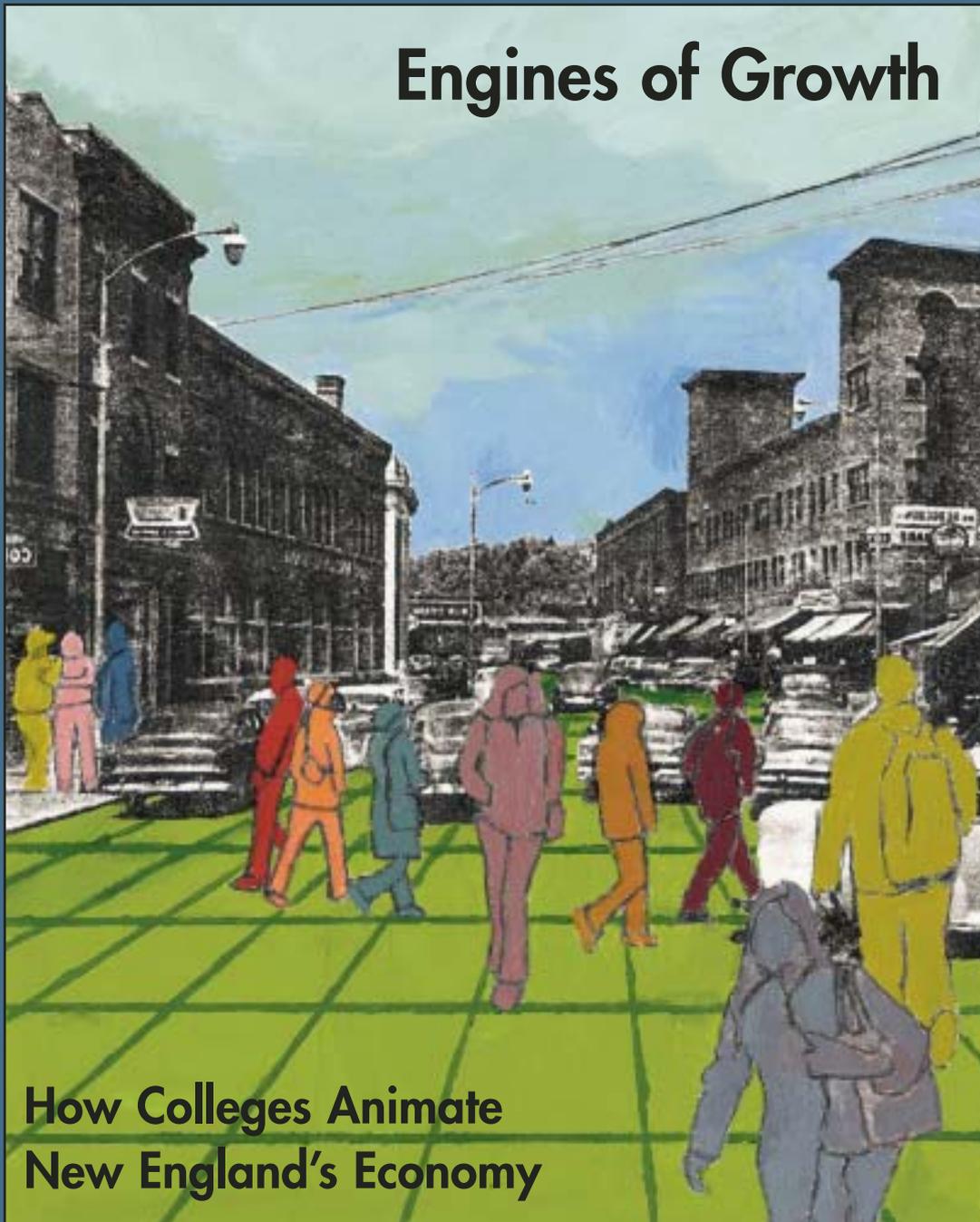


CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION

Engines of Growth



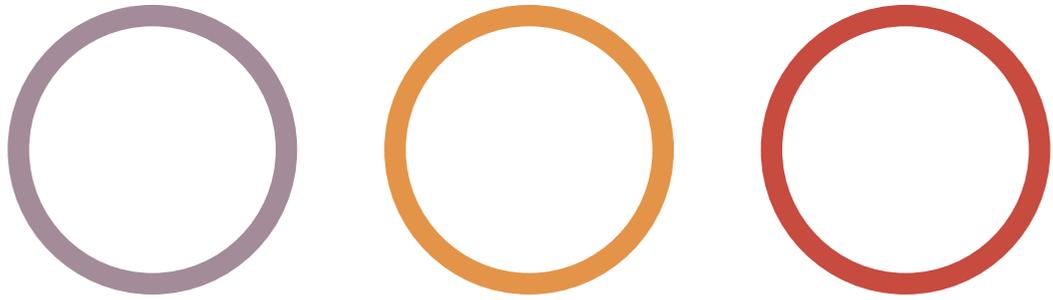
How Colleges Animate New England's Economy

VOLUME XIX
NUMBER 4
WINTER 2005

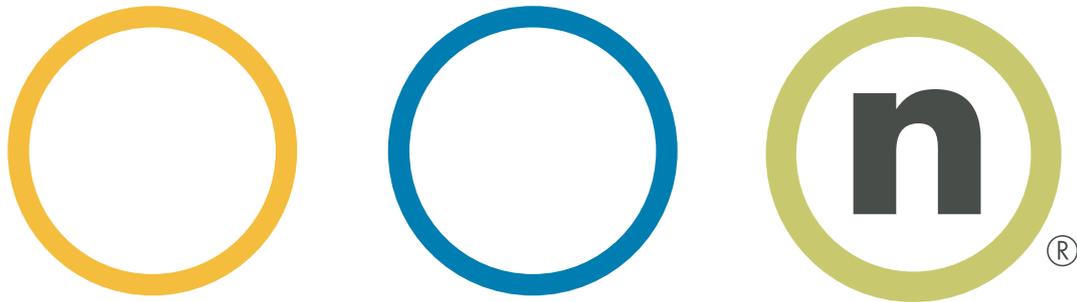
Inside:

- Can College Towns Keep the Sims Happy?
- Comic Relief for White River Junction
- Graduation Rates in an Age of Swirling Students
- Conversations with Underrepresented Students
- First Thing We Do, Let's Share All the Lawyers?





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The "Consortium on High Achievement and Success," initially convened by Trinity College in Hartford, is working on a solution. Now a collaboration of 37 highly selective private colleges, the Consortium is committed to promoting parity in academic achievement and satisfaction for students from all racial and ethnic groups. Funded through the Nellie Mae Education Foundation's Minority High Achievement initiative, this project confronts the problem of lower retention and graduation rates for minority students, and facilitates the sharing of strategies to promote minority student success. Ultimately, these efforts are designed to eliminate barriers to learning and enrich the campus experience for all students.

By working together, we can help assure that colleges create nurturing environments for a diverse group of students – including tomorrow's minority leaders. For more information on the Consortium on High Achievement and Success, visit the Consortium's website at www.trincoll.edu/depts/student-services/chas/.



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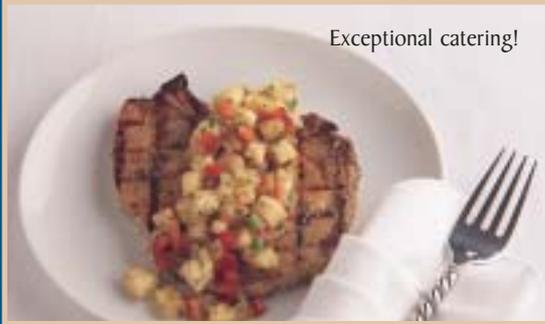
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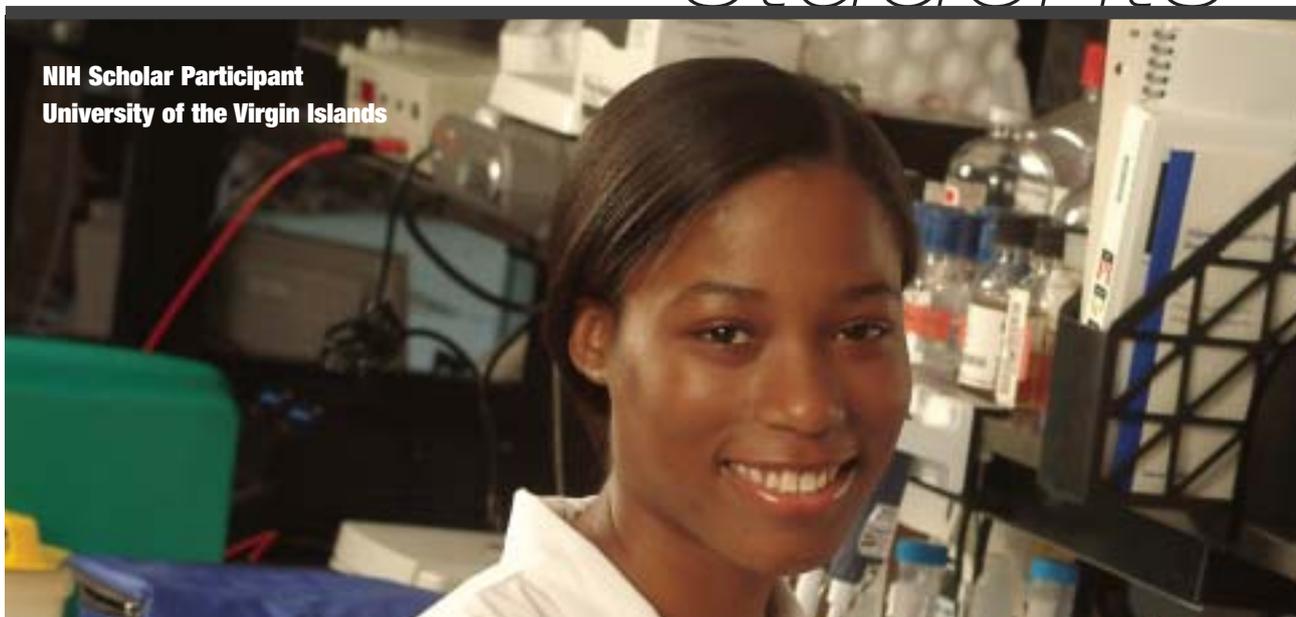
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EDITOR'S MEMO

Deep Impact

Colleges and universities love to tell the happy story of their economic impact. And they should. The money that higher education institutions and their workers and students spend on goods and services—ranging from pizzas to glistening new campus centers to lifesaving research—reverberates through the economy, creating an economic impact that far exceeds the costs of keeping college property off the tax rolls or, in the case of public campuses, the meager investment New England states make in their operating budgets.

That return on investment is a key feature of the economic impact reports that colleges and groups of colleges increasingly commission from think tanks and consulting firms in a bottom-line-oriented attempt to convince legislators and others of their worthiness.

For example, a 2004 report done for the University of Rhode Island by New York City-based Appleseed Inc. estimates that URI generated \$518 million in economic activity in Rhode Island in 2002—nearly \$5 for every \$1 it received in state funds. A University of Connecticut report says the university generated \$6.18 for every \$1 from the state.

State and local support for Connecticut's community colleges, meanwhile, will be "fully recovered" in a little over nine years in the form of higher taxes paid by educated people and reduced demand on social welfare programs, according to a report by Idaho-based CCBenefits Inc. Tax receipts are higher because higher education's thoroughly quantified "wage premium" virtually ensures that earnings are higher for associate degree-holders than for high school graduates—and higher still for bachelor's degree-holders and so forth.

Of course, the true economic impact of New England's colleges and universities is much more complex than the simple investment model suggests.

On the upside, university research creates the "spinoff" companies that power New England's technology economy.

At the same time, colleges and universities animate New England communities with "Creative Economy" intangibles ranging from antiquarian bookstores, interesting restaurants and theater groups to progressive local policies. Faculty experts bring best practices to local schools. Graduate students provide cash-strapped communities with technical expertise in areas such as water quality monitoring and wetlands protection. Students and staff take part in volunteer efforts like Keene State College's "food brigade" in which 900 people recently passed 3,600 donated cans of food from the college down Main Street to a community kitchen. Those things are, as the ad says, *priceless*.

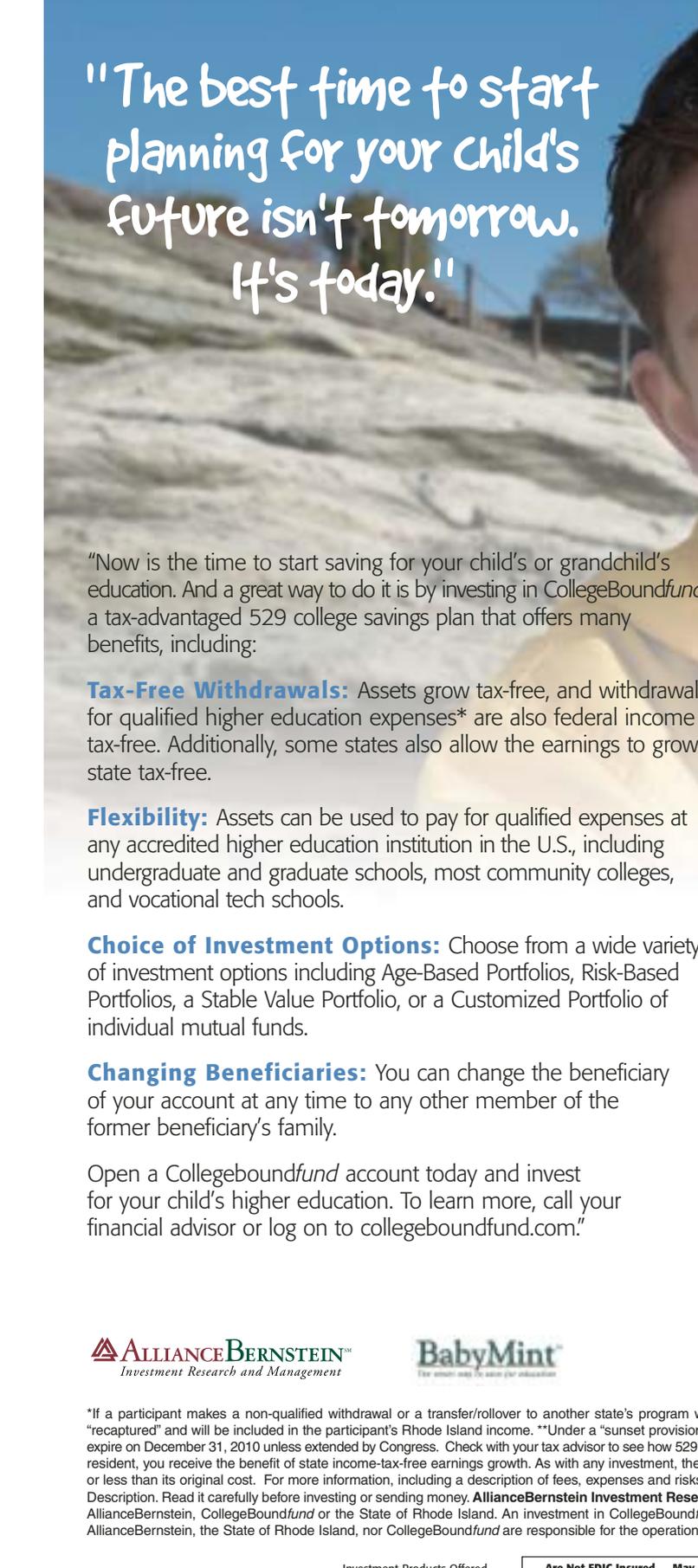
On the downside, university spinoff activity, despite its motherhood-and-apple-pie status among economists, can create noxious byproducts. Look no farther than Cambridge, Mass., where perhaps the greatest spinoff activity on earth has also created intolerable traffic congestion and soaring housing costs.

Even the revered wage premium can be a merciless new instrument of socioeconomic stratification, creating one class of prospering "knowledge workers" and another, still larger class who, for one reason or another, remain untouched by higher education.

There are some bright spots to be sure. Several campus-based institutes are working to tackle sprawl and promote responsible growth. And many institutions are working to broaden access. For example, in collaboration with the Boston nonprofit, One Family Inc., Bunker Hill Community College this year is providing \$5,000 scholarships for previously homeless women who show academic ability, leadership qualities and a strong work ethic. But offering a path out of poverty through education is slow work—just three women are enrolled in the program in this first year.

Broader efforts are needed. One good starting point might be a *regionwide* economic impact report on New England higher education—something along the lines of those commissioned by single institutions, but taking into account all 270 colleges and universities in the six states, taking inventory of innovative strategies like Bunker Hill's and, importantly, juxtaposing economic liabilities alongside benefits. That might present enough good news for New England to effectively "market" itself, as various business boosters would like, and enough bad news to get institutions thinking about new ways to spread their benefits and address the sometimes troubling byproducts of their success.

John O. Harney is executive editor of CONNECTION.



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High Schools Need Emotional Rescue Too

Thank you for addressing the issue of alcohol-related behaviors among college students ["Campus Buzz," CONNECTION, Summer 2004]. Abuse of alcohol and drugs is a problem that affects high schools as well as colleges. This past September, the community of New Fairfield, Conn., lost a graduate of the class of 2004 to a reaction related to mixing drugs and alcohol. Our students understand the message not to drink and drive, but do not seem to understand that they are not able to drink legally at all because they are underage, and that taking drugs that are not prescribed by the person's physician is illegal and can lead to a tragic end.

The perceived college culture, of which high school students strive to be an active part, is one of heavy drinking. This perception influences

high school-aged students in their search for appropriate behavior while participating in cultural activities. Working together, communities and colleges should continue to strive to change the "off-campus" culture of colleges and high schools. Additional lives should not be lost, nor families destroyed, due to continued use and abuse of drugs and alcohol.

*Alicia M. Roy
Principal, New Fairfield
High School
New Fairfield, Conn.*

Who's Left?

I was rather amused to skim through your most recent issue of CONNECTION, in which you smugly denounce the "right" while denying any "left" leanings on your own part. Margaret McKenna ["Profiles in Caution," Fall 2004] answers her own

rhetorical question even while asking it: "But what voice should we [as college leaders] give to the abridgement of individual civil liberties under the USA Patriot Act?" Why, evidently our voices are to insist that the Patriot Act is an abridgement of individual civil liberties, of course.

Meanwhile, Joshua Holland sneers about "the right's kind of campus," quipping "... they go through their college days believing [that] a biased faculty is trying to force a hidden lefty agenda down their throats."

But McKenna's agenda is not at all hidden—nor is Holland's. His sneering pronoun "they" in reference to "the right" and his tone of condescending disgust clearly reveal his own bias.

*Gregory C. Benoit
Editor, Mystic River Press
Mystic, Conn.*



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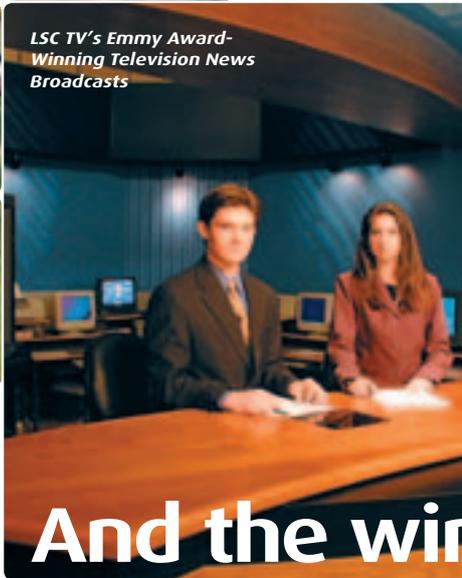
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A Trend in Need

The proportion of state student aid dollars awarded based on “merit” rather than financial need grew from 10 percent nationally in 1992 to 27 percent a decade later, according to Pennsylvania State University student aid expert Donald Heller. The latest lurch from need toward merit occurred in Massachusetts.

In October, Bay State higher education officials approved a plan to waive public college or university tuition (though not the much larger public campus *fees*) for students whose scores on the standardized MCAS exam administered to 10th-graders rank in the top 25 percent of their school districts. To be eligible, students also have to score at the top level of “advanced” on one of the two MCAS tests (math or English), and at “advanced” or the next level of “proficient” on the other test.

Gov. Mitt Romney initially proposed waiving tuition for students who scored in the top 25 percent *statewide*. Research unveiled by Heller at a Boston symposium sponsored by the Civil Rights Project at Harvard University and the Nellie Mae Education Foundation showed that approach would sharply favor well-to-do white students.

Under the original proposal, 28 percent of white students would have qualified for the waivers compared with 5 percent of African-Americans and 4 percent of Hispanics, according to Heller. Moreover, while half of the students in communities with average incomes above \$82,000 would have qualified for the scholarships, fewer than 10 percent of students from communities with incomes below \$45,000 would have.

Awarding the waivers to the top 25 percent of the students in each district would more than double the percentage of African-Americans and Hispanics who qualify to 11 percent in each group, according to Heller’s projections. But the provision in the modified plan requiring that beneficiaries score “advanced” on at least one

MCAS test and at least “proficient” on the other, totally eliminates the more equitable effect of the district approach, reducing the percentage of African-Americans and Hispanics expected to qualify to about 4 percent each. And in fact, the first round of scholarships doled out in December reveals the achievement gap is large enough that many students fall in the top 25 percent of scorers in their district but are rejected on this count.

An education advisor to Romney responded at the symposium that if the program highlights the achievement gap between the “Lawrences of the world” where 4 percent of students would qualify and “Newtons of the world” where 50 percent would, “then it’s a good thing.”

Heller countered that policymakers could make the program more equitable by adding an income cap, so only students who would not otherwise be able to afford college would be supported, or by hinging eligibility on grades as well as test scores.

There’s one more bit of bad news in Heller’s research. A lot of states introduced merit aid in an effort to keep the “best and brightest” in the state contributing to the economy. Heller says those students may stay home for college but their smarts make them the most likely to go elsewhere for grad school or good jobs. From an economic standpoint, Heller joked, a state is better off sending students elsewhere to college and then luring them back to the workforce *after* the investment has been made in their education.

Being Green

Call it the greening of the New England college campus.

When Mount Holyoke College built its new Unified Science Center, it insisted not only on the usual state-of-the-art facilities designed for collaborative work, but also on a wide range of features to advance the concept of sustainability. To minimize trucking and attendant pollution, more than a quarter of the building materials were to be manufactured

within 50 miles of the college’s home in South Hadley, Mass. Steel used on the project would be 90 percent recycled, and more than half the wood used would come from renewable forests. As a result of the attention to sustainability, the building is among the nation’s first academic facilities to earn certification from the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) program.

The University of Connecticut, meanwhile, is attempting to build the first university sports facility that meets LEED standards. The \$40 million stadium complex may include permeable pavement to reduce rainwater runoff and rain gardens to collect it. Three-quarters of the offices in the complex will be lit by sunlight.

Across the region, colleges are trying to create environmentally friendly campuses. At the University of Vermont, dozens of students, faculty and staff took part in a two-day competition to choose an architect for the redesign of the George D. Aiken Center, the 25-year-old home of UVM’s Rubenstein School of Environment and Natural Resources. William Maclay Architects & Planners of Waitsfield, Vt., was chosen for its “green” approach to the building and its systems. The process of developing the environmentally friendly building is being incorporated into the school’s curriculum. Undergraduate and graduate students are investigating green technologies and materials, and a cost-benefits analysis class is being developed for spring 2005.

In Maine, the College of the Atlantic unveiled a plan to eliminate production of CO₂ and other pollutants and use wind power from a Native American wind farm on the Rosebud Sioux reservation in South Dakota until a wind power facility is built in Maine. Harvard announced that it had cut power consumption in campus dorms by up to 12 percent over a year and a half, simply by getting students to do things such as turning off their computers when they’re not in use.

An Off-Cited Man

In May 1997, the journal *Nature* published a scientific article that put a dollar value on the world's ecosystems: approximately \$33 trillion per year at the time.

Traditional economists were skeptical. But eight years later, environmental policy is developed based partly on the economic value of wetlands and tropical rainforests. And that paper, *The Value of the World's Ecosystem Services and Natural Capital*, co-authored by the University of Vermont's Robert Costanza ranks as the second most highly cited work on the environment and ecology in the past 10 years, according to the Thomson Institute for Scientific Information (ISI), which tracks the number of times an article is referenced by other scientists in their published work.

The *Nature* article had been cited 530 times as of August 2004. But Costanza is no one-hit wonder. The director of UVM's Gund Institute

for Ecological Economics has published 368 papers on a variety of topics, which have been cited more than 2,500 times in journals such as *Science*, *Nature* and *Ecological Economics*.

A New England Tribal College?

The New England Board of Higher Education has been awarded a one-year, \$200,000 grant by the Office of Minority Health of the U.S. Department of Health and Human Services to study the feasibility of creating a multi-tribal college in New England.

The college would address the higher education needs of American Indians with programs focused on health science and technology.

Serving as a facilitator on the project, NEBHE will work with American Indians who are experts in higher education, health and multi-tribal initiatives. NEBHE has awarded a subcontract to the United South and Eastern Tribes (USET) organization to assist with a survey of all fed-

eral and state-recognized tribes in the U.S. Northeast and all federal tribes in the Southeast to determine the need for such a college.

Federally designated Tribal Colleges and American Indian Serving Institutions of Higher Education play a significant role in shaping the education of members of American Indian communities and in promoting the economic viability of tribal communities.

Today, 32 U.S. Tribal Colleges promote education, health and cultural continuity among American Indians. But there are no Tribal Colleges in the eastern United States.

By linking health and technology education with career opportunities, a New England Tribal College would create "culturally competent professionals" in those fields and help reduce existing health disparities.

New England is home to more than 40,000 Native Americans and 10 federally recognized tribes, with several more state-recognized tribes petitioning for recognition.

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Former NEBHE President David M. Bartley presenting NEBHE's Walter R. Peterson award for excellence to U.S. Sen. Edward M. Kennedy (D-Mass.).



Toward Another Half-Century of Service

DAVID M. BARTLEY

After 45 years of public life championing higher education, I have had the genuine privilege of helping to steer the New England Board of Higher Education toward its second half-century of service.

We know New England's economic and civic well-being hinges on accessible, top-quality higher education. I believe now more than ever that NEBHE has an absolutely essential role to play in strengthening this link. With its capacity to bring together leaders of government, business and labor, schools and higher education institutions, our six-state organization is uniquely positioned to expand higher education opportunity in New England and bolster the connections between education and regional success. To achieve these objectives, some proven NEBHE initiatives must be preserved and strengthened. These include:

Regional Student Program.

NEBHE's Regional Student Program (RSP) provides New England residents with major tuition savings at out-of-state public colleges and universities in New England when they pursue certain degree programs not offered by their home-state public institutions. In academic year 2003-04, the RSP saved more than 8,200 New Englanders more than \$39 million.

Just as important, the RSP saves New England's taxpayers millions of dollars because the states don't have to start up and maintain expensive academic programs that are already offered by their neighbors.

CONNECTION. New England's future is inextricably linked to the innovation coming out of its 270 colleges and universities and the talents of its nearly 850,000 college students. Yet this dynamic is often

oversimplified by public leaders and poorly understood by citizens. NEBHE began publishing the journal CONNECTION in 1986 as a way of illuminating and enhancing this vital relationship.

CONNECTION offers a practical and thought-provoking forum for New England educators, elected officials, CEOs and others who shape education and economic policy. The journal explores best practices and current thinking on critical issues such as higher education access and affordability, diversity, workforce development, school-college collaboration, demography, interstate cooperation and "Town-Gown" relations.

Excellence Through Diversity.

The fastest-growing segments of New England's job market require skills in science, technology, engineering and math (STEM). Yet many of the populations that are growing fastest in the region have been severely underrepresented in these fields. NEBHE's Excellence Through Diversity (ETD) program aims to create an environment that supports the full participation of groups that are traditionally underrepresented in STEM disciplines in academia and industry—particularly African-Americans, Hispanics, Native Americans and Southeast Asians.

ETD's Annual Science Network program co-sponsored by the Massachusetts Institute of Technology brings together hundreds of high school, undergraduate and graduate students interested in STEM disciplines to meet with academic and industry professionals for a day of networking and information sharing.

Policy and Research. NEBHE also conducts crucial research in areas such as college costs, endowments, higher education finance and enrollment, and publishes reports on topics including college admis-



David M. Bartley

sions and human capital issues.

I am pleased that in my brief tenure, we were able to bring stability to NEBHE's budget. We made the case that investment in cooperation pays enormous dividends for our states. But it is a case that must be pressed continually. And our organization has more to do in the way of raising funds and widening our circles of friends. Ultimately, there's little choice for our small states. "We must all hang together," as Benjamin Franklin said, "or assuredly we shall all hang separately."

* * * *

On a personal note, let me take this opportunity to thank the distinguished men and women who represent our six states as NEBHE delegates. Their passion for accessible, quality higher education and their commitment to regionalism will fortify New England as it confronts the challenges of the 21st century. Let me also thank the unsung heroes on the NEBHE staff whose tireless work on behalf of educational opportunity and interstate cooperation enriches New England every day. I am truly grateful to have had the chance to work with these dedicated professionals.

David M. Bartley served as interim president of NEBHE from March 2004 through December 2004.



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NEBHE Welcomes President Evan Dobbelle

LOU D'ALLESANDRO

On the occasion of its 50th anniversary, the New England Board of Higher Education has attracted an experienced public leader to guide its future. Following a six-month national search that attracted 142 candidates, the six-state board confirmed Evan S. Dobbelle as its next president and CEO, beginning in January.

NEBHE, of course, is all about partnerships and so is Evan Dobbelle. CONNECTION readers may recall that as president of Trinity College a few years back, Evan totally redefined the notion of “Town-Gown” relations with a \$200 million initiative to forever bind the futures of a well-funded private liberal arts college and what was at the time a desperate Hartford neighborhood.

Evan and his colleagues did not want Trinity to be an Ivory Tower. They wanted to draw their neighbors in. Evan set about assembling a group of community and city leaders who were similarly committed to improving the quality of life in the community. Working together, they transformed that neighborhood into a center of education, health and economic development activities. Trinity’s first role was to be a catalyst, a champion, but Trinity also put its money on the line.

Evan knew there were risks associated with thinking differently about the inner city—with looking forward and investing in opportunity. But he also knew that the children in that struggling neighborhood of Hartford were our children too. He didn’t need a slogan to realize that they couldn’t be “left behind.”

That is the kind of vision and compassion that has guided Evan’s career from his time as a kid mayor of Pittsfield, Mass., in the 1970s, through a position as chief of protocol in the Carter White House, through his innovative presidencies at Middlesex Community College in Massachusetts, the City College of San Francisco, Trinity and, most recently, the University of Hawaii System. There, he forged a groundbreaking preschool-through-20 educational initiative, funded the Center for Native Hawaiian Studies and spearheaded creation of a film school and construction of a new medical school.

The New England Board of Higher Education is all about partnerships and so is Evan Dobbelle.

It is this kind of vision that will be required if this compact among the six New England states is to meet the 21st century imperative of continually expanding educational opportunity for an increasingly diverse population—a job made tougher by constantly rising college prices. One of Evan’s challenges as president clearly will be to re-emphasize and strengthen NEBHE’s goal of keeping higher education within reach of ever-increasing numbers of New England students and their families.

Furthermore, the very concepts of collaboration and regionalism must be nurtured and expanded. Forward-looking pre-K-20 educational partnerships are needed here in New England to ensure that all our children can succeed in school. Sound



Evan Dobbelle

Photo courtesy of The Hartford Courant.

transfer articulation policies are needed to provide smooth pathways between two-year and four-year colleges. A spirit of collaboration between research universities and tomorrow’s tech companies is required to ensure New England’s global economic competitiveness and create jobs.

Some point out, only half-jokingly, that collaboration in these parts will always be considered an “unnatural act.” But the New England states are simply too small and the demographic, economic and political challenges are too big to go it alone. Many New Englanders have defied the stereotype over the years and worked together to solve problems and make progress. Those with good common sense will do it again.

Lou D’Allesandro is chair of the New Hampshire state Senate Ways and Means Committee and chair of the New England Board of Higher Education.

Engines of Growth: Colleges Animate New England's Economy

In a typical year, Greater Boston's eight research universities secure more than 250 patents and spawn 40 startup companies. The University of Connecticut generates \$3.1 billion in economic activity and, among other things, brings a half million basketball and football fans to Greater Hartford. New Hampshire college students and faculty perform \$6 million in volunteer work. The University of Rhode Island employs 2,437 staff and generates nearly \$5 for every \$1 it gets in state support. Despite its exemption from property taxes, Smith College can claim to be the largest taxpayer in the city of Northampton, Mass.

If New England campuses are prone to boasting about their economic impact these days, it's for good reason. They spent about \$20 billion last year on day-to-day operations including instruction, research, building maintenance and student services. That spending, along with endless construction projects and considerable local purchasing by the region's 850,000 students and

their visitors, reverberates through the economy creating a potent "multiplier" effect—one that an industry of economic consulting firms is ready to calculate and package for legislators, regulators and anyone else who needs hard data to know that higher education is an economic goldmine.

In reality, however, those are just surface impacts. Colleges and universities power New England's economy much more profoundly by nurturing technology transfer in cutting-edge fields from fuel cells to genetics, by educating an enlightened, tolerant citizenry, by developing the skilled workforce sought after by high-wage employers and by rejuvenating urban and rural communities.

To be sure, those benefits also have a way of "boomeranging" as college towns occasionally become victims of their own success.

Following are some diverse perspectives on higher education institutions as economic engines ...

—J.O.H.

Sharing University Intellectual Capital: The Role of Continuing Education

HUGH O'NEILL

New England's research universities are widely recognized as major contributors to the region's economy. In many of the communities in which they are located, they rank among the largest employers. They purchase goods and services from New England companies, and are often among the leading procurers of construction activity. Each year, they bring billions of dollars in federal research funding into the region.

Research universities are not only significant enterprises in their own right—they are also part of the infrastructure that supports other sectors of

New England's knowledge-based economy. They are an important source of the new knowledge that drives the region's growth. At both the undergraduate and graduate levels, they play a central role in meeting the region's near-insatiable demand for people with higher-level skills. Moreover, many of New England's leading universities have over the past decade become much more effective at "technology transfer," facilitating the translation of academic research into new businesses and new jobs.

There is, however, one aspect of the research universities' role in the regional economy that has not been as widely recognized: some of New England's leading research universities are also leading providers of continuing education for working adults. Harvard

University's Extension School, for example, has been characterized as "Harvard's best-kept secret." The Extension School offers associate and bachelor's degrees. It also offers post-baccalaureate certificate and master's degree programs in a variety of career-oriented fields, including computer science, e-commerce, publishing and communications, museum management, environmental management and teaching mathematics. In addition to enrolling in degree or certificate programs, students may choose to take just one or a few courses—either for career purposes or simply for personal enrichment. In the spring of 2002, 8,431 individuals took courses at the Extension School, averaging about 1.7 course enrollments each. If the Extension School were a freestanding community college, it would be one of the largest in eastern Massachusetts.

The Extension School's students are very different from those who attend Harvard College or Harvard's graduate and professional schools. Whereas nearly 90 percent of all Harvard undergraduate and graduate students come from outside the Boston metropolitan area, nearly 90 percent of Extension School students live in the five-county metropolitan Boston area. Their median age is 30, and about 60 percent are women.

Harvard is not alone. Boston University's Metropolitan College, for example, is also a leading provider of continuing and career education in the Boston area. It also offers undergraduate, graduate and certificate programs—including a degree-completion program for working adults who had once started college, but never finished. Metropolitan College offers courses at four locations in the Boston area—and also provides specialized programs for corporate clients.

In some ways, focusing on continuing and career education makes good business sense for research universities. It is the fastest-growing segment of the higher education market. Continuing education programs can also—at least for some institutions—provide a way to spread fixed costs over a broader revenue base.

More importantly, research universities' involvement in the market for career and continuing education can be of great value to the communities in which these institutions are located. Research universities often bring to this market a variety of resources that other providers may not be able to match: access to libraries, laboratories and a wide array of on-line resources; the ability to link career-oriented courses to cutting-edge research in fields like biotechnology and computer science; opportunities to transition from undergraduate to graduate-level programs; and a different set of connections into the job market. University continuing ed programs are not a substitute for high-quality community colleges, but they can be an extremely valuable addition to the services that community colleges provide.

For elected officials and other local leaders who confront the challenge of ensuring that the continued growth of major universities benefits their communities, the record of Harvard, BU and other institutions in this field may suggest an area of real opportunity. Along with commitments to local hiring, involvement in efforts to improve local schools, support for development of affordable housing and other "community benefit" requests, local leaders should look to career and continuing education as an area in which their constituents can benefit from the presence of a major university.

University continuing ed programs are not a substitute for high-quality community colleges, but they can be an extremely valuable addition.

Local officials could, for example, ask a university to develop new associate-level or post-baccalaureate certificate programs specifically targeted at helping local residents prepare for (or advance in) careers in fast-growing local industries. Or they could ask that the university provide management training programs for local small business owners.

Not all research universities, of course, have embraced career and continuing education to the extent that Harvard and Boston University have. Some see it as inconsistent with their primary mission. In these cases, local officials might produce better results for their communities by promoting university collaboration with a local community college. Such collaborations could involve university faculty in the design and delivery of community college courses, research internships for community college students and expanded student access to university libraries and other facilities.

There are many examples of such cooperative approaches; in Troy, N.Y., for example, years of collaboration between Rensselaer Polytechnic Institute and Hudson Valley Community College helped make Hudson Valley a leader in the education of associate-level engineering technicians.

Whether through individual university initiatives or through partnerships with other institutions, an expanded commitment to career and continuing education for working adults can provide local communities with a way to ensure that the economic benefits of the research university are widely shared.

Hugh O'Neill is president of Appleseed Inc., a New York City-based consulting firm that works with colleges and universities and other types of organizations to promote economic growth.



Pomp and Whine

Can College Towns Keep the Sims Happy?

KATHLEEN LEAHY BORN

In *Sim City 2000*, the popular computer simulation game that debuted in 1993, a player designs an ideal city, arranging key elements in various sizes and proximities. These include not only natural resources like mountains and lakes, but man-made institutions as well, the most desirable being airports, sports stadiums, landmarks and, in particular, universities. After the initial design, the city takes on a not entirely predictable life of its own, which the player can tweak by raising or lowering taxes, building more housing, offices, stores, schools, roads or other civic amenities. Interestingly, in the earliest version of the game, the primary measures by which the success of a player's *Sim City* is gauged are its rate of growth, its rate of increase in property values, the rising educational level of its residents and the continual creation of jobs to ensure consistent employment.

When my husband and I chose Cambridge, Mass., in 1971 as a place to settle with our growing family, we had no ties as alumni or employees of the city's universities or colleges. Instead, we relied on a few unsatisfying tours of homes on suburban *cul de sacs* miles from the nearest coffee shop and our brief residence in several other university cities to tell us what the creators of *Sim City* postulated in 1993 and countless urban theorists have since confirmed: that cities with universities have a distinct leg up. They have a leg up microeconomically in the volume of *pad thai* a restaurateur can sell on any night of the week. And they have a leg up macroeconomically in the mindset of the CEO of an international company seeking to site a new research facility near an educated workforce that includes graduates or affiliates of top universities, and a vibrant cultural scene that will attract the most talented pool of employees from all over the world. Finally university cities tend to have steadier than average real estate values, and that ensures a stable tax base for providing a full array of municipal services.

Although other New England cities such as Burlington Vt., Hanover N.H., Providence R.I., Northampton Mass., and Worcester, Mass., reap the

benefits of college and university presences, Cambridge is the quintessential "college town."

So, with an appreciation for this extraordinary value-added aspect of universities, why was I so uncomfortable in 1993 when, as a newly elected city councilor, I found myself sitting in the offices of an affable VP for government affairs at one of Cambridge's well-known universities? We were reviewing a glossy booklet that explained all the ways the university contributed to the economic and cultural health of the city, the number of hours university students spent volunteering in tutoring or other social service programs, the dollars spent by students and faculty and other employees in local businesses, the tourism dollars generated, some payments made to the city in lieu of taxes and all the new businesses magically spawned by university research.

Supposedly, the VP wanted my insight into growing local political unrest over the university's plans to build new classroom and laboratory buildings, residence halls, graduate student housing and parking facilities.

Perhaps the real reason I had been summoned was a comment I had recently made, as a novice politician, to the *Boston Globe* to the effect that when a particular university needed permits for a project, it should be prepared to offer something in return. I remember receiving a letter of stern rebuke from a Cambridge resident who identified himself as a member of that university's corporation. He advised me that what I suggested amounted to institutional blackmail, which in retrospect I guess it did.

Or the reason for my summons might have been my suggestion in a televised City Council meeting that some of the research conducted in campus buildings exempt from local property taxes on account of their educational nonprofit mission was actually being patented and licensed at a significant financial profit to, not only the universities, but individual professors. By 10 a.m. the next day, I had fielded calls from senior officials at both major universities in the city wanting to educate me about the benefits of this research to the city, such as new spinoff businesses and the global benefits of this research.

I continued to feel uncomfortable in similar discussions in the ensuing decade of my public service when I and my colleagues were regularly reminded that we

owed much, if not all, of the city's prosperity to the universities because I knew that the universities were right ... but only up to a point.

Here's where they were right: while Sim City intuited general positive effects of universities on cities, Cambridge was witnessing nothing short of a new industrial revolution, completing its transformation from a soap, margarine, glass and wire manufacturing hub in the 20th century to an international center of biotech research in the 21st century. When other New England cities in the early 1990s were slashing budgets and services to reflect the fluctuating tax base of a volatile real estate market, Cambridge enjoyed atypical stability. This stability was grounded in part on steadily increasing residential real estate values driven by home-seekers who wanted *latte*, *pad thai* and live music within an easy walk of their homes and, in even greater part, by the more cyclical, but still remarkably robust, commercial development market fueled by scientific research and all the service businesses related to it.

Here's where the discomfort occurs: all the positive effects of the strong economy were beginning to spin out of control, and elected officials were hearing about it loud and clear. The high cost of housing (rents and taxes) was making the city inaccessible to long-time residents. New development was replacing older smaller buildings and changing the historic look and feel of the urban texture. Traffic generated by a new development was choking city streets. Locally owned retail establishments were being replaced by familiar national chain stores. Now, there were too many places to buy *latte*.

Each year, the universities would present their "Town-Gown" reports to the City Council. I secretly called these the "pomp and whine" meetings. The VP for government affairs would enumerate all the ways the city should be grateful for what the university does. Elected officials, not to be outdone by one another in front of the local press, would take turns dressing down the VP for the university's failure to ease high cost of housing, for not stopping development that exacerbates the traffic, for not subsidizing with low

Home Remedies *Colleges Look to Ease Housing Burdens*

LIZ ADAMS

One area in which many New England colleges and universities impact their local economies is the housing market. In Massachusetts, where a survey by the policy think tank MassINC found lack of affordable housing to be the No. 1 quality of life problem, college students—bankrolled by their parents and living off campus in large numbers—are often blamed for driving up rents. "Three or four students getting together to rent a Brighton triple-decker are going to outbid Joe Lunchbucket every time," says Tom Meagher, president of Northeast Apartment Advisors, a Boston-area consulting firm.

Expanding universities also buy up land to build new facilities, sometimes gobbling up housing in the process. In Northampton, Mass., Smith College is building a new science and engineering building on land occupied by 35 residential apartments. To offset the impact on tenants, Smith has created a Housing Replacement Fund to support construction of new units.

Smith's awareness of its impact in the housing market is hardly unique. Several New England colleges and universities are building dorms, refurbishing run-down homes, helping faculty buy homes, and otherwise working to ease the variety of housing woes that economists and others fear compromises the region's competitiveness.

In conjunction with major new developments in the Allston section of Boston, Harvard University promised to provide \$20 million in low-interest loans to nonprofit groups that provide affordable housing in Boston and Cambridge. As part of its \$200 million revitalization of a 15-square block section of Hartford, Trinity College and its partners have built or rehabbed about 30 houses, with 20 more in the pipeline.

In Holyoke, Mass., where the Latino population has increased by 170 percent, the University of Massachusetts Amherst has funds from the U.S. Department of Housing and Urban Development to provide a series of community financial education and sustainable home ownership workshops with support material in English and Spanish.

In New Haven, Conn., the Yale Homebuyer Program makes Yale employees eligible for up to \$5,000 in closing bonuses and \$2,000 a year for up to 10 years if they continue to own and live in their home in New Haven. Wheaton College offers land at discounted prices to faculty who want to build their own houses on it.

In Boston, a new remedy may be on the horizon. Local leaders have called on Hub colleges to ease pressure on local rents by taking responsibility for housing their students. In response, Boston colleges and universities added 10,511 dorm beds between 1990 and 1998, freeing an estimated 2,600 housing units for local residents, according to the Boston Redevelopment Authority. And since 1998, Northeastern, Boston University, Wentworth, Boston College, Emmanuel, Mass College of Art and Suffolk have all provided at least 300 more beds each. But college towns like Boston face a Catch-22: students living in dorms draw heavily on city services such as fire and police but pay no local property taxes. Meagher, for one, envisions a hybrid in which colleges refer students to taxable housing built by private developers, on or off campus. That, he says, could be a boon for both colleges and their tax-strapped host cities.

Liz Adams served as NEBHE/CONNECTION intern during the fall of 2004. She is a senior at Boston College.

rents the little retail businesses which carry such sentimental value, for not making payments in lieu of taxes that really reflected the actual value of their properties.

Cambridge, like a lot of college towns, was experiencing a “benefit boomerang.”

To be fair, things have changed, slowly, since my first uncomfortable sit-down in 1993. There have been some real, if carefully calculated, gestures of generosity on the part of the universities: the below-market value sale to the city of 100 units of formerly rent-controlled housing, a \$10 million low-interest loan program for affordable housing, a shelter for homeless drug abusers, several lovely parks, a tangible increase in on-campus student housing to ease the citywide housing crunch and a recent landmark tax agreement occasioned by one university’s controversial purchase of a large piece of prime commercial property.

Contrary to the cynicism of the constituent who accused me of blackmail, universities in Cambridge now accept that to get major projects built in the city, they have to offer some tangible benefit in the form of a donation of real estate, a park, help with funding for an educational or social service program or, at the minimum, just plain payments in lieu of taxes.

Intermittent rumblings in places like Madison Wis., Palo Alto, Calif., and closer to home in Providence, have raised the tax-exemption issue as it relates to research buildings. In Connecticut, cities are reimbursed by the state for some of the taxes institutions don’t pay. Perhaps with Harvard’s unprecedented major expansion planned in Boston’s Allston neighborhood, there will finally be the resolve to make fundamental changes in state law that could offer Massachusetts cities compensation for tax revenue unrealized when universities expand.

Sim City has changed in the last decade too. The 2004 version, Sim City 4, places far greater value on the contentment of the “Sims,” the people who live there,

and less value on continued growth. Quality of life is now equally or more important to the success of the city than its rate of growth. This quality of life theme, played out in various guises—affordable housing to ensure diversity, affordable commercial rents to support small businesses, less traffic, less noise, preservation of historic buildings and open spaces—has moved front and center in Cambridge politics.

Furthermore, after voters abolished rent control in 1993 and the city was grappling with demographic change and gentrification, an interesting phenomena emerged almost unnoticed: Cambridge began to be seen as a retirement community. Empty-nesters are attracted by the walkability of the city, the restaurants, shops and the abundance of cultural attractions, many of them university-related. Many of these new residents are *actually* returning to the city where they spent their college days in the 1950s and the ’60s. They remember when cars were fewer, parking was easier, a meal out and a movie was a cheap date. Increasingly we find these savvy new residents at the forefront of political issues involving escalating property taxes, civic developments such as a new library, parks, natural areas, recreational facilities, changes to roads and traffic patterns, the mix of retail in the squares and, ironically, university expansion and the effects of new development related to university spinoff businesses. Maybe this group will be the key to bridging the old “pomp and whine” divide between the universities and elected officials in Cambridge. Maybe they will be the ones with the clout to finally convince their alma maters to offer the city the substantial resources, both financial and knowledge-based, that will be needed to help Cambridge survive its own success.

Kathleen Leahy Born is an architect with Arrowstreet Inc. and a former Cambridge, Mass., city councilor.



Comic Relief for White River Junction

JAMES STURM

When I decided to start a college for cartoonists in Vermont, I knew I would be tapping into an unprecedented excitement about graphic novels in the literary, publishing and art worlds. What I didn’t know was that I would

also be tapping into the energy swirling around New England’s so-called “Creative Economy.”

This Creative Economy encompasses a rich array of arts and culture organizations from commercial design shops to symphony orchestras as well as nearly a quarter-million New Englanders working as individual

artists or in arts and cultural fields. In fact, more people work in New England's Creative Economy than in the region's fabled software and medical technology sectors, according to a 2000 study by the New England Council, the alliance of New England businesses that has spearheaded efforts to boost the region's creative industries. The study also noted that Creative Economy jobs were growing at twice the rate of the overall economy in New England (and Vermont's creative cluster is growing fastest of all the New England states).

Perhaps more importantly, the Creative Economy is helping to revitalize distressed New England downtowns, influence development planning and contribute to quality of life.

Which brings us to White River Junction.

Sixty years ago, WRJ was one of the busiest railroad towns in New England. Scores of trains passed through the town every day; the local economy thrived. Today, just one Amtrak train makes a daily stop. Students, tourists and traders are more likely to experience White River Junction's fast food joints and gas stations at the intersection of Interstate 89 and 91 than the struggling downtown a mile away. Vermont lost 8,100 manufacturing jobs between 2001 and the end of 2003. And with tax-free New Hampshire just a stone's throw away, White River Junction has had particular difficulty keeping retail stores afloat.

Still, a palpable feeling of nostalgia permeates WRJ. While it may disappoint the leaf peepers who trek through Vermont each autumn, White River Junction is visually compelling on its own terms. A small urban center set against an agricultural backdrop, it is a place where characters from a Raymond Carver or Charles Bukowski tale would feel comfortable. Embedded in each of its historic buildings are countless untold stories.

My attraction to White River Junction was not unique. Other creative entrepreneurs are contributing to the town's economic transformation. The village's eclectic stock of antique brick and wooden buildings now house artists' studios, a printmaking cooperative, a used book store, a costume shop, a retro-clothing store and a quirky museum. The old opera house on Main Street is home to Northern Stage, a regional theater company that stages plays year round featuring equity actors straight from Broadway and London.

The Center for Cartoon Studies (CCS) will open in fall 2005 with a two-year curriculum of art, graphic design and literature, reflecting the array of skills needed to create comics and graphic novels. CCS will emphasize self-publishing and prepare its students to print, market and disseminate their work. For a new generation of cartoonists, comics are first and foremost a personal means of expression; yet most schools offer no programs that validate their artistic ambitions. For cartooning students, whose medium of choice is generally considered juvenile, CCS will be a revelation.

The economic impact of this educational institution

in the small community of White River Junction is also likely to be significant. Research shows that investment in higher education, and the infrastructure supporting it, promotes subsequent growth far better than investments in physical infrastructure like canals, railroads and highways. Richard Florida, author of the creative economy bible, *The Rise of the Creative Class* writes, "Colleges are amazingly effective talent attractors and their effect is truly magnetic. By attracting eminent talent they in turn attract graduate students, generate spinoff companies and encourage other companies to locate nearby in a cycle of self-reinforcing growth."

Consider the case of Savannah, Ga. Now considered the "Jewel of the South," just 20 years ago, Savannah was a city in disrepair. The city's economic turnaround has been largely credited to its art school, the Savannah College of Art and Design (SCAD). As the college population increased, it generated more restoration of old properties; the opening of cafes, specialty shops and rental spaces; and the development of the city's waterfront. SCAD spent more than \$30 million over two decades buying and repairing 52 downtown buildings for its own use. This, in turn, renewed interest in renovating hundreds of residences in the Savannah Historic Landmark District, raising property values by at least 25 percent. According to Cora Bett Thomas, a real estate broker who specializes in selling homes in the city's 2.2 square-mile historic district, many homes have doubled in value. "The school saved this community, you cannot overstate that," says Thomas.

The Creative Economy is helping to revitalize distressed New England downtowns, influence development planning and contribute to quality of life.

Inspired by SCAD's impact on Savannah's economy, business leaders in Wilmington, Del., initiated the creation of the Delaware College of Art and Design (DCAD). Now in its fifth year, DCAD is having a major effect on the city. "DCAD is an inspiration," says William C. Wyer, managing director of the Wilmington Renaissance Corp. "The more the art college grows, the more critical mass we get downtown, and the more we realize the economic spillover into local shops and restaurants."

In Vermont, meanwhile, eight in 10 residents rate state support for the arts as either "important" or "very important," according to a poll conducted by the University of Vermont's Center for Rural Studies. Vermont legislators, town planners and financial institutions are excited by the Center for Cartoon Studies' interest in locating in their midst. The Legislature voted to set aside \$30,000 to renovate an old downtown department store (circa 1929) to be used as the school's flagship building. And local supporters who want to see White River Junction thrive again have

already donated more than \$80,000 to help get the school up and running.

In the fall of 2005, 20 freshmen from all over the country will come to White River Junction to begin two years of study at the new college. Many will live downtown, where they can walk to the local P&C for their groceries or shop at Aubuchon hardware across the street from the college. The local typewriter repair shop has agreed to carry a line of inks, brushes, nibs and paper for the students. A new generation will join the regulars at the Polka Dot Diner and buy their coffee and bagels from The Baker's Studio. More importantly, students will study and learn the skills to create comics: graphic design, writing, desktop publishing and drawing.

As a requirement of the curriculum, CCS students will perform community service activities from teaching cartooning at public schools to creating web sites for local nonprofits and tourist maps for the local chamber of commerce. Upon graduation, some will stay in the White River Junction area and provide a creative workforce—or, as the New England Council puts it, “the thinkers and doers, trained in specific cultural and artistic skills.” Their diverse skill set will add a crucial

element to the region's long-term economic health.

Starting a school from scratch is no easy task but the timing, location and quality of people involved make our chances for success exponentially greater. The growing recognition of the importance of the Creative Economy has given the Center for Cartoon Studies fertile ground in which to take root. As the *Rutland Herald* editorialized: “The alternative to the Creative Economy is economic passivity—Vermonters sitting back and waiting for whatever economic development comes their way. But passivity leaves the state vulnerable to less desirable forms of economic development—suburbanization, sprawl and the transformation of communities from vital, unique, historically grounded places to the kind of nowhere defined by America's big box economy.”

As an agent for economic revitalization, a school for cartoonists is serious business.

James Sturm is founder of the Center for Cartoon Studies and the National Association of Comics Art Educators, and author of the award-winning graphic novel, The Golem's Mighty Swing.



The Economic Impact of Educational Opportunity

BLENDA J. WILSON

New England colleges and universities impact their local and regional economies in many well-documented ways. They are often major employers and purchasers. They construct new facilities, attract many visitors, provide cultural and intellectual enrichment for the community and boost property values. The knowledge produced by New England's many higher education institutions is both a major export and a continuously renewable regional resource.

Still, the most significant value that colleges and universities deliver is the social and economic impact of turning a high school graduate or potential dropout into a college-educated citizen.

Higher education institutions, therefore, can bolster their economic impact by providing access and support for more students from currently underserved populations—including the young people of color, immigrants and the poor who will grow to represent more than one-third of the population by 2020. It is on these students' shoulders that New England's economic future rests.

The data on the benefit of higher education to individuals is widely available and compelling. It is no longer possible for a high school graduate to enter the middle class through hard work in a factory. A postsecondary credential is a requirement for most 21st century jobs. Over their lifetime, college graduates earn twice as much as someone without a college education. A college degree has replaced the high school diploma as the ticket to a middle-class life.

In addition to the value of advanced education to individuals, it is widely understood that better-educated

citizens provide tangible benefits—economic and social—to society as a whole. College graduates who earn more, also put more money back into the economy. They pay more taxes and are less likely to be out of work. They live healthier lives, thereby costing society less in health care costs

College graduates also contribute to the social and civic welfare of the society. They help create more harmonious workplaces because they are more likely to be tolerant of people who are different from them. They are more likely to take an active role in their community and to vote.

By helping to expand opportunity, need-based financial aid can spur economic growth within communities.

Indeed, one of the strongest arguments for public support of higher education is the recognition that enabling increasing numbers of citizens to achieve advanced education is a high-return public investment. Educated people are an asset to their communities.

But rising higher education prices and recent shifts in public policy threaten to leave behind many more of the young people of color and those from low-income populations who are already grossly underrepresented in our higher education institutions. Tuition at public universities across the country rose by an average of 11 percent last year and 14 percent the year before, according to the College Board. In New England, where students face the most daunting cost barriers, average tuition exceeds \$25,000 at private colleges and average tuition and mandatory fees hover near \$7,000 at public four-year institutions and \$3,000 at community and technical colleges. *Measuring Up 2004*, the National Report Card on Education released this past September by the National Center for Public Policy and Education, gives 36 states—including every New England state—a failing grade on college affordability

Until recently, federal and state policy was designed to encourage and support postsecondary participation of students whose success hinged on overcoming social and financial burdens. The need-based aid programs that evolved from the original federal higher education legislation of the 1960s represented a national policy commitment that anyone who had the desire and ability to learn would have the means to afford college. Need-based financial aid has been an essential feature of outreach and retention programs for students who could not otherwise afford to pursue a higher education.

In recent years, however, there has been a shift in the public mood and in policy away from need-based financial aid and toward so-called merit-based scholarships. The Civil Rights Project at Harvard University has documented that 12 states have allocated nearly \$1.2 billion for such merit scholarships, with Massachusetts and Tennessee now implementing similar programs. These scholarships are generally awarded based on standardized test scores and without consideration of resource inequities among communities. Therefore, they provide further advantages to students from wealthier, financially stable school districts—students who are likely to attend college even without the scholarship incentive. By diverting resources from need-based aid, merit programs hurt the students who would benefit the most.

Economist Anthony Carnevale estimates that “by 2020, U.S. employers will need as many as 14 million more workers with some college education than our educational institutions are likely to produce.” Yet the shift from need-based to non-need-based financial aid reduces our ability to educate our fastest-growing populations and to enjoy the rewards of their achievement. If we continue to deprive these students of access to college, if we continue to allow increasing costs to deter them and stifle their motivation, we risk losing not only our promise of social equity, but our collective prosperity. Moreover, the combination of dramatic demographic change and increasing financial impediments to higher education is putting New England’s economic future at risk.

On the other hand, by helping to expand opportunity, need-based financial aid can spur economic growth within communities. In his book, *The Quiet Crisis: How Higher Education is Failing America*, California State University at Monterey Bay President Peter Smith notes that national wealth could rise by as much as \$225 billion annually if African-American and Hispanic students enjoyed the success rate of their white classmates. That staggering estimate will grow as these populations grow.

The economic impact of higher education institutions is not limited to the fortunes of their graduates or their extensive commercial roles. Educated people create communities that nurture social and economic prosperity. By removing barriers to higher education for low-income and minority populations, we will secure the economic benefits that higher education makes possible—for everyone.

Blenda J. Wilson is president and CEO of the Nellie Mae Education Foundation.



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A Better Yardstick?

Measuring Graduation Rates in an Age of Swirling Students

ESTELA LÓPEZ, ALAN STURTZ AND GERMÁN BERMÚDEZ



We do a disservice to our students, our institutions and society in general, when we accept only one way of moving through college.

For the past few decades, college graduation rates have remained stable—and apparently low—throughout the United States. Policymakers, politicians, the media and others want to know why more students are not completing their degrees within the traditional four- to six-year timeframe and why higher education has not done more to improve graduation rates.

To better understand what is happening, institutional researchers have been collecting data that show interesting patterns of student movement across colleges and universities in the United States. These patterns do not suggest the failure of higher education. Rather, they demonstrate that the system works in new and powerful ways to provide access and help students meet their educational goals and societal needs. But, to measure these effects, we need to focus on the new ways that students progress through college.

For a growing number of institutions, the cohort of students used to measure graduation rates—the traditional full-time freshman beginning college in the fall—no longer represents the majority of new students. In the Connecticut State University System (CSU), for example, new full-time freshmen in the fall semester represented only 41 percent of all entering new students in academic year 2003-04. For Indiana University-Purdue University Indianapolis, this percentage is even lower—just one-third of new students arrive as a freshmen starting in the fall. The State University System of Florida similarly reported that only 39 percent of its 1997 cohort fell into this category.

In addition to looking at the characteristics of new student enrollment, institutions also report on freshman- to sophomore-year retention rates—a key accountability measure. CSU has been analyzing its retention rates for many years. We have found that about 74 percent of CSU students return as sophomores to the institutions where they began as freshmen a year earlier. But because Connecticut does not have a state-level student unit record system, we could not be sure

where those other students were going after freshman year. Through the National Student Clearinghouse, we found out that instead of dropping out, an additional 12 percent of former CSU freshmen enrolled elsewhere, raising the *persistence* rate among these students to 86 percent. Students may not be staying in our universities, but they are persisting by continuing their studies in other institutions. We also found that students who came from out of state and did not stay in one of our four universities most likely returned to their home state.

These data confirm that student movement through higher education is not linear, but often involves multiple stages or shifts toward alternative, more appropriate destinations. Instead of a single-lane highway to a degree, students move along a multiple-lane highway with connecting access roads and side streets.

The multilane highway promotes access because it provides multiple points of entry and a wider range of educational options to students. These points of entry include first-time enrollment in the spring semester, part-time attendance, transfers, dual enrollment and distance education.

These patterns of attendance reflect new challenges facing students and present new challenges for institutions and educational systems. But many of these patterns also reveal major improvements in access to higher education. For example:

- Students can now take courses at locations that accommodate their travel constraints. This is particularly true for growing numbers of nontraditional and low-income students.
- Working students can select academic schedules that accommodate their work and family schedules.
- Students can fine-tune or broaden their education by taking advantage of diverse educational settings and distance education offerings.
- Students can take courses at lower-priced institutions than the one from which they ultimately intend to graduate—an important factor for low-income students.

- Working students who do not need or want to complete a full degree program can acquire the new skills and competencies demanded in today's fast-changing workplace

Moreover, research on student attendance patterns demonstrates that the traditional cohort methodology used to measure graduation rates is misleading because it does not follow the student through multiple institutions.

Forty-six percent of the 2003-04 bachelor's degree completers at CSU entered the system as transfers, rather than first-year freshmen. CSU is not an exception: Victor Borden, associate vice chancellor for Information Management and Institutional Research at Indiana University-Purdue University Indianapolis, notes that two-thirds of the undergraduate degree recipients at his institution started their postsecondary careers at another college or university. In reporting graduation rates, not one of these transfer students will be counted as completers for the institution at which they first started or for the institution that grants them a degree. Although these students successfully complete their higher education, they are lost in the reporting system.

Policy Implications

Multiple patterns of attendance introduce a higher degree of complexity in the higher education landscape that is poorly understood by the public and even by many higher education institutions. The newly revealed pattern requires more flexible and explicit alignment of academic programs. It demands more effective academic interactions and collaborations among institutions and programs. It introduces major changes in student advising and student life, and, perhaps most importantly, challenges many of the common assumptions we make about students.

Most educational policy has been developed based on the needs of students using the one-lane highway, now a minority, instead of the increasing population of students exploring the multiple points of entry and advancement the system presents.

For instance, agreements between community colleges and four-year

Graduation Rates and Workforce Development

Multiple points of entry and multiple times of entry also enhance the ability of non-traditional students and practitioners to enter or continue their higher education at convenient moments in their careers. It is critical to exploit this scenario in order to respond to the demand of workers in areas of workforce shortages.

For example, we know that to address the nursing shortage, we need to provide access to further education for individuals practicing at many levels in this heavily differentiated workforce. The knowledge and skills of certified nursing assistants, licensed practical nurses, registered nurses, bachelor's-level practitioners and master's-level practitioners should explicitly map into pre-college and college points of entry into nursing preparation. Those with a license or degree at a given level should always be able to accumulate credits at convenient times to access the next professional step. Still another innovative approach permits entry to the nursing profession through accelerated programs, thus enabling students who did not originally major in the field to practice nursing within a short time. The more effective the education system in providing multiple access points and times, the higher the likelihood that a workforce shortage crisis can be resolved. Similar training and promotion systems are commonplace in the corporate world and are the basis for professional advancement.

Teacher shortages can also be alleviated by providing multiple points of entry to individuals at the paraprofessional and professional levels. We can invite college graduates to go back to school and get certified to teach, create pathways to the teaching profession starting at the associate level through solid articulation agreements with community colleges, and provide alternative routes to certification for experienced professionals in fields other than education.

Waiting for students to enter college in the fall semester and move through higher education in the traditional, linear way simply will not produce the numbers of graduates needed to end shortages in these or other critical areas.

—E.L., A.S., G.B.

colleges are based on the assumption of a linear transition from associate to bachelor's degrees in existing programs. The data, however, have also shown significant "reverse transfer" from four-year colleges to community colleges. Are these reverse-transfer students complementing their education in ways that a rigid, linear system does not permit? Are they sharpening their basic skills and then returning to the four-year institutions or graduate school? Are they seeking to acquire work-related skills they did not think relevant before?

Thanks in part to the Internet, many students have become knowledgeable consumers and are finding the best options to achieve their educational goals. They may even have found bet-

ter and more cost efficient ways to attain their educational goals and complete their degrees than is recognized.

Higher education is becoming analogous to industries that assemble products in different places in an effort to maximize efficiency without compromising quality (the Airbus 380 airplane is a good example). Students are, in many instances, assembling their degree in different places. These students are acquiring knowledge and skills that need to match the expected learning outcomes of each degree program. So it is particularly important that quality assurance frameworks be provided for students who earn credits at different institutions.

For example, Alexander McCormick, senior fellow at the Carnegie

Foundation for the Advancement of Teaching, points out that student mobility and the portability of credits create the need to ensure “educational coherence” of undergraduate programs.

Multidirectional transfer policies and agreements should be developed to ensure that credits previously earned are not lost. Both credit transfer for specific course content and robust maintenance systems that include assessments such as electronic portfolio systems are needed to facilitate the portability of credits and ensure quality and coherence of learning. Such systems should truly reflect the wide scope and the progression of student learning in any higher education program. The evidence of the learning should go much beyond standardized testing approaches and should ideally include a battery of summative and formative assessment reflective of learning in a swirl environment. It must be recognized that a much more comprehensive approach is needed than has been normally required in traditional transfer and articulation agreements.

System Accountability

The traditional measure of graduation rates cannot continue to be the sole indicator of institutional effectiveness.

Having many points and times of entry needs to be recognized as an effective measure of institutional access and of successful transfer and articulation policies. Traditional accountability measures tend to disregard transfer data; transfer students are not counted in graduation rates. Performance measures should recognize the importance of having successful transfer opportunities. Institutions should create compatible systems that track student progress, even if they leave. Groups of institutions have already created common ways to follow student progress. The Joint Commission on Accountability Reporting (JCAR), for example, has produced a Technical Conventions Manual that serves as a basis for all member institutions to report on student academic advancement, transfer, graduation and licensing pass rates. Institutions such as Northeastern Illinois University in

Chicago have adapted the JCAR guidelines to create more accurate definitions in the regular reporting of student academic advancement.

The traditional cohort methodology used to measure graduation rates is misleading because it does not follow the student through multiple institutions.

Additionally, it is important to encourage scholars and institutional researchers to examine why multiple attendance patterns have developed, particularly among first-generation, low-income and nontraditional students.

Understanding the complexities of student attendance patterns will help higher education do a better job with retention and graduation of traditional and nontraditional students. We do a disservice to our students, our institutions and society in general, when we

accept only one way of moving through college and, as a consequence, limit access. The performance of many comprehensive institutions is inadequately measured when we disregard the success of nearly half of the students who graduate. A more complete view of the system will also provide a more accurate description of current trends in access, retention and graduation in higher education. And it will certainly underscore the need to strive for a higher education system that, while maintaining its academic rigor, can also become more student-oriented, more flexible and more interconnected.

Estela López is vice chancellor for academic affairs with the Connecticut State University System. Alan Sturtz is director of institutional research and planning and Germán Bermúdez is associate executive officer for academic affairs with the system.



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Guided by Voices?

Conversations with Underrepresented Students

JAMIE E. SCURRY



The Futures Project recommends that all institutions conduct focus groups with their students to better understand where students are getting stuck and why.

The University of Texas at El Paso, Community College of Denver and Valencia Community College are among the small number of colleges and universities that successfully retain and graduate first-generation students, students of color and low-income students at the same level as their white and more affluent classmates. These institutions offer models of how to create pathways to academic success and graduation for all students. So why do so many colleges and universities still fail—or fail to even try—to adequately serve these populations?

Part of the problem is that we have not figured out how to replicate or connect isolated successful programs to create *systems* that meet society's needs. Another part of the problem is that we have not sufficiently identified and removed the roadblocks that students face.

If the goal is to provide opportunity for all students to succeed, we should spend more time listening to those students who struggle to stay enrolled, navigate the system and complete their degrees. Students know best what contributes to their success—and what inhibits it.

To this end, the Futures Project conducted focus groups with students of color, first-generation college students and low-income students to hear them relate, in their own voices, how well- or ill-served they are by such factors as campus climate, finances, academic advising and outreach programs. The conversations, published in a report entitled *In Their Own Voices: Conversations with College Students from Underrepresented Populations*, brought the discussion about higher education access and attainment from the theory-based level where it is usually carried on, back down to earth—focused solely on what students had to say. One cannot hear these students' stories and still believe that we are doing all we can to ensure that all students have a real opportunity to complete college.

Take Krystle, a soft-spoken single mother of two and the first of nine children to attend college. Krystle dropped out of high school

and years later earned her GED. Decades later, Krystle summoned the courage to enroll in her local community college, hoping to make her sons proud. Krystle is employed full-time and has simultaneously been working to achieve her degree on a part-time basis for the last seven years. Krystle's oldest son was recently killed. As a result, her younger son suffers from clinical depression so severe that he requires around-the-clock care. Balancing work, school, her son and her grief is not easy. During a recent follow-up call, Krystle explained that she had to drop out of school this past fall. She could no longer balance it all on her own. Krystle's encounters with her college made it almost impossible for her to complete her degree.

"My son was killed and I was having problems dealing with it all. I couldn't focus on my course but I did not want to drop it because I had put so much work into it. I went to talk with my professor. He told me to drop it. He never told me I could take an 'incomplete.' I had to pay for and take the whole course over again."

—Krystle, first-generation student, single mother

Other students might not face problems as difficult as Krystle's, but the institutional barriers they face impede their progress just the same. Consider a few of their experiences:

"I have been attending [local community college] for seven years. Every semester, they lose my GED certificate and every semester, I have to bring it to them again. I must use my lunch hour to take care of it. Most times, I end up waiting more than an hour."

—Ana, first-generation student, single mother

"The financial aid office and the whole process is so difficult. I always have to pay first and wait for my aid to arrive. It is hard because most of the time I don't have the money up front."

—Sandra, first-generation student, single mother

It's not just students at two-year institutions that face barriers along the road to completion. Students from four-year public and private institutions do as well. Consider:

"I had an advisor my freshman year ... but this man would not talk to me. He basically fulfilled the responsibility of signing my paper when I wanted to change my classes and handed it back to me without saying anything to me. ... I am on my fourth major now and it is kind of frustrating to look for an advisor wherever you go."

—James, first-generation student

"If you are not of a certain ethnicity or have a certain tone, if you come with the braids, the baggy jeans, you get shoved aside. You don't get much attention, you are not called on as frequently to participate in class discussions."

—Miguel, second-generation student

"Being a woman of color ... I am constantly seen as an example of a Latina succeeding or an example of a Latina not succeeding. I have definitely had moments in class where ... I want to be making a point or an opinion as another student in the class, but people will be assigning different meanings that I don't want them to at the time because you are seeing me as something else first."

—Marelie, first-generation student

How can colleges remove the roadblocks these students face and ensure that they have a real chance to graduate?

For starters, the Futures Project recommends that all institutions conduct focus groups with their students to better understand where students are getting stuck and why. You cannot fix what you do not know exists.

From a state system perspective, public and private academic leaders and policymakers must work together to create a structure that is transparent, easy to navigate and has agreed-upon goals. No one size fits all. Indeed, there is no model at all, because no state has yet done the hard work that is required despite the fact that we know much of what needs to happen.

Wisconsin's Plan 2008 is a step in the right direction—but too new to know if it is filling in the cracks and creating bridges of success. States must work to develop a "navigable process" that addresses the needs students brought to the surface in *In Their Own Voices*.

For students to be successful, academic leaders and policymakers must:

- Ensure that state aid programs remain need-based, avoiding the drift towards merit-based aid, and make the aid process easy to understand. Tom Kane, professor at UCLA's Department of Policy Studies has suggested replacing the complicated FAFSA form with a simpler one that removes consideration of family assets in determining eligibility for federal aid. It is also imperative that all individuals working in the financial aid, admissions and bursar's offices can explain the financial aid process accurately without using complicated jargon.
- Build a pipeline full of students prepared to succeed academically and navigate the system. The University of Wisconsin is trying to do that through outreach programs, partnerships with local high schools and summer prep programs.
- Address unintended obstacles that create an unwelcoming environment for students. Institutions must build an environment that reflects the diversity of their students. White students often take symbols of white success for granted, such as white faculty and portraits of white former presidents, celebrated alumni and donors. Institutions must work hard to recruit and build a pipeline of faculty, deans, staff and student leaders that represent success for all their students. Diversity training is another critical step, as staff, administrators and faculty often succumb to stereotypes of underrepresented students. Often, as pointed out by our focus group participants, a friendly face, reassuring words and an open mind made the biggest difference. It is also important that frontline staff have the right information and communicate it effectively and courteously.

- Support developmental programs while working to eradicate the need for them.
- Create strong partnerships with elementary and secondary education. It is time for states to move beyond merely adopting P-16 councils. They need to develop real partnerships between elementary and secondary education and higher education that ensure that all students are prepared and understand the skills necessary to be successful in college. This partnership should be multi-pronged with outreach to the public schools, a working relationship with the local schools for which colleges and universities are training teachers and future school leaders, sharing of knowledge and best practices in pedagogy, the alignment of standards and a commitment to being part of the solution in education reform.
- Shore up transfer policies and have articulation agreements that are respected and easy to understand.
- Provide incentives for measuring student performance and reporting on those results.
- Collect and disaggregate student data so it can be used in meaningful ways when making policy and programmatic decisions.
- Learn from those institutions that have proven results.

The students who were willing to share their struggles and perspectives in *In Their Own Voices* have put a face on the anonymous world of educational statistics. They have shown us that it would be a shame to leave no child behind only to leave them standing outside the gates of higher education, or inside, struggling—often unsuccessfully—to keep on track.

Jamie E. Scurry is a research associate for the Futures Project: Policy for Higher Education in a Changing World at Brown University. The full report *In Their Own Voices: Conversations with College Students from Underrepresented Populations* can be found at www.futuresproject.org.

Co-Sourcing Legal Resources

The First Thing We Do, Let's Share All the Lawyers?

JOHN J. SMITH



Even with a specifically defined relationship in writing with each member school, a co-sourced attorney could face significant challenges trying to manage confidentiality, conflict issues and work priorities for each of his “primary” clients.

For better or worse, most small and mid-sized private colleges and universities in New England make do without employing staff lawyers, relying instead upon the ready, willing and, it has been said, unduly expensive, private bar to meet both routine and extraordinary needs. (Public institutions, rely on existing government legal resources, such as the state attorney general’s office, and their options to go outside are more limited.) Whatever the perceived immediate or long-term benefits of in-house counsel, most college administrations are loath to increase costs for such “overhead” even in an age when the consequences of legal missteps related to employment decisions, academic freedom, student safety, environment quality compliance and intellectual property may be very costly.

This quantitative bias comes at a qualitative cost. In-house counsel provides dedicated, immediately available legal expertise and an intimate familiarity with the business environment and culture of the institution, over time becoming an indispensable adjunct to senior management. In-house counsel can also effectively deal with outside counsel for complex or specialized legal needs as they arise.

One way for private institutions to reap some of the benefits of this close association while perhaps reducing legal costs would be to pool or “co-source” legal resources in an effort to create synergies and leverage replicable solutions to common legal problems.

So it may come as some surprise that a recent survey of business officers, attorneys and consultants on New England campuses found that the notion of sharing a dedicated single source of legal support, while superficially attractive, is fraught with practical and ethical difficulties, and likely would yield only modest gains. The survey was conducted during 2003 and 2004 on behalf of the Boston Consortium for Higher Education, a coalition of 14 private colleges and universities, mostly in Greater Boston, but stretching to Providence, R.I. Six consortium members, which do not have in-house legal staffs, were the primary focus of the survey.

Among the range of possible services that shared counsel might provide, consortium members placed the highest value on “triage”—separating out the urgent or highly problematic from more routine issues.

But pity the poor attorney (if that’s possible) trying to play that in-house role for multiple and diverse clients, all of whom expect prompt, focused, customized service from “their” lawyer. Besides, while certainly there are “easy questions” and equally easy answers, the truly valuable service rendered by the attorney is in knowing whether something is indeed as simple as it seems, and to avoid the temptation under pressure to offer a ready but perhaps incomplete judgment. For example, a seemingly straightforward copyright question on a faculty-authored work or “fair use” of third-party material in a digital course may require thorough fact-checking, review of applicable school policy guidelines, relevant contracts, employment and license agreements and hard legal analysis.

The “First Aid” lawyer needs to have the judgment and experience to be able to spot issues that the client may not see, and to know when to declare a matter beyond his ken—to set aside the time to research the questions thoroughly or to refer to another lawyer who has the necessary expertise.

Seen and Not Heard

Despite the obvious benefits to a college of having legal counsel who is closely familiar with the institution’s operations and culture, many educators, at least among those surveyed, express an almost visceral reluctance to permit lawyers—on staff or on retainer—to play a more influential role in day-to-day management. They suggest that lawyers should play a more reactive than participatory role in institutional affairs. There is a tension between two conflicting expectations: on the one hand, a ready familiarity (and attendant rapid responsiveness) with one’s operating environment, which comes with steady participation in that environment; and on the other hand, a desire to use counsel sparingly and only “just in time.”

Finally, colleges must consider the ethical constraints on a single attorney acting as in-house counsel to multiple—probably competitive—institutions. Even with a specifically defined relationship in writing with each member school, a co-sourced attorney could face significant challenges trying to manage confidentiality, conflict issues and work priorities for each of his “primary” clients.

Model rules of ethical conduct provide that a lawyer shall not represent a client if effective representation of that client would be materially limited by the lawyer’s responsibilities to another school or third party. How would an attorney representing college A in an employment negotiation with a particular professor avoid conflict with the interests of her other client college B, which is embroiled in a tenure dispute with the same individual? For the attorney hired by a consortium to support the legal needs of its members, conflicts become even more complex. Who is the client, the consortium or its members?

To be sure, colleges and universities could negotiate more advanta-

geous retainer fees and service arrangements working together than they could individually. But the scope of legal services to be provided under a co-sourcing arrangement must be precisely defined, both to satisfy the expectations of the colleges and to ensure that the obligations imposed on the attorney or firm are realistic. And the services should be confined mainly to day-to-day or operational areas such as preventive counseling, “legal auditing,” and commercial transactions. They might include such functions as conducting or arranging “preventive law” workshops; distributing information on new legal developments; reviewing administrative policies and handbooks for internal consistency and legal compliance; and conducting or supporting procurement contract negotiations.

Colleges that don’t have their own lawyers on staff might think about collectively conducting pilot programs with retained counsel on a part-time or per-project basis to see if such an arrangement simulates the in-house experience—without the overhead.

Pilot programs are best suited to routine operational legal issues such as building a database of annotated procurement contract provisions (say, for food services or building security); they would not work for highly specialized matters such as taxation, intellectual property issues or litigation expertise. The purpose of such programs would be to share synergies and leverage replicable solutions to common legal problems, avoiding more sensitive areas where conflicts might arise or confidences might become compromised.

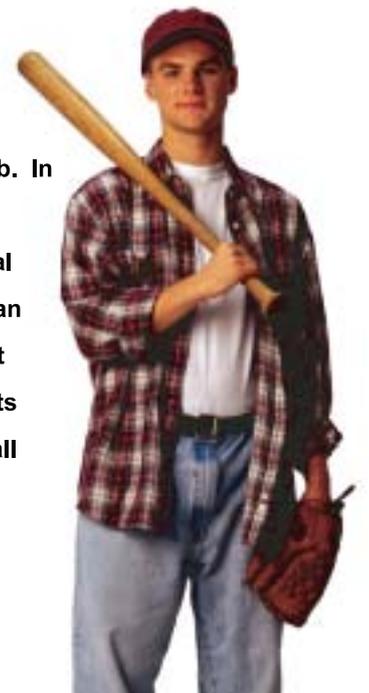
The right combination of colleges could assert buyer’s leverage with outside law firms to enjoy a range of day-to-day services under carefully constructed retainer agreements. But the Boston Consortium inquiry suggests that the practical difficulties of co-sourcing would outweigh modest gains. Small colleges had better keep that outside attorney’s phone number handy.

John J. Smith is an attorney with offices in Washington, D.C., and Georgetown, Maine.

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Hot Commodity

Sharon Singleton

Academic Capitalism and the New Economy; Sheila Slaughter and Gary Rhoades; *The Johns Hopkins University Press*; 2004; \$39.95

U.S. institutions of higher education have long been entrusted with the discovery and application of knowledge and, perhaps most importantly, with its dissemination to the public free of charge. As the economy has shifted from the manufacture of goods to the manufacture of knowledge, the lucrative intellectual products of science and technology generated by research universities have become big business. And there is money to be made. But by whom?

In their painstakingly researched and theory-thick book *Academic Capitalism and the New Economy*, University of Arizona higher education professors Sheila Slaughter and Gary Rhoades warn of increasingly blurred boundaries among higher education, the state and the world of commerce.

They chronicle the eclipse of Thomas Merton's conceptualization of science in a not-so-distant age as a public good, distinguished by a process that was open, communal, universal, disinterested and characterized by a skeptical habit of mind.

In general, that view prevailed in the academy until approximately 20 years ago when federal policies made it possible for institutions of higher education to enter into the world of commerce and its promise of financial gain. Principal among these policy innovations was the Bayh-Dole act, which opened up patenting and licensing opportunities to colleges and universities. Since then, research universities—public and private—have become increasingly engaged in the business of science through federal and state policies, and partnerships with corporations. And so proceeds the steady advance of what the authors have cumbersome named the “academic capitalist knowledge/learning regime” in which “discovery is valued because of

its commercial properties, broad scientific questions are couched so that they are relevant to commercial possibilities [and] knowledge is regarded as a commodity rather than a free good. ...”

Patenting and licensing of scientific work appealed to colleges and universities in large part because of the belief that these activities would generate revenue without compromising higher education's public purpose. In fact, some argue that this actually serves the public as Alan R. Earls reports in “Selling Knowledge,” [CONNECTION, Summer 2001]. Slaughter and Rhoades, however, assert that the free flow of knowledge is, in fact, impeded by patent policies. Moreover, they argue that the financial rewards on most campuses are not terribly significant and fail to benefit the institution as a whole. Rather, they benefit select groups: certain faculty who grow wealthier, some administrators who see their discretionary coffers swell and managers involved in privatizing research who ensure their own job security. Further, none of this benefits undergraduate education, which is central to the mission of higher education.

Meanwhile, at the set of institutions that do not engage extensively in scientific research but do enroll the majority of the college-going population, capitalism takes a different tack. Reduced direct support from the state, escalating costs associated with maintaining technology and the tight squeeze of the economy are among the issues that find these institutions pitted in competition with their counterparts for a finite pool of full-paying students who can increase revenue streams, as well as those of sufficient “quality” to enhance an institution's reputation and prestige. A scan of the New England landscape reveals institutions constructing elaborate residence halls and student unions with amenities that suggest the experience of a spa getaway. But public and private colleges lacking the cachet of the elites will court some students, not for what the educational experience can add to their lives, but for what the students can add to the institution's standing.

This raises serious questions for those who have been poorly prepared for college-level work by substandard public schools or who lack the financial resources to manage the full slate of tuition and fees without aid. Almost no one secures a handhold on the next rung of the economic ladder without some postsecondary education, and the better the quality of that education, the higher the hand can reach. Slaughter and Rhodes reference a failed prediction that Christopher Jencks and David Riesman made in their 1968 landmark work *The Academic Revolution*. These authors speculated that because such large percentages of children of high socioeconomic status were already attending college, the greatest increases in the future would be seen among less-advantaged students. In 1973, 47 percent of students went onto college. By 1992 that had risen to 67 percent; however, students from the lowest two income quartiles made only modest gains in their chances of completing a college degree.

Troubling trends and policies point to further exclusion of the poor and minorities from higher education opportunities. The marketplace push for merit over need-based aid makes the chances of financing a college education without accumulating debt ever slimmer—a serious impediment toward college completion. And federal aid policies coupled with economic strategies to attract much-needed revenue serve to shut off economically disadvantaged and minority students from the education that could position them well in both life and the marketplace.

Despite the authors' academic capitalism framework, the intersection of business, the state and higher education is not entirely grim and self-serving, especially when immediate profit is not on the table. University-community partnerships such as the East St. Louis Action Research Project have infused economically scarred neighborhoods with new life and possibilities and enriched undergraduate teaching and learning. Collaborations

with local K-12 systems such as GEAR UP have produced fresh thinking and action plans to tackle tough educational problems.

But if we choose to heed the warning sounded by Slaughter and Rhoades, we must find ways for institutions of higher education to refocus their attention on the public good before too much is consumed in the furnaces of capitalism.

Sharon Singleton is a program associate at the New England Resource Center for Higher Education.

Tufts Acts to Follow

Joseph M. Cronin

An Entrepreneurial University: The Transformation of Tufts 1976-2002; Sol Gittleman; Tufts University Press/University Press of New England; 2004; \$26

Although technically Volume III of Tufts University histories, Sol Gittleman's *An Entrepreneurial University* is really the amazing story of how Jean Mayer, Tufts president from 1976 to 1992, changed American higher education through his charisma, brilliance and opportunism.

The eyewitness author who served as provost under three Tufts presidents, including Mayer, tells the whole truth about how Tufts emerged from an underfunded teaching college to a billion-dollar university with three medical schools and a school of nutrition.

Other research universities, banded together in the Association of American Universities, recoil at many of the innovations pioneered by Tufts. Among them:

1. The hiring of lobbyist Gerald Cassidy to arrange congressional "earmarks" of federal dollars to launch nutrition research without any academic peer review.
2. The board's hiring of an executive vice president to contain Mayer's spending commitments and costly initiatives.

3. The cavalier treatment of deans and a former provost who end up resigning in protest after being ignored or bypassed on academic matters.

As a result of its aggressive fundraising with parents and government alike, Tufts won a citation as "Not Afraid to Break the Rules" in a Jossey Bass handbook on university capital campaigns. Traditionally, universities did not count government grants as gifts nor hire federal lobbyists to avoid competitive review of professorial research proposals. Since Mayer's early efforts, such congressional earmarks now reach \$2 billion a year.

Mayer also raised state funds to establish a New England regional veterinary school after other universities either failed (Harvard 1887-1912) or opposed the idea.

Prior to Mayer, Tufts languished in the shadow of MIT and Harvard; many courses were taught by faculty who were expected to conduct research only in their spare time. Tufts was governed by trustees who preferred that presidents neither ask for big gifts nor build an endowment, despite financial shortfalls solved at times by selling parcels of land. Mayer, French freedom fighter and Harvard public health nutritionist, recruited trustees ready to support his visions of disease prevention and excellent faculty research.

Gittleman also describes the Tufts presidency of John DiBiaggio and his 11th-hour choice as the "stealth" candidate for the post in 1992. Trustees hired DiBiaggio to remove the chronic budget deficits, cultivate the loyalty of students and alumni and consolidate many of the incredible gains won under Jean Mayer. The third Tufts president of the era, Lawrence Bacow, had only begun when Gittleman began his work, but won tremendous faculty acceptance for the brilliance of his leadership in economics, law and public policy at MIT where he was chancellor.

Gittleman deplores the new breed of professional CEOs who lead universities today, and who spend most of their time on budgets, buildings and fundraising. He respects the creation of

the executive vice presidency, praising Frank Campanella of Boston College as well as Steven Manos of Tufts. He notes that Boston University was quick to hire Cassidy who has delivered tens of millions of dollars to BU's center on photonics and other projects.

The book suffers from Gittleman's compulsion to name each and every brilliant researcher and dean hired during his regime. And several points are made twice—that Dean Eliot's successor as ambassador to Afghanistan was assassinated, for example, and that John DiBiaggio never missed the NCAA Final Four. At the same time, the work of the Lincoln Filene Center, which DiBiaggio elevated to College of Citizenship status, deserves more discussion by the next Tufts biographer.

Gittleman himself is a delightful writer, beginning with his own tales of growing up as the son of a Hoboken bookmaker. He spares no adjectives in telling how Mayer was variously described as "infinitely charming, witty, duplicitous, ambitious, brilliant, opportunistic, generous, vain, slippery, loyal ..." and more. Tufts administrators and a hospital president are described as abrasive, arrogant, bullies and tyrants. The first 130 years of Tufts may have been coated in sugar, but not this volume, not by an academic whose father worked in a candy store that sold no sweets, but took bets on high-risk ventures.

Other university leaders will borrow cautiously from the Tufts menu of academic transformation. Many academic statesmen and more than a few trustees oppose congressional earmarks as "academic pork." Few presidents want an executive vice-president or deans telling trustees about the expensive antics of their president. The Tufts experience may be almost unique and rarely replicable. But we are indebted to Gittleman for a great tale, told with great humility and verve.

Joseph M. Cronin is president of Edvisors and former president of Bentley College.



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- Change in number of New Englanders claiming to be craft or visual artists, 1996-2002: **-455**
- Change in number of New Englanders claiming to be archivists or curators: **+3,896**
- Approximate number of unsolicited requests for money received each day by the Bill & Melinda Gates Foundation: **300**
- Percentage of Maine residents with college degrees who are obese: **16%**
- Percentage of Maine high school dropouts who are: **25%**
- U.S. rank of Portland, Maine, in Milken Institute's 2004 "Best Performing Cities Index," based on measures of job creation: **18**
- Number of other New England metro areas in top 50: **2**
- Number of times in the past five years that New Hampshire has exceeded the U.S. average in "business churning," measured as "births" of new firms and "deaths" of existing firms as a percentage of all firms: **5**
- Time the average Massachusetts commuter spends traveling to work each year, measured in eight-hour work days: **25**
- Percentage of Massachusetts employers who said they could not find sufficient qualified applicants to fill jobs during the first three months of 2004: **39%**
- Approximate number of years until Boston's 30-year average temperature will be the same as Richmond, Va.'s, current 30-year average: **100**
- Percentage of annual tourism in Maine and Vermont that is related to fall foliage: **25%**
- Percentage of all U.S. immigrants who are Mexican: **30%**
- Percentage of all New England immigrants who are Mexican: **2%**
- Change in number of Mexican immigrants living in New England, 1990-2000: **+19,881**
- Change in number of Dominican, Guatemalan and Columbian immigrants living in New England: **+78,550**
- Change in number from Italy, Canada, Portugal, Ireland and Scotland: **-54,868**
- Ratio of non-Hispanic white women's annual earnings to non-Hispanic white men's annual earnings in Connecticut: **71%**
- Ratio of Hispanic women's annual earnings to non-Hispanic white men's annual earnings in Connecticut: **49%**
- Percentage of white women age 25 and older in Connecticut who have completed four or more years of college: **32%**
- Percentage of Hispanic women age 25 and older in Connecticut who have: **12%**
- Respective national ranks of Vermont and Connecticut among best states for women based on combination of political, social, economic and health indicators: **1,2**
- Total cost of tuition and fees for every student currently enrolled in U.S. public colleges and universities: **\$29,000,000,000**
- Total as a percentage of federal budget: **1.6%**

Sources: 1,2 CONNECTION analysis of Creative Economy Council data; 3 *The Chronicle of Philanthropy*; 4,5 Maine Department of Health and Human Services; 6,7 Milken Institute (New London-Norwich, Conn., ranked 38th; Providence-Warwick-Pawtucket, R.I., ranked 46th); 8 New England Economic Partnership; 9 MassINC and University of Massachusetts Donahue Institute; 10 University of Massachusetts/Citizens Bank; 11,12 New England Regional Assessment; 13,14,15,16,17 Federal Reserve Bank of Boston analysis of U.S. Census data; 18,19,20,21,22 Institute for Women's Policy Research; 23,24 Preston H. Smith II, Mount Holyoke College, and Sharon Szymanski, The Labor Institute

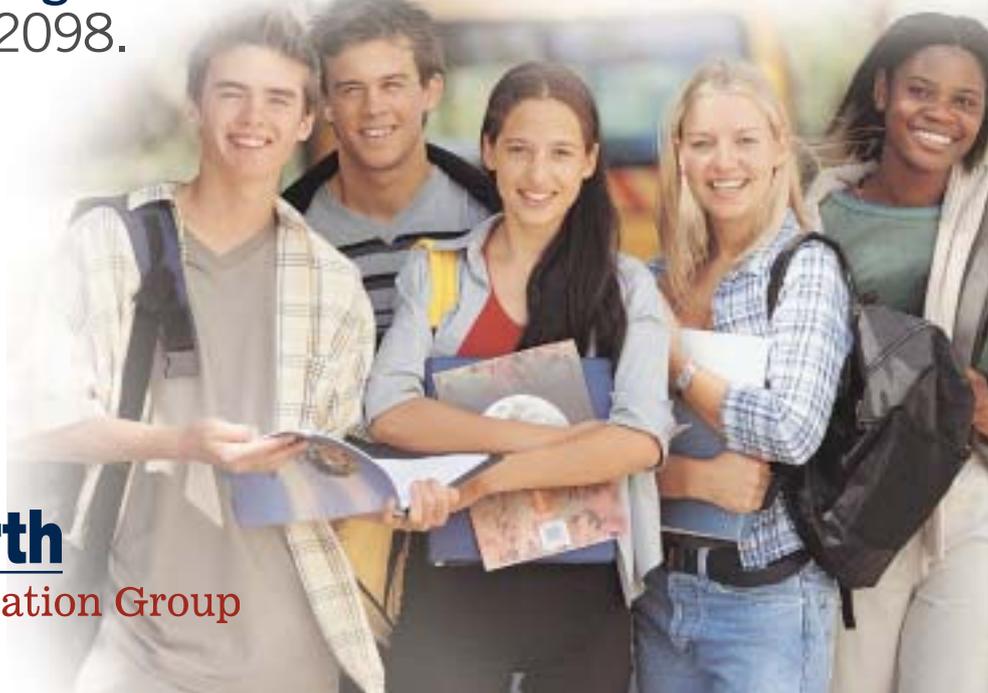
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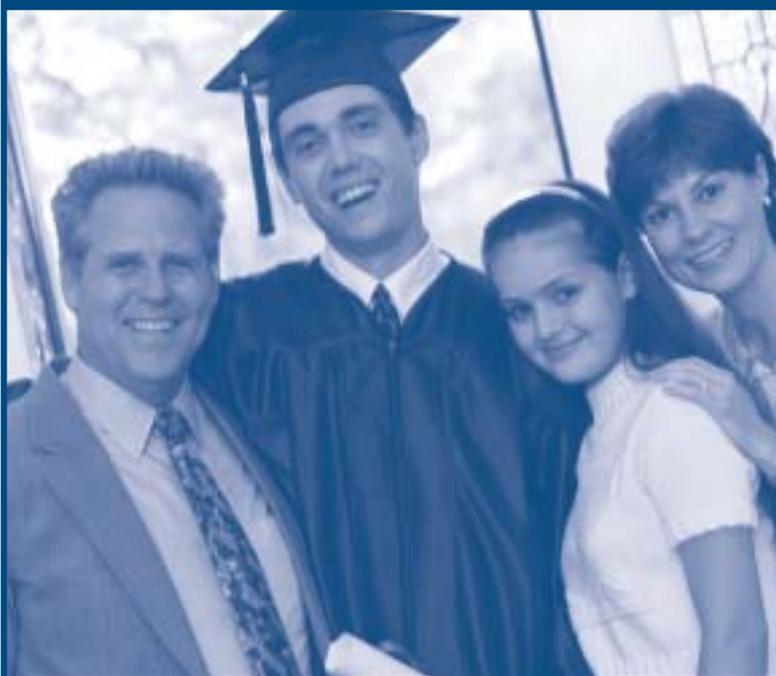
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