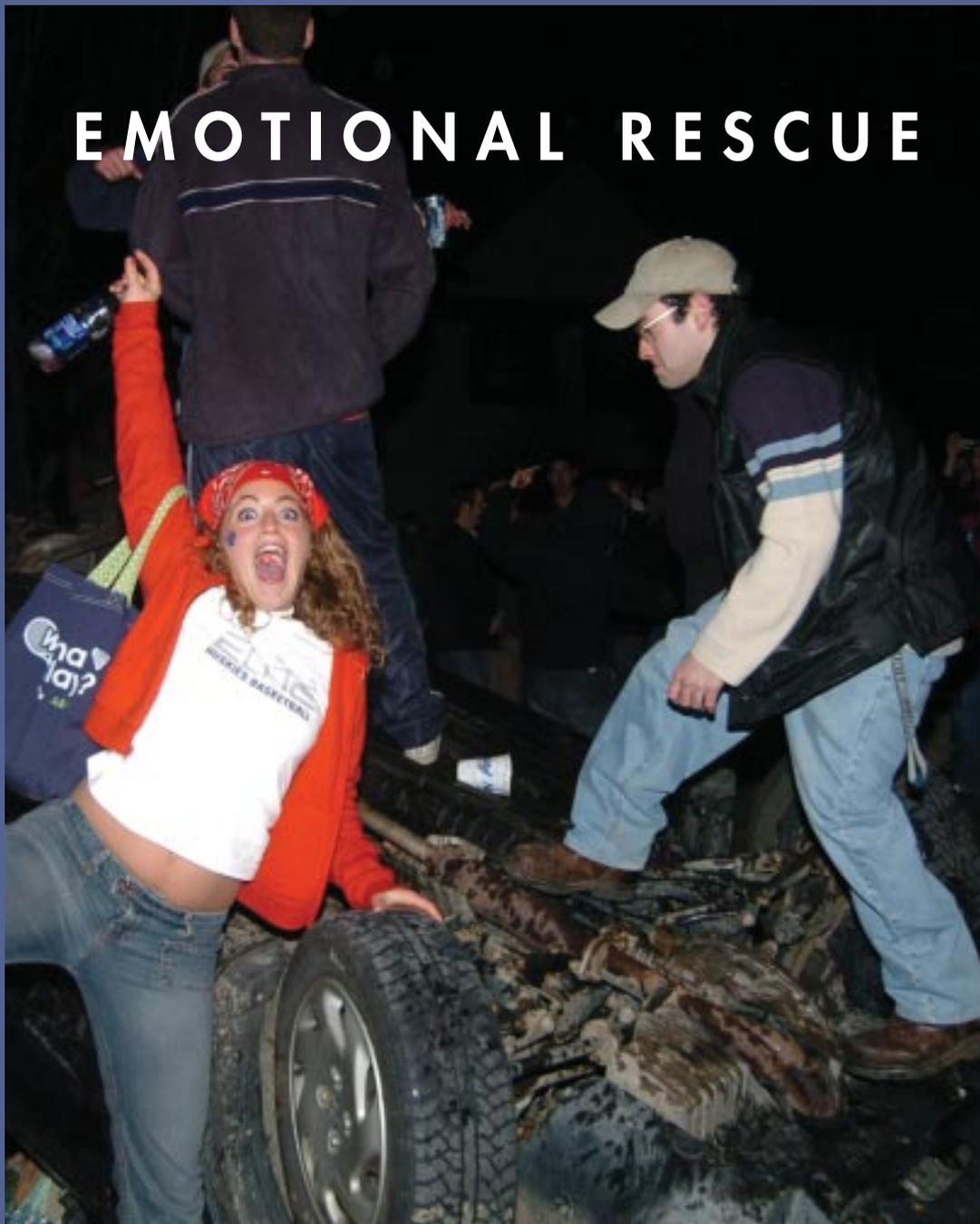


# CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION

## EMOTIONAL RESCUE



VOLUME XIX  
NUMBER 1  
SUMMER 2004

### *Inside:*

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- Campus Buzz: Alcohol and Higher Education
- Uncomfortable Truths about Campus Rapists
- Taxing Times for Boston Colleges?





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Cover photo of University of Connecticut students celebrating national basketball championships, courtesy of AP World Wide.

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# CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION

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NEBHE was established by the New England Higher Education Compact, a 1955 agreement among the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.

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## EDITOR'S MEMO

# Unstable Future

The idea for this issue of CONNECTION began percolating a few years ago when I was visiting a doctoral class in higher education administration at Johnson & Wales University. I'd asked the aspiring college administrators which issues in academia they thought were being neglected by higher education journals and the mainstream media. One student lamented that so much ink is spilled on whether young people are ready for college *academically*, but hardly anyone pays attention to whether they are ready *emotionally*.

If this all sounded a bit soft for CONNECTION, it soon became clear that the topic has some very hard edges. Economists and psychologists increasingly recognize that emotional intelligences—the way people interpret and respond to social situations, how they handle criticism or failure, the way they deal with emotions, their own and those of others—are critical qualities in the postindustrial workplace. In fact, researchers in the field contend that one's emotional quotient or "EQ" is a much more accurate predictor of success in life than the more common IQ, and that organizations where emotional intelligence is nurtured see measurable improvements in performance. Moreover, one need only look at any organization's employee handbook to see that violence, substance abuse and sexual boundary-crossing are critical issues in today's workplace.

What then to make of New England's economic future when her college students respond to a Super Bowl or NCAA victory by torching the nearest car, when a large number of male students think the female word for "Yes" is "No" and when many students sink into depression and too many commit suicide?

The future "knowledge workers" of New England are a generation raised on WWF wrestling, "bring 'em on" presidential machismo and between 500 and 700 alcohol ads on TV per year. Four in 10 U.S. college students take psychoactive drugs such as Dexedrine, Prozac or Ritalin. Many of those students could not have made it to college without meds. But away from home, it's easy to forget to take them, or to abuse them, or to trade them with classmates.

All told, the range of social/emotional challenges facing college students—and, thereby, college administrators—does appear to constitute a regional human capital problem on the order of, say, lagging achievement in algebra.

The good news is that like algebra, emotional intelligence can be learned. Researchers have developed instruments to reliably measure EQ and college curricula to sharpen it—to help students adapt to change, work in teams, deal with adversity and so on.

College may come a bit late in the game to tackle the tougher student pathologies. But even these can be addressed with actions that go beyond American Council on Education General Counsel Sheldon E. Steinbach's recent deadpan advice to limit liability by "locking the bell tower and [locking] the prescription drugs in the athletic trainer's office. ..."

At MIT, where stressed-out students committed suicide at the rate of one per year during the 1990s, mental health services have been dramatically overhauled with special liaisons assigned to groups of students and unlimited outpatient psychotherapy visits made available. Dozens of colleges have signed up for a customized service called Ulifeline that provides online counseling for college students at risk of suicide.

Tufts University and the universities of Connecticut and Vermont, meanwhile, are among institutions that have received grants from the U.S. Justice Department in recent years under a Clinton administration initiative to address violence against women on college campuses.

To be sure, addressing student pathologies is also leading campus administrators into a brave new world. Some campuses are, in effect, deputizing networks of "peer educators" to deliver health messages in informal settings such as parties and sporting events. Before last winter's Super Bowl rioting, Northeastern University officials handed digital cameras to resident assistants. When the celebration went so badly, the university posted some of the photos on its web site to help identify the biggest troublemakers.

The emotional underdevelopment of college students will carry particularly high-stakes, as the new economy relentlessly shifts jobs from place to place. And college administrators may find themselves in the ironic position of teaching students to be cool.

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

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### A Diverse Campus

We applaud the call in the Spring 2004 Connection for strategies to serve multicultural student populations ["Taking Diversity to a Higher Level," Spring 2004 Connection]. Pine Manor College in Chestnut Hill, Mass., is one of the unmentioned "notable exceptions" among New England colleges—a small women's college that U.S. News & World Report ranks No. 1 in the country among the nation's baccalaureate liberal arts colleges for campus diversity, based on the likelihood of any student interacting with racial or ethnic groups different from their own. Last year, Pine Manor's student body was: 29 percent white, 29 percent black/Non-Hispanic; 11 percent international; 10 percent Hispanic/Latina; 7 percent Cape Verdean; 4 percent Asian-American; 1 percent Native American and 9 percent other or unreported.

In seven years, Pine Manor has changed dramatically to meet the challenges of educating diverse

populations. We are continually experimenting to find the most effective ways to ensure ongoing engagement by students, staff and faculty in surfacing tensions and misunderstandings and clarifying common community purposes. Faculty from all disciplines regularly meet in "teaching circles" to discuss how to take advantage of the diverse backgrounds in their classes. Students have created a cross-campus structure, representing organizations, athletic teams and classes, that sponsors student-to-student forums to discuss issues connected to diversity in our community.

*Gloria Nemerowicz  
President  
Pine Manor College*

### Standard Male

The gender gap in New England educational attainment is not solely the result of lagging attainment among Hispanics and blacks in our larger

cities ["A Matter of Degrees," Spring 2004 Connection]. Many suburban white males, especially those who have faced serious life challenges, find the standardized K-12 system is anathema to their style of learning and creativity. There is no longer room for different learning patterns and perceptions or even leadership and innovation that was once so highly prized in the early years of school. Many boys are already turned off by the time they reach high school. The failure to engage them leads to dropout, too often among our most creative and able youth.

Indeed, the urban schools are better prepared than their suburban counterparts to teach to different styles of learning, but they are overwhelmed with a broad range of challenges and often fewer resources. More affluent communities, less able to understand different challenges, tend to sweep them under the rug.

*Ellen E. Onorato  
Grafton, Mass.*

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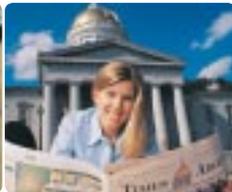
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Connecticut companies manufacture more fuel cell products and provide a higher percentage of fuel-cell related jobs than any other state, according to the Connecticut Clean Energy Fund, which promotes fuel cell development and commercialization. One of every three U.S. fuel cell-related jobs is in Connecticut.

Fuel cells may be thought of as large batteries that produce electricity from a chemical reaction between hydrogen and oxygen. There's no combustion, so there's no pollution. Fuel cells may have applications powering homes, businesses and vehicles.

The Connecticut Clean Energy Fund, financed by a surcharge on Connecticut utility bills and administered by the quasi-public venture capital outfit Connecticut Innovations Inc., invests in enterprises that promote and develop sustainable markets for energy from renewable resources and fuel cells.

The fund recently held its annual investment conference at the Mohegan Sun Convention Center in Uncasville, a facility that is powered by—you got it—fuel cells.

David Jollie, editor of the industry publication *Fuel Cell Today*, attributed Connecticut's success to a familiar combination: state government investment, a world-class Connecticut Global Fuel Cell Center at the University of Connecticut and a concentration of fuel cell companies, including UTC Fuel Cells, in South Windsor, FuelCell Energy in Danbury and Proton Energy Systems in Wallingford.

**Corporate Scandal 101**

The Japanese corporate scandals of the late 1970s precipitated a flowering of business ethics courses at U.S. colleges. But in the aftermath of the more recent Enron/WorldCom/Tyco wave of scandals, many B-schools actually cut or downgraded their required ethics courses, according to *Business Ethics* magazine.

Former Dexter Corp. CEO Worth Loomis, who now teaches business ethics at Hartford Seminary, and Rennselaer Hartford Professor Bob Emiliani recently briefed Connecticut economists on the topic, "Should Business Schools Get an 'F' in Business Ethics?" Their answer: yes.

The more recent scandals hit as the discipline is questioning itself. Should business ethics focus on developing socially responsible CEOs mindful of environmental dilemmas and labor rights or should it focus more on spiritually laden views of right and wrong? Should business ethics be taught in a single course or infused across all business courses?

Loomis urges B-schools to make business ethics part of all courses but also to develop freestanding, exciting business ethics courses that will grab the attention of aspiring managers.

It's not that the field is in full hibernation. In March, Harvard University's Kennedy School of Government established the Corporate Social Responsibility Institute. Among other things, the institute will bring together practitioners and scholars to study new models of leadership and explore the role of media and the financial sector in influencing corporate responsibility. Babson College received a three-year, \$150,000 grant from the Harold S. Geneen Charitable Trust to create a series of business case studies focused on ethical issues. Boston University's Philosophy Department convened philosophers and corporate executives in April for a symposium on ethical approaches to environmentalism and corporate responsibility.

Meanwhile, future demand for ethics courses looks healthy: a May Gallup Poll found that almost half of all teens have cheated on a test or exam.

**Good Government**

New England's local officials are increasingly going back to school to learn to better serve constituents.

In New Hampshire, Antioch New England Graduate School launched

the School Leadership Institute to enhance the ability of Monadnock Region school board members to work with administrators, community members and one another. Training focuses on budgeting, legal issues, student achievement and testing, special education and working with the media.

In Holyoke, Mass., Mayor Michael Sullivan closed city offices for one day, so city employees could attend training sessions at Holyoke Community College on everything from good customer service to using Outlook Express.

The University of Vermont's Center for Rural Studies and the Vermont League of Cities and Towns convened officials to discuss e-government strategies and attend hands-on workshops on creating, organizing and managing municipal websites.

**Homeland Security**

Fear of terrorism has created a range of new programs at New England colleges.

The University of Massachusetts Lowell launched an online certificate program in security management and homeland security for people working in public safety, law enforcement and security fields.

The University of Vermont College of Medicine announced it is one of 12 sites nationwide participating in a phase II clinical trial to evaluate a new vaccine against Anthrax. The U.S. Department of Health and Human Services plans to purchase 25 million doses of a new Anthrax vaccine within two years.

Teikyo Post University signed a strategic alliance with WMD Task Force Inc., a commercial firm, to develop online seminars in homeland security.

**Governors on Campus**

Where do New England governors go when they leave office? Often, they teach at the region's colleges and universities. A sampling:

**Madeleine May Kunin (Vt.)** has a joint appointment as distinguished professor of political science at the



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University of Vermont and St. Michael's College.

**Jeanne Shaheen (N.H.)** is a senior fellow at Tufts University's College of Citizenship and Public Service.

**Michael Dukakis (Mass.)** is a distinguished professor of political science at Northeastern University.

**Bruce Sundlun (R.I.)** is governor in residence at the University of Rhode Island.

**Howard Dean (Vt.)** is a distinguished visiting fellow at Dartmouth College's Rockefeller Center

**Angus King (Maine)** is a distinguished lecturer at Bowdoin College.

**Home Strong Home**

University of Maine Professor Habib Dagher was one of nine New Englanders honored in Boston by the New England Board of Higher Education earlier this year for promoting the relationship between higher education and the economy. And when the Bath Iron Works professor of Civil/Structural Engineering

returned from the Boston event to Orono, another type of award was waiting: U.S. patent 6,699,575.

On March 2, the U.S. Patent Office granted Dagher and colleague William Davids the patent on a reinforced building panel that substantially increases the structural strength of a typical house. The material will enable houses to stand up better to earthquakes, hurricanes and other stresses. The new patent is assigned to the University of Maine System, which gets the right to license the technology for commercial development.

Dagher is the founding director of UMaine's Advanced Engineered Wood Composites Center, charged with developing wood-nonwood hybrid composites to rebuild and restore the nation's infrastructure.

NEBHE launched its New England Higher Education Excellence awards program in 2003 to honor New England individuals and organizations that have shown exceptional leadership on behalf of higher

education and the advancement of educational opportunity.

Other 2004 winners included: former U.S. Sen. Claiborne Pell (D-R.I.), former N.H. Gov. Jeanne Shaheen, U.S. Sen. Judd Gregg (R-N.H.), the Changing Lives Through Literature alternative sentencing program, the Connecticut Distance Learning Consortium, Springfield Technical Community College President Andrew Scibelli, the Rhode Island Children's Crusade and the University of Vermont for its partnership with a Bronx high school.

SNIPPETS

**Dropping a Bomb**

"People save lives, do community service, conduct groundbreaking research [at Harvard], and we're the ones who get the attention."

—Katharina Cieplak-von Baldegg, editor in chief of Harvard's new H Bomb Magazine, as quoted in the Boston Phoenix about media coverage of the racy new literary magazine focused on sex.

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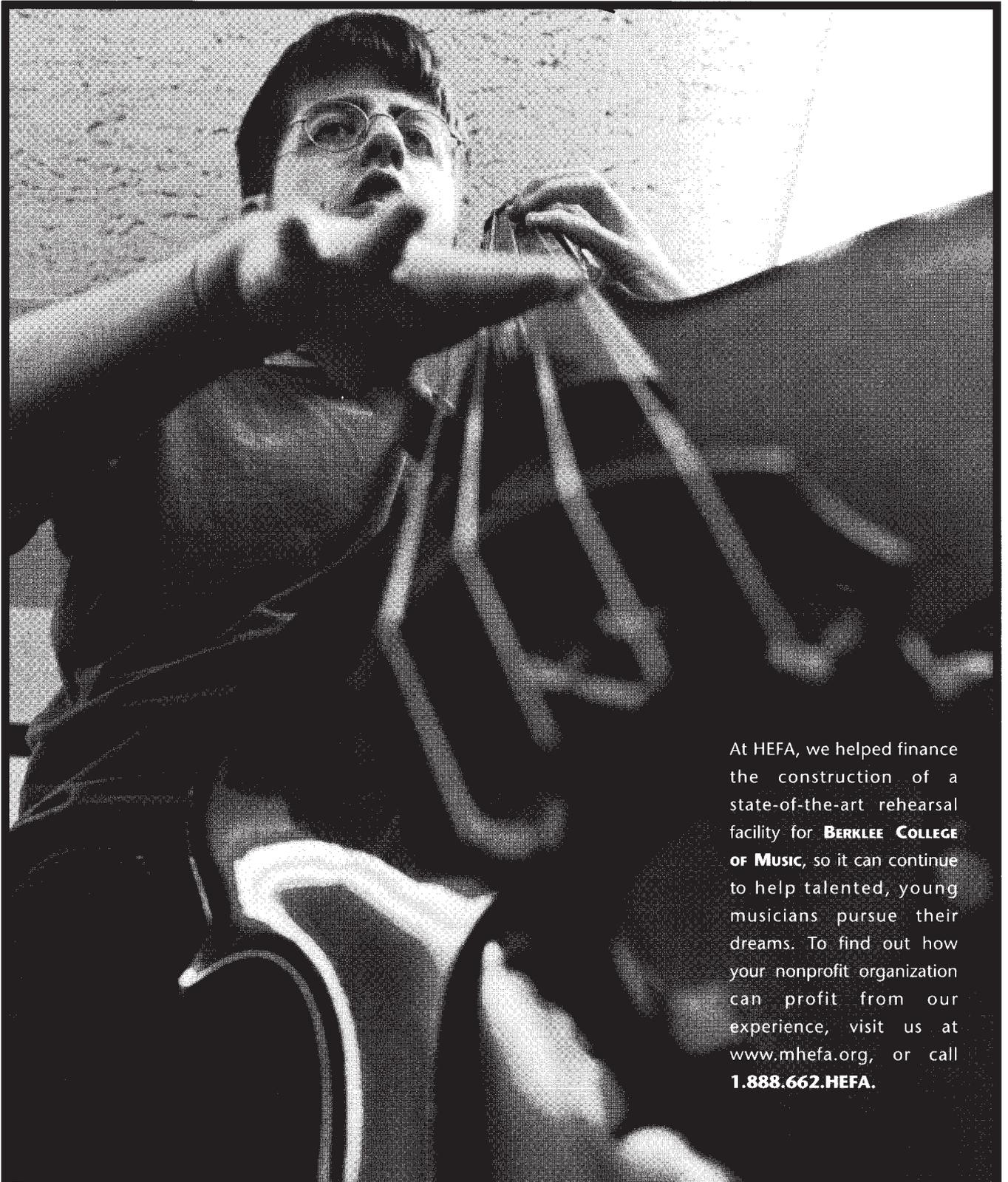
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# Emotional Rescue

## New Generation of Troubled Students Strains College Services

SANDRA FEATHERMAN



**M**ore students are arriving at college today with emotional issues than just five years ago, and there has been dramatic growth in the severity of the problems. These students are creating a need for significant expansions in college counseling services.

Imagine the following scenario. Shaun, an 18-year-old freshman, starts yelling, breaks a window in another student's dorm room and pushes a female student against the wall as he leaves. Back in his own room, Shaun throws his roommate's books on the floor, cursing loudly. When a student resident assistant tries to calm him down, Shaun makes threatening remarks.

A judicial hearing takes place. It is Shaun's third serious violation of the student behavior code in two months. He is suspended. His parents call the president of the university, claiming the punishment is too harsh. "You are supposed to teach students how to behave," they insist. "The University of New England should help Shaun learn from his mistakes."

Shaun states that there are mitigating circumstances for his behavior. He says he overdosed on medications for his bipolar condition, displaying his large bag of psychotropic medicines.

In another case, Judy, a female student, is found unconscious on a bathroom floor. Judy has been altering the dosage of medications she is taking in order to experience more "highs."

While names and details have been changed, incidents like these are occurring weekly on campuses throughout the nation. The need to cope with emotionally troubled students is becoming a growth industry for colleges.

Powerful social forces underlie these issues. These include family lifestyle changes, parental pressures, increased access to higher education under the Americans with Disabilities Act and significant growth in the use of prescription medications to treat the emotional and learning needs of children and young adults.

Our students come to us from blended, dysfunctional or small families that may have only one effective parent. Many have few support systems within their family or community. Some have had traumatic backgrounds.

Meanwhile, parents are getting more involved than ever in campus life, sometimes attempting to manage their children's college experiences. Some parents appear driven by competitive efforts to ensure success for their children. Other parents want the university to monitor their offspring's medication usage or perceived special needs. They want to be informed if the student is drinking, or is not eating or not attending class regularly. "When will you let us know?" is now a frequent question on college visits. Parents are also much more likely to attend disciplinary hearings with the student, most often to ensure that the process appears equitable.

We see a huge increase in students with Attention Deficit Disorder, Attention-Deficit Hyperactivity Disorder and bipolar disorder. These students are coming to us with "documented" disabilities, and their parents often contact us about their needs before the students even arrive. Other students who get in academic or other difficulties quickly supply letters from physicians or psychologists attesting to extenuating circumstances that call for special treatment.

**Some parents want to be informed if the student is drinking, or is not eating or not attending class regularly. "When will you let us know?" is now a frequent question on college visits.**

A recent article in the *Washington Post* states that the use of antidepressants among children is estimated to have grown from threefold to tenfold between 1987 and 1996. Another study indicates a 50 percent rise between 1998 and 2002. Our experience at the University of New England validates these findings. Half of the students on one floor of a university residence hall are on mental health medications.

## Generation Rx

“Never mind the old equation of college and recreational drugs, the parents’ old tiptoe through pot and peyote. A new generation is arriving at university heavily armed with prescriptions for Zoloft, Dexedrine, Paxil and Prozac, Xanax, Adderall, Cylert and Ritalin. And it’s not about weekend benders. It’s about ADD, anxiety, OCD and depression.”

—From a teaser for the National Public Radio program “On Point,” featuring guests Gertrude Carter and Jeff Winseman of psychological services at Bennington College and University of Pittsburgh psychologist Robert Gallagher.

Some of our students experiment with changing the dosages of medications they take, or trading them, much as they have traditionally experimented with alcohol. The results are often serious. Suicide attempts are up, as are reported violent outbursts and alleged sexual assaults.

A 2001 survey of counseling centers by a University of Pittsburgh psychologist found that 85 percent of colleges reported increases in the severity of problems during the preceding five years. A special report on mental illness on college campuses in *Psychology Today* states, “College counseling centers used to be the backwaters of the mental health care system. Now they are the frontline.”

We have seen a tripling of visits to our counseling offices in the last three years. Five years ago, we sent two or three students a year to hospitals because of

suicidal gestures or ideations. By the middle of the second semester this year, we had hospitalized at least eight young students.

Our staff tells me that our university is like a community mental health center now. To deal with this reality, we have redesigned the way we offer services, based on a best practices model. In a major innovation, our dean of students combined and redesigned a number of areas that previously reported to her and others into an Office of Support Services. An associate dean oversees five component centers: Counseling Services, Career Services, Learning Assistance, Disabilities Services and Multi-cultural Affairs (which includes an office for Gay, Lesbian, Bisexual, Transgendered and Questioning students).

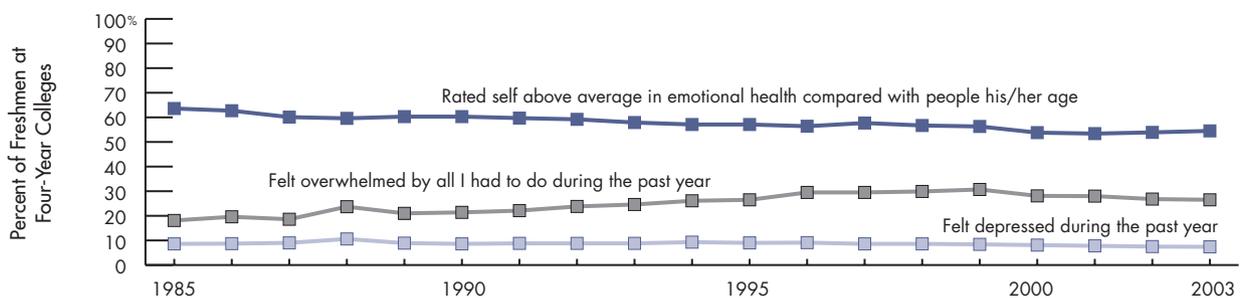
The coordinators of these units meet together every week. They discuss generic issues confronting them and share insights and concerns, so that our services can be tweaked and adjusted to best reflect campus needs. Student names are not used.

As a small, private institution with a number of health care majors among its offerings, the University of New England tries to model good wellness programs for both mental and physical health. Excellent training for people working in Student Services is crucial.

Service program staffs, student residence advisors and housing area coordinators are all trained in problem identification, referral options and even self-coping skills. Student advisors are treated as an extension of counseling services, and understand that they are the frontline counselors. We teach them to honor confidentiality and to recognize when the need to refer overrides confidentiality concerns. This good training enables us to offer quality mental health services to our students, although the growing needs continue to strain our resources.

*Sandra Featherman is president of the University of New England (UNE). The author wishes to thank UNE Dean of Students Barbara Hazard and Associate Dean John Langevin for their advice and help in describing UNE programs and challenges.*

### HOW FRESHMEN AT FOUR-YEAR COLLEGES ASSESS THEIR EMOTIONAL HEALTH, 1985-2003



Source: Astin, A.W., Oseguera, L., Sax, L.J., Korn, W.S., *The American Freshman: Thirty-Five Year Trends*, Higher Education Research Institute, University of California Los Angeles, 2002. Note: unpublished data used for 2002-2003.

# Campus Buzz

## How Alcohol Impairs America's Judgment of Higher Education



BRANDON BUSTEED

**T**he single greatest threat to the public trust in higher education is alcohol. Specifically, it is high-risk drinking among college students and the lack of engagement by those who can help solve the problem.

The well-publicized riots in New England college towns after the Super Bowl, World Series and Final Four are only the most obvious symptoms of a chronic social disease—a pervasive alcohol culture that is undermining the productivity and threatening the future of a generation of American students. For too many students, college is no longer about preparing for leadership roles and productive service to society, business and science, but rather about taking a vacation from the real world. Legions of binge-drinking graduates are leaving college as ill-prepared citizens feeling no more responsible for their contributions to democracy than they do for their inappropriate, excessive use of alcohol.

**Non-partying students report negative effects on their academic performance from alcohol-related behaviors ranging from vandalism and assault to significant loss of sleep and study time due to noisy, drunken roommates.**

The problems caused by excessive drinking on America's college campuses are so well-documented that it is embarrassing that more is not being done to address the issue. A recent study by the National Institute of Alcohol Abuse and Alcoholism has documented 1,400 student deaths, 600,000 physical assaults and 70,000 sexual assaults per year among college students due to alcohol. Just as important, a majority of non-partying students report negative effects on their academic performance from alcohol-related behaviors ranging from vandalism and assault to significant loss of sleep and study time due to noisy, drunken roommates. Yet despite all this, many adults in positions of authority have not bothered to act.

Higher education has come to accept the incidence of catastrophic problems as a tolerable byproduct of a culture that accepts and even welcomes alcohol. One out of 8,500 college students dies from alcohol-related causes each year, but that represents a low enough risk that universities can get insurance to cover such losses. The bigger problem is that far too many students will continue to experience alcohol's damaging effects on performance in their everyday lives and their work.

Think of the adage that giving a man a fish feeds him for a day, but teaching him to fish feeds him for the rest of his life. Alcohol works in exactly the opposite way. It gives students a temporary but illusory sense of competence and mastery at a time in their lives when social and academic insecurities run rampant. But the morning after, they find their experience has been hollow and diminished. Add up four years of "morning afters," and many students find their lives and future prospects have been greatly diminished as well.

Various studies show that alcohol impairs academic performance and that students who binge drink have lower grades than those who do not. Recent studies document the damaging effect on work performance of low-dose alcohol exposure (working while under the influence of just one drink) and no-dose alcohol exposure (working with a blood-alcohol-concentration level of zero, but experiencing the effects of a hangover).

Binge drinking costs students on average a third of a point in their grade point averages, according to a 2002 study by Bucknell University economist Amy Wolaver. The same study found that alcohol had a negative impact on earnings immediately after graduation, especially for women—amounting to a \$1,600 drop in annual earnings in their first year of work. Binge drinkers—not only alcoholics—miss more work, experience more work-related injuries and perform poorer on tasks.

More than 30 percent of binge drinkers reported attending a class with a hangover in the previous two weeks, according to a 2003 survey of more than 15,000 college freshmen by Outside The Classroom, a provider of online alcohol prevention programs. When you look at the effects of high-risk alcohol use across an entire college population, you start to understand the resulting

## Warning Shot

There are actions that will bring immediate police attention to you:

- No violence of any kind. You cannot throw rocks and bottles, etc. at any other human—be they a fellow student or a police officer.
- You cannot light fires—these can and do cause great injuries and can burn woods and threaten houses. This includes all of our neighbors in Mansfield.
- You cannot attack private property, either homes, rooms or cars.

—From a letter to the editor written by University of Connecticut Police Chief Robert S. Hudd to the Daily Campus, UConn's online student newspaper. The letter appeared on April 21, 2004, a few weeks after celebration of UConn's NCAA men's and women's basketball championships turned rowdy, and a few days before UConn's Spring Weekend, which went peacefully.

loss of productivity and decreased potential. It's simple math: multiply all the so-called "minor" effects of alcohol on productivity and performance by the 43 percent of college students who binge drink and it equals a cost we can't bear.

Alcohol decreases performance in the classroom and in the workplace. (The economic costs of *underage* drinking alone amount to more than \$53 billion a year in the United States, according to the National Academy of Sciences.)

As stewards of our nation's highest form of human development, higher education should be working relentlessly to start providing the opposite outcomes. But research conducted over the course of the first semester among college freshmen indicates that the higher education experience actually *encourages* binge drinking. At the beginning of college, the typical freshman class is comprised of 50 percent abstainers and 30 percent binge drinkers. Three months later, by the end of their first semester, it looks drastically different, with 20 percent abstaining and 60 percent binge drinking.

The reasons for this are many. Many colleges are tight-knit residential communities divided between of-age and underage drinkers. At the same time, college represents a student's first time enjoying freedom from parental control. This puts the college in the tough position of not being able to condone drinking, and yet

also being considered irresponsible for not teaching responsible drinking. It has not helped that class schedules have been lightened over the years, and that the alcohol industry's marketing around colleges and college students has significantly increased. Alcohol advertising has been closely linked to college sporting events and competition, and these influences may be helping to fuel the already existing image of college as "Animal House." In fact, binge drinking is most prevalent among the most competitive social networks on campus: athletes and members of Greek organizations, where members drink *against* one another instead of *with* one another.

## There are far too many students who will continue to experience alcohol's damaging effects on performance in everyday life and work.

Moreover, at the point of graduation from high school, students headed for college have lower binge drinking rates than their non-college-going peers. But five years later, having experienced college, the college graduates exhibit higher rates of binge drinking than their non-college peers. The "college effect," therefore, is one that teaches high-risk drinking. And given our obligation to the public trust, that means we are failing miserably.

Fortunately, some institutions are taking positive steps to change things. Comprehensive prevention programs provide an array of support for students, ranging from alcohol-free dorms and social events to mandatory alcohol education for the entire freshman class to environmental strategies aimed at changing campus norms and keeping alcohol out of the hands of underage consumers in college communities. These programs are starting to have a significant impact on the drinking culture in college towns across the country.

Institutions that are taking a comprehensive approach to documenting and measuring their progress are having the most success. At Princeton University, for example, the trustees lead a major, campuswide initiative to reduce dangerous drinking. In addition to

## Messaging

Unleash the Party

—Bacardi Rum slogan splashed across MBTA Green Line trains that run through the campuses of Boston University, Boston College, Northeastern University and other Hub colleges.

the important step of making the problem a trustee-level priority, the initiative requires regular progress reports. Such a move has galvanized the entire campus around finding new ways to tackle the issue, and many key indicators are going in the right direction.

All trustees need reminding of the old saying, “What we’re not measuring, we’re not improving.” We’ve documented the problem of alcohol plenty, but we’re only starting to document the actions, progress and outcomes on our respective campuses. Just as we track our yield rates in admissions, we should be charting key indicators related to our progress on the alcohol issue. And we should keep these measurements in front of senior leadership on a constant basis—at least twice a year at board meetings. The Association of Governing Boards, the organization serving college and university trustees, regularly publishes articles on drinking issues in its publications—and advises trustees that holding their institutions accountable is a critical first step in making progress. Accountability can be as simple as asking for a regular report on campus efforts to reduce dangerous drinking. Trustees won’t sit in more than two consecutive meetings where they witness the statistics going in the wrong direction before they work diligently to forge solutions to the problem.

High-risk alcohol use on campus is a social epidemic that was created through social forces and trends, and we can use those same forces to move in the opposite direction. We’ll find the answers when educators and administrators start holding themselves accountable to the measurement of progress on their own campuses.

## College Daze

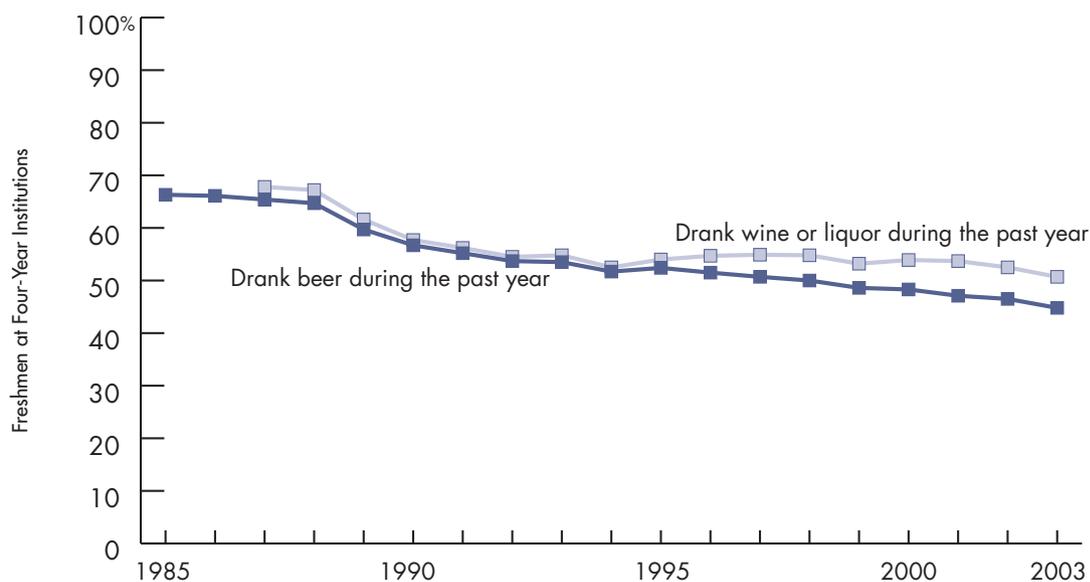
“You chugged 37 beers and half a bottle of vodka, took six shots of Jagermeister, blacked out on McCullough lawn and woke up naked? So what? Johnny drank an entire keg by himself (of Guinness), downed a bottle of Bacardi 151 and proceeded to slam bombers until his friends had to take him to Porter Hospital to get his stomach pumped—and he’s got a 15-pager due tomorrow—and he hasn’t slept since April 24.”

—From an article by Abbie Beane in *The Middlebury Campus* of May 6, 2004.

And we all need to be concerned about the performance-related effects of alcohol as we are about the fatal effects. Until then, we should brace ourselves for the legions of binge drinkers our colleges are training.

**Brandon Busted** is founder and CEO of *Outside The Classroom*, a Newton, Mass.-based national provider of online alcohol prevention programs.

### ALCOHOL AND THE COLLEGE FRESHMAN, 1985-2003



Source: Astin, A.W., Oseguera, L., Sax, L.J., Korn, W.S., *The American Freshman: Thirty-Five Year Trends*, Higher Education Research Institute, University of California Los Angeles, 2002. Note: unpublished data used for 2002-2003.

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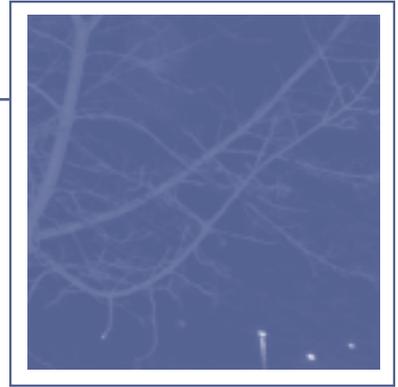
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# Predators

## Uncomfortable Truths about Campus Rapists



DAVID LISAK

A quarter century of research on rape victims and the men who attack them has yielded a few incontrovertible insights. First, rape is ubiquitous. In 1987, Mary Koss, a professor at the University of Arizona, published research revealing that one in four college women is a victim of rape or attempted rape by age 21. The startling statistics have been corroborated over and over by subsequent studies, the latest a mega-study sponsored by the National Institute of Justice and the Centers for Disease Control and published in 2000. Secondly, the vast majority of rapists don't go to jail. About 85 percent of rapes go unreported, and only a tiny fraction of reported rapes result in prosecution.

A look at Massachusetts statistics for 1998 is eye-opening. That year, 1,687 rapes were reported statewide, resulting in 526 arrests, according to the Massachusetts State Police. Applying what we know about rape reporting, we can assume there were really more than 20,000 rapes statewide.

Who are the rapists responsible for this scourge of violence? They are rarely reported, almost never prosecuted and they are responsible for the vast majority of sexual violence on our campuses and in our communities. They are successfully exploiting a wide seam in the criminal justice system.

Surprisingly, they too have been the subject of social science research for the past two decades. They tend to be willing research subjects, because like many in our society, they believe that a rapist wears a ski mask, carries a knife and attacks strangers from dark corners. Since they don't fit that profile, they don't see what they do as rape, and they don't label themselves as rapists. As a result, they can be easily coaxed into talking about their sexual behaviors.

Here is what we know about them: They come from all racial and ethnic groups; they are sophisticated sexual predators who plan their attacks exhaustively and with astonishing cunning. Most of them are serial

rapists and a significant percentage of them are violent in multiple contexts. As a group, they are responsible for a wildly disproportionate amount of the sexual violence in their communities—whether college campuses or otherwise.

All of this flies squarely in the face of what many assume to be true about these men. These are the same men who are often referred to as “date rapists.” Date rapists are widely assumed to be basically good guys who, because of a combination of too much alcohol and too little clear communication, end up coercing sex upon their partners. This image is widely promulgated, but it is flatly contradicted by research.

In a New England study published in 2002 in the journal *Violence and Victims*, 120 rapists were identified in a sample of 1,882 college students. Of the 120, 76 were serial rapists who had each, on average, left 14 victims in their wake. Their collective, grim tally included the following: 439 rapes and attempted rapes, 49 sexual assaults, 277 acts of sexual abuse against children, 66 acts of physical abuse against children and 214 acts of battery against intimate partners. These statistics leave little room for perceiving these men as basically good guys who fall victim to miscommunication and too much alcohol. Their violence and predatory behavior mirrors precisely that of the sexual predators who have been incarcerated and studied, except that by targeting non-strangers and by refraining from gratuitous violence, they have escaped prosecution.

**Date rapists are widely assumed to be basically good guys ... This image is widely promulgated, but it is flatly contradicted by research.**

Talking about “sexual predators” and “college campuses” in the same sentence gives most university administrators heartburn. Nevertheless, “sexual predator” aptly describes the men who are responsible for the vast majority of sexual violence on our campuses, as well as in our communities. And while the term might be

## The Mickey Culture

“If someone offers you a drink from the bar at a club or party, accompany the person to the bar to order your drink, watch the drink being poured and carry the drink yourself.”

—From a Boston College Police Department notice warning that potential rapists may lace drinks with “roofies” and other so-called “date rape drugs” that take away the ability to fight back.

uncomfortable, it can also be instructive. For example, what we have learned about these predators should guide our prevention efforts. It used to be an axiom of rape prevention programs—and the idea is still prevalent—that “all men are potential rapists,” because most men to some degree endorse attitudes and beliefs that have been associated with sexually aggressive behavior. According to this theory, all men are at some risk for acting on these attitudes. Rape research has never supported this axiom, and calling all men “potential rapists” is a decidedly poor way of trying to reach men—both literally and figuratively.

In contrast to this scolding approach, the research on undetected rapists tells us that actually a very small percentage of men—serial sexual predators—are responsible for a vastly disproportionate amount of the sexual violence in any community. These men cannot be reached or educated. They must be identified and removed from our communities. Our prevention and education efforts must be focused on the vast majority of men who will never themselves cross the line into criminal behavior, but who by their participation in peer groups and activities either actively or passively provide support or camouflage for the sexual predators in their midst. By laughing at their jokes, by listening uncritically to their stories of “conquests” and “scores,” men become facilitators or passive bystanders of criminal behavior.

It is these facilitators and bystanders—men who know who the rapists are in their communities—who must be educated, challenged and coaxed back to a firm stance on the right side of the line, the side where we as a community plant ourselves in opposition to those few who choose the criminal path.

Colleges and universities do more than provide young people with the credentials to make their careers. They also help to socialize young men and women and prepare them for responsible citizenship in their communities. What lessons do we teach these young people when we allow sexual violence to flourish in the college community? The predators graduate, taking

with them increased power and authority—the tools they turn into weapons of violence—and find new victims in the larger community beyond the ivied walls. The bystanders graduate with lessons in passive cooperation with criminal conduct, surely the opposite of what we would have wished for.

Sexual violence remains as much a dirty secret on our campuses as it is in the larger society. It flourishes because to confront it, an institution must be willing to shine a bright light on aspects of itself that are both ugly and painful. One of the most important steps that must be taken is a comprehensive, led-from-the-top campaign to change the community climate such that victims of sexual violence feel comfortable to report attacks to authorities. Paradoxically then, the first indication that an institution is courageously moving to end sexual violence is almost inevitably an increase in the official tally of that violence. This is not the kind of publicity that most college administrators strive to create.

Yet some institutions have moved forward regardless. The U.S. Air Force Academy, faced with a national spotlight on its sexual assault problems, has moved comprehensively to make fundamental changes in how sexual violence is handled institutionally and to alter the culture of the academy to make such violence less likely. The academy has used mandatory, small group meetings to educate the cadet corps as well as faculty and staff about sexual assault and sexual harassment. It has established new policies regarding sexual assault complaints and investigations and improved services to victims. If a military academy imbued with a traditional, masculine culture can take such far-reaching steps, surely the rest of our institutions of higher learning can do the same. It’s a question of motivation.

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*David Lisak is associate professor of psychology at the University of Massachusetts Boston and founding editor of the journal *Psychology of Men and Masculinity*.*

## Social Sensitivity

“I’ve run into a couple of situations where, when I’ve asked the women outright ‘Well, did you indicate that this was not all right with you?’ they’ve stammered and said, ‘No, not exactly, but he should have been able to tell.’ And probably he should have, but we all arrive at Yale with different levels of social sensitivity.”

—Laura King, dean of Yale’s Trumbull College, as quoted by Kristen Thompson in an October 2003 article in *The Yale Herald* student newspaper exploring the “rape culture” at the university.

## Tuition Reimbursement and More

*The "Employee Scholar Program" at Hartford, Conn.-based United Technologies Corp. (UTC) has been held out as a model of progressive workforce education policy. Following is an excerpt from "Engineering Our Future," in which the company's Senior Vice President of Science and Technology John F. Cassidy describes the program. The article appeared in the Spring 2004 issue of The Connecticut Economy, a newsletter published by the University of Connecticut's Department of Economics.*

No single factor has changed UTC over the last decade more than productivity has. Today, Otis produces twice as many new elevators, and Carrier 2.5 times as many air conditioners, as in 1990 with a workforce just 20 percent larger. We rely on lean manufacturing methods, pioneered by the Japanese, to boost productivity, keep our company competitive, and preserve our ability to employ people. We also concentrate on the highest value-added activities and let the lower knowledge and lower wage work go elsewhere. To sustain this, we require the most educated workforce on the planet.

To this end, we implemented our Employee Scholar Program in 1996. We pay all costs for tuition, fees, books, and course materials, for all full- or part-time UTC employees, anywhere in the world. We give them paid time off equal to more than three weeks annually. We don't limit course selections in any way. And when an employee receives a degree, we grant him or her UTC common stock worth \$10,000.

Today, nearly 15 percent of our domestic workforce is enrolled in college and university coursework, more than half seeking advanced degrees. Our participation rates are three times the national average for companies with similar programs. And, participants' retention rate is double that of all employees.

We extend program availability for a year in the event of layoff, but go to the extraordinary length of extending it for four years for any job lost to domestic or foreign work relocation farther than 50 miles.

Since the program was established, 13,500 employees have earned degrees all over the world. We have had graduates in Argentina, Brazil, China, Hong Kong, Korea, Mexico, Poland, Russia, Singapore, South Africa, and Taiwan, just to name a few.

Since the program's inception, employees have been awarded more than 1.8 million shares of stock (including splits) valued today at over \$170 million.

Our program costs now exceed \$60 million annually, and total more than \$460 million since 1996.

Successful as UTC's Employee Scholar Program has been, no one company can shoulder the burden alone. As a community and as a nation, we need to focus urgent attention on our future workforce. The number of U.S. engineering graduates has been stagnant for decades. Reports from the U.S. Department of Education's National Center for Education Statistics (NCES) show that, last year, more students were granted bachelor's degrees in recreation and leisure studies than in mechanical engineering. The U.S. Department of Labor forecasts that 2.7 million knowledge-based jobs—basically, engineering jobs—will become vacant in 2010 due to new opportunities and large-scale retirements. At current U.S. college graduation rates in these fields, fewer than half those jobs could be filled by Americans. Over the same period, China alone expects to have graduated 2.1 million engineers.

Ironically, our kids may be technologically savvy but they're not interested in why today's gadgets are so cool. According to NCES, 90 percent of American children use computers, and one of every four kindergartners taps the Internet. But NCES test results show that just 16 percent of U.S. 12th-graders are proficient in math, and only 18 percent in science. If our children's interest in science and technology is not sparked at a young age, it should come as no surprise that we have fewer and fewer degrees granted in later life. ■

## Going Out on Outcomes

*The following is excerpted from out-going Yale College Dean Richard H. Brodhead's spring 2004 baccalaureate address to Yale graduates. Brodhead became president of Duke University in July 2004, succeeding Nannerl O. Keohane who also arrived at Duke via New England; she was president of Wellesley College from 1981 to 1993.*

In recent years, there has been much discussion in this country about the need to identify goals and measure outcomes in education. I do not wholly disagree with this mode of thinking as it applies to elementary education. In our world, the cost of allowing young kids to move forward without having mastered fundamental skills is simply too high. But I am much more skeptical about outcomes-based theories as they apply to the kind of education you have received. What we have put you through here has involved

some element of marking things to be learned, making you learn them, then measuring to see if you did in fact learn them. But that did not yield what was most worth getting here.

One limit of the outcomes concept of education is that it treats acquisitions as fixed that can prove in fact quite transient. Every one of you has mastered complex subject fields sufficiently to display that knowledge on cue on a final exam only to have it begin seeping from your brain soon thereafter. By a conservative estimate, the things members of the Class of 2004 collectively learned in Yale courses that you have already forgotten is probably equal to the sum of human knowledge gained since the early Renaissance. Parents shocked at this statement are welcome to come onstage, where I will subject you to a public quiz on Ohm's law, the Smoot-Hawley Tariff, the workings of the passive subjunctive future tense, or other outcomes you once reached to great applause before relapsing into the contented ignorance of today.

Such inevitable forgetting is not a scandal in education because the original act of learning taught something more deeply valuable and left a deeper trace: trained deep habits of mind that survive the specific content that was originally attached to them and can then be put to a different use. When the Duke of Wellington said that the Battle of Waterloo was won on the playing fields of Eton, he did not mean, I think, that organized sport consciously or purposely taught the arts of war. He meant that deep skills learned at hazard in one world, that of play—skills like physical courage, working together in teams, coordinating strategies over space and time in a way that requires continual improvisation and revision in face of changing circumstances—these skills turned out, in ways wholly unforeseeable at the time of their acquisition, to serve a second function, equipping a later self to act in a context radically different from the one where the skills were learned.

In an office I was given the use of at Duke a few weeks ago, someone had posted this saying from [John] Ruskin: "The highest reward for a person's toil is not what he gets for it, but what he becomes through it." That comes closer to my own philosophy of education, since to my mind, the real outcome to aspire to is the building of the self—a process that does not lend itself to authoritative measure because it is never over and because its ways are oblique. Whatever we pretended course by course and week by week, what Yale really required was that you use its challenges and resources to develop your latent

powers and build the more capable you. If you can't yet say what you learned here is good for, that's because you are not yet in the place where it will show its value and help. The fruits of the deeper education only reveal themselves in time, as a life's and history's emerging challenges—like the Napoleonic Wars unforeseen in the youth of Wellington—call forth their stores of strength.

Could I be more specific about the equipment I see you carrying forward, possibly unbeknownst to yourselves? Men and women of the Class of 2004, you have done a lot of homework. There are 1,300 of you and you each took 36 courses running for twelve and one half weeks. Equipped with these facts, I tried to estimate how many books you have collectively read, papers and lab reports you have written and problem sets you have worked, but my brain got tired before I got the answer. I congratulate you on your colossal diligence, but now that it's behind you, it might be safe to reveal a secret. The point of all that homework was not for you to complete it, but rather, through this exercise, to develop powers that can only show their value when the days of assigned work are past.

In my life, I've met people who seemed absolutely to have stopped thinking at a certain point, and to be living on a stock of frozen opinions as limited and antiquated as their aging wardrobes. I cannot promise that this will not happen to you, but I pray that it won't, and if you escape this fate, the work you did here will have helped protect you against it. With luck, years of artificial school exercises will have developed an instinctive drive to keep identifying and assimilating new sources of information and subjecting them to analysis and synthesis—dispositions now sufficiently rooted in your nature that they can carry on without external or institutional support. So internalized, the habits that made you a good student in early life can begin to make you something more interesting and more important: an ongoing student of your world and a constructive contributor to its needs. ■

## A Committed Life

*The following is excerpted from Castleton State College History Professor Jonathan Spiro's spring 2004 commencement address at Castleton.*

Unfortunately, many young Americans decide not to make a difference. Twenty-two-year-olds will cross the ocean to fight for democracy, but won't cross the street to vote for president. To be sure, there are good

reasons for this: we had Vietnam in the '60s, Watergate in the '70s, Iran-Contra in the '80s, an impeachment trial in the '90s, and now in the 21st century, corporate domination of everything from food to movies to politics. And so confidence in this nation's leaders has dramatically eroded, faith in this nation's institutions is at its lowest point in decades, and today it's "cool" to be ironic at best, cynical and sarcastic and bitter at worst.

But the fact is, what Abraham Lincoln said so many years ago still holds true: the people of the United States are "the last best hope of earth." For only you have the time, energy, intellect, resources—and now the education—to meet the challenges facing our globe.

Just as a driver's license testifies that you are qualified to drive, so a college degree testifies that you are qualified to be a leader in society. And so it is now incumbent upon you to go out and lead. You wouldn't go through all the hassle of getting a driver's license (taking the course, studying the manual, taking the written test, taking the driving test) and then not drive. Nor should you earn your college degree and then not be a leader.

When President [David] Wolk interviews candidates for faculty positions here at Castleton, he often asks them: "What three things would you like to have said about you at your funeral?" It's a horribly unfair question to spring upon job applicants out of the blue like that, and I will now exact my revenge by asking you to think about what you would like people to say about you at your funeral? And if you don't have an answer, for the first time ever as a professor, I'm going to allow you to cheat: I'm going to give you the correct answer ahead of time. Because in February 1968, Martin Luther King Jr.—just four weeks before he was murdered—spoke of how he'd like to be remembered at his funeral:

"If you get somebody to deliver the eulogy," said King, "tell them not to mention that I have a Nobel Peace Prize—that isn't important. Tell them not to mention that I have three or four hundred other awards—that's not important.

"I'd like for somebody to say that day that Martin Luther King Jr. tried to give his life serving others. Say that I was an advocate for justice. Say that I was an advocate for peace. Say that I was an advocate for righteousness. And if you can say that, then all of the other shallow things will not matter.

"Because I won't have any money to leave behind. I won't have the fine and luxurious things of life to leave behind. But I just want to leave a committed life

behind. And then my living will not be in vain."

Well, I figure, if it's good enough for Martin Luther King Jr. it's good enough for you and me: Don't live in vain. Don't obsess about "the fine and luxurious things." Instead: live an engaged life, a righteous life, a committed life.

Castleton is a small college that makes an enormous difference in the state of Vermont. And Vermont is a small state that makes an enormous difference in the United States—from the American Revolution, to the abolitionist movement, to the fight for social justice in the Sixties, and right on up to Howard Dean, this state has captured the attention and prodded the conscience of the nation. U.S. history textbooks would be much the poorer if they didn't feature the accomplishments of such Vermonters as Ethan Allen, Brigham Young, Stephen A. Douglas, John Deere, Thaddeus Stevens, Chester Arthur, Admiral Dewey, Rudyard Kipling, George Perkins Marsh, Calvin Coolidge, Robert Frost, George Aiken, Robert Stafford. And now it's your turn to join that proud roster of engaged Vermonters who have led committed lives.

And do it now, while you're young. You will never have more energy, or enthusiasm (or hair) than you have today. (Yes, do it when you're young. It is a sobering thought that when Albert Einstein was two-thirds my age, he was already world famous for divining the true nature of space and time. When Isaac Newton was half my age, he had already revolutionized mathematics, physics, optics and astronomy. When Mozart was my age he had already been dead for 12 years.)

Your years of letting the world form you are now closing. Your opportunity to form the world begins today. This does not mean that you have to be the next Martin Luther King Jr. But you can vote in town meetings. You can write a letter to the editor. You can cut down on the amount of resources you squander. You can volunteer to tutor at your local school. You can donate money to charitable organizations (like Castleton College). You can care for your parents when they're elderly. You can set an example to your children of active engagement, responsible citizenship, participatory democracy.

When someone speaks at your funeral, what are they going to say? "He really knew how to party"? "She lived in an oversized house"? "He worked at a job he hated because it paid a lot of money"? Or: "She healed the sick." "He protected the environment." "She helped the poor." "He educated children." "She made this world a better place for all of us." ■

# Education Mayor

## Boston's Menino Pursues Workforce Development

JAMES E. SAMELS AND JAMES MARTIN

Photo courtesy of the  
Boston Mayor's office.



**Menino is challenging the city's colleges to engage the Boston public school system in a set of new, proactive partnerships to produce a better-educated citizenry.**

When we were ushered recently into Boston Mayor Tom Menino's inner sanctum, we expected to hear ranting about revenue shortfalls, public school cutbacks and long overdue tax hikes. Instead we heard a well-crafted, sophisticated strategy for creating a competitive workforce in Boston.

While would-be political adversaries have sought to mischaracterize Menino as the master of malaprop, we observed an urbane, witty and, yes, articulate civic leader—a contemporary municipal CEO who envisions a confluence of intriguing academic, economic and workforce development strategies.

But if Boston already has the most educated citizenry in this nation, why is the mayor talking up workforce development?

Probably because he realizes that the skills and competencies of Boston workers are increasingly out of date as mature industries gradually disappear from his city and other urban enclaves throughout New England.

The mayor was quick to note Boston's recent shift away from traditional banking, insurance, accounting, financial, legal and allied professional services—and toward new sectors like information technologies, health sciences, biogenetics and medical technologies.

By way of example, the Boston Redevelopment Authority has set its sights on expanding Boston's commercial bioscience employment sectors from approximately 900 jobs today to 10,000 over the next five years. At the same time, the mayor foresees new job creation in the construction trades with the addition of several new hotel and conference facilities.

When asked about his most urgent priorities for the year ahead, Menino cited a troika of good jobs, affordable educational opportunities and economic development. Beyond these priorities, the mayor sketched out a straightforward agenda for creating new well-paying jobs in Boston—a city where rising housing, health care and education costs require a family of four to have an income of \$42,564 a year to live, according to the Massachusetts Family Economic Self-Sufficiency Project.

A recent Massachusetts Institute for a New Commonwealth study estimates that approximately one million Bay State residents lack the basic learning skills necessary to compete in the emergent Massachusetts economy—an economy which increasingly relies on more rigorous critical thinking, problem-solving, communication competencies and higher education credentials.

Unlike his predecessors, Menino is not duking it out with Boston's academic institutions over their tax-exempt status. Rather, the mayor sees these institutions as the primary magnets in a new metropolitan economy.

Menino understands the connection between high-end research jobs and low-end technician jobs, so he has pursued a blended workforce solution focused on urban development programs that create jobs at both ends.

Exhibit A is the city's recently announced biosciences development aimed at extending life science activity throughout the city's long-neglected Southwest Corridor to the site of the abandoned Boston State Hospital, with Boston Medical Center and Roxbury Community College as notable anchors. Taking advantage of the state's economic linkage statutes, Menino will entice private developers with a significant tax break for creation of new jobs and public infrastructure improvements.

**The mayor sees Boston's academic institutions as the primary magnets in a new metropolitan economy.**

The mayor's commitment to good lab technology jobs is further evident in his support of Boston's University's efforts to host a new \$200 million biohazard management lab in the city's South End. The federally funded lab faces stiff opposition from local residents, but Menino sees in it 600 or so jobs at the forefront of efforts to counter bioterrorism.

Menino is also challenging the city's colleges to engage the Boston public school system in a set of new, proactive partnerships to produce a

better-educated citizenry. Hub schools are pursuing teacher training partnerships with Simmons, Wheelock and Cambridge colleges. Technology partnerships such as Madison Park High School's work with the Benjamin Franklin Institute of Technology provide postsecondary training in fields such as automotive technology, HVAC and construction technology.

When asked about his political and civic legacy for the City of Boston, the mayor demurred but warmed to the suggestion of the "Education Mayor." For whatever lies ahead in terms of political legacies, Mayor Menino has indeed established a notable track record of civic engagement, workforce development and educational opportunities.

*James E. Samels is president and CEO of The Education Alliance, a higher education consulting firm, located in Framingham, Mass. James Martin is the academic vice president at the firm.*



### Boston's Growing Bioskepticism

Not everyone is enthused about the national biohazard research lab planned for Boston's South End. The youth-run organization Boston Mobilization has been running this ad created by graphic designer Dan Hoffer on Boston subways. Nearly 150 university professors from Harvard, MIT and other institutions signed a letter to Menino and city councilors opposing the urban location of the lab, which would handle such lethal biological agents as Ebola virus, anthrax and plague. Even a columnist for the development-friendly *Mass High Tech* weekly noted: "One hopes that 'caution' not 'speed to market' is the call that leaders heed."

Nor are all behind the Boston Redevelopment Authority's land management strategies. Charging that the authority's planning and development missions result in conflicts of interest, City Councilors Felix Arroyo, Maura Hennigan and Chuck Turner have proposed stripping the agency of its planning powers. The Boston alternative newspaper *Weekly Dig* recently charged that the authority acts as a broker for well-connected private developers.

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# Taxing Times for Boston Colleges?

A CONNECTION interview with Boston City Councilor-at-Large Stephen Murphy, author of a plan to revamp the way Hub institutions pay for city services

Photo courtesy of Emerson College.



**If you look at Boston police and fire call logs, very often student-related calls account for 30 to 40 percent of calls late at night ... it's tremendously taxing.**

**T**he idea of “taxing” historically tax-exempt nonprofit institutions comes up whenever college town budgets are tight, and particularly when instances of student roudiness strain local police and fire departments. So one could have predicted that last winter’s post-Super Bowl riots in Boston’s Fenway student enclave—on top of the Hub’s distinction as the U.S. city with the highest percentage of tax-exempt property—would fuel new calls to get colleges to pay for municipal services in New England’s largest city. CONNECTION recently talked with Boston City Councilor-at-Large Stephen Murphy who has introduced legislation to restructure the way the city’s 35 colleges and universities support city services.

**CONNECTION: What’s wrong, if anything, with the current system in which Boston colleges and universities contribute to city services?**

**Murphy:** There is no system. It’s catch as catch can. The city of Boston for years has taken a certain Payment in Lieu of Taxes (PILOT) from individual colleges and universities. The amount rarely changes until the college in question needs the city to do something for it. For instance, if it buys more land and needs permits for a building or needs new sewer or water hookups or new curb cuts, then the city comes back and says, “Oh sure, and you know what we’re going to revisit PILOT payments.” Then you see the college or university increase its subsidy.

**CONNECTION: So the payments vary significantly from one college to another?**

**Murphy:** For the fiscal 2003 budget, you had a total amount of \$5.6 million in PILOT payments from colleges and universities. The biggest payer was Boston University, which paid \$3.2 million, followed by Harvard at almost \$1.4 million.

On a per-student basis, BU paid \$112.92 in fiscal 2003. Boston College paid \$14.90;

Berklee College of Music, \$52.24; Northeastern, \$5.24; Simmons, \$4.49; and Wentworth Institute of Technology, 57 cents per student.

**CONNECTION: How would your legislation change the way Boston colleges and universities pay for city services?**

**Murphy:** There are 135,125 students attending colleges and universities in the city of Boston. Of that number, 111,000 are in private colleges. My suggestion is if you ask for \$100 per student per year, you would be looking at \$11 million in PILOT payments as opposed to \$5.6 million. You would roughly double the revenue and it would be more evenly spread. In fact, BU would pay less. If its enrollment is 28,000, for example, it would pay \$2.8 million instead of \$3.2 million.

**CONNECTION: Why target colleges and universities for support when their presence is such a powerful economic contributor in itself?**

**Murphy:** With population comes costs, whether you’re talking about students or people who come into work for the day. The population of Boston swells to more than two million every day even though there are only 588,000 permanent residents. The costs swell when the population is here. We need to say to all these colleges and universities, “We love having you, you make the city what it is ... but there are costs associated with it.” Forty-eight percent of Boston property is taxable; 52 percent is not. Boston homeowners and taxpayers are paying the freight for everything. The colleges, with their ever-increasing endowments and their ever-expanding borders, have shown that they’re very successful. They’re businesses and they’re succeeding tremendously. Harvard’s endowment is over \$20 billion, some of the others are in the billions. I’m not looking for the kids to pick up this cost. I’m looking for the colleges to say, “Yes, we contribute to police resources being used.”

Look no further than the February 1 riots

on Symphony Road and in Kenmore Square. It wasn't law-abiding Patriots fans who live in Hyde Park or Southie; it was cuckoos from out of town jumping up on cars and lighting them on fire. But Boston taxpayers are paying for the riot squad out there ... and for the false fire alarms pulled at dormitories and emergency medical services.

**CONNECTION: How would you characterize colleges and their students as neighbors?**

**Murphy:** Many of the students don't live in dorms, so neighborhoods like Mission Hill are filled with college students sometimes living six or eight to a two- or three-bedroom apartment. There are a lot of people who would love to buy a three-decker and rather than rent it to Mrs. Mahoney and her kids and get \$800 a month, they'll rent it to eight college students at \$400 each and get \$3,200 a month. And those are residential settings, and those students are also putting trash out and requiring street cleaning and other incidental services.

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## The Connecticut Model

One model Boston officials studied was Connecticut's 25-year-old PILOT program in which the state pays cities and towns a grant in lieu of taxes to compensate for tax-exempt property owned by private nonprofit colleges, universities and hospitals. Under the program, the state awards municipalities a payment that is supposed to equal 77 percent of the taxes that would have been levied on the property if it were taxable, but the percentage reimbursement has been lower in recent lean budget years. The Connecticut model generally works, but Murphy and colleagues in Boston calculated that such a proposal would go nowhere on Beacon Hill, where budget cuts are the order of the day.

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But the big expenses are in public safety. If you look at Boston police and fire call logs, very often student-related calls account for 30 to 40 percent of calls late at night ... it's tremendously taxing. Are you going to have a typical Boston homeowner in the middle of a riot at 2:15 a.m. at Faneuil Hall? Hopefully not. Do you have fire calls regularly at your house? Hopefully not. But the dorms do.

Yes the colleges give us much, but we

should expect more from them in terms of partnerships with a cash-strapped city. I'm not trying to break anyone's bank. We're hitting a wall in this city. When Harvard bought public land in Allston Landing or Boston College buys the Archdiocese headquarters, it would have been nice to put some of that land on the tax rolls. But instead you see expansion by these institutions eating up the potential for revenue growth for the city.

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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](mailto:jspohn@worlded.org). (The Project is funded by the Nellie Mae Education Foundation through the Adult Literacy initiative.)



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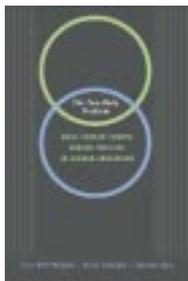
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## Academic Couples

Cynthia Goheen

*The Two-Body Problem: Dual-Career-Couple Hiring Practices in Higher Education*, Lisa Wolf-Wendel, Susan B. Twombly and Suzanne Rice, *The Johns Hopkins University Press*, 2004, \$42.



The dual-career couple has emerged fully as a unique and complex challenge for academics and for those institutions seeking to hire and retain them. What happens, for example, when a college finds the ideal candidate to fill a faculty position, only to discover that he or she has a partner or spouse equally intent on an academic or other professional career? One myth, which may well date from another era, suggests that one will sacrifice her career for the other's advancement. What is more likely, the evidence suggests, is that if the college can't hire both of them—and most cannot these days—it may well lose that top candidate.

This situation, alternately known in the disciplines of science and mathematics as the “two-body problem,” is particularly vexing for colleges and universities in non-metropolitan areas that must compete for academic talent with peer institutions in cities, where the job market affords richer opportunities for dual-career couples intent on avoiding the long-distance relationship that was once the norm for them.

University of Kansas education professors Lisa Wolf-Wendel, Susan B. Twombly and Suzanne Rice offer a portrait of how some colleges and universities have been responding to this issue that many now regard as a crucial factor in hiring and retaining the best scholars. *The Two-Body Problem* is based in part on the results of a policy survey the authors published in 2000. Then, as now, they cited the striking research published in 1997 by education scholars Helen S. Astin of the

University of California Los Angeles, and Jeffrey F. Milem of the University of Maryland, College Park showing that “35 percent of male faculty and 40 percent of female faculty nationally are partnered with other scholars who are faculty members.”

Using such statistics to establish the scope of the problem, the book constitutes a useful compendium of how institutions of differing size, type and location are grappling with the dual-career problem. Among the more interesting bits are the results of fairly recent telephone interviews with 15 deans of small colleges, as well as some of the open responses to the authors' original survey of provosts. Reading through these, one has the sense of being privy to the kind of uncensored observation that would never show up in official minutes.

One dean says in defense of an unwritten policy on accommodating dual-career couples, “I find the unwritten, more informal process to be just fine, frankly. My sense is that on many of these things, which become clothed and wrapped in a lot of judgments where peoples' egos are at stake that sometimes is best. ... Laws and rules can only go so far because people will still circumvent them. So it is much better to go one on one and use moral persuasion on people.”

A chapter entitled “Common Concerns about Dual-Career Hiring Practices” provides insight into some of the thorny policy issues that lie in wait for those who attempt to address the needs of two professionals in trying to hire one of them. Such concerns include matters of fairness, legality, nondiscriminatory practices and, perhaps most importantly, faculty quality. Approaching the quality question as a matter of conception as they do, hits the proverbial nail on the head: more often than not, in matters of decisions about hiring the spouse or partner, it is how the dual-career couple, and the spouse in particular, is conceptualized, as opposed to an assessment based on fact, that tends to prevail.

As one surveyed Affirmative Action officer put it, “One recognizes what one

needs to do to attract a faculty member, but there is also the myopia of any institution where the department thinks they are hiring the talented person ... but ... the spouse can't be a worthy scholar. A department asks, ‘Would you consider X who is the spouse or partner of Y, whom we are really trying to recruit?’ The department sometimes acts as if that is the last person in the world we want to hire [and] surely, that person is often a woman. As institutions, we have to overcome this sense that the accompanying spouse cannot be the sort of scholar that we want to have in their own right.”

Other chapters usefully dispel such myths as the belief that tenure-track positions are a commonly offered accommodation for the spouse or partner, or the mistaken notion that accommodating a partner or spouse necessarily undermines the open search process.

Because the book is useful on so many levels, one regrets the absence of more recent data that would shed light on the true scope of the problem today. It seems important to ask whether the figures reported by Astin and Milem have changed. And what of the hidden number represented by partners who are scholars without faculty appointments? Even if it is reasonable to assume that more young scholars than not fall into this category, it would be nice to know what those numbers look like and whether they are likely to increase or decrease over the next few years. Needless to say, the answers to these questions have a bearing on how the problem manifests itself and, more to the point, on how institutions should respond. This fairly exhaustive compendium of policy components and options seems incomplete without a clear sense of precisely how the problem is shaping up currently.

Furthermore, one recent development that the authors do not treat in depth is the fact that consortia are now beginning to form for the purpose of expanding employment options. The Academic Career Network (ACN) initiated by Five Colleges Inc. a year ago is one such

partnership. Drawing on their many years of success with cooperation, the Five College deans reasoned that furnishing a centralized resource for dual-career couples might be an attractive option for schools within reasonable driving distance of one another. When the ACN was little more than a good idea, however, it took a month just to identify and review the literature presented in this book. More challenging for the ACN was the discussion that followed, concerning which services and what kinds of information would best serve users, given the culture of intended member schools—reflections on which the authors also provide. *The Two-Body*

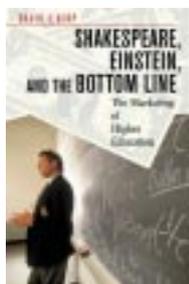
*Problem* would have been a great time saver and generally invaluable resource. Others seeking to address this trying problem would do well to consult it.

*Cynthia Goheen is a member of the staff of Five Colleges Incorporated, the consortium of Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst. She coordinates the Academic Career Network, whose members include the Five Colleges and Connecticut, Skidmore, Trinity, Union, Vassar and Williams colleges and Wesleyan University.*

## To Market ...

Jane Sjogren

*Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education, David L. Kirp, Harvard University Press, 2003, \$29.95*



The American love affair with the idea of market competition is taking higher education into its tight embrace—and it is making a lot of people uneasy.

In *Shakespeare, Einstein, and the Bottom Line*, David L. Kirp takes a long look at the direction of American higher education, finding that the enterprise is losing its moral high ground to the baser behaviors of market competition.

Having been at the University of California at Berkeley's Goldman School of Public Policy for 30 years, Kirp can afford to take a moralist's view of how higher education is changing. Unfortunately, too many other stakeholders cannot.

With research support from the Ford Foundation, Kirp develops a selection of detailed stories, not just anecdotes, of how colleges and universities of different types and stripes are accommodating, indeed positioning themselves, in the cold world of competition—competition for

students, resources, prestige and, most of all, money.

The book is organized into a series of chapters in which Kirp looks closely at a variety of institutions, focusing largely on “name-brand” public and private universities and then, inevitably perhaps, on for-profit and nontraditional institutions. He looks with particular interest at the growing influence of entrepreneurial administrators whose activities are intended to make money. He observes in some detail, for example, how the president of the University of Virginia devotes his energies to fundraising largely for the campus units that can “help themselves” such as the Darden School of Business, which sustains itself in large part by developing and offering company-specific material to corporate managers who pay hefty prices for Darden's brand name.

Dickinson College hired an administrator specifically to implement enrollment management practices that essentially allocate financial aid to maximize revenue. Columbia University looked to the Internet to develop a new “niche” product for price-insensitive learners, intending to generate revenues via high-quality distance learning from a consortium of recognized universities (an expensive and ultimately unsuccessful venture—one kind of market outcome).

Then, there is that other market presence in higher education: for-profit

institutions. Kirp's treatment of the growth of for-profit degree-granting institutions, especially those capitalizing on use of the Internet, is disproportionate to the size of their market segment. But, like many in academia, he is alarmed at the notion that degree-granting enterprises in an “impersonal market”—one characterized by the bottom line rather than scholarly ideals—will come to dominate academia and that for-profit higher education is leading the way.

Clearly, Kirp sees faculty members as the losers in this shifting environment, particularly those who see themselves as upholding educational values, academic standards and tradition. Meanwhile, the winners are administrators who can show their value to the institution in terms of dollars. Clearly, the role of faculty is changing as colleges and universities pay close attention to the bottom line.

Kirp does not take into account the role of increasing expenditures (some consider them “costs” of staying in business, others see them as a result of inflated expectations) and, in tandem with that, the increased use of contracted goods and services in higher education. The numbers and sizes of for-profit companies that sell everything from management information systems, to security systems, to student health services, to academic tutoring have increased dramatically. All of them look to their own bottom lines by selling on the basis of improving the institutional bottom line.

*Shakespeare, Einstein, and the Bottom Line* at least succeeds at raising the question of whether the character of higher education should be determined by long-held principles such as academic freedom and the intrinsic value of knowledge or rather by market forces. Ironically, Kirp does little to strengthen the argument for the former, instead providing more fodder for academe's bottom-line-oriented critics.

*Jane Sjogren is vice president for academic affairs at MindEdge Inc., a provider of online courses to colleges and universities.*



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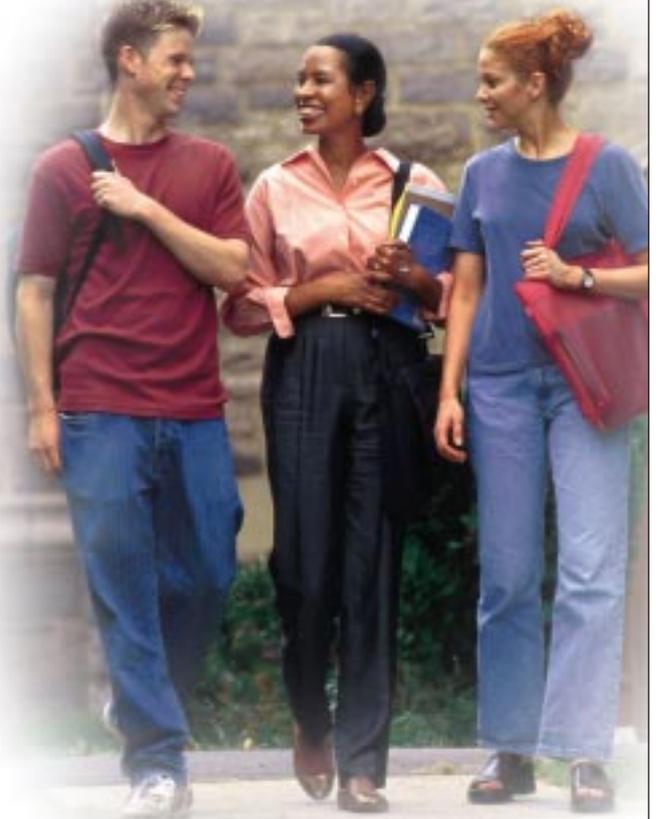
- Number of jobs lost in Connecticut during economic downturn of 2000-2003: **58,000**
- Number of jobs lost in Connecticut during recession of 1989-92: **150,000**
- Percentage of Massachusetts workers who are either unemployed, working fewer hours than they would like or no longer actively looking for work: **10%**
- Percentage of New England small businesses that expected to hire workers during the spring of 2004: **24%**
- Percentage of those businesses that said they would hire exclusively temporary, leased or contract workers: **39%**
- Number of New England's 30 largest publicly traded technology companies that are headquartered along Route 128, the region's fabled "technology highway": **3**
- Number of jobs at New England telecommunications companies at the end of 2002: **145,000**
- Number at the end of 2003: **134,000**
- Percentage of calls logged by the University of Massachusetts Boston police during March 25-March 28 that were false alarms at the university's new Campus Center: **59%**
- Chance that a member of the 2003-04 University of Connecticut men's and women's basketball teams was from Connecticut: **1 in 10**
- Percentage of students admitted into Yale's Class of 2008 who attended private high schools: **45%**
- Average tuition for day students at the 25 largest private high schools in Massachusetts: **\$13,600**
- Percentage of students at for-profit colleges whose family incomes are below \$20,000: **27%**
- Percentage of students at nonprofit and public colleges whose family incomes are below \$20,000: **11%**
- Percentage of all college-bound young adults who say they are not aware of even a single source of college financial aid: **18%**
- Percentage of Latino young adults who say they are not aware of a single source: **43%**
- Percentage of Latino young adults who say they would like to learn about financial aid in English: **62%**
- Percentage of U.S. Department of Education employees who are Hispanic: **5%**
- Percentage of Greater Boston adults age 25 and over who have bachelor's degrees or higher: **34%**
- Percentage of all Greater Boston Chinese-American adults over age 25 who have bachelor's degrees or higher: **51%**
- Percentage of Greater Boston Cambodian-American adults who do: **8%**
- Number of attempts to remove books from schools and libraries reported to the American Library Association in 2003: **458**
- Number of communities and states that has passed resolutions against the USA Patriot Act as of May 3, 2004: **206**
- Number of those that are in New England: **67**

**Sources:** 1,2 University of Connecticut Department of Economics; 3 Northeastern University Center for Labor Market Studies; 4,5 University of Massachusetts and Citizens Bank; 6 CONNECTION analysis of *Mass High Tech* data (The three are Analog Devices Inc., headquartered in Norwood, and Raytheon Co. and Thermo Electron Corp. both headquartered in Waltham.); 7,8 *Mass High Tech*; 9 CONNECTION analysis of University of Massachusetts Police Log; 10 CONNECTION analysis of University of Connecticut data; 11 Yale University; 12 CONNECTION analysis of *Boston Business Journal* data; 13,14 Guilbert C. Hentschke, University of Southern California; 15,16,17 The Sallie Mae Fund; 18 *Education Week*; 19,20,21 Institute for Asian American Studies at the University of Massachusetts-Boston; 22 American Library Association; 23,24 Bill of Rights Defense Committee.

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A Banknorth relationship manager will meet with you to review your needs, recommend key strategies and customize a suite of financial products to help you achieve your goals. It's nice knowing you have an insightful, experienced partner in your community. **Begin by meeting with a local advisor.** Call 800 833-2098.



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<sup>†</sup>Investment and insurance products: not a deposit; not FDIC insured; not insured by any federal government agency; not guaranteed by the bank or any affiliate; and, may be subject to investment risk, including the possible loss of value. Insurance products are offered through Banknorth, N.A., Banknorth Insurance Group, or their state licensed agency subsidiaries.

Bank deposits FDIC insured.

# A Comprehensive Solution for Families, Colleges and Universities



- ▶ *Improve receivables' collections and cash flow*
- ▶ *Deliver an integrated approach without the need for campus infrastructure changes or capital outlay*
- ▶ *Improve retention and operational efficiencies*
- ▶ *Reduce unnecessary borrowing and ultimately, debt for families*
- ▶ *Provide tuition payment counseling when it is needed most*
- ▶ *Obtain low-cost financing through MEFA, a not-for-profit authority*

**For over twenty** years, MEFA has worked to create industry-leading education financing programs, and has established a reputation for providing cost-saving programs combined with quality service. MEFA is pleased to expand its offering with the programs and services of Tuition Management Systems, the nation's leading independent education payment services integrator.

Call 1-800-842-1531 x4823 to learn more about the benefits of the MEFA-Tuition Management Systems partnership



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