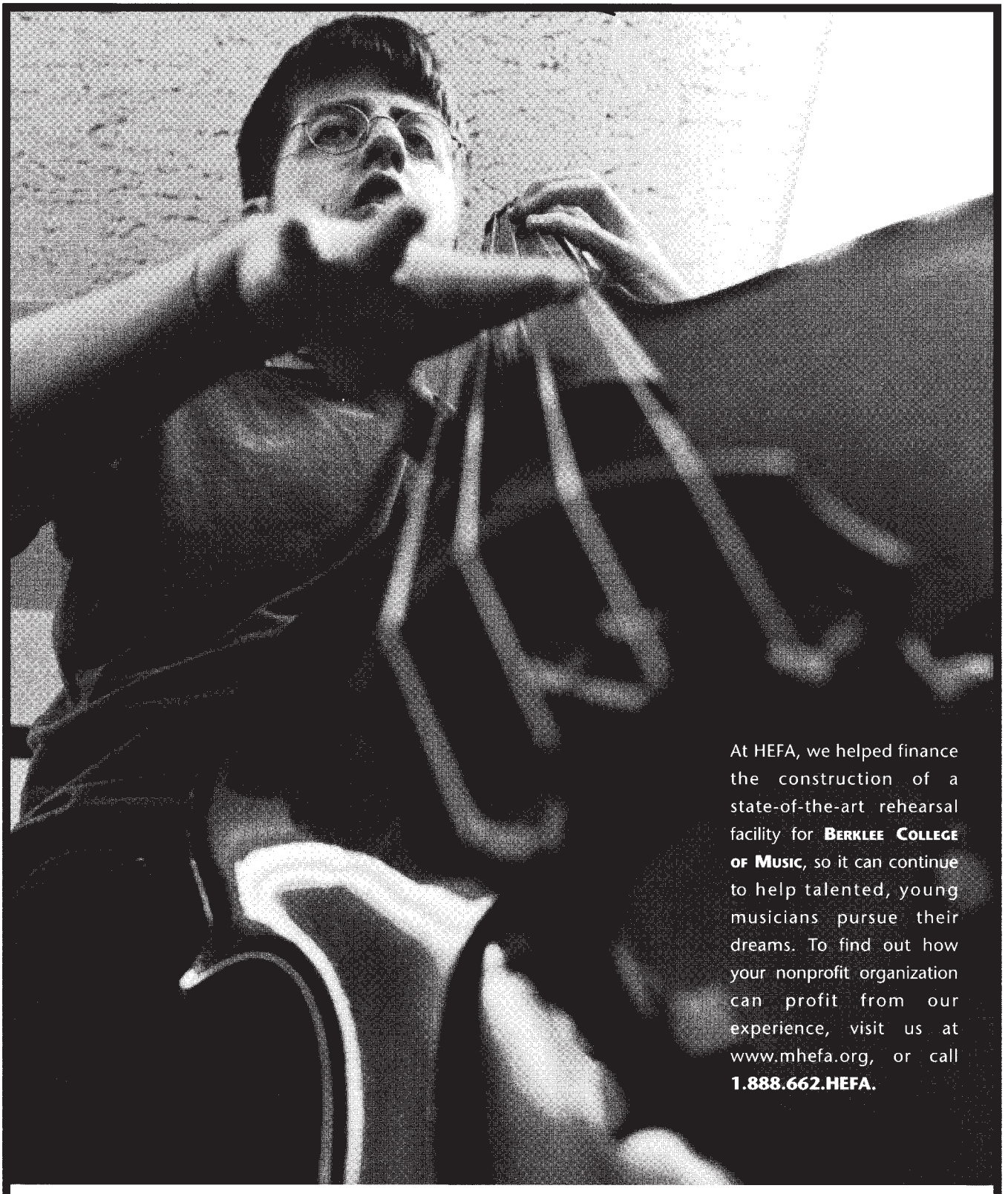
In July, New Hampshire Gov. Craig Benson received selectmen from Killington, Vt., to discuss their efforts to secede from Vermont over school funding formulas and to join New Hampshire, 25 miles to the east.

Frank Newman, 1927-2004

New England higher education lost a special friend, critic and champion recently in Frank Newman. The former president of the Education Commission of the States and the University of Rhode Island, who served in recent years as head of the Futures Project: Policy for Higher Education at Brown University, died in May at age 77.

In the early 1970s, Newman chaired a federal higher education task force, which advanced the radical notions that minority students and women should have better access to America's colleges and that postsecondary options should not be limited to four-year college degrees. In the '80s, as president of the Education Commission of the States, he was a leader in national school reform efforts. Also a founder of the pioneering service–learning program Campus Compact, Newman's most recent work with the Futures Project further challenges prevailing notions about technology, internationalization and competition in higher education.

"I am convinced that, in the past three decades, he had a greater impact on American education than any other person," wrote Columbia University Teachers College President Arthur Levine in a powerful tribute to Newman published in the June 18, 2004, issue of the *Chronicle of Higher Education.*



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Presidents Should Use Their Moral Authority to Protect Academe

STEPHEN J. NELSON

The American college and university presidency is bone-wearying, if not bone-crushing, in its demands. It is not only the focal point of individual campus leadership, but indeed the shaper of higher education in America.

Maybe today's college presidents are more, as former Emory University President Jim Laney puts it, *primus inter pares*, than the "no equal in the world" of Charles Eliot's day. But even if only "first among equals" (and arguably they are more than that) today's presidents are leaders who know the buck does stop with them (though some may try to shirk that responsibility), who gain their high office in all but a few isolated instances by rigorous assessments of proven capabilities and fulfilled expectations, and who possess important bully pulpits in the eyes of both campus and society.

For all the comparisons with corporate CEOs, some on the mark, some off, the job of president in the academy is vastly more complex, demanding and relentlessly pressured from an almost unending stream of physical, financial and human resource dilemmas, from diverse constituencies with competing interests, from small and large debates—and from the expectation that the president consult, adhere to democratic process and commit to rational discourse.

Carleton College President Rob Oden tells the story of a counterpart of his who hailed from the corporate sector commenting that the difference between the corporate world and the academy was that "We make snap decisions in business, and then mop up the agony for six months. In the academy, you have a process that seems agonizing for six months, and then the decision is reached." Oden rightfully concludes that "it's a lot of process anyway," and that is itself a marked difference and a different reality for leadership.

George Washington University President Stephen Trachtenberg describes his role as "constantly searching for equilibrium," perceiving himself "as a balance wheel in an institution which has strong passions, made up of individuals who wish to steer it in any one of various worthwhile and even noble directions." That's certainly not a description of the average corporate CEO. In a similar vein, he notes "my passion is to allow all those passions to play out in the name of a healthier academic community, but also in a healthier society in general."

But the most distinct aspect of the college presidency and one on which many observers tend to focus is the perception that presidents possess—and should use—their bully pulpits. *How* they use their perches—and the degree to which they exercise moral voice from them—trips alarm bells in and out of the academy.

At least two major dangers can prevent presidents from speaking out on issues of the day. The first, and most obvious, is the relentless fundraising pressure on presidents—the era of the seemingly continuous capital "campaign"—and the degree to which fear of losing major donors makes presidents reticent about what they say and how they might be quoted, especially on "hot button" issues. Most presidents acknowledge the practical reality that they will err on the side of caution and nuance what they have to say, wisely avoiding utterances that might offend major donors and prospects.

This pressure may be more myth than reality, but it still makes presidents wary. No less visible an academic leader than former Brown University President Vartan Gregorian, commenting about the "tact and diplomacy" required of presidents, quotes Lord Chesterfield that "wisdom is like carrying a watch. Unless asked, you don't have to tell everybody what time it is."

Moreover, there are occasional reported episodes of colleges refusing gifts because of an overt or implied quid pro quo.

Johnnetta Cole, the former president of Spelman College who came out of "retirement" to lead the struggling Bennett College, acknowledges that to maintain a campus environment open to divergent views, a president "must temper, set boundaries … as to what you say." Despite this caution, Cole is constantly outspoken inside and outside the gates of the campuses she has served. Likewise, Nan Keohane, the recently retired president of Duke, maintained a vigorous bully pulpit, speaking out on national issues such as intercollegiate athletics and the role of sweatshops in manufacturing university wear. Keohane involved herself and Duke in a regional farm workers' rights controversy, all the while conducting a highly successful billion-dollar plus

campaign. Former Harvard President Neil Rudenstine made it a practice to get out in front of controversial issues, especially in talks with alumni. As president, he intentionally opened discussion on issues he knew his audience might be thinking or intending to bring up. And he did this throughout the time he was securing enormous gifts from Harvard alumni. So, there may be a fair bit of talk about how fundraising pressure constrains the moral utterances of presidents, but this by itself, does not prevent presidents from speaking out publicly.

The most distinct aspect of the college presidency and one on which many observers tend to focus is the perception that presidents possess—and should use—their bully pulpits.

But a second danger lurks. The ideological battleground of political correctness is an invidious problem for presidential moral voice, and even more significantly, for the university itself.

Presidents, seeking rightly to defend the turf of the university from the likes of Bill Bennett, David Horowitz, Alan Bloom and so many others (generally on the Right), become instant allies of the numerous "progressive" academics (generally on the Left) who would use the university to accomplish overt and covert social and political goals. In so doing, they ironically confirm the critiques that the Right trumpets in the public square about the diminished objectivity and compromised seeking of truth in academia. At the same time, faculty set on pushing political agendas unintentionally undermine the principles of free and open inquiry, search for truth, debate and dialogue—the very hallmarks of the university that presidents should be willing to protect regardless of whom they cross in the process.

New York University President John Sexton addressed these dangers in a talk, entitled, "The University as Sanctuary," which he delivered at Fordham earlier this year. Sexton enters the heart of the political correctness debate, decrying the "powerful evidence that the quality of dialogue in much of our society increasingly is impoverished—that, just when there is a need for more nuanced reflection and discussion, civil discourse seems ever less able to deliver it."

Sexton concludes that "it is ironic that at the time when sustaining the university as sanctuary is so important to society at large, society itself has unleashed forces which threaten the vitality if not the existence of that sacred space. Simply put, the polarization and oversimplification of civic discourse have been accompanied by a simultaneous attempt to capture the space inside the university for the external battle. This trend does not arise from one political side or another, but from a tendency to enlist the university not for its wisdom but for its symbolic value as a vehicle to ratify a received vision."

What can and should presidents do in the face of this threat? One reasonable conclusion is that they must steer a middle course in the ideological battleground. Some might find such an approach too tentative, further comprising the presidents' bully pulpits. But Trachtenberg's "balance wheel" is actually a crucial location of the moral courage of presidents. It is where their moral authority is most needed, especially in times that are substantively different from those of the always-talked-about "giants" of previous and bygone eras with whom they are at times fairly, but in this case unfairly, compared. It is a task no less important than preventing the muzzling of the true voices of the academy and thereby the academy itself. They need to be voices ensuring that the university not be turned into something used "for its symbolic value as a vehicle to ratify a received vision." In short, presidents are called upon to do nothing less than use their voices and their pulpits to let the university be the university.

Stephen J. Nelson *is a research associate in the Brown University Education Department and an assistant professor in educational leadership at Bridgewater State College. Nelson is the author of* Leaders in the Crucible: The Moral Voice of College Presidents. *He is currently completing a Kellogg Foundation project featuring interviews with 15 current and former college presidents.*

The Making of the College President

Average years in office: 7

Gender: 79% male, 21% female

Race/ethnicity: 87% white, 6% African-American, 4% Hispanic, 1% Asian-American, 1% American Indian

Percentage who have held full-time faculty positions: 70%

Percentage whose most recent previous job was in private business: 2%

Percentage whose most recent previous job was in government: 2%

Source: The American College President, 2002 Edition, American Council on Education

Profiles in Caution

If College Presidents Don't Ask Questions about War and Civil Liberties, Who Will?

MARGARET A. McKENNA

The college campus is the natural place for open, lively debate on the important issues of the day. Robust public discourse is elemental to what higher education is all about. But what is the role of college presidents in that debate? Is it limited to merely ensuring an environment in which diverse points of view are welcomed and expressed? Or do we also have a responsibility to participate actively in the freewheeling exchange of ideas, even, on occasion, taking sides on significant issues of controversy?

The answer is not simply a matter of each president's individual tolerance—or appetite—for controversy. It goes to the heart of how we define our jobs. I believe my principal responsibility as president of Lesley University is running the place and fundraising, but the charge goes beyond that. Sometimes it also means taking a stand and speaking out.

At a recent discussion I participated in for college leaders on the "President's Role in Public Discourse," circumspection was the order of the day. My suggestion that institutional leaders have a responsibility to speak out on critical public issues provoked a strong negative response from many of the college leaders in the room.

Men and women who in their day-to-day campus decision-making and community affairs are by no means timid, unimaginative or un-opinionated, found plenty of reasons to counsel caution in dealing with broader public affairs: *If we take a stand, we will offend some people. Taking a public stand would put the campus at risk.*

It's one thing to speak out on "safe" topics like proposed changes to the federal Higher Education Act and the attendant dangers of government intrusions into the academic sphere. But what voice should we give to the abridgement of individual civil liberties under the USA Patriot Act? What about gay marriage, abortion, Enron, tax policy and health reform?

If college presidents don't ask questions about war and civil liberties, who will? If we don't speak out on such issues and act as role models for our students, who will? Many academic leaders take the position that anything that has the potential to alienate some constituency, by definition, poses risk to the institution and should be avoided. I disagree.

One of higher education's fundamental roles is to encourage students to become actively involved in the community—in civic life. Isn't it logical then for students to expect leaders of their institutions to model that behavior? That suggests that presidents must act not only as academic leaders, but as moral leaders of the broader community as well. Doing so is fundamental to making students' educational experience—and our institutions themselves—relevant in today's world.

In an earlier era, campus leaders frequently occupied positions of societal power and influence. Think of James Bryant Conant's influence on American life that extended well beyond Harvard's walls to science policy and education reform, Yale President Kingman Brewster's challenge to the establishment's support of the Vietnam War, and the eloquent leadership of Morehouse College President Benjamin Mays against segregation.

Colleges and universities require certain basics to deliver high-quality education to students—basics like strong faculty, coherent curriculum, classrooms and student services. In the final analysis, though, it will not be just the subject knowledge and skills that our graduates leave college with that matters. It will also be the values they take away to lead lives as productive citizens. Every campus leader, by virtue of his or her position, has the capacity (and I believe, the obligation) to influence those values by example through words and deeds.

Will this occasionally get us into trouble? Perhaps so. But remember that Nelson Mandela's birth name in his tribal language means "troublemaker" or "shaker of trees." In times like these, we need all the tree shakers we can muster. At a recent Lesley University commencement, keynote speaker John Lewis, the civil rights icon and congressman from Georgia, exhorted the 3,000 members of the graduating class to "make trouble and get in the way." That is good advice for our students. It is good advice for academic leaders as well.

Margaret A. McKenna *is president of Lesley University.*

It's Not About Me

Politics of the Public University President

RICHARD PATTENAUDE

One hears the occasional lament that university presidents do not speak out in the same forceful way they used to. Their voices do not lead the chorus on public issues and controversies in the manner of the great presidents of the past, such as Woodrow Wilson, Derek Bok, Clark Kerr, Theodore Hesburgh and others (I suspect time and fading memory have enhanced all this a bit). Of course there are significant exceptions to such a generalization but, in the main, the public president speaks out on policy issues very carefully. Why? What has changed?

First: Vietnam. The wrenching and horribly fragmenting nature of that debacle (oops, there I go) politicized campuses in ways that we are still experiencing. Presidents were pushed to be outspoken, to lead the charge to the barricades, only to find some very unhappy trustees guarding the castle. One of the ironies was that silence was considered support of the war and earned one the wrath of most of the faculty and students anyway. This made presidents wary of policy issues and their double-edged nature.

Second: political correctness. The politicization of language has made it risky to even speak out in favor of a group or an issue. It was (is) a verbal minefield (for example, trace the history of the use of the word *tolerance)*. I think there is merit in some of this; when I teach my class on American Government, I lean heavily on George Orwell to help students ponder the power of language. Still, it all has a silencing effect.

The presidency is not about me, my opinions and my view of the new world order. I consider it inappropriate to think I might somehow represent the political views of all the people who work and learn on our campus.

Third: careerism. Some time in the last 30 years or so, the professional academic administrative career emerged as a permanent career path. Or, as one of my friends said to me when I became an associate dean, "Now you are one of them." I never looked back and have had a great time—and I still am. But to keep moving the institution ahead, it becomes important to be less controversial on campus and to have a lower political profile off campus. One develops a survivor strategy; you cannot change the university if you are on the street.

Fourth: managerial realities. Campuses are increasingly unionized, facing litigation at every turn, and bound up by rules, policies, procedures and governance documents. In this increasingly formal and legalistic environment, controversial public utterances can be viewed as bargaining in public, trying cases in public or prejudging issues. The president must be aware at all times of the risk-management impacts of his or her actions and words. This rational behavioral calculus often directs one to the more conservative option in a difficult situation.

Finally (although this list could be longer): economic imperatives. The governor and the legislature expect the university to be a partner in economic development. It doesn't matter if the prevailing party is Democrat or Republican, the university should be on board. If you are, resources and support might follow. If not, the university can be punished. The result is the need to be politically neutral on the issue of the day whether it is consolidation of school districts, landfills or the politics of creating casinos.

Yet the expectation from all quarters is that the public university president must work hard, facilitate change and progress, have strong values, act ethically, be courageous and make tough decisions. These are essential if one is to be an effective campus leader, to earn those "big bucks." In the current era, one learns to do this more deftly in order to maintain a functional consensus on campus, generate support from external audiences and keep the university on track. Too much controversy saps energy, creates resistance to change and sometimes generates hostile opposition.

This balancing act is neither cynical nor cowardly. It can be done with great verve, integrity and decisiveness. It is a pragmatic stance, taken on behalf of the welfare

of the university. After all, the presidency is not about me, my opinions and my view of the new world order. I consider it inappropriate to think I might somehow represent the political views of all the people who work and learn on our campus. My job is to lead, prod, excite and push the university to a better future: higher quality, more efficient, more responsive, more diverse and better funded—and in the process to protect and guarantee its academic integrity. When people ask me what my job is, I always say, "To make the University of Southern Maine an even better university."

When the day comes that I want to jump up on the bully pulpit and advocate clear and strong positions, I will run for office or return full time to the faculty. Until then I will take seriously the responsibility of representing all the voices and views on campus, and to work as hard as I can to move this university forward on its journey towards our stated goal of "regional excellence, national recognition." To do otherwise would abuse the opportunity I have been given and would undermine the broad stewardship responsibility that is inherent in the role of the 21st century public university president.

Richard Pattenaude *is president of the University of Southern Maine.*

Declaring Independence

A New Model for Public Presidents

ROBERT L. CAROTHERS

Once again this past summer, leaders of public colleges and universities around the country were left scratching their heads, trying to figure out how best to fulfill their missions in the face of continuing disinvestment by the states. This has become a predictable part of July and August, a time we once used to catch up on our research and reading and maybe even get a few days by the lake. To the dismay of our spouses, children and grandchildren, those days are gone.

July starts like this: After months of bickering about too-high taxes and government waste, the state legislature finally adjourns amidst finger-pointing and rancor. The budget it has passed is not as bad as it looked in March, but the appropriation to higher education is still several percentage points below what we received last year. To compensate, our boards are now called back into session to set even higher tuition and fees than the increases they had announced earlier. The presidents and provosts start making cuts in the budgets they had promised the deans and face the angry parents and students who have just been notified that their bills for September will be several hundred dollars (or several thousand) higher than they thought they would be. Next comes the annual letter from the state budget office requiring that next year's budget request be no more than 90 percent of this year's appropriation. By August, we are sitting in small, hot conference rooms, listening to our finance officers wailing in the growing darkness.

Clearly, as we said ad nauseum in the 1990s, the paradigm has shifted. The days when we could advance the cause by pointing to the rapid growth of America's Knowledge Economy and higher education's role in building the common good are over. As University of Maryland President C.T. Mote wrote recently in the *Washington Post*, the "personal benefit" model is now firmly established in the minds of both federal and state governments, complete with a reliance on staggering amounts of personal debt that has dramatically changed the decisions our students make about their lives and careers.

Today's political leaders, governing boards and college and university presidents now need to get on with creating a new model for supporting our colleges and universities. As always, the people need a vision.

For 30 years now, I have listened to corporate leaders and politicians opine that our institutions should be run more like businesses—whatever that meant to them at the moment. What I know about successful businesses is that they bring ideas and capital together and take calculated risks based on a reasonable appraisal of the evolving marketplace. They leverage whatever resources they have, and they curse bureaucracies and regulators

of whatever origin. Today's businesses like to think of themselves as agile, quick to respond to change, moving from mass production to highly customized products and services. And while colleges and universities have survived for nearly a millennium using a very different model, our corporate colleagues seem to have carried the day.

It is hard to be agile when we are tied to archaic statewide purchasing and personnel systems set up to manage traditional state agencies, compensation rules that ignore the realities of the higher education marketplace and financial control systems well behind the contemporary realities of rapidly changing accounting standards.

So how will public colleges and universities adapt to a model in which they are expected to supply their own operating revenues while continuing to serve their states and nation for the greater public good? A few clues may be found.

The first is that the states have steadily increased their commitment to new and rehabilitated buildings and laboratories on public college campuses. In New England, the fabled $1 billion investment called UConn 2000 and the subsequent billion three years later, has transformed the University of Connecticut, giving it the tools to both serve Connecticut and compete with some of the most prestigious universities in the country for well-prepared students, grants and gifts. At the University of Rhode Island, new residence halls, wonderful new science and business facilities, rehabilitated historic buildings and new athletic venues have set us on the same path.

A second is the creation of matching gift programs in many states, a strategy to bring in private dollars to state universities by demonstrating to potential but skeptical donors that their gifts will leverage state money, not replace it. These programs have great potential for building public university endowments that now lag far behind those of our sister institutions in the independent sector.

Finally, the states have been passing laws that allow university professors to build companies that commercialize the fruits of their research, with the universities themselves (or their foundations) holding equity positions in those companies, creating new revenue streams. Taken together, it looks like a plan.

But while the states have given us some new tools with which to toil in this fallen world, they continue to prevent us from functioning like modern business enterprises by maintaining and even tightening the bureaucratic controls left over from another time. It is hard to be agile when we are tied to things like the archaic statewide purchasing and personnel systems set up to manage traditional state agencies, compensation rules that ignore the realities of the higher education marketplace and financial control systems well behind the contemporary realities of rapidly changing accounting standards. More problematic yet are state budget regulations that inhibit planning beyond the current fiscal year and prevent the creation of the reserves necessary to ride out years like the past several or to save up for critical investments. The University of New Hampshire broke through this barrier several years ago, allowing UNH to implement "responsibility-based management" with great success. So should we all.

Today's leaders in higher education will have to abandon, however grudgingly, the defense of financial entitlement and instead shift their focus to gaining the financial and management independence required to maintain the viability of their institutions. In this campaign, we have natural allies among our alumni and advisory boards, who can grasp what would happen to their businesses if they were required to observe similar restrictions. We will all continue to ask "Where's the money?," but we will also understand that it is up to us to create it.

Robert L. Carothers *is president of the University of Rhode Island.*

Roads to the Presidency

Once upon a time, most college presidents were former academics. Now, they come from all walks of life, especially business and politics. A few New England examples:

- Berklee College of Music President Roger H. Brown is the former CEO of Bright Horizons Family Solutions, the childcare and early childhood development outfit.
- Wesleyan University President Doug Bennet was assistant secretary of state for international organization affairs in the Clinton administration and CEO of National Public Radio.
- Bowdoin College President Barry Mills was a partner in the New York City law firm of Debevoise & Plimpton.
- Southern New Hampshire University President Paul Leblanc is a former vice president of Houghton Mifflin Company.
- Harvard University President Lawrence H. Summers was U.S. secretary of the Treasury in the Clinton administration.
- Marlboro College President Elizabeth McCulloch-Lovell was executive director of President Clinton's Committee on the Arts and Humanities.
- Bryant University President Ronald K. Machtley was a U.S. congressman from Rhode Island.

Connecting Thought and Action

The Challenge for Liberal Arts Presidents

ELIZABETH COLEMAN

These are times of great stress and urgency for our nation and the world—the importance of an educated citizenry is ever more compelling. Our failures in this regard hardly need more documenting. What is encouraging is that complacency is increasingly being replaced by a sense that we need to move beyond business as usual. This is particularly relevant to the future of the liberal arts, which have always had a radical edge, a restlessness, a stubborn refusal to relinquish sky-high expectations.

In this climate, an overwhelming challenge for presidents of liberal arts colleges is to discover those ideas that have both the power to transform curriculum by getting people to think freshly and the capacity to generate the financial and human resources necessary for their implementation. Then there is the equally challenging task of design—how to go about translating ideas into action. Underlying all this is the ethos of the institution itself: is there is a culture of innovation or of protecting the status quo? The president does not create this culture, but he or she can certainly influence it.

Developing and sustaining the habits of debate, openness and self-criticism while engaging substance of profound importance is the perpetual challenge facing liberal education. A liberal arts curriculum must make these two aspects inseparable—the depth, flexibility and openness of our thinking and the importance of what we are thinking about. Decades of professionalizing the disciplines, of emphasizing expertise as the sole form of intellectual prowess, of treating technical competence as the exclusive intellectual virtue have enabled us to avoid this challenge. Methodological sophistication—often referred to as *critical thinking skills*—is treated as if it is an end in itself, disconnected from the urgencies, passions and values associated with matters of substance. Where once the task of liberal education was thought to be the disciplining of our passions, it is now more akin to eliminating or neutralizing them.

To redress this imbalance is no simple matter. As the urgency of a subject intensifies, so does the potential for confusing ideas with ideology and of turning inquiry into advocacy. Achieving a continuum between thought and action has never been easy—on the academic side is the fear of diluting intellectual rigor matched on the practical side by the fear of paralysis. If anything, the increasing specialization and narrowing of academic disciplines over the past decades has deepened the divide. The failure to accommodate a reciprocal relationship between thinking and doing carries a high price. Academic rigor is increasingly reduced to technical competence, narrowness of focus and perpetuation of the status quo, while action is equated with mindless activity.

This dichotomizing is especially evident and especially costly in our attempts to address questions relating to civic education.

Despite a huge expenditure of effort and resources in recent decades, attempts to bolster civic values in colleges and universities through scores of community service programs have failed to influence curriculum. This is no small thing because the curriculum is where the most profound values of an education reside, creating a dangerous disconnect between what we say (proclaiming the great value of civic virtue) and what we do (wariness about exploring these values where it really counts). Work within the classroom remains "uncontaminated" by any serious engagement with efforts connected with civic responsibility, which in turn, tends to be limited to activities that are self-evidently virtuous.

This focus on activities whose value seems beyond question diminishes the need for students to wrestle intellectually with these choices, to deepen and enlarge their understanding of civic responsibility, or to address the huge challenge of connecting a commitment to activities associated with public virtue to the values and ambitions that shape the rest of their lives. Civic values are aggressively promoted, but in a context detached from those educational experiences most closely connected with one's future intellectual and professional identity. In effect, we have institutionalized

the divide between intellectual and professional development on the one hand and civic responsibility on the other, between one's own interests and the interests of others, between youthful energy and idealism and adult responsibilities and realism.

Democracy Project

The Democracy Project at Bennington College addresses fundamental questions about the organization of curriculum and the stranglehold of the academic disciplines while it takes on issues related to the continuum between thought and action. For these reasons, not despite them, it is a project that is very likely to enhance the institution's access to resources, both human and financial.

We are witnessing a nearly universal interest in the possibilities of democracy accompanied by a great deal of debate and honest difference as to the means for achieving them. These differences have to do with profound variations in history, traditions, religions, social compacts and natural, human and financial resources. Understanding these differences is crucial, both in addressing the intolerable inequities that persist in established democratic societies like our own and in fostering the conditions that new democracies require to thrive. Moreover, the surge in efforts to realize in practice the ideals of democracy in remarkably divergent settings around the world is likely to define the history of the coming decades.

The Democracy Project makes democracy the animating principle of an area of concentration (or a major) with traditional academic disciplines entering insofar as they illuminate this subject rather than as ends in themselves. While no teaching strategy is foolproof, focusing the curriculum on democracy is especially compatible with the need to generate fusion among thought, passion and action. There is an indisputable urgency to this subject and it most certainly engages our passions. At the same time, conflict and dissent are its life-blood, making it particularly averse to the doctrinaire and the flight from thinking. Democracy's emphasis on mediating conflict gives it a quintessentially open-ended and intellectual cast. Plus, it has the remarkable characteristic of providing a rationale for seeing its own limitations no less than its strengths. Like the liberal arts at their best, a mix of restlessness, self-criticism and visionary possibilities replaces the hope of achieving fixed structures and the quest for ultimate truths.

The enormity of these issues is reason enough for democracy to assume a prominent position in a liberal arts college. Moreover, this great intellectual invention in its prior, current and potential configurations has the breadth and depth that can profitably engage an extraordinary range of intellectual traditions—historical, philosophical, cultural, psychological, political and economic. It similarly engages the dialectical oppositions that have informed human efforts to comprehend human society—freedom and order; rich and poor; old and new; individual and society; familiar and strange; thought and action. The very inexhaustibility of the subject, daunting as it is, constitutes a strength in the context of an educational setting. There is ample room at the table for faculty and students with a wide diversity of interests, temperaments, proficiencies and objectives. In addition to providing a unity of focus while accommodating a virtually limitless diversity of interests, the study of democracy provides a context for bringing thought and action into fruitful interaction.

There are two additional concerns that this focus on democracy raises when the object is to fulfill the ambitions of a genuinely liberal education. One is parochialism and the other is complacency. With the recent expansion of democracy globally, a whole array of assumptions born of the American and the European experience about pre-conditions for democracy have lost their authority, to be replaced by more flexible and more dynamic analyses and a more global frame of reference. This transformation in our understanding of democracy precludes chauvinism, without diminishing the importance of the history and traditions of Europe and the United States. On the contrary, their role in effecting this global phenomenon adds yet another dimension to their value.

Finally, whatever values and accomplishments we attribute to democracy at any given moment, an informed view of its history makes the complacencies of the ideologue unthinkable. As Bronsilaw Gieremek, former foreign minister of Poland, reminds us: "[Democracy] is by no means a process that goes from triumph to triumph nor is it exempt from creating the very conditions that undermine it. On the contrary, the history of democracy is also a history of moral compromises, downfalls, economic crises and 'flights from democracy' in places it seemed to have sunk lasting roots. Democracies have had slaves and colonies, voted for Hitler and refused to die for Gdansk."

The last several decades have made one thing clear: It will take fresh ways of addressing curriculum if the big questions are to resume a privileged position throughout the course of the undergraduate experience, not only in the broad introductory courses, and if we are to embed within the totality of our academic experience the urgencies and values of civic life. To confront this challenge does not make the job of a liberal arts college president easy; it is most certainly what makes it a very special privilege.

Elizabeth Coleman *is president of Bennington College.*

Why New Presidents Can't Sleep

JAMES MARTIN AND JAMES E. SAMELS

Many new college and university presidents across New England are not sleeping well this fall. The job is not what they thought it would be, and a growing number of them are choosing to step down earlier than their predecessors.

The presidential "honeymoon" has disappeared from most campuses. Once, new campus leaders were afforded a grace period during which the institutional community forgave a pause in decision-making or a decision that failed to account for a key political consideration, constituency or aspect of institutional history. Now, smaller, resource-stretched schools cannot afford even a brief period of presidential uncertainty, much less inactivity. Presidents at larger institutions likely never experienced that now anachronistic element of the presidency.

JoAnn Gora, who left the University of Massachusetts Boston earlier this year to become the first female leader of an Indiana public university, Ball State, offers a stark view of the presidential honeymoon: "Presidents expecting honeymoons should dust off their wedding albums; it is a word, and a concept, disappearing from our lives. The first thing new presidents are asked, even before arriving on campus, is, 'What is your plan?' Effective leaders should be very careful about talking about any 'plan' until they have demonstrated respect for the new community by taking the time to learn firsthand about its opportunities and challenges."

Gora's view reflects the passing of a slower period of higher education management when chief executive officers were hired for their potential and expected to receive much of their training on the job.

Today, an unforgiving set of expectations is swiftly placed on new presidents—often before their first day on campus—by students, faculty and, most commonly, trustees. Kevin Sayers, former senior research analyst at Brown University and now vice president for institutional research and effectiveness at Capital University, says even presidents who are very skilled at planning "are growing restless in their efforts and weary of the burdensome demands of institutional and program accreditors; as a result, many leaders are becoming unable to move their colleges beyond relatively simple day-to-day decision-making to much-needed long-range forecasting."

This past summer, Vicky L. Carwein began her tenure as president of Westfield State College. As her leadership team works to boost Westfield's profile and attractiveness in the metro Boston and New York markets, she offers this view of her first weeks as a state college president: "National economic stresses, including a steady decline in state support for public higher education, have led to two increasing pressures on New England college presidents: a focus on private fundraising and an emphasis on greater accountability via value-added outcomes of teaching and learning. Within what seems like only weeks, new presidents will need to raise significant private dollars, to quantify their institution's successes and to anticipate what the next benchmarks will be—all while remaining committed to mission and integrity."

After the new president arrives, it is often not long before the board chair suggests, in so many words, "clear your desk, focus the institution and complete a strategic planning cycle immediately." Younger presidents, in particular, need to discover for themselves that strategic planning has become more complicated than it was a generation ago in part because of the louder calls for accountability from almost all constituents involved in the planning process. Many presidents experience extremely narrow margins for error with their planning goals under the microscope at weekly trustee meetings.

In his first year as president of Roxbury Community College, Terrence Gomes faced a strategic abyss. The college had not implemented a major strategic plan in a good number of years despite several planning exercises. Gomes immediately focused on a new way to think about planning both effectively and rapidly at Roxbury by working with the community to articulate its most important "core values." As he described it, "I found it important to spend my time creating a new climate across the campus and in building a strong platform on which effective strategic planning and its accompanying timelines could begin. Thus, community members entered the process at Roxbury realizing that a realistic timeframe for implementation in their areas was a critical aspect of the plan itself."

These causes of presidential night sweats could be matched by three, six, or even nine more of almost equal intensity this fall, as many of New England's new presidents struggle quietly, perhaps painfully, to move their institutions forward in the country's most competitive higher education marketplace.

James Martin *is a professor of English at Mount Ida College and academic vice president of the Education Alliance, a higher education consulting firm based in Framingham, Mass.* ***James E. Samels*** *is president and CEO of the Education Alliance. They are authors of* Presidential Transition in Higher Education: Managing Leadership Change *(Johns Hopkins University Press, September 2004).*

World Class

Post–9/11 Restrictions, New Competition Threaten New England's Foreign Enrollment Leadership

JOHN F. EBERSOLE

Increased security concerns and visa restrictions have contributed to a perception that international students are less welcome in the United States.

New England colleges and universities face a series of threats to their international student enrollments which, if ignored, will have a resounding impact on the region as a whole. The most obvious threats include post-9/11 controls on foreign student entry to the United States and prohibitions on certain types of study by citizens of specific countries. Less noticed have been the aggressive attempts by other countries to capitalize on America's restrictiveness, and a growing effort to deliver U.S. education in foreign countries rather than bringing foreign students here.

In the 2002-03 academic year, New England colleges enrolled 44,480 international students—nearly 8 percent of the 586,322 foreign students enrolled across the United States, according to the New York City-based Institute in International Education (IIE). IIE estimates that these foreign students contributed $13 billion to the U.S. economy, and $1.2 billion in New England alone. This includes tuition payments, living expenses and discretionary spending.

But these numbers mask alarming trends. Nationally, foreign student enrollment rose by less than 1 percent over 2001-02—the smallest increase in seven years. And America's share of the international student market has been declining for 10 years, according to the Association of International Educators and the Organization for Economic Cooperation and Development. Meanwhile, New England's share of foreign students in the United States has also declined by a full percent over the past decade.

Most disturbing is news that foreign student applications to U.S. graduate programs are down dramatically—off by a whopping 47 percent from last year, according to a spring 2004 survey of 250 institutions by the Association of American Universities.

Increased security concerns and visa restrictions, along with rising fees and changes in test requirements, have contributed to a perception that international students are less welcome in the United States. However, competition from other countries is also having an impact. For example, the British Council reports that the number of international students enrolling in British institutions has ballooned to 232,760—nearly half that of the United States. Such enrollments have been growing at a double-digit rate, with undergraduate enrollments alone increasing by 20 percent between 2001 and 2002. Australia has long been considered one of the most aggressive recruiters of foreign students, and is seeing increases of 15 percent to 20 percent a year. In 2001, international students comprised 18 percent of Australia's total university enrollment.

In both Britain and Australia, foreign student tuition has come to represent a major source of financial support for higher education. Accordingly, the governments of those countries are actively underwriting the cost of recruitment activities. These range from operating recruiting offices overseas (including in the United States) to state-sponsored fairs, web sites and promotional materials.

Canada and New Zealand also enjoy such government help. But it is not just English-speaking countries that are seeking to provide alternatives to studying in the United States. A recent international education exhibition in Baltimore was attended by 88 universities from 21 countries, all looking to recruit foreign students. Ten of the countries represented—including Spain, France, South Korea and Switzerland—featured exhibits by government agencies or government-supported consortia seeking to assist their country's universities in recruiting.

Offshoring Education

At the same time, many New England institutions are attempting to deal with federally imposed restrictions on foreign students by taking their instruction abroad. This is being done through distance education and joint ventures with institutions abroad as well as outright creation of overseas centers.

In the Middle East, the region from which

students have the most difficulty coming to the United States, a number of initiatives are underway to establish campuses beyond U.S. borders. Bentley, Champlain and Harvard have already established programs in the region or announced their intention to do so. Dartmouth is advising the Kuwaitis on the establishment of an American University of Kuwait, and both Boston University and the University of Connecticut are weighing invitations to go into the region.

Acadient, the developer of online education programs, reports that 70 percent of "senior university administrators" at more than 300 universities and business schools expect to increase international student enrollments in their e-learning programs.

Additionally, the educational research firm Eduventures reports that enrollment in online education is expected to grow at double-digit rates over the coming five years. A substantial portion of this growth is expected to come from abroad.

As desirable as it may be to export American education to other parts of the world, few think that distance education is the best way to teach traditional-aged undergraduates. While perhaps improving upon that process, overseas centers present both financial and administrative challenges which will likely restrict their growth. In neither case is it possible to duplicate the campus experience and the resources that are especially critical to graduate study and research.

From an economic standpoint, overseas delivery of education, whether face-to-face or online, can be expected to result in fewer foreign dollars flowing into the United States and New England.

With international graduate students earning more than one-third of all Ph.D.s in science and engineering, and 40 percent of engineering faculty coming from abroad, these trends also place U.S. science and technology infrastructure at risk—even as Secretary of Homeland Security Tom Ridge declares that science and technology are keys to winning the war on terrorism.

Study New England!

Rather than sit on the sidelines and watch the international student market erode, New England's political, economic development and higher education communities need to come together and develop a competitive response. A regional "Study New England" initiative to attract and recruit foreign students should be pursued, modeled on the effort launched by the State of California in the late 1990s, with the campuses of the University of California and the state's agency for international trade and development joining forces.

Additionally, government and higher education need to work aggressively to counter the perception that the United States no longer welcomes students and researchers from abroad. One way to do this is to inject badly needed resources into the Fulbright and U.S. Agency for International Development academic advising offices around the world. Established to help developing countries achieve economic and social progress through education, the Fulbright/USAID collaborative provides scholarships to foreign students to attend U.S. institutions of higher education.

The U.S. Commercial Service is another government agency that should be embraced as an ally in this effort. Unknown to most university administrators, the Commercial Service sponsors "Study USA," an initiative that recruits international students to the United States through fairs around the world, newsletters and web sites. The Commercial Service's efforts are not well-coordinated with higher education and suffer from a lack of resources and clear direction.

While funding, as always, will be of concern, the fact is most New England colleges and universities as well as state economic development offices are already spending significant resources to recruit students and increase exports (both of which generate new revenues for the region). What is needed is greater collaboration and coordination. At a time when other U.S. regions and other nations are actively seeking ways to attract international talent, failure to do so in New England poses profound risk to college finances and to the long-term competitiveness of the region's science and technology enterprise—in other words, profound risk to the very economic viability of the region.

John F. Ebersole *is associate provost and dean of Boston University's Division of Extended Education.*

Old and Cold?

New England Looks to Heat Up Image

DOUGLAS G. FISHER

New England is a high-cost region. But its higher costs are counterbalanced by the value it offers through its quality workforce, schools, health care and cultural institutions.

Motivated by lackluster economic growth and virtually nonexistent individual state marketing efforts, a group of New England economic development organizations has been exploring creative ways to pool resources to help the region regain its competitive edge. Among other initiatives, these groups have collaborated since 1999 to market the region at national trade shows under the banner, "Discover New England for Business."

Their effort assumes the existence of a New England "brand" that is largely positive. But until recently, no one had actually asked business executives and others who live outside the region their perceptions of the area as a place to live, work, travel and do business.

This past spring, 20 New England organizations funded four national surveys conducted by the University of Connecticut's Center for Survey Research and Analysis. They questioned 1,000 citizens drawn from the general population, 400 U.S. business executives, 100 international executives and 50 national site selection consultants. Here's what they discovered about perceptions of New England:

Above average and monolithic. Respondents saw little difference among the six New England states as business locations, tourist destinations or places to live, but rated New England as a region better than most or all its individual states, indicating a positive influence of the region's "brand."

Costly but innovative. New England is perceived by executives and site consultants as very costly and highly regulated, though its workforce is seen as educated and innovative.

Market no magnet. Fully 25 percent of respondents expressed concern about New England's market size. Worse, 27 percent said they would never locate in the region, preferring lower taxes, a growing workforce, updated transportation and telecommunications infrastructure and lower housing and energy costs. Site selection pros knocked the New England states for weak incentives.

Chilly reception. To outsiders, New England brings to mind cold and snow. More than half of executives viewed the region's weather as a competitive disadvantage.

View better from afar. International firms, accustomed to Europe's pricey, regulated environments, were less concerned with New England's costs. Key issues for foreign executives were access to higher education, an educated workforce and good infrastructure.

No longer a player. With an aging population and iffy weather, New England is perceived as "old and cold"—and no longer viewed as a major competitive threat by other parts of the United States.

The survey results suggest that the New England states need to break through longstanding barriers, such as aversion to promotion, resistance to development, uncompetitive tax and regulatory policies and a few serious misconceptions. We need to reshape our image from one of nostalgia and fall foliage to a modern center of cutting-edge technology, knowledge-based businesses and smart, savvy workers who deliver big value for their cost.

More than 40 New England policymakers and economic development professionals convened in the summer of 2004 in Framingham, Mass., to consider the economic policy, business development and marketing implications of the surveys' findings and to formulate action steps. Among their suggestions:

Promote the region. From a resource and perception standpoint, it makes sense to market New England as a region. Certain regional features, such as major population centers, famous colleges or other significant places and institutions, could be made more prominent by downplaying or even omitting state borders.

Feature key economic assets. Promote New England using less tradition and more flash. The region's market and strategic proximity are misunderstood; the fact that two-thirds of North America's economy is within a day's drive of New England should be better communicated.

Tackle negatives head-on. New England is a high-cost region. But its higher costs are counterbalanced by the value it

offers through its quality workforce, schools, health care and cultural institutions. In addition, costs are significantly lower in some areas of New England, and the region's compact size makes it easy to get around. The region is also seen as having more government regulations than other parts of the country; we need to better understand the bona fide impact of regulations on business location decisions. Finally, people associate cold and snow with New England. We need to showcase the region's four-season, temperate climate, and demonstrate that, unlike many other locations, New Englanders are accustomed to dealing with weather, so productivity is maintained year-round.

Target international businesses. Overseas business executives have a more favorable view of New England, but have little specific or in-depth knowledge of the region. Effective promotions to foreign business executives could lead to fresh investment in new, foreign-owned operations based in the region.

Educate site-selection firms. Site selection professionals influence the decisions of their large corporate clients. We need to augment the site selectors' knowledge of New England, which, largely because of population declines and languid growth, has been off their professional radar screens.

Strengthen the workforce. A growing, educated workforce tops the list of assets that companies seek. But New England's labor pool is shrinking. Young people, especially technology workers such as engineers and computer professionals, continue to leave the region to pursue their careers. New England policymakers need to acknowledge this problem and work to better align education with the needs of a high-tech economy.

Take a long view. Increasingly, public and private sector leaders focus on short time frames such as a term in office or next quarter's earnings. Without a longer-term perspective, we miss emerging issues that affect our future. There is a clear need to identify an organization willing to take on formal responsibility for researching, analyzing and anticipating factors likely to affect New England over the next decade and beyond.

These survey findings underscore the need for an aggressive New England economic policy and marketing agenda. In the face of intense global efforts to lure away companies and workers, the New England states should intensify efforts to collaborate, marshal resources and mass market together, even as each state niche-markets itself separately. Complacency is our enemy. The region needs to take action or it will continue to lose its edge.

Douglas G. Fisher *is director of economic and business development for Northeast Utilities and facilitator of the six-state "Discover New England for Business" promotion effort.*

Advice for Regionalists

CHARLES H.W. FOSTER

New Englanders are cautious in accepting a new approach. They demand a suitable gestation period, more frequently accepting proposals from within than from without.

The Lincoln Institute of Land Policy and others have observed that a growing number of challenges—from environmental threats and sprawl to global economic transformation—demand action on a regional scale. But how best to formulate a regional response? Here is some advice based on 50-plus years of writing about and encouraging New England regionalism:

First, regionalism does not come about easily. In many respects, collaboration is an unnatural process, contrary to the basic human and animal instinct for advancement and survival at the expense of others. Regionalists should not expect to be applauded. Given their frequent conflict with existing and established entities, regional organizations remain, in the blunt words of author Martha Derthick, "excrescences" on the conventional institutional landscape. All this changes when the regional entity offers something that other organizations do not. For that reason, the regional organization's services should be specific, flexibly applied and designed by and for the parties it represents.

A good example is the New England River Basins Commission, the nation's premier water resources agency for more than a dozen years after its establishment in 1967. What made the regional agency acceptable to New England was a decade-and-a-half of prior discussion validating its leadership and establishing the principle of state-federal co-equality that would guide its actions.

Second, regions don't have truth—only utility. Theorists and scholars have given inordinate attention to what constitutes a region, and how it should be defined. But the truth is that regionalism is simply another way of addressing a need or a problem. What regionalism is really about is getting something done on the ground in an acceptable and timely fashion with the support of people. There is no single right way to define a region or carry out its program. Regionalists should pursue whatever is likely to work, in whatever configuration.

Third, regionalism depends upon the interest, ingenuity and commitment of ordinary citizens. Despite our tendency to confer special wisdom on scientists, planners, technicians and other professionals, regional programs depend on ordinary people to determine goals and standards and focus project actions. Starting small and local should be considered a distinction, not a drag on more global ambitions. The scale grows naturally as individual actions coalesce and begin to define more systemic issues.

The Appalachian Trail, running 2,000 miles from Maine to Georgia, is illustrative. Created by private initiative in 1922 and authorized in 1968 as the nation's first National Scenic Trail, the project struggled until the National Park Service was persuaded to activate a 35-member Appalachian National Scenic Trail Advisory Council and begin involving a wide range of constituents in its planning, policies and management. A unique cooperative agreement now authorizes day-to-day management of certain federal lands by the nonprofit Appalachian Trail Conference, one of the few examples of successful federally delegated land management in the United States.

Fourth, regionalists should expect and welcome change. Regionalism has a history of rising and falling in approximately 20-year cycles. By keeping a regional organization lean and focused, and operating as a coalition of initiatives built around particular places, there will always be something to fall back on when overall sources of organizational support dry up. While the regional program itself may diminish, the basic structure will survive until the next period of topical interest emerges. Regional organizations need to eschew fully prescribed tasks and functions in order to avoid being typecast and to retain the capacity to accept new assignments that may emerge.

Consider the case of the nonprofit New England Natural Resources Center. Founded in 1970 to serve as a bridge between business,

government and citizen conservationists, the center began life as a conventional operating organization only to convert in 1980 to a stand-by, trustees-only, holding company available to undertake risky but needed regional ventures. In this mode, it was subsequently able to create and operate for a period of years a New England Environmental Mediation Center, a regional philanthropy (the Fund for New England), and a New England Environmental Policy Center (now spun off and independent).

But what can be concluded about the particular form of regionalism practiced in these six states—what poet Emily Dickinson so aptly calls "thinking New England-ly"?

Its limitations notwithstanding, the town meeting approach still flavors New England attitudes, and any proposal must run the full gauntlet of public scrutiny if it is to succeed and endure. For so human an environment, the *whos* of an issue are far more likely than the *whats* to become the central question. Thus, the credibility of the proponents, not the validity of the proposals, may prove to be the final determinant for any given issue.

Though pragmatic by nature, New Englanders are cautious in accepting a new approach. They demand a suitable gestation period, more frequently accepting proposals from within than from without.

There is also a certain frugality and thrift in the New England judgment. Issues will often be weighed not by what is to be gained, but more by what may be lost. Whether you call it caution, conservatism or even provincialism—this attitude tends to militate against the sudden venture, the fanciful whim, the careless action.

To the outsider, New England often appears to operate in an atmosphere of anarchy where the lowest common denominator offers the best chance of success. A careful balancing of interests is often the key to accomplishment. It is from its many voices and its pluralistic approaches that New England derives its traditional strengths.

Put simply, as an astute *Providence Journal* op-ed writer observed nearly 20 years ago, regionalism is nothing more than cooperation to live by—people working with people in their particular life places with the help of established organizations and agencies. It is what New Englanders have been doing successfully for centuries and must continue to do for the foreseeable future.

Charles H.W. Foster *has worked in environmental regionalism for 50 years. He is a former Massachusetts secretary of environmental affairs and dean of the Yale School of Forestry & Environmental Studies. He is currently an adjunct research fellow at Harvard's John F. Kennedy School of Government.*

Not Just a Job …

From "The Deteriorating Guru: The Crisis in the Professoriate," an article by Philip G. Altbach, director of the Boston College Center for International Higher Education, in the Summer 2004 issue of the center's quarterly, International Higher Education.

Universities worldwide are becoming marketized, privatized, differentiated and otherwise changed to meet the demands of an academic environment that stresses accountability and mass access. Higher education is increasingly seen as a "private good"—a commodity that should be subject to the logic of the market. These changes have had a profoundly negative impact on the academic profession—the heart of any academic enterprise. Working conditions and career paths for the academic profession are deteriorating. Universities often cannot attract the "best and brightest" and may even have problems luring the "reasonably intelligent and above average."

The real crisis will be how to maintain an academic environment that will attract able scholars and scientists to the universities and at the same time recognize the challenges of mass higher education and the financial realities of the 21st century. At present, academic systems are, without thinking, damaging the core of the university by ignoring the needs of the professoriate. Those responsible for decision-making (e.g., senior administrators, boards of trustees and government officials) are ignoring the academic profession as they grapple with increasingly difficult problems facing higher education. It should be recognized that without a strong, committed academic profession, higher education cannot provide effective teaching or top-quality research. In knowledge-based economies, universities must have academic staff who are well-qualified, well-trained and committed to academic work.

Not long ago, in the more successful academic systems, academics could plan on a career that was reasonably secure and offered the satisfactions of teaching and some research. Many saw university teaching as a "calling" and were attracted to the life of the mind. In the United States, most were appointed to tenure-track positions that led to secure jobs once the rigorous review process for promotion to tenure was completed. In much of Europe, academics had appointments to the civil service and the job security and status that came along with that. Salaries were not high and did not match the incomes of other professionals with similar qualifications, but they permitted a middle-class lifestyle. There was little serious evaluation of academic performance, but a general conviction existed that almost all academics were doing a decent job. Academics enjoyed a high degree of autonomy as well as fairly secure academic freedom. The few research "stars" were rewarded mainly with high status rather than large salaries, and most were teachers who did little research. Even in many developing countries—such as India, China, Nigeria and others—academe was an honorable profession that, even if ill-paid, provided high social status and a secure position.

Some would argue that it is high time for professors to be forced to compete and be subjected to the same pressures as in other occupations. Accountability and evaluation will, it is argued, get rid of unproductive "deadwood." It is not so simple as that. The traditional culture of academe worked reasonably well, even in the context of mass higher education. Academics had a degree of autonomy, and the academic community decided on such matters as curriculum, the organization of studies and the like. In a few places, such as Italy, the structural problems of the academic system and the conservatism of the professoriate created problems. But generally, the academic system provided acceptable quality of teaching and produced research. The conditions of academic work, even without high salaries, were generally acceptable. The academic profession attracted bright scholars who appreciated the special circumstances of university life. The combination of intellectual freedom, autonomy and a relative lack of day-to-day accountability created an environment in which creative work could be accomplished.

Much has changed almost everywhere in the past several decades. Universities have responded to societal pressures by changing the nature of academic work dramatically. Academic salaries have not kept up either with inflation or with remuneration in other professional fields. In many countries, there is no longer the expectation of a secure career. In the United States, fewer than half of new academic appointments are tenure-track and full-time. …
A decline in the number of full-time jobs means greater competition, and this has led to some unemployment of new Ph.D. graduates. Many of the most able Ph.Ds are taking jobs in other fields, including government and business, where salaries are better and there is better chance for a secure future.
A growing divide exists between the minority of tenured faculty and the rest, creating a kind of two-tier academic profession.

In other countries, the situation is similarly grim.

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The traditional employment security of the academic profession is being weakened by moving academics from the civil service. In Britain, tenure was abolished as part of a major university reform aimed at making the entire academic system more competitive. In Germany, most new academic appointments do not permit promotion, forcing many academics to compete for new positions at other universities. In Central Europe and the countries of the former Soviet Union, the traditional academic profession has been greatly weakened by changes in working conditions, deteriorating salaries and loss of status. It is common in developing countries for academic salaries to be so poor that even full-time professors must hold more than one job. In Latin America, traditional reliance on part-time teachers has prevented the emergence of an effective professoriate.

Everywhere, increased accountability has subjected academics to bureaucratic controls and has weakened academic autonomy. As universities have become more oriented to student interests and market demands, traditional academic values have been undermined. The rise of the private sector in higher education—the fastest-growing segment worldwide—has meant further deterioration of the profession because private institutions seldom provide full-time positions nor do they provide much security of tenure. A profession that thrived on autonomy and a certain detachment from direct competition is now exposed to the vicissitudes of the market.

The future of the academic profession is uncertain, which is a problem for the success of the academic enterprise generally. What will attract bright young people to study for the doctorate when the careers—and salaries—available are marginal at best? Will academic work continue to be organized in a way that supports and rewards basic research? How will the traditional links between teaching and research be maintained so that those responsible mainly for teaching will keep abreast of current developments in their fields? Universities depend on a full-time professoriate—not only to teach but also to participate in governance and curriculum development. New patterns of managerial control vitiate traditional patterns of collegial governance and further weaken both the morale and the commitment of the academic profession. Academic morale is deteriorating in many countries, and many have noted declines in both the abilities and the numbers of those pursuing doctoral study with the aim of joining the professoriate. …

Without a doubt, there must be adjustments in academic work and in the organization of universities to meet the needs of mass higher education and knowledge economies. Further differentiation in professorial roles, more extensive measurement of academic performance and greater flexibility in appointments are probably necessary. If the academic profession continues to decline, higher education may continue to produce graduates, but the intellectual quality of those graduates and their ability to participate in society will be in question. Just as important, the basic research that universities have produced will be less innovative and valuable. The future of the university lies in the hands of the professoriate.

Targets of Opportunity

From a news release circulated in late summer by the Washington, D.C.-based National Retail Federation (NRF) announcing the findings of the trade association's second annual back-to-college survey.

The second annual *NRF 2004 Back-to-College Consumer Intentions and Actions Survey*, conducted by BIGresearch for NRF, found that the average college student will spend $605.69 of their own money on back-to-college merchandise this year. Before returning to campus, college students and their parents will pump $25.7 billion into the economy, nearly twice as much as what will be spent on elementary through high school students ($14.8 billion).

"By recognizing a historically neglected market, retailers have found themselves in the middle of a gold mine," said NRF President and CEO Tracy Mullin. "When retailers can satisfy the needs of new—and potentially lifelong—consumers by offering fun, in-demand, exciting merchandise, everybody wins."

Freshmen and juniors may be the most lucrative targets for retailers this year. The average freshman, who will likely be moving away from home for the first time, plans to spend $1205.97, primarily on electronics ($759.97). Juniors, who may be moving off campus for the first time, plan to spend $811.83 on average, with nearly one-third of their spending ($278.47) devoted to dorm and apartment furnishings. Sophomores' and seniors' spending will be significantly less ($444.66 and $425.23 on average, respectively). Students in graduate or medical school plan to spend $397.44 on average, the least of any group.

In all, parents and students will spend $7.5 billion on electronics, $8.8 billion on textbooks, $3.2 billion on clothing and accessories, $2.6 billion on dorm or apartment furnishings, $2.1 billion on school supplies, and $1.5 billion on shoes. …

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The In Crowd

Lee Coffin

Leveling the Playing Field: Justice, Politics and College Admissions, Robert K. Fullinwider and Judith Lichtenberg, Rowman & Littlefield Publishers, 2004, $24.95

Competition in college admissions always sparks a lively conversation these days. With *Leveling the Playing Field*, Robert K. Fullinwider and Judith Lichtenberg attempt to tackle the economic and social justice considerations that drive contemporary admissions strategies.

While promoting greater access to higher education for lower-income and minority students, the two University of Maryland, College Park, scholars maintain that colleges and universities—especially the "better" ones—should use merit to select a freshman class. Of course, academic merit is the defining attribute of a selective admissions process. But in practice, it is a more elastic concept than many appreciate. Admissions officers use judgment and discretion in weighing and comparing the various criteria in order to construct a balanced class.

For the vast majority of American college aspirants, notions of "selectivity" and access are moot. Nearly two-thirds of America's college students attend public institutions, where admissions practices accommodate a wide array of academic and demographic backgrounds. And only 8 percent of American institutions of higher education accept fewer than half their applicants, according to studies by the College Board. In other words, the admissions practices of a handful of institutions generate outsized angst.

If access to higher education for under-represented groups is the issue, selective institutions are clearly on board. Affirmative action policies and other commitments to increase enrollment by under-represented constituencies are evident on nearly every campus. To further level the playing field, Fullinwider and Lichtenberg make an impassioned case against legacy preferences, early decision programs and athletic admissions, calling these policies institutionally sanctioned barriers to lower-income and minority students. But they ignore a key fact: lower-income and minority students have great success in highly selective applicant pools … if they apply.

The problem is the paucity of minority and lower-income candidates in highly competitive applicant pools, and this is largely a failure of college recruitment policies on top of dysfunctional public elementary and secondary schools. Underfunded and understaffed schools simply lack the curricular depth and breadth to build a strong academic foundation for disadvantaged students. Similarly, the absence of well-informed college counselors in school guidance departments disconnects even the most qualified students from the transforming opportunities to be found at the most selective universities.

Indeed, if we are to achieve justice and equity in college admissions, the pool of candidates must be expanded. That means the focus for reform belongs on K-12 education, for the journey toward success in college admissions begins long before 12th grade. Fullinwider and Lichtenberg acknowledge this implicitly when they reference the work of educators William Bowen and Derek Bok. "The problem," Bowen and Bok suggest, "is not that poor but qualified candidates go undiscovered (by admissions committees), but that there are simply very few of these candidates in the first place." While a selective admissions process seeds a first-year class with students from disparate backgrounds, comparable levels of academic preparation and achievement are required. Colleges seek demographic, but not academic, heterogeneity.

The real question is twofold. First, can the qualifications of economically disadvantaged candidates be raised to a point that allows elite institutions to recruit and enroll more students from this cohort? That goal requires an investment in teachers and curriculum in the lower and middle schools and a means of supporting these young students in their home environment, where parental support and oversight might be lacking. Secondly, can counseling resources be secured so that inner-city schools, in particular, can better identify qualified students and direct them to a transforming academic opportunity? Addressing the first priority without a corresponding commitment to the second will not improve the situation.

Too often, admissions officers face a brick wall of inaccessibility or indifference when trying to recruit students from under-represented backgrounds. School personnel are overwhelmed and resources are thin; the opportunity for a partnership is lost. In contrast, affluent public and private schools—with resources and parental support in place—seize the opportunity to forge ties with college admissions officers. Students in these environments—of all colors and socioeconomic backgrounds—benefit from the relationships these resources allow.

Sadly, for many lower-income and minority students, there is only vague awareness of college choice, scant support in identifying options and, assuming these conditions are met, little advice on submitting required materials. As a result, students file unformed applications that lack the substance to predict success in college. When an application is denied admission, it is not, as Fullinwider and Lichtenberg provocatively declare, a "moral indictment" of their worth as individuals. Rather, the outcome reflects a determination by an admissions committee that the level of preparedness is missing. Justice is not served if a student is offered admission, enrolls and fails.

The authors take great umbrage at the notion of legacy preferences in admissions. "Something rankles when a society that prides itself on its

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To learn more, contact Jessica Spohn, Project Director, New England Literacy Resource Center, at (617) 482-9485, ext. 513, or through e-mail at jspohn@worlded.org. (The Project is funded by the Nellie Mae Education Foundation through the Adult Literacy initiative.)

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mobility and its openness to talent and hard work retains vestiges of inherited privilege," they declare. "Connections and old-boy networks surely violate the merit principle." They have a point, but such "networks" are also essential resources for the academic enterprise insofar as they fuel the philanthropy that drives any university. Without endowment growth, the social justice goals that populate the mission statements of many universities would be unattainable.

When a university promotes the ideal of "justice," the legacy factor indirectly ensures that goal. Philanthropy generates financial aid, research opportunities for faculty, new facilities and other such critical elements that distinguish institutions and make them desirable. Without these resources, the enterprise collapses. Preferential admission for the sons and daughters of alumni reinforces—and often inspires—greater generosity. If such practices are "unjust" it is a necessary evil. Call it the Robin Hood effect.

"Other things being equal," Fullinwider and Lichtenberg contend, "it is desirable to enhance educational opportunities for those whose opportunities have been significantly limited." True enough, but the way to do that is to improve preparedness and guidance. The former requires commitment and energy. The latter requires resources.

Lee A. Coffin *is dean of undergraduate admissions at Tufts University.*

To WIT

Alan R. Earls

A Century of Honesty, Energy, Economy, System, Joseph P. Clifford, Wentworth Institute, 2003; $32.95

Like so many institutions, Wentworth Institute began with a bequest. The gift, from Arioch Wentworth, the scion of a New Hampshire family that included three royal governors of the colony prior to the American Revolution, also came with terse instructions. Those instructions were embodied in a will written shortly before his death in 1903 that not only launched the school but also, according to Joseph P. Clifford, shaped its evolution and behavior over the century that followed. Indeed, the title of Clifford's book, which is drawn from the Wentworth motto, derives from the watchwords Arioch Wentworth lived by and credited for much of his success.

Telling this tale more fully than it has ever been told before, Clifford, who works as an editor at Wentworth, provides us with the biography of one of the more unique educational establishments in New England.

Although Arioch Wentworth had become one of Boston's wealthiest citizens thanks to his innovations in the manufacture of soapstone products such as sinks, laundry tubs, stoves and hearths (and his shrewd real estate investments), he felt keenly that it had taken him too many years to learn his skills and master his craft—a fate he hoped to spare others. How much more sensible and desirable it would be, he reasoned, to equip gifted and enterprising tradesmen with at least some of the more advanced skills they might ordinarily acquire only through a long apprenticeship. His will, later successfully contested by his family, left the bulk of his $5.4 million fortune for the establishment of school to "furnish education in the mechanical arts" to this sort of person.

In the end, half the money went to launch Wentworth Institute and the other half was awarded to his family. By the time Wentworth began admitting students in 1911, the endowment had grown under the wise stewardship of the trustees Arioch had selected and proved sufficient to purchase land in Boston and construct the central buildings of the familiar campus that still faces the Museum of Fine Arts across Huntington Avenue. Also thanks to the endowment, students were charged tuition of only $18 per annum—a bargain even for those times.

The super trade school that Wentworth aimed to be—in part modeled on New York's Pratt Institute—proved a successful approach and one that carried the school along for decades as it honed its offerings, expanded its campus and built its reputation. Along the way the school adapted to the needs of the nation in two world wars. In the first, more than 800 graduates served and 28 lost their lives. During World War II, the campus shut its doors to regular students so it could function as a training center exclusively for the Navy.

The modern era at Wentworth might be said to have begun with the appointment of H. Russell Beatty, a Pratt veteran, as principal in 1953. One of his first actions was to ask the board to change his title to president. After winning the day on that matter, he began the slow process of making Wentworth into an institution that granted degrees—initially associate degrees only and, as his tenure ended in the early 1970s, a bachelor's (spawning a short-lived slogan Wen-TWO-worth).

Although published by Wentworth itself and generally self-congratulatory in tone, *A Century of Honesty* does not shy away from the institution's less flattering side. For instance, Beatty who put his imprint on Wentworth as president from 1953 to 1971 is revealed as both innovator and autocrat (a characterization I recall hearing during my father's time on the faculty in the tumultuous 1960s). Determined to mold character no matter what happened in the world at large, Beatty brooked no disagreement and insisted that unscheduled student time be occupied with wholesome activities—a policy that was enforced through mandatory participation in groups such as a model railroad club and a glee club. His wife Alice, while regarded with warmth, also played her own role in watching over the students and ensuring they were occupied and fully prepared to sing the school's anthem on call (she herself was often the choirmaster at campus events, despite a tendency to sing off key).

Similarly, the book, which provides an unusually well-balanced and seamless blend of photographs, text, side-

bars, personal anecdotes and other illustrative material, includes mementos highlighting student discontents as well as a full treatment of the landmark faculty strike of the late 1970s.

Clifford brings the story to the present with his review of the administration of Edward T. Kirkpatrick, who enlarged upon Beatty's reforms. Curiously, the college recruited Kirkpatrick in large measure based on his experience as dean of Engineering at Rochester Institute of Technology, which he had helped relocate to an entirely new campus. This was the time when Boston's highway builders were about to launch the "Inner Belt," a short circumferential highway that would have cut between MIT and Harvard in Cambridge, through Boston University, and then directly through Wentworth property.

As it happened, the highway builders retreated in the face of growing political resistance and Wentworth's campus stayed right where it was. But the energetic Kirkpatrick, whose "hands-on" hobby was crafting homebuilt airplanes, stayed on until 1990, by which time he had long since made the school coeducational, introduced cooperative education and reintegrated the bachelor's program under the umbrella of a newly renamed organization, the Wentworth Institute of Technology.

Beyond his catalog of "official" Wentworth history, Clifford brings the institute alive with stories of graduates who achieved fame and fortune, among them: yacht builder Ted Hood, former Massachusetts Gov. John Volpe and U.S. Congressman Steven Lynch.

Today, as the institute enjoys its first full century of incorporation, the evolution continues under President John F. Van Domelen—particularly with a much expanded emphasis on four-year degrees. However, as Clifford tells us, the focus on highly pragmatic instruction and on personal mastery of subjects remains at the heart of Wentworth, keeping true, he assures us, to the vision of Arioch Wentworth.

***Alan R. Earls** is a freelance writer who lives in Franklin, Mass.*

DATA CONNECTION

- Growth in New Hampshire's population from 1982 to 1997: **23%**
- Growth in New Hampshire's developed land during that period: **55%**
- Growth in Maine's population from 1985 to 1997: **8%**
- Growth in Maine's "vehicle-miles of travel" during that period: **40%**
- Net migration of unmarried college graduates ages 25-39 to Western states from 1995-2000: **+114,700**
- Net migration of unmarried college graduates ages 25-39 to the Northeast: **-57,683**
- Number of New England states that added more single young college graduates than they lost during that period: **0**
- Percentage of graduates from UConn's Neag School of Education who remain in Connecticut to work: **90%**
- Percentage increase in public college tuition that would be required to offset a 1% decrease in state funding in Vermont: **1%**
- Percentage increase in public college tuition that would be required to offset a 1% decrease in state funding in California: **6%**
- Percentage of humanities majors who say politics is relevant in their life: **70%**
- Percentage of computer science majors who do: **36%**
- Percentage of 16- to 18-year-olds who think it is not right to illegally download software, music, movies or games: **23%**
- Percentage who worry about getting in trouble with the law doing so: **56%**
- Percentage who worry about downloading a computer virus when doing so: **70%**
- Percentage of U.S. students, ages 13-17, who say math is their favorite subject: **23%**
- Percentage who say English is their favorite subject: **13%**
- Children of immigrants as a percentage of U.S. high school seniors who were 2004 Intel Science Talent Search finalists: **60%**
- As a percentage of top 20 scorers in 2004 U.S. Math Olympiad for high school students: **65%**
- As a percentage of 2004 U.S. Physics Team members: **46%**
- Percentage of high-skilled employment visa applications denied by the U.S. government in 2001: **10%**
- Percentage denied in 2003: **18%**
- Change in average salaries of public school superintendents, 1993-2003, adjusted for inflation: **+12%**
- Change in average salaries of public school teachers during the same period: **-2%**

Sources: 1,2 University of New Hampshire and N.H. Office of State Planning; 3,4 Evan D. Richert, University of Southern Maine analysis of U.S. Census Bureau and Maine Department of Transportation data; 5,6,7 *Postsecondary Education Opportunity;* 8 Connecticut Center for Economic Analysis; 9,10 State Higher Education Executive Officers; 11,12 Peter D. Hart Research Associates, Leon & Sylvia Panetta Institute for Public Policy; 13,14,15 Harris Interactive and Business Software Alliance; 16,17 Gallup Poll; 18,19,20,21,22 National Foundation for American Policy; 23,24 Educational Service Research

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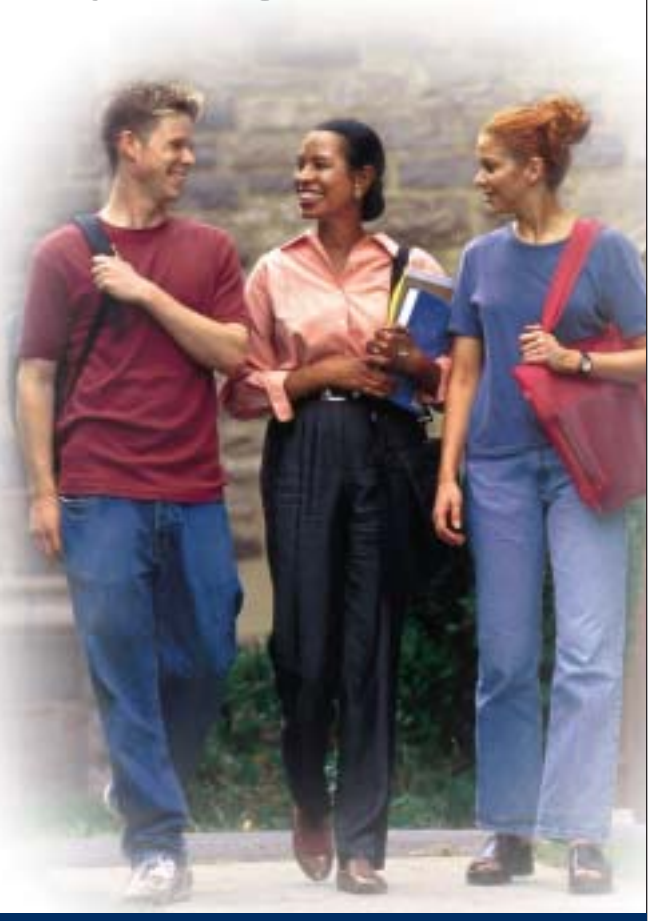

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