

# CONNECTION

NEW ENGLAND'S JOURNAL

OF HIGHER EDUCATION AND ECONOMIC DEVELOPMENT

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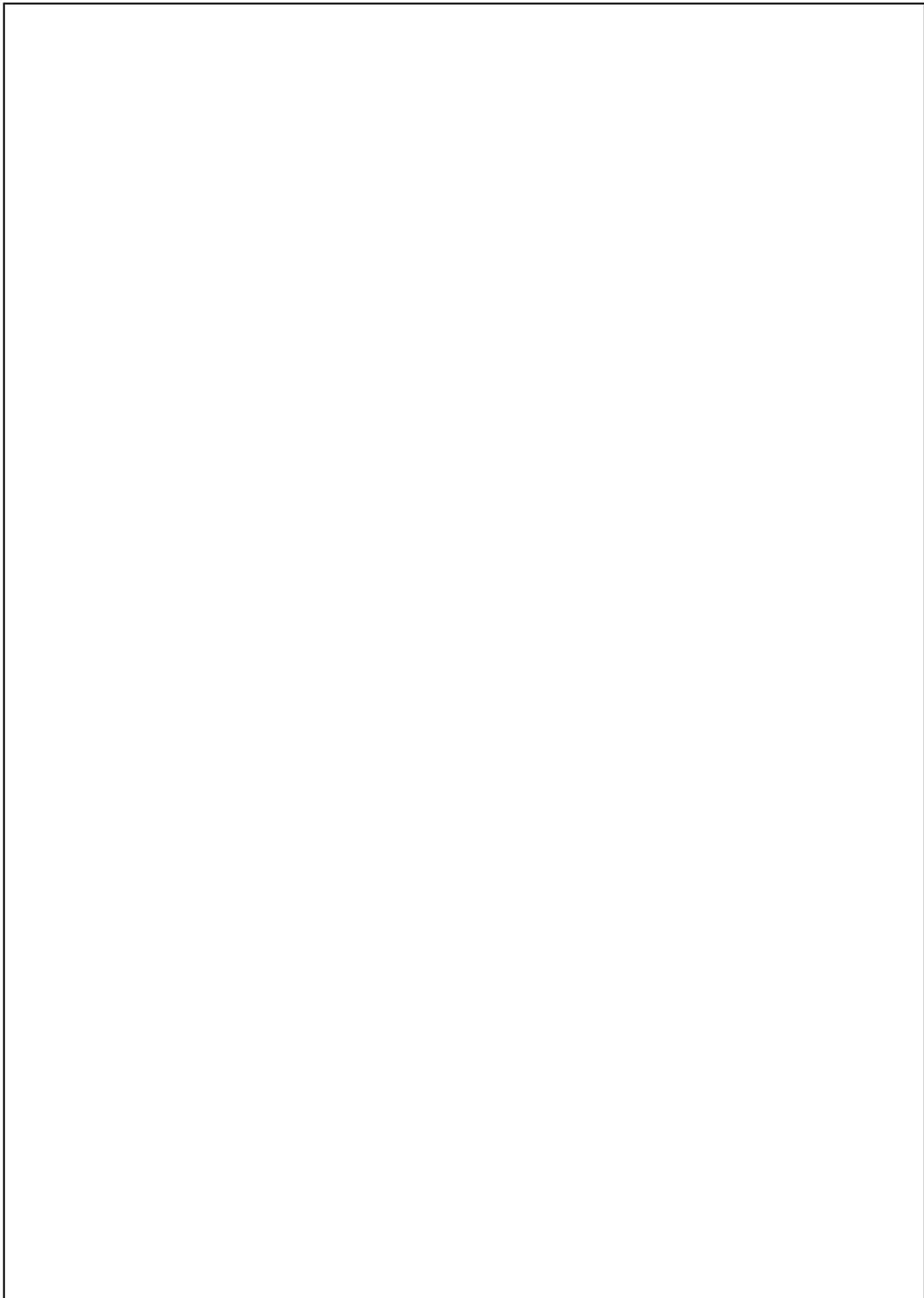
## who will teach?

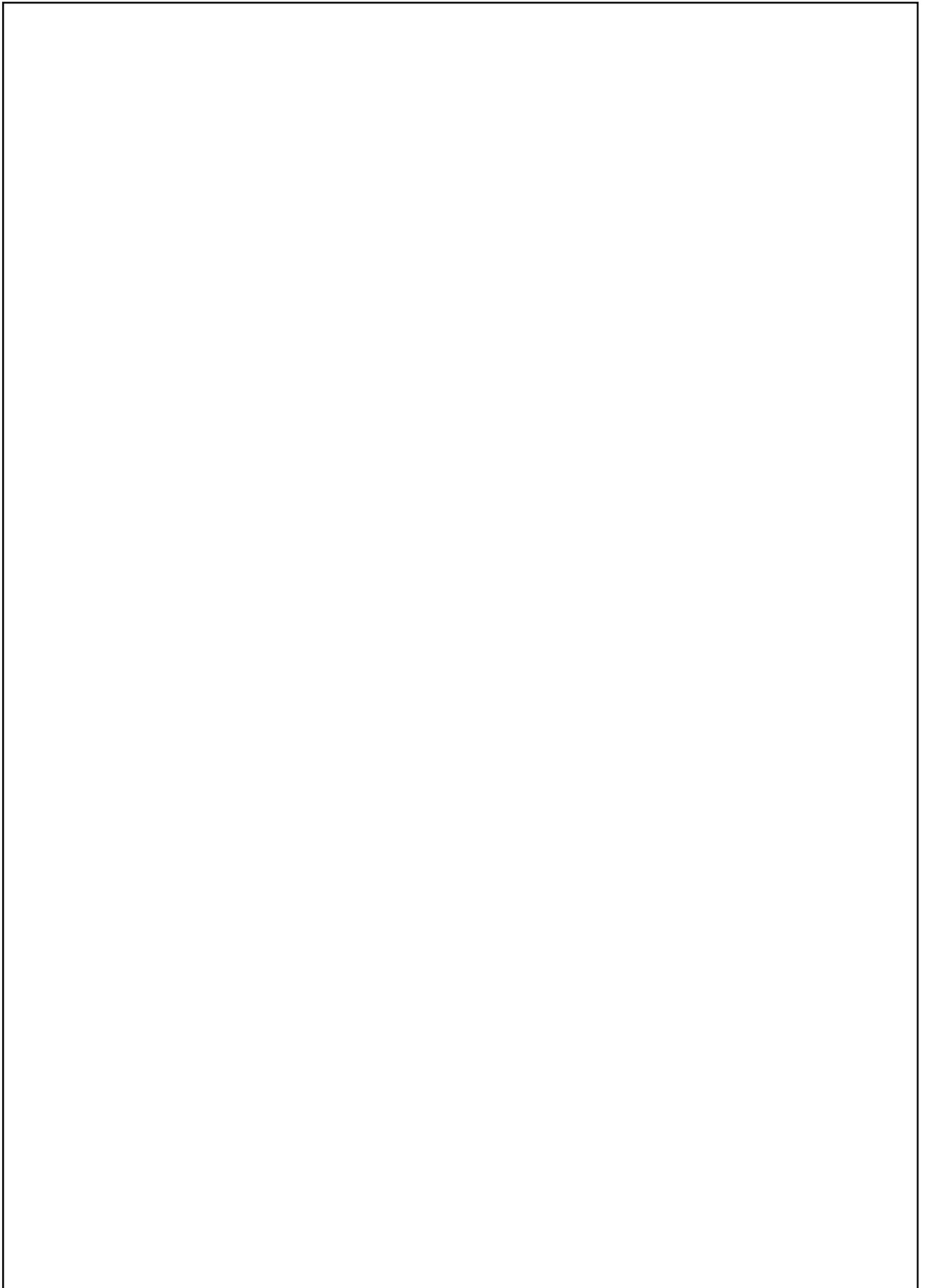
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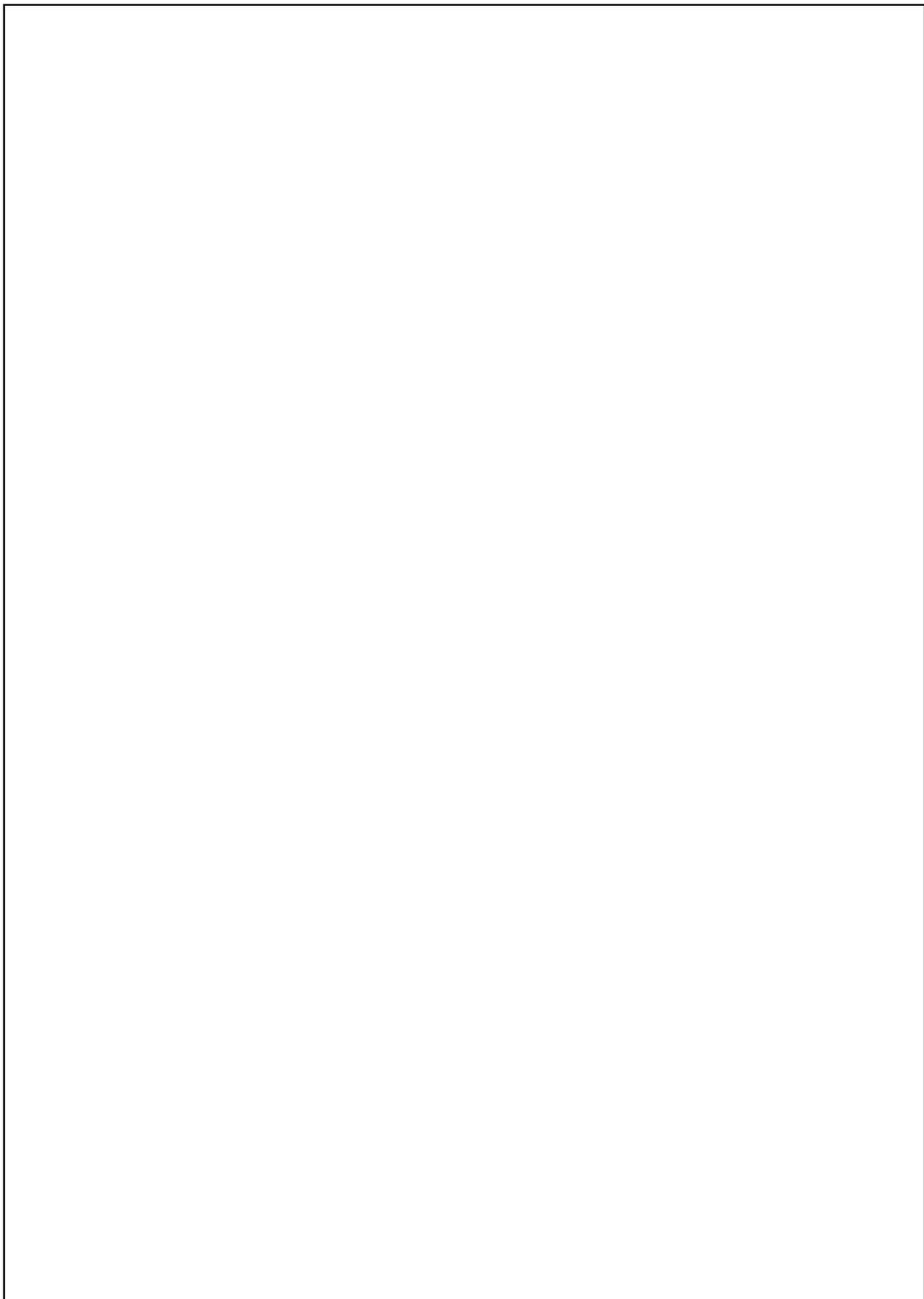
No Teacher Shortage? • High-Stakes Testing • Brain Gains • The Academy's Fallen Idols



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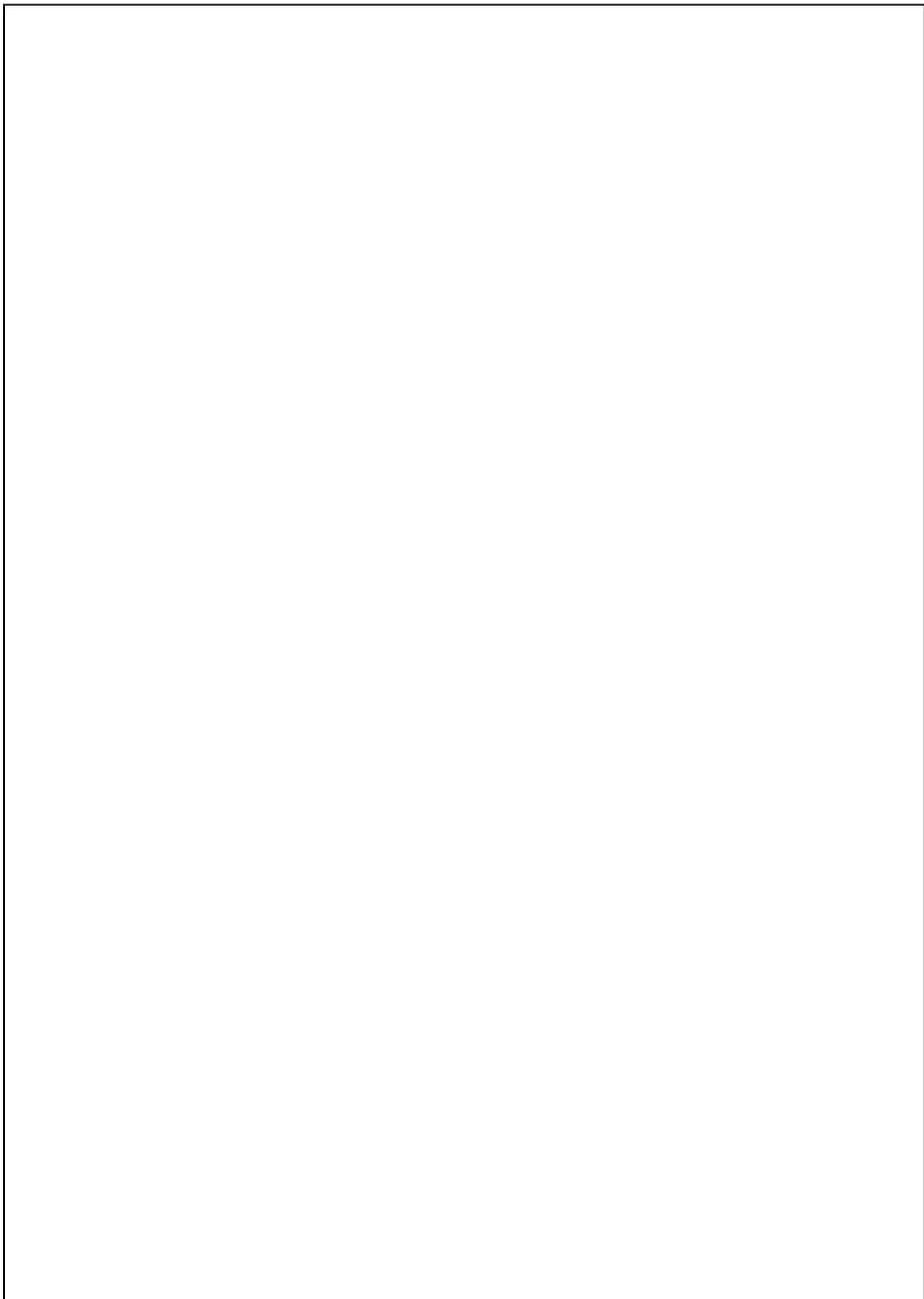
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## E D I T O R ' S M E M O

**J**ust when I was not getting used to 24-7 and B2B, along comes "P-16"—a sort of shorthand for all the issues surrounding integration of three historically disconnected education systems: preschool, K-12 and higher education.

How disconnected are they? Ernest Boyer, the late president of the Carnegie Foundation for the Advancement of Teaching, once lamented, "Schools and colleges still live in separate worlds. Presidents and deans rarely talk to principals and district superintendents. College faculty do not meet with their counterparts in public schools, and curriculum reforms at every level are planned in isolation."

Rand Corp. Senior Advisor P. Michael Timpane observed in a report to the State Higher Education Executive Officers: "Notwithstanding numerous specific cooperative projects, the basic relationship between higher education and the schools has not changed very much. The divorce may still be friendly, visiting rights may be expanding, but reconciliation does not seem imminent."

And a recent national report by Stanford University education scholar Michael Kirst notes that "the high school curriculum is unmoored from the freshman and sophomore college curriculum."

In fact, in some places, the two seem to be set on different courses. Chris Lydon, the former host of National Public Radio's "The Connection," who put his children through Boston Public Schools on their way toward Harvard and Boston University, told me: "It's just too ironic that the world beats a path to Boston for higher education, yet people are leaving the city because of its K-12 schools."

New England has seen exceptions to the general rule of disconnection. Harvard's Project Zero and Brown's Coalition of Essential Schools are among university institutes on the cutting-edge of student learning. Federally funded Upward Bound programs have been bringing disadvantaged students to campuses such as Wesleyan University since the 1970s, and several New England two-year colleges have introduced Tech-Prep programs, integrating the last two years of high school with two years of specialized technical training at the college level.

More dramatically, Boston University's takeover of the troubled Chelsea, Mass., schools created an unprecedented, if controversial, laboratory for education reform. And as part of a multimillion-dollar revitalization effort to clean up Worcester's deteriorating Main South neighborhood, Clark University and partners opened the University Park Campus School in 1997 with Clark professors as teachers, Clark students as student teachers and mentors, and a promise to pupils that if they do well, Clark will admit them and cover tuition.

Still, few issues tie together higher education and K-12 as tightly as teacher preparation, particularly in light of a deepening teacher shortage.

*Community College Week* recently noted that "Hardest hit by the teacher shortage are urban school districts, remote rural areas and fast-growing suburbs." Which means there is no teacher shortage on Mars. The teaching posts don't remain vacant for the most part, but they are filled by teachers who lack a license or even a minor in their fields, which in turn virtually ensures low student achievement. No wonder Massachusetts recently announced the unusual step of offering its controversial teacher test to teacher candidates in Chicago, Los Angeles and five other cities outside the Bay State.

By some commonly cited estimates, just one of three of today's teachers will be in the classroom at the end of the decade; the other two will have left the profession and been replaced. By whom is obviously a key question for higher education, whose monopoly in preparing teachers is already weakened.

\* \* \* \* \*

Back in the fall of 1998, CONNECTION featured articles on higher education and the media, which drew considerable attention. The piece in this issue on the academy's fallen idols continues this exploration with a look at how the media treats academics accused of intellectual dishonesty. We expect this will not be our last look at higher education and the media.

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

**Click, Click, Click**

The digitization of higher education continues at breakneck speed. A sampling of recent developments:

- The Massachusetts Institute of Technology was awarded two grants totaling \$11 million over 27 months from the Andrew W. Mellon Foundation and the William and Flora Hewlett Foundation to support the first phase of its OpenCourseWare project. The eight-year, \$100 million initiative will eventually create websites for nearly all of MIT's more than 2,000 courses and make course materials available online to other institutions.
- Harvard Business School joined forces with Stanford University to develop an online, non-degree executive and management training program.
- Babson College signed a major e-learning deal with Intel Corp. of Santa Clara, Calif., to offer a new MBA program. Fifty percent of the program will be taught online and the rest will be taught by Babson instructors at Intel offices in Santa Clara, Phoenix, Ariz., and Portland, Ore.
- University of Massachusetts Amherst faculty began negotiating protections for their work through UMass-Online, the university's new distance learning initiative.
- The Connecticut Distance Learning Consortium awarded \$35,000 to Saint Joseph's College to develop an online master's degree program in biology for working professionals in health, education and pharmaceutical fields .
- Harcourt Higher Education had designed more than 100 courses and won approval to offer several online degree programs in Massachusetts when its new parent company, Thomson Learning of Canada, pulled the plug on the operation during the summer. Thomson has invested \$25 million in the worldwide distance learning consortium called Universitas 21, a potential Harcourt competitor.

The number of distance learning courses offered by U.S. postsecondary institutions grew by 11 percent

between 1995 and 1997, according to the American Council on Education, while the number of students enrolled in distance education courses rose from 750,000 to 1.6 million.

Distance learning could get an additional boost from Washington, as

Congress considers repealing laws that bar use of federal student aid at colleges where more than 50 percent of classes are conducted through distance education and limits funding to students who register for less than 12 hours of coursework.

**Tracking Graduates**

As states obsess about the quality of their future workforces, on the one hand, and their investment in higher education, on the other, they want to know: Where do their high school graduates go to college? Where do their college students go after they earn degrees?

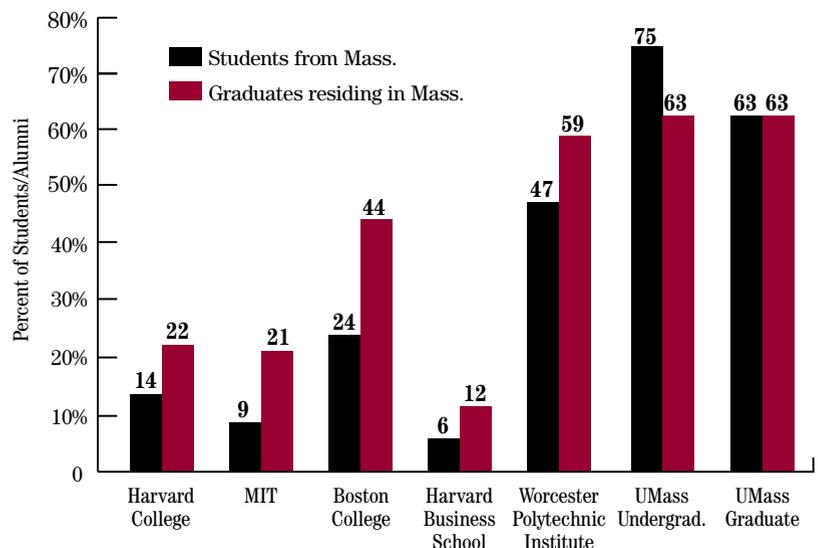
In the South at least, students who go to college in the same state where they graduated from high school are 10 times more likely to stay in that state after graduation than students who left the state are apt to return, according to a study by *Southern Growth* magazine.

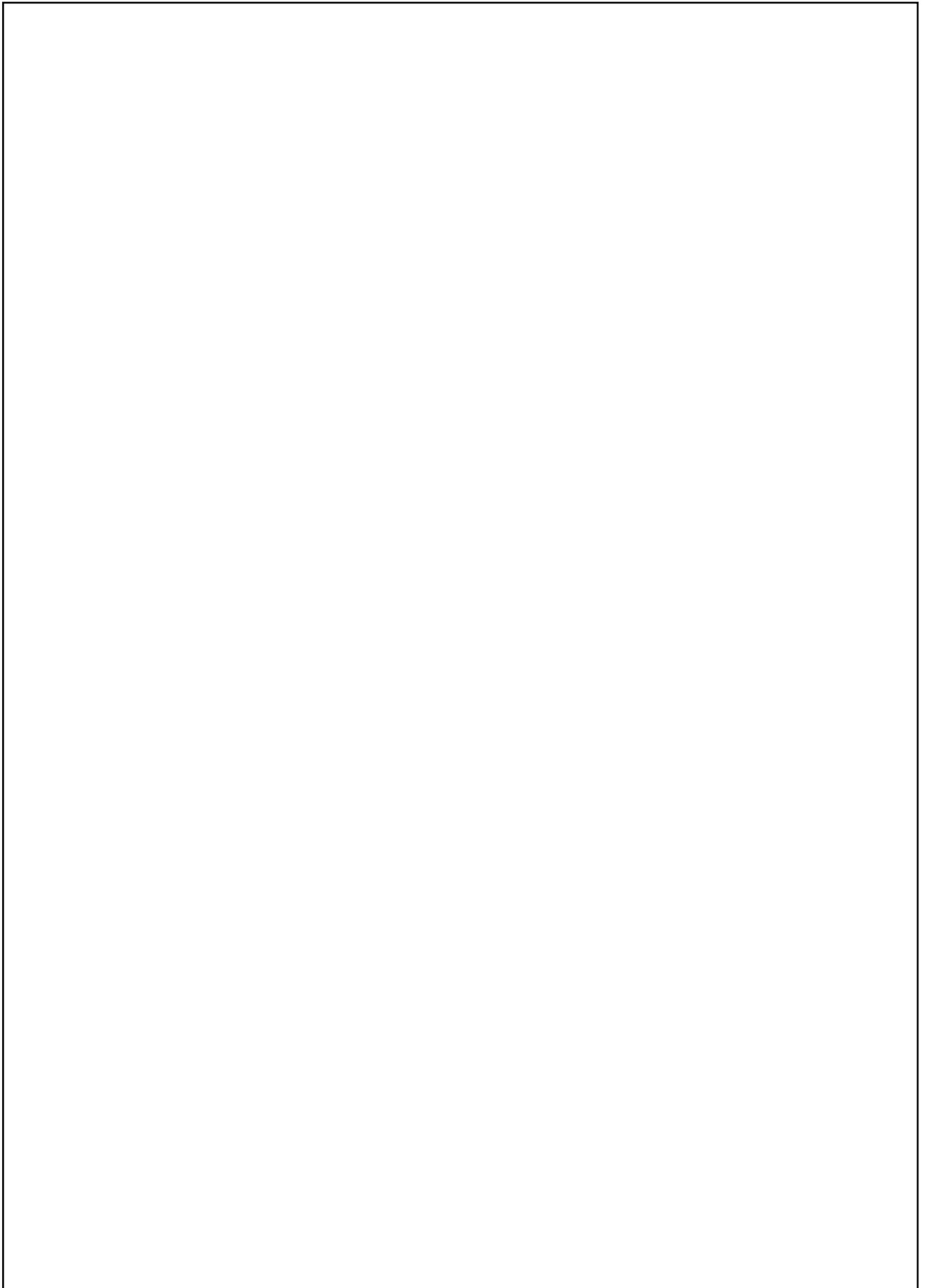
That's a sobering thought for the New England states, five of which rank among the bottom seven in the country in terms of keeping their high school graduates in state for college. The only exception is Massachusetts, where 70 percent of graduates who go to college stay in state.

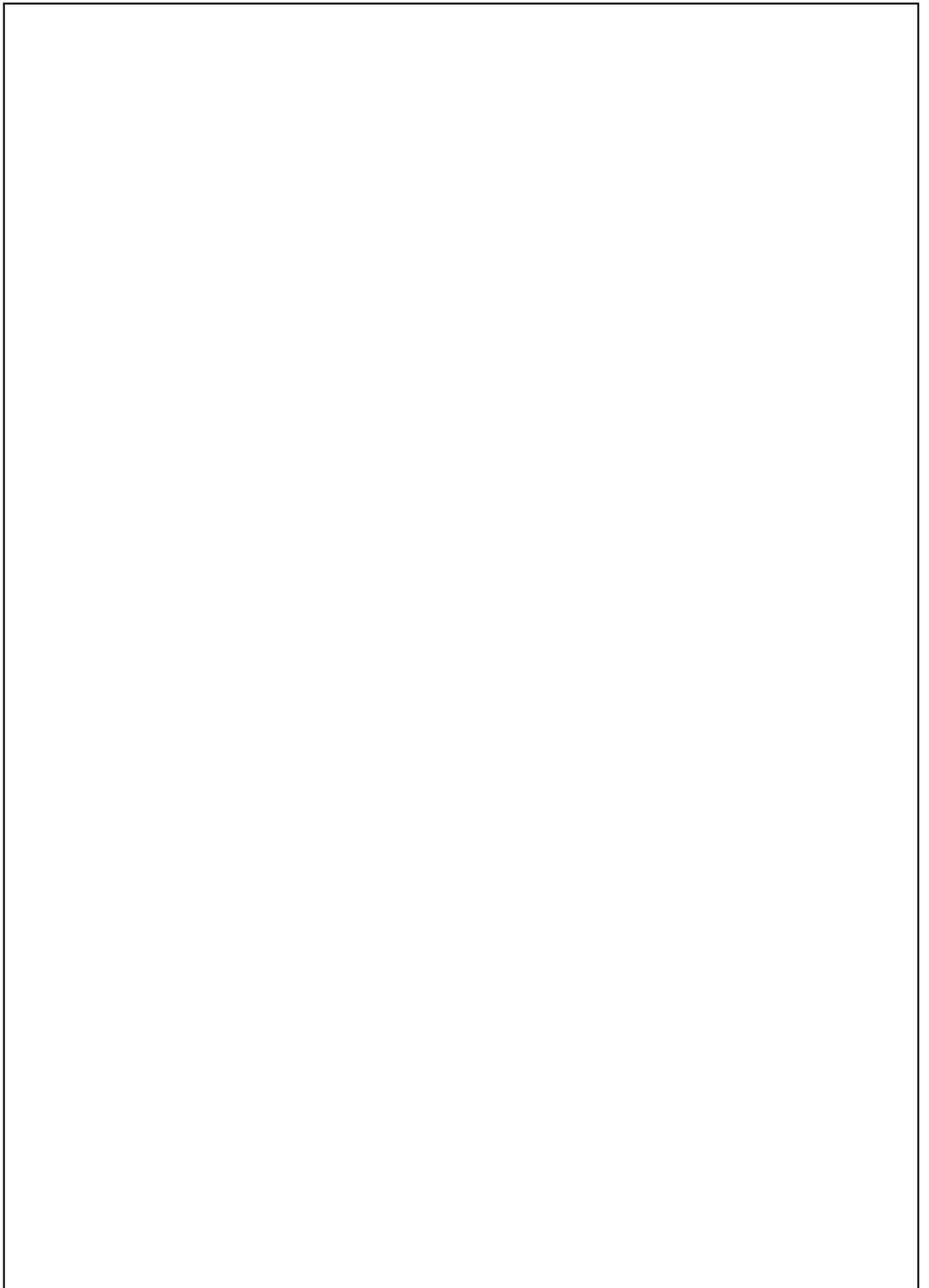
An informal CONNECTION study finds further:

- About 63 percent of University of Vermont alumni live in New England, New Jersey and New York, according to UVM.
- About 65 percent of University of Rhode Island alumni live in New England, according to URI.
- About 61 percent of Tufts University veterinary graduates live in New England, according to Tufts.
- Of the Maine Technical College graduates who take jobs after graduation, 96 percent go to work in Maine, according to system officials.
- Of Westfield State College's approximately 21,000 living alumni, 79 percent live in Massachusetts.

**The Massachusetts think tank Mass Insight surveyed a handful of college alumni offices in the Bay State as recently as 1997 to find out how many Massachusetts college students come from the state and how many stay after graduation ...**







## Discredited?

The Washington, D.C.-based Institute for Higher Education Policy and the Carnegie Foundation for the Advancement of Teaching recently launched a three-year study of the credit hour system.

For generations of college students, the "credit" has been the measure of progress, with one credit corresponding roughly to one hour per week of class time. Now, the rise of Internet-based distance learning, as well as service learning, team projects and internships, has made that one hour/one credit system all but obsolete.

## Presidential Advisors

The national Council of Independent Colleges (CIC) recently announced a variety of new programs to support private college presidents. Among the initiatives, a CIC-sponsored stable of former college and university presidents will be available to provide short-term assistance to sitting presidents in areas ranging from board relations to crisis management. The consulting presidents will deliver advice free over the phone to member institutions or travel to member campuses with the costs partially subsidized by the CIC.

## Comings and Goings

Much has been made about the relatively short tenures of college presidents. The typical U.S. college president serves only about seven years in a position, according to a study by the American Council on Education. But a close look at some recent presidential retirements reveals that as the nation's college leaders go, Maine's do not.

When **Wayne H. Ross** retires as president of Southern Maine Technical College in January 2002, he will have served 23 years in the post. **Durwood Huffman** will have led Northern Maine Technical College for 11 years when he leaves in January to become the state technical college system's top academic

officer. Meanwhile, **Robert H. Edwards** retired recently after 11 years as president of Bowdoin College. He'll be succeeded by New York lawyer and alumni **Barry Mills**. **Roger Gilmore** stepped down after 12 years as president of the Maine College of Art, to be succeeded by **Christine J. Vincent**, a former deputy director of media, arts and culture with the Ford Foundation.

The other New England states have retained long-term presidents too. **Sherry H. Penney** was chancellor of the University of Massachusetts Boston for 12 years before stepping down recently. She was replaced by **Jo Ann Gora**, formerly provost at Old Dominion University in Virginia. **David K. Scott** headed UMass Amherst for eight years before stepping down. Deputy Chancellor **Marcellette G. Williams** was appointed interim chancellor. **Walter Crocker** headed the University of Rhode Island's Feinstein College of Continuing Education in Providence for 16 years before retiring. **John H. McCray Jr.**, former vice president for student affairs at URI, was appointed to head the URI Providence Campus as vice provost for urban programs. In New Hampshire, **Victor Montana** stepped down as president of the University System of New Hampshire's College for Lifelong Learning, and **Mary R. Scerra** left the White Pines College presidency, both after 10 years in charge.

Helping bring down the average tenure: **Evan S. Dobelle** left the

presidency of Trinity College, where his six years of urban revitalization initiatives drew international attention, to become president of the University of Hawaii. **Judith A. Ramaley** resigned after four years as president of the University of Vermont. Former US Airways chief executive **Edwin I. Colodny** was named interim president. **Barbara Mossberg** left the presidency of Goddard College after four years to become a senior consultant with the Washington, D.C.-based American Council on Education.

In other comings and goings, **Carol T. Christ**, a Victorian literature scholar and former provost at the University of California at Berkeley, was named president of Smith College, effective in June 2002. ... Real estate executive **Richard DeWolfe** was elected chair of the Boston University board of trustees, replacing **Earle Cooley**. ... **Wendy Koenig**, former director of client services at BrainTrust, the Internet placement firm, became president of the Association of Vermont Independent Colleges, replacing **Lorna Duphiney Edmundson**, who became president of Wilson College in Pennsylvania. ... **David Ward**, chancellor emeritus of the University of Wisconsin-Madison, was named president of the American Council on Education, replacing **Stanley O. Ikenberry**, who stepped down after five years as president.

## Snippets

"These [college] students are prize consumers because instilling brand loyalty early increases their value to your company."

—*Student.com Marketing VP Gena Hatch in a July 2001*

"*Boston Business Journal*" piece titled "Companies will find strong consumers in college students"

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"The irony of the stance of most teachers' unions against charter schools and school reform is that while they're maintaining their own collective power, they're doing so by rendering individual teachers rather powerless in the conventional systems."

—*Boston Foundation President and former Harvard University Vice President Paul Grogan, interviewed in the Boston-based Pioneer Institute's "Pioneering Spirit" magazine.*





## Who Will Teach?

ROBERT A. WEYGAND

**F**or many, this past Labor Day weekend, like many before it, was filled with great expectations. You may have spent it at a family cookout or trying to soak up the last rays of summer at the beach. Or preparing your son or daughter for a new school year. Perhaps your mind wandered back to *your* first days of school—new clothes for a new year, the latest in school supplies, old friends and new friends, and those perennial questions: Will I like my new teacher? Will my teacher like me?

As students approached this new school year, the questions being asked were new and much different: Will my child's teacher be qualified? Will he or she be up to speed on the latest technologies? And will the latest technologies be available in the classroom? Will my child's teacher be passionate about teaching? Or ready to leave the profession, enticed by higher-paying jobs in business?

The basic question: *Who will teach?*

Much has changed in the five years or so since the latest wave of these kinds of questions arose. Now, nearly 40 percent of all students who graduate from college with degrees in education never go on to teach at any



level. Of those who do take teaching jobs, 50 percent leave the profession within five years. Consider those statistics in the context of a deepening shortage of qualified teachers in math, science and other specialties, a particular dearth of minority teachers, the rapidly changing demography of New England's classrooms, and you've begun—just *begun*—to scratch the surface of the dilemmas facing our schools, and therefore, our region and nation.

Today's school buildings may look like the ones you and I attended as children (and unfortunately, in some communities, they may *be* the same ones). But the inner workings—the technological infrastructure, the curricular frameworks and the expectations—are much different. The people who instruct our children in these life-changing institutions are changing too. But are they changing for the better?



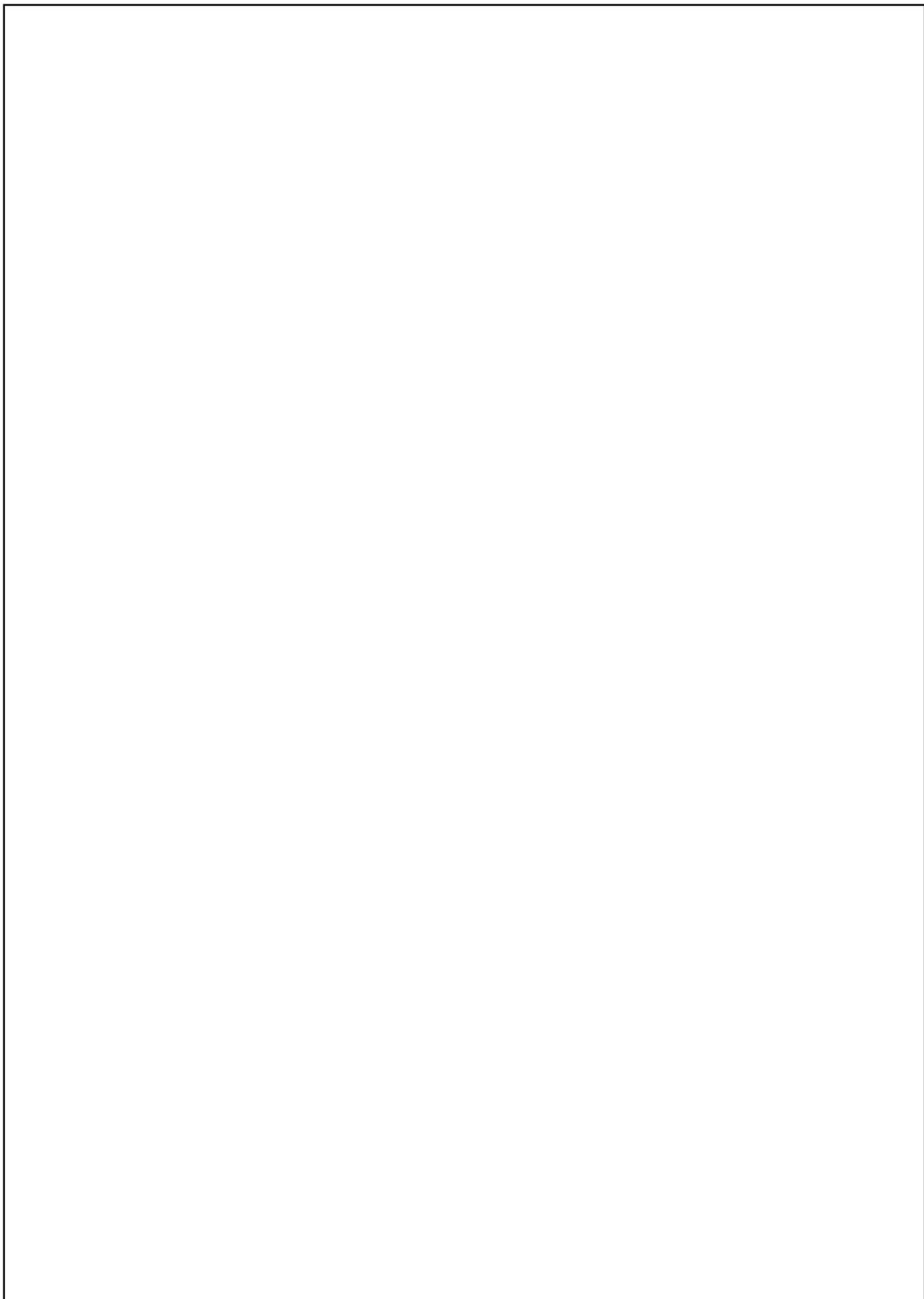
This issue of CONNECTION explores some of most intriguing and difficult questions about the teaching profession and our children's education—from preschool through college. They're the kinds of pressing issues that the New England Board of Higher Education will continue to bring to the forefront through CONNECTION.

Toward that end, look for CONNECTION to feature more critical viewpoints, more compelling point-counterpoint articles and more vital analysis of the key issues facing our entire education and economic systems.

We hope you'll stay connected.

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**Robert A. Weygand** is president and CEO of the New England Board of Higher Education and publisher of CONNECTION.



# who will teach?

No issue concerns New England “opinion leaders” more than the quality of public schools. In fact, business, education and government leaders surveyed by the New England Board of Higher Education in 1999 indicated that the single most important thing *higher education* could do to contribute to New England’s economic development would be to improve the quality of local schools.

How? By applying academic expertise to school curricula and instruction, perhaps. By aligning school standards with college admissions policies, maybe. By easing student transitions from secondary school to college, probably. And certainly, by improving pre-service and in-service teacher education.

A wave of teacher retirements is expected just as fewer college-bound students express a preference for teaching careers, and more diverse students reach school age. Former U.S. Education Secretary Richard Riley suggested the nation would need more than 2 million new teachers over the next decade. Following are some perspectives on innovations in P-16 and particularly on the profoundly important question: Who will teach?

## There is No Shortage of Teachers, Just Skilled Teachers

RICHARD M. FREELAND

We have once again experienced an annual ritual that speaks volumes about the state of our states and, indeed, our republic. As one school year ends, many public school teachers of long standing conclude that it is time to end their careers in education and move on to another profession or to retirement. By mid-summer, reports begin to appear in the local and national media about a looming teacher shortage as school districts anticipate September. By late summer, media coverage of the teacher shortage has taken on a sense of panic *a la* “Mass. schools scrambling to fill teacher vacancies.” The newspapers create the impression that fall will bring rooms full of 13-year-olds left to their own devices. Then comes September, as it always does, and we learn that virtually every teaching job is filled.

This annual rollercoaster ride suggests a few propositions:

First, getting the best teachers with the strongest skills in front of our students is the key not only to giving young people the chance to live full and rewarding lives, but also to improving the economy and the society.

Second, we do not face a “teacher shortage” *per se*, but rather something like a “skills shortage” among those who enlist to serve as teachers.

Third, without a doubt, there exists today sufficient numbers of individuals with the talent, interest,

patience, intellect, character and determination to provide all students with the kind of teaching and nurturing we would want for our own children.

A further proposition: we as a society (we university presidents, we neighborhood residents, we corporate CEOs, we community activists, newspaper publishers, mayors and governors and senators and legislators) are responsible for letting our school districts down, for placing them in the unholy posture of having to “scramble” every year to find the talent they

need to fulfill their responsibilities and to realize our hopes for our children and our communities.

### Skills shortage

A new study by Northeastern University’s Center for Labor Market Studies offers the first statistical glimpse into the challenge faced by Massachusetts school districts each year. The Northeastern study found that, come late September, all but a few classrooms in Massachusetts were staffed by a teacher. At the same time, the study found that more than one-quarter of all secondary school teachers hired in Massachusetts last year lacked certification in their primary teaching area. The problem was particularly acute among special education, foreign language and math and science teachers.

The study also anticipates that, over the next five to seven years, this fundamental teacher skills deficit will worsen considerably. An aging teacher workforce combined with new incentives for older teachers to retire means that last year’s comparatively low teacher turnover rate will rise over the next several years. The increased rate of retirement will not only boost quit rates directly but will also increase teacher turnover indirectly as school districts replace experienced teachers with new entrants in the teaching field. These freshly minted teachers are much more likely to leave the teaching profession in the first few years after entry than their older counterparts—further exacerbating the shortage of qualified teachers throughout New England.

The much discussed teacher shortage is not a clas-

sic labor shortage in which too many jobs chase too few qualified individuals. Rather, our predicament is the result of a recruitment and compensation system designed decades ago which has not kept pace with the contemporary economy. The hidebound set of contracts, rules, customs and professional relationships that may have worked in decades past to enrich our schools are now encumbrances that keep us from placing the teachers we need in front of students.

Is there a shortage of math and science teachers? How could there not be, when most of those men and women who are trained to teach math and science can substantially increase their salaries with a short hop into the private sector where they will surely encounter far better working conditions and greater societal respect for their efforts.

New England can rest on its laurels and revel in past glories. Or we can think anew about the implications of the so-called teacher shortage. Should we take the latter course, we might begin by asking ourselves what kinds of changes in teacher compensation and working conditions it would take to put in front of a class of 13-year-olds a woman or man who has dedicated her or his career to learning and teaching and who is richly equipped to impart to students the knowledge, skills and inspiration they need to make their maximum contribution to our communities.

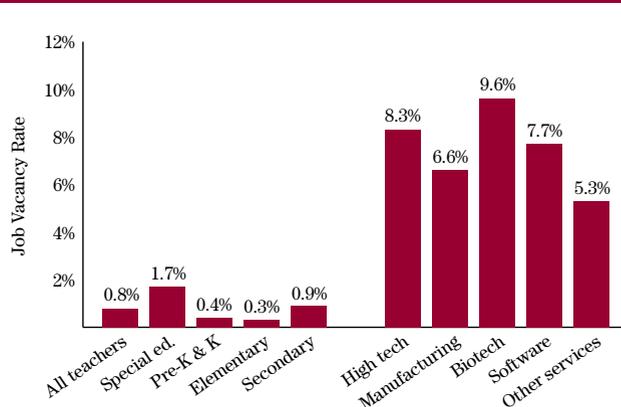
*Richard M. Freeland is president of Northeastern University.*



## A Different Kind of Shortage

Job vacancy rates and rising wages are the basic signals of imbalances in most labor markets. But labor shortages in the teaching profession are different, according to a study by Northeastern University’s Center for Labor Market Studies. Shortages reveal themselves through changes in teacher quality, not quantity. Rather than let a teaching job go unfilled, school districts often hire people who lack certification or degrees in the subjects for which they are hired to teach.

**Massachusetts Job Vacancy Rates:  
Public Schools vs. Technology-Intensive Industries**



Source: Northeastern University Center for Labor Market Studies.

# Gathering Faculties

## The Old Divide Was between K-12 and Higher Education; the New One Is between Education and Liberal Arts Faculty

NANCY CARRIUOLO

**A**s pre-K-12 classrooms become more diverse, and teachers and students are held ever more accountable for learning, the task of preparing pre-K-12 teachers becomes more of a hot potato. Reflecting public skepticism about whether teachers know as much as they should, Congress has required teacher preparation programs to report their graduates' pass rates on certification exams, and states are ranking colleges based on those results. The media, policymakers and the general public are all asking: Who is—better yet, who *should be*—responsible for preparing pre-K-12 teachers to enter classrooms fortified with the necessary skills and knowledge?

Education professors and pre-K-12 teachers are inextricably linked in the business of preparing new teachers. If nothing more, pre-K-12 and higher education have long cooperated over the student teaching experience (during which education majors are given an opportunity to teach under the supervision of a veteran teacher). Schools provide soon-to-be teachers with real-life classroom experience and—in good situations—mentoring by an experienced teacher.

Business and community groups, teachers unions, accrediting associations, foundations, professional associations, and state and federal education agencies have also had a voice in teacher preparation and provided much-needed resources. One group that is relatively new to teacher preparation discussions, however, is arts and sciences professors. What do these experts in “content” bring to the table? What should they take away?

### Arts and sciences expertise

Education professors, while knowledgeable about content, are experts in pedagogy—the art and science of teaching. Arts and sciences professors, in contrast, are experts in specific content areas such as math, English or science. They are the standard-bearers of the academic disciplines. They promulgate existing knowledge and, through their research, create new knowledge in their disciplines. They decide through their teaching what should be known by, for example, a math, science, history, art or English major in the 21st century. For an in-depth discussion of an academic issue centered around, say, mathematics, the academic community would turn to a mathematics professor, probably a graduate-level math professor, but not a math education professor and certainly not a pre-K-12 math teacher. The traditional academic pecking order places the graduate professor—with his specialized knowledge of an academic discipline—at the top, and the elementary school teacher—who must masterfully interconnect all the basic disciplines—at the bottom.

Education reformers of various stripes have argued that more and/or better content must be added to teacher preparation programs. The American Council on Education (ACE), the American Association for Higher Education, the Council of Colleges of Arts and Sciences (CCAS) and the American Association of Colleges for Teacher Education (AACTE) among others have concluded that arts and sciences professors' knowledge of content is vital to preparation of quality teachers.

Still, molding the perfect K-12 teacher requires a balance between knowledge and pedagogy. With the diverse ability levels and backgrounds of today's students, delivery of knowledge is just as important as knowledge itself. As a 1999 ACE report put it: “Teachers need to be knowledgeable about what they teach and proficient in how to teach it.”

This message is also being delivered powerfully at the state level. As Rhode Island certification specialist David Roy explains, “Rhode Island's state program approval standards call for an assessment system to ensure that teacher preparation students meet the state's beginning teacher standards (how to teach) as well as content standards (what to teach). These two types of standards call out for collaboration between arts and sciences and education professors.”

### Why doesn't collaboration just happen?

Reform of teacher preparation requires the combined knowledge of arts and sciences professors, education professors and experienced classroom teachers. Yet, in addition to the unjust academic pecking order—with the graduate faculty at the top and the classroom teacher at the bottom—a variety of differences in working conditions and expectations discourages collaboration among these practitioners. Consider:

**Reward systems.** Tenure and promotion decisions are usually based on a faculty member's record of research, teaching and service. The principle of

“publish or perish” has long haunted young arts and sciences faculty. To be promoted and to earn tenure, they must publish in competitive, scholarly journals within their disciplines. Spending time working with K-12 issues instead is unlikely to impress their colleagues on tenure and promotion committees.

Education faculty may be evaluated in the same general categories of research, teaching and service. But they are expected to work with schools, engage in research related to schools and publish in journals that have either a higher education or pre-K-12 audience.

Tenure and promotion committees and others must send out a new message about the rewards arts and sciences faculty may earn by working with schools. Sage policymakers should also devise rewards for senior professors who often have time to work with K-12 schools, but lack incentives to do so.

**Professional development.** Arts and sciences professors and education professors belong to separate professional organizations and usually attend separate professional meetings. Notably, however, groups such as the CCAS and the AACTE in recent years have designed national meetings to attract both arts and sciences and education faculty and to foster understanding of their joint role in preparing teachers.

**Academic silos.** Education programs are physically separated from arts and sciences on most college campuses. The two faculties usually do not see each other except perhaps at campus-wide faculty senate meetings, so they are unlikely to develop collegial relationships, read one another’s research or chat about common academic interests. Moreover, on any sizeable campus, education and arts and sciences faculties report to separate deans with different goals. Bringing the faculties together in collaborative ventures requires the blessing of both deans and the strong encouragement of upper administration, as evidenced in institutional planning and resource allocation.

**Different ways of thinking and talking.** Seminal works used to support academic arguments in education differ from those used in arts and sciences. Discussion can be awkward because the two faculties do not use the same terminology.

**Expectations and academic freedom.** Arts and sciences professors are not threatened by the task of helping to reshape the education department’s teacher preparation classes. But education majors also sit side-by-side with other freshmen and sophomores in entry-level, non-major classes designed to introduce all students to the arts and sciences. Arts and sciences professors asked to reshape these general education classes to meet content standards for teachers may feel that the sanctity of their classrooms is being threatened.

### Bringing the two faculties closer

K-16 councils are one model for collaboration (see National Association of System Heads at

<http://www.nashonline.org/>). Since 1991, Georgia State University’s arts and sciences and education faculties have worked together in a council to develop curricula for teacher preparation, spurred on in part by the university system’s associate vice chancellor for academic affairs, Jan Kettlewell, a former education dean who knows well the difficulties of K-16 collaboration.

Team-taught classes offer another collaborative model. In Rhode Island, arts and sciences and education faculty and K-12 teachers team-teach a “standards institute” to their peers to demystify content standards. Two teaching salaries are required for one course, but the results are an enriched experience for the class and for the teamed faculty. Furthermore, teaming provides an opportunity for arts and sciences faculty to learn more about pedagogy from education faculty and K-12 teachers.

Joint appointments also break down barriers between education and arts and sciences faculty. A physics professor, for example, might hold a joint appointment in the education department where she teaches science education. Arts and sciences faculty are wary of these appointments, though, because attending two sets of departmental meetings, advising a double set of majors, and publishing in both arts and sciences and in education can spread the professor thin. Policymakers should limit the expectations of jointly appointed faculty and reward them perhaps with twice as much professional development funding as colleagues with single appointments.

Rhode Island is one of five states selected by the State Higher Education Executive Officers for study of statewide K-16 initiatives. The state also has received federal support under Title II for bringing together arts and sciences and education professors with their colleagues in pre-K-12 for discussion and for curriculum revision.

During 2000-2001, around 150 pre-K-16 faculty volunteered their time to discuss teacher preparation reform. A separate but linked discussion revolved around impediments to arts and sciences and education professors working together. Title II funded only the snacks at these meetings. Still, this small investment has yielded big payoffs.

These discussions produced recommendations and action plans for 2001-2002, which were reviewed and unanimously supported by the Rhode Island Board of Governors for Higher Education as well as by the Rhode Island Office of Higher Education’s Teacher Preparation Policy Group, comprised of upper-level decision-makers in teacher preparation. This group includes the commissioners of education and higher education; representatives from business groups, community groups and teachers unions; and top administrators of public and independent colleges and universities that offer teacher preparation programs.

As part of the recommended actions, faculty are working to revise curricula that affect future teachers.

Not only education courses, but also arts and sciences courses taken by teacher preparation students have been the subject of these revisions, which were undertaken with Title II funding.

In summer 2001, University of Rhode Island Education Professor David Byrd directed a Title II-funded initiative that brought together arts and sciences professors, education professors and pre-K-12 teachers and administrators to ensure articulation between national content standards, the content knowledge of teacher education candidates, and their ability to apply this knowledge as beginning teachers. Says Byrd: "We asked ourselves, 'What do teachers need to know? Are there standards to guide us? Do current course assignments in arts and sciences and in education cover all standards?'"

At Rhode Island College, English Professor Marjorie Roemer and education Professor Carolyn Panofsky

directed another Title II-funded project that brought together professors and teachers from a range of content areas to plan literacy instruction for education majors.

Policymakers and campus leaders need to understand the impediments to pre-K-16 collaboration so that they embed in programs and policies a variety of rewards and recognitions such as release time, summer stipends and credit toward promotion and tenure. Supportive public policy and institutional policy are vital to steadying the tentative steps that arts and sciences and education professors have taken toward working together and with their pre-K-12 colleagues.

*Nancy Carriuolo is associate commissioner for academic affairs in Rhode Island. She is on leave from the University of New Haven, where she was dean of a college of arts and sciences that included a department of education.*

## Digital Teaching

Eighty-four percent of public school teachers report having at least one computer in their classroom, and 64 percent report having Internet access in their classroom. But not all schools nor all teachers are equally equipped to integrate technologies into education.

Just 51 percent of teachers in largely minority or low-income districts have Internet access, according to a recent study by the U.S. Department of Education. And teachers in largely minority schools are much less likely to use email than those in schools with small minority populations.

The federal study also finds that relatively new teachers are much more likely to use technology in the classroom than more experienced teachers. (See graph.)

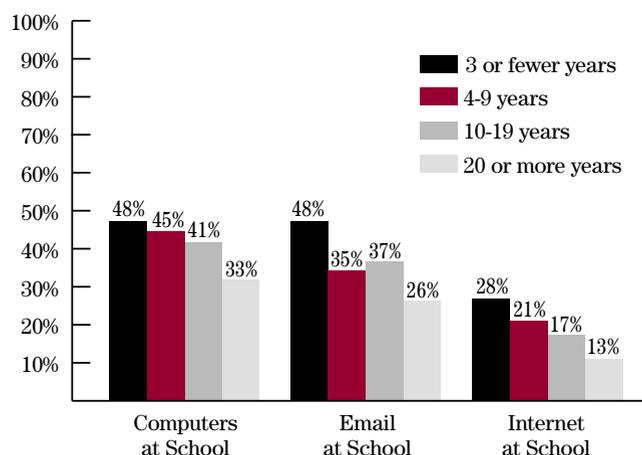
Asked about barriers to using technology in instruction, more than 80 percent of teachers point to a lack of release time for practice using computers and the Internet.

A separate study by the national newspaper *Education Week* finds that despite the infusion of computers into schools, several groups remain on the wrong side of the Digital Divide: minority youngsters, girls, rural students, low achievers, children with disabilities and students for whom English is a second language. Just 29 percent of all middle- and high-

school students surveyed for *Education Week* said that when they had trouble understanding a topic or concept, their teachers used computers to help them understand it in a different way.

Technological aspects of teacher preparation vary significantly from district to district, according to the *Education Week* data. Of the six New England states, only Connecticut and Rhode Island require technology training for initial teacher licensure, and only Connecticut requires technology training for teacher recertification. No New England state has time requirements for technology-related professional development.

**Percentage of Public School Teachers Reporting Significant Use of Computers, Email and the Internet at School, by Years of Teaching Experience: 1999**



Teachers who reported that computers were not available to them anywhere in the school were excluded from the "Computers at School" analyses presented in this figure. Teachers who reported that email was not available to them anywhere in the school were excluded for the "Email at School" analyses. Teachers who reported that the Internet was not available to them anywhere in the school were excluded from the "Internet at School" analyses.

Source: U.S. Department of Education.

# Who Will Prepare Tomorrow's Quality Teachers?

MARGARET A. MCKENNA

Students returning to pre-K-12 classrooms across New England this fall expected well-kept facilities, up-to-date textbooks and basic supplies. Unfortunately missing from an increasing number of these classrooms is a certified teacher with a mastery of the subject matter being taught and an understanding of how children learn.

Superintendents and principals everywhere are feeling the pressure to find and hire teachers. Attracting qualified educators to certain disciplines—math, science and special education, in particular—has become a critical problem. The teacher shortage is on America's radar screen. But some of the solutions being offered—and the players proposing them—may do more harm than good to our schools and students.

The media has brought home the need over the next decade to train and hire 2.2 million new classroom teachers to replace a retiring workforce and respond to an increase in the school-age population. Where will these new teachers come from and who's going to train them? The answer will have a long-lasting impact on our schools and several generations of students to come. This is an opportunity New England cannot afford to squander.

We talk a good game about how important teaching is. It's the number one issue on every political candidate's lips. We have education presidents, education governors, education mayors. But how have their promises impacted this profession? Teachers are the primary factor influencing what happens in classrooms. Nothing else comes even close—not the amount of money spent per student, not class size, not facilities. The quality of teaching is unequivocally the central factor in student achievement.

If we manage to make the profession more attractive to enough candidates to fill these 2.2 million vacancies, then we're faced with the challenge of educating, orienting and mentoring them in large numbers over a very short period of time. This is a significant challenge exacerbated by constantly changing teacher certification requirements, the introduction of yet-to-be-validated licensure tests and the constant stream of pejorative remarks about teaching and teachers. The answer will require a multitude of approaches from a variety of providers. But some of the solutions being proposed are shortsighted. Putting unqualified, underprepared individuals in a classroom isn't fair to the individuals or the students.

The shortage is so severe that some states, such as

Utah, are recruiting college students in their junior year to become classroom teachers, with little if any formal preparation. In the Los Angeles Public Schools, up to one-third of elementary school classroom teachers have had no formal training. And with school districts scrambling to fill vacancies, not surprisingly, opportunistic entrepreneurs are eyeing new-teacher credentialing as a significant business opportunity.

The new entrants in the teacher preparation field fall into three categories: for-profit, proprietary companies; fast-track programs targeted to career-changers and sponsored by local officials; and packaged online modules. All three enjoy advantages over the traditional route to teacher licensure: schools of education housed in higher education institutions.

Frequently housed in large, balky public institutions, many teacher preparation programs have survived in a quiet corner of academe for years without major changes. While many of the nation's schools of education have innovated and lifted the craft of teaching teachers to teach, others haven't. Meanwhile, for-profits like Apollo Corp.'s University of Phoenix will outmaneuver most traditional education schools every day of the week when it comes to marketing and "customer support."

However, teaching is both an art and a science and part of learning how to teach is experiencing good teaching. Colleges and universities focus their resources on their faculty, understanding that this is where quality lies. For-profits focus a larger percentage of resources on marketing than on their faculty. This is a cause for concern.

Another group of new entrants in the teacher preparation field is taxpayer-funded. Taking matters into their own hands, states ranging from Massachusetts to Georgia to Michigan and large school districts, including New York and Denver, have created home-grown accelerated certification programs. They often involve some financial inducement. The Massachusetts Institute for New Teachers (MINT) is typical. Dangling \$20,000 "signing bonuses," the program recruits career-changers and recent college graduates with no education training. A major



premise is that the candidates already possess deep subject matter mastery. MINT and programs like it assert that they provide candidates with all the other skills and knowledge teachers need to be effective – pedagogy, classroom management, learning styles theory, understanding of special needs and child development—in a seven-week summer course. While these programs have managed to attract some candidates, the numbers are small and the retention of these newly trained teachers in the profession is very poor. Most of these programs provide minimal follow-up and support for graduates.

The fact that such programs are sponsored by government entities—often the same agency responsible for regulating traditional programs—allows them to operate largely free of criticism from the field. Can such crash-course programs make individuals with no experience fit for the classroom in a tenth of the time education schools spend preparing candidates?

The third category of new entrants is online providers. There are clearly a lot of bets that technology-enabled “distance learning” can be an effective substitute for traditional face-to-face instruction. While providers are only beginning to offer new-teacher certification programs entirely online, a variety of hybrid models, as well as online professional development programs for educators, are available. Most are too new to be judged for quality or results. But surely, the basis of good teacher training is modeling good pedagogy. Translating that to an online

environment has not been a high priority of most providers so far.

One thing is clear: Today’s teachers must be equipped to handle diverse learning styles, classroom management issues, curriculum planning, assessment and the integration of technology.

Will the new entrants prepare skillful teachers? Will they help to make teaching more attractive, drawing individuals who otherwise would not enter the field? Once in the classroom, will graduates of nontraditional programs stay?

College and university schools of education, meanwhile, need to abandon traditional thinking and initiate innovative approaches to training a new teacher force. They have to create programs that are suitable to the widely varying educational backgrounds and experience that candidates bring. They must be accessible in terms of place and time. And they have to be creative in finding ways to guarantee jobs for teacher candidates. School systems and colleges have to work together to make early commitments to students.

A single teacher’s influence is enormous; the potential effect of 2.2 million new teachers is extraordinary. New England must do everything it can to improve the status and conditions of teaching and to encourage young people to become part of shaping our future generations.

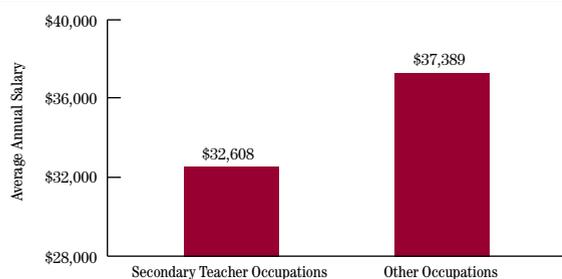
*Margaret A. McKenna is president of Lesley University.*

## Fed Up

Fully half of all new teachers quit teaching within their first five years to pursue other careers or because they are simply dissatisfied, according to a study by the U.S. Department of Education. Among the reasons, says a new Southern Regional Education Board report, new teachers are often assigned the most difficult students or subjects in which they lack preparation.

In addition, teacher salaries continue to lag behind those of several private-sector occupations.

**Secondary school majors who leave the teaching profession for other fields find much higher average salaries ...**



Source: Northeastern University Center for Labor Market Studies.

## How much can people with various majors expect to earn over their lifetimes relative to business majors?

Major	Percent Effect
Computer Systems Engineering	31.6%
Chemical Engineering	30.7%
Civil Engineering	10.5%
Physics	9.9%
Chemistry	2.0%
<b>Business Majors</b>	
Geology	-0.1%
History	-15.4%
English	-15.4%
Math Education	-19.2%
Special education	-20.0%
Secondary Education	-21.0%
Physical Education	-21.0%
Elementary Education	-23.5%

Source: Northeastern University Center for Labor Market Studies.

# North Stars

## Teacher Apprenticeship Program Addresses Critical Shortage of Educators in New Hampshire's North Country

DENNISE M. BARTELO

A little over a year ago, the New Hampshire State Board of Education declared attracting and retaining quality educators to be its number one priority. Teacher shortages are looming throughout New England. But in the rural northern tier of New Hampshire, the challenge of recruiting teachers is especially tough. While New Hampshire is the fastest-growing state in New England, the growth is mostly confined to the southern part of the state. Few new businesses locate in the North Country, and jobs are scarce. That makes it particularly difficult to attract married teachers whose spouses also may be looking for work. Moreover, until recent months, access to public higher education in the area was very limited.

Now, Plymouth State College has joined with the state university system's College for Lifelong Learning, the New Hampshire Community Technical Colleges and the North Country Superintendent's Association in launching an apprenticeship program to address the critical shortage of school personnel ranging from chemistry teachers to school psychologists.

The North Country initiative was born out of a partnership between Plymouth State College and Littleton, N.H., to improve student achievement by addressing the unique challenges North Country school districts face in terms of high teacher turnover and a shortage of qualified teaching candidates. Since

Plymouth State and the College for Lifelong Learning already have a presence in Littleton, and the Berlin campus of New Hampshire Community Technical College is just an hour north, education resources for teachers are already accessible. The collaborative effort between the institutions and the area superintendents increases flexibility and pre-service learning options for teachers.

With a \$59,000 grant from the New Hampshire Higher Education Assistance Foundation to Plymouth State, the initiative focuses on mentoring and pre-service learning to improve recruiting. With the assistance of the North Country Superintendents Association, the grant will establish a clearinghouse of available teaching opportunities in the North Country, help applicants find out about settling in the area and award stipends for teacher certification candidates who are committed to the program.

A program coordinator will be hired to oversee the program, collaborate with the superintendents and market and recruit students. This year, the North Country Superintendents participated in the state's Best Schools Initiative and began the discussion of the critical shortage of school personnel in the area. They outlined ways to build links between the apprenticeship program and local businesses and communities to support recruitment of teachers.

Under the program, students work through the College of Lifelong Learning and the technical colleges to complete their general education requirements, then transfer into Plymouth State's teacher certification program in elementary education, special education or core methodology for secondary education. Students complete much of their coursework at the College for Lifelong Learning's Littleton and

### Education Occupations Facing Critical Shortages in New Hampshire

<b>Acoustically Handicapped</b>	<b>Mathematics grades 5 - 12</b>
<b>Associate School Psychologist</b>	<b>Media Generalist</b>
<b>Chemistry</b>	<b>Mental Retardation</b>
<b>Emotionally Disturbed</b>	<b>Music</b>
<b>English as a Second Language</b>	<b>Physically Handicapped</b>
<b>Family and Consumer Science</b>	<b>Physics</b>
<b>Foreign Languages</b>	<b>Reading Specialist</b>
<b>General Special Education</b>	<b>School Psychologist</b>
<b>Guidance Counselor</b>	<b>Speech-Language Specialist</b>
<b>Learning Disabilities</b>	<b>Technology Education (Industrial Arts)</b>
	<b>Visually Handicapped</b>

\*As released by the New Hampshire State Department of Education May 3, 2001

Twin Mountain sites, and at the same time, work in North Country classrooms as paraprofessionals, substitute teachers, non-degree interns or certifiable instructors. With this classroom experience, the students complete their methods coursework and student teaching and are able to see links between education theory and daily practice.

The North Country apprenticeship program aims to meet the needs of children, communities and school districts, while offering a new way to provide teacher education programs onsite. Indeed, the mentoring program for new teachers can serve as a basis for a comprehensive statewide program, and the apprenticeship component may well set the stage for revising teacher preparation so that it is flexible, yet rigorous enough to ensure a high level of skills and knowledge.

Broad community and business support helps

ensure the initiative's viability. Good teachers, according to Parker Palmer in *The Courage to Teach*, possess a "capacity for connectedness," weaving a complex web of connections among themselves, their disciplines, their students and the community. The North Country initiative emphasizes the importance of building these connections.

Rural New Hampshire is not the only place in New England that faces special difficulties in attracting quality teachers. Local, state and national policymakers should look at alternatives like the North Country apprenticeship as they seek innovative ways to meet current and future shortages of qualified educators.

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*Dennise M. Bartelo is associate vice president for the Division of Graduate Studies, Continuing Education and Outreach at Plymouth State College.*



## Teachers' Helpers

Holyoke Community College offers a customized associate degree program in liberal arts with a concentration in education for about 45 high school-educated "paraprofessionals" who work as aides to teachers, particularly in special education and bilingual settings, in the Chicopee, Mass., Public Schools.

## Principal Practice

In July, six prospective school principals from Massachusetts, New Hampshire and Vermont began year-long internship programs through Keene State College and the Providence, R.I.-based Big Picture Co., which matches the aspiring principals with established principals who serve as mentors and provide practical experience.

## Violence

Students were the victims of about 255,000 incidents of serious violent crime while at school in 1996 alone, and teachers themselves were the victims of 124,000 violent crimes, according to the latest U.S. Department of Education data. The Bush administration has proposed tying federal safe schools funds to states adopting a zero-tolerance policy toward violent or persistently disruptive students. At the request of Gateway

Regional School District in western Massachusetts, Holyoke Community College developed a one-credit course to help teachers better handle aggressive and violent students.

## Low Profiles

Education schools are under the gun to improve teacher quality. In a report to the State Higher Education Executive Officers, Rand Corp. Senior Advisor P. Michael Timpane wrote of education schools: "They are tolerated but not honored by other schools and faculties on campus. ... They make few strident demands for either attention or resources."

## Teacher Mills?

The new *Bears' Guide to the Best Education Degrees by Distance Learning* lists 100 "top-notch" programs that it says "offer fully accredited education degrees and teaching certificates that can be earned by mail, on video, and increasingly over the Internet." The pitch from the directory's Berkeley, Calif., publishing house: "Traditional means for improving or gaining teaching skills can be time-consuming and costly, making it difficult for teachers and aspiring teachers to take their skills to the next level. Distance learning is quickly becoming a sensible and accessible solution."

# Choosing To Be a Good Teacher

## A Boston Teacher Calls for Expanded Professional Development Opportunities

DEBBY SAINTIL

Unlike many of my colleagues, I wasn't "trying out" teaching as a profession. As early as elementary school, I knew I wanted to teach. My commitment to teaching grew out of my commitment to social justice. From my own experience, I knew that whether or not a child receives a good education often hinges on the child's socioeconomic status, ethnicity and gender. The irony in Boston is that we have world-renowned colleges and universities, yet our pre-K-12 public school program isn't effectively preparing local students to attend these institutions. Given this reality, I dodged the lure of more lucrative and prestigious careers, faithful that with passion and the right training, I could have a positive impact on my students' educational experience while pursuing my commitment to social justice.

One week before the first day of school, I was offered a teaching position at a comprehensive high school in Boston. Theoretically, I had been well-prepared to assume my new assignment as a social studies teacher. On the first day of school, I arrived in my best suit with my "flawless" lesson plan ready to teach. But my first lessons did not go as planned. Despite my good intentions, my classes were unorganized. My curriculum did not address the needs of my students who were not reading at grade level. I had not established clear classroom routines and expectations. But I was confident that if I worked harder my classes would improve. I read through old college and high school notes, went to public libraries to gather reading materials, surfed the Internet and picked teachers' brains for lesson plans that would engage students.

Within a month of teaching, I realized something that my students had discovered the first day they met me. I did not know how to teach. I was like every new teacher: I was working extremely hard and getting few results. Veteran teachers empathized with me declaring, "First year is always hard. You'll figure it out." This did nothing to alleviate my ultimate sense of failure. My students were too far behind academically for me to waste their time figuring out how to teach. I held myself accountable for their miseducation. My bachelor's degree in history, my master's in education, and my teaching certificate, it turns out, had provided me only with the theoretical foundation to become a good teacher. I had to humble myself and accept the fact that even with my pre-service professional training, I was just a well-intentioned, mediocre teacher.

But many good teachers start out that way. They need professional development to hone their craft. And effective professional development is a time-consuming, career-long process. After all, there is

always a new challenge for a teacher to surmount. A survey by the U.S. Department of Education notes that teachers who did more than eight hours of professional development were more likely to report that participation significantly improved their teaching. Yet the same report reveals that "participation of regular full-time public school teachers in professional development was likely to be short term, typically lasting from one to eight hours."

The Boston Public Schools provide three in-service professional development days for teachers each year. I recall using these opportunities to participate in two-hour workshops led by well-meaning education consultants. I had a sense that the invited consultants believed that we need only implement their particular "best practice" to become good teachers. These in-service workshops were more like troubleshooting approaches to teaching and, as a result, did little to improve my classroom practice. If professional development is to be meaningful, it must be integrated into the culture of the school. Teachers need time to re-examine, exchange, adjust and re-implement new curricula and teaching strategies. This cannot happen overnight.

In-service professional development must be teacher-driven. Every good teacher knows that learning occurs when students develop their "need to know." Similarly, teachers must be given the autonomy to identify their own pedagogical questions, as well as the opportunity to explore solutions to their questions. Unfortunately, many teachers find that in-service professional development workshops focus primarily on disseminating information on state or district curriculum and performance standards, according to the Education Department study. These workshops designed by non-teachers offer minimal support for the teacher's work in the

classroom. Curriculum is sensitive to multiple factors including teacher expertise and personality, student academic skill and personality, classroom space, the socioeconomic status of students and teachers and time spent in class. Knowing curricula standards does not necessarily mean that teachers know how to teach to curriculum standards. To improve my teaching, I needed to develop techniques for identifying my classroom challenges, proposing informed solutions, implementing my solutions and assessing the outcome. I had to be at the center of my professional development because I was the only expert on my classroom challenges.

As a second-year teacher, I participated in a teacher inquiry group facilitated by veteran Boston Public School teacher Steven Gordon, who was hired by the Boston Plan for Excellence to conduct teacher inquiry groups at all the city high schools where the business-supported group is implementing “whole school” reforms. Throughout the school year, Gordon would meet with me once a week with his tape recorder, and we would talk about my teaching. As he listened, I would fumble for words to describe my exact classroom challenge and how I planned to resolve it. Our recorded weekly conversations offered an in-depth exploration of my teaching philosophy and practice. All the teachers who chose to participate in the inquiry group would meet biweekly to discuss the strategies we used to resolve pedagogical questions. In this teacher inquiry group, I learned there are various models of excellence in teaching and I had the professional responsibility to discover my own. It is this sustained dialogue about my teaching that has helped me assume professional understanding of my practice and my students’ performance.

Given that quality teaching is essential to increasing student achievement, it is imperative that public schools and institutions of higher education design professional development programs that encourage teachers to flourish. These professional development initiatives must be integrated into the teachers’ daily routine. Decisions on school schedules and professional development initiatives must be based on the premise that the more teachers know about their content and their teaching, the more they can offer students.

Universities should demand that pre-service teachers not only develop expertise in their major but that, as students, they are also exposed to good teaching in their own classes. Because teachers cannot teach what they don’t know, universities should offer in-service teachers subsidized tuition to encourage dialogue between classroom teachers and university professors. As teachers and professors exchange ideas about teaching strategies and share their academic expertise, all students will benefit. Moreover, schools

that are committed to professional development must engage teachers beyond the usual September-to-June timeframe. Teachers cannot report to school only 24 hours before the students arrive. They need compensated time outside the school year to develop their expertise. Universities provide professors with travel grants, sabbaticals and budgets to purchase books and attend conferences for their own professional development. School districts should adapt these models for elementary and secondary teachers.

### SEEKING PROFESSIONAL DEVELOPMENT OPPORTUNITIES IS MORE A MORAL CHOICE THAN A PROFESSIONAL OBLIGATION.

Unfortunately, teachers in Boston Public Schools, for example, are not held accountable for student performance, nor do they hold authentic decision-making authority in the school system. There are few external incentives for teachers to pursue professional development. The teacher who tirelessly works on developing expertise receives the same salary and decision-making power as the other teachers in the building who could not care less about teaching.

Seeking professional development opportunities is more a moral choice than a professional obligation. Public school systems and schools of education must respect teachers as professionals by:

- enforcing rigorous teaching standards;
- holding teachers accountable for student performance;
- offering teachers whatever it takes to develop their expertise; and
- giving teachers authentic decision-making power in establishing curriculum and performance standards.

I wish I could say that if institutions of higher education and public schools do not adjust their professional development programs to meet the needs of their dedicated teachers, schools will run the risk of losing them forever. But I can’t. Those of us who are passionately committed to improving public education for our kids cannot leave the classroom. We have made the moral choice to be outstanding educators regardless of systematic professional support. While we learn how to teach, however, students are suffering from our ignorance and exhaustion.

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*Debby Saintil is a teacher at Roxbury Preparatory Charter School in Boston. She is a recipient of the Rockefeller Brothers Fund Fellowship Program for Minority Students Entering the Teaching Profession.*

# Big School on Campus

## How a Clark University Program Gives Worcester a Shot in the Arm and Students a Shot at College

PHILIPPA MULFORD

It's the hottest day of the summer and whirring fans barely stir the air in an upstairs classroom at the University Park Campus School (UPCS) on Freeland Street in Worcester, Mass.

Ordinarily, 15-year-old Dao Tran would be at the beach. Instead, she and two other UPCS sophomores who did poorly in science last year, listen intently as Dermot Shea, UPCS science and math teacher and 1994 National Science Educator, describes the workings of the inner ear.

Shea gestures frequently, leaning toward his students who sit in a semi-circle, their chairs just a few feet from his. He asks questions about the lesson, the students answer correctly. "Because the students and I know each other well," Shea tells a visitor, "we accomplish a great deal in a short time."

Across the hall, third through sixth graders read *The Wizard of Oz* with June Eressy, the Worcester Teacher of the Year who heads the UPCS summer program. When they finish reading the book, the students will write about the gift they would ask for from the wonderful Wizard of Oz.

In a basement-level classroom, an enthusiastic group of students ranging in age from 8 to 11 work on colorful paper weavings. Christine Lucey-Meagher, who teaches art at the A.L.L. (Accelerated Learning Laboratory) School in Worcester during the regular school year, explains that the kids are learning pattern and color design in addition to honing their fine motor skills. "Miss Christine," as the children call her, teaches six art classes a day during UPCS's four-week academic and summer camp program, supported by grants from the Nellie Mae Education Foundation and the Balfour Foundation.

Opened in 1997, UPCS is among the most innovative aspects of Clark's nationally prominent multi-million-dollar revitalization effort to clean up Worcester's deteriorating Main South neighborhood and encourage staff and faculty to buy homes there. The school, like the broader initiative, is the product of a model partnership among Clark, Worcester Public Schools, the Worcester School Committee, Main South Community Development Corp., city agencies including the police department, and parents.

A public school, UPCS enrolls students in grades 7 through 12. Clark professors teach at the school. Clark students serve as student teachers and mentors to UPCS students, who also attend some classes and lectures on the university campus. Perhaps most important to the schoolchildren, 78 percent of whom qualify for the federal school lunch program, Clark

has pledged to admit, tuition-free, all UPCS graduates who meet regular entrance requirements as long as they have lived in the Main South neighborhood for five years. Clark and its partners are eagerly watching to see how many members of the charter class of 2004 end up attending the university.

The remedial component of the summer program is open only to UPCS students. But the enrichment activities, like Miss Christine's art class and the month-long camp, including supervised soccer and basketball games across the street in the Goddard School playground and swimming in Clark's pool, are open to all neighborhood kids in grades 3 through 6.

At 11 a.m., students in the remedial and enrichment classes and those in the recreation program convene at Clark's cafeteria for lunch. After lunch, they switch places—those on the playground attend afternoon classes; those who were in class all morning go across the street for recreational activities.

UPCS students are eager to talk to visitors and pose for photographs. They're used to all the attention. Scores of reporters and high-profile policymakers like former U.S. Education Secretary Richard Riley, former Massachusetts Gov. Paul Cellucci, U.S. Sens. Ted Kennedy and John F. Kerry, and state Sen. Thomas Birmingham have all visited.

One reason so much attention has been paid to UPCS is its standout principal Donna Rodrigues. A native of Main South, she was a teacher in Worcester schools for 34 years and taught many of the parents of today's UPCS students. Rodrigues has been part of the school's planning process from the beginning. Clark President John Bassett, has called her "heroic." Sophomore Freddie Ortiz, who has a part-time summer job manning the front desk at UPCS, says, "Mrs. Rodrigues is like a mother. She always tries to help you out."

One foundation of UPCS is high expectations for all students. Indeed, students attend school for an extended day, 8 a.m. to 4 p.m., with hour-and-a-half classes and a minimum of two hours of homework

every night. “We prepare them not only for getting into college but what to expect once they get there,” says social science and history teacher Ricci Hall. “We’re preparing them psychologically, emotionally and academically. All of our kids expect to go to college. Some expect to aim higher than Clark. Some know they will have to aim at less demanding schools. But all of them plan to go.”

In fewer than five years, the University Park Campus School has had a profound impact on Main South. Sure, a lot of kids still need summer remedial help, and gang violence still touches the neighborhood.

But that just “makes it all the more poignant when these kids come here every day,” says Hall, noting that many of them stay after dismissal to study at the school’s homework center. “When you see kids walking home at four o’clock with bookbags on their backs, it makes you realize how much has changed here,” says Hall. “It has become the norm that these students see themselves working toward a very important goal—going to college.”

*Philippa Mulford is a freelance writer and consultant for the Nellie Mae Education Foundation.*



## Rocket Science and Hot Potatoes

In June, a group of Essex, Vt., high school students joined University of Vermont associate professor of mechanical engineering Tony Keller on the university campus to launch a rocket at the speed of sound and conduct an engine burn test. Other teams of high school students and teachers from Vermont and upstate New York joined UVM scientists to develop hands-on projects related to crime scene investigation; pest problems in greenhouse crops; dairy chemistry; molecular genetics; and creating a tabletop model of a red blood cell’s motion through a capillary.

The teams left UVM at the end of June with the equipment and supplies necessary to complete the projects at their high school facilities during the 2001-2002 academic year. They return to UVM in

March to present their research. The projects were developed through the Vermont Experimental Program to Stimulate Competitive Research/Hughes Endeavor for Life Science Excellence summer outreach program.

Meanwhile, high school students participating in the Math-Science Upward Bound program at the University of Maine this past summer got first-hand experience with agricultural field research. Working with UMaine entomologist Randall Alford, the students monitored plots of potatoes for Colorado potato beetle infestations. Some plots were treated with a natural plant product as an alternative to synthetic insecticides; one was left untreated. Students tracked the movement of beetles into their plots and beetle densities at each life stage.

## Teacher Salaries

Average pay for New England teachers did not grow at all during the 1990s, according to an analysis of federal data by the Northeastern University Center for Labor Market Studies. In fact, in five of the six states, average teacher salaries actually declined after accounting for inflation. Only Vermont teachers experienced a modest average salary increase—one half of 1 percent over eight years. Teacher pay is heavily determined by number of years of work experience. So if a large number of highly paid teacher retired over the 1990s and were replaced by lower-paid entry level teachers, teacher wage scales may have increased while the average salaries of all teachers declined. But further data reveal that entry-level pay for teachers actually declined in New Hampshire and grew by an average of just 5 percent in the remaining states.

### Annual Salaries of Elementary and Secondary School Teachers, 1990-91 to 1998-99, (Constant 1998-99 dollars)

Average Salary	1990-91	1998-99	Absolute Change	Relative Change
Connecticut	\$53,323	\$50,227	(\$3,096)	-5.8%
Maine	\$35,056	\$34,906	(\$150)	-0.4%
Massachusetts	\$44,343	\$44,051	(\$292)	-0.7%
New Hampshire	\$38,425	\$37,405	(\$1,020)	-2.7%
Rhode Island	\$46,960	\$46,286	(\$674)	-1.4%
Vermont	\$36,509	\$36,697	\$188	0.5%

Beginning Salary	1990-91	1998-99	Absolute Change	Relative Change
Connecticut	\$31,101	\$31,391	\$290	0.9%
Maine	\$23,195	\$24,962	\$1,767	7.6%
Massachusetts	\$26,785	\$28,005	\$1,220	4.6%
New Hampshire	\$25,354	\$24,406	(\$948)	-3.7%
Rhode Island	\$25,664	\$26,237	\$573	2.2%
Vermont	\$22,742	\$25,435	\$2,693	11.8%

Source: National Center for Education Statistics.

# “No Good Deed . . .”

## Looking Back at Boston University’s Chelsea Experiment

DOUGLAS SEARS

**T**he most important date in the Boston University Chelsea Partnership was not the day in 1989 when the initial partnership agreement was signed. Nor was it the date in 1997 when the School Committee voted unanimously (to resounding media silence) to renew the partnership for five additional years.

If an objective history of the Boston University-Chelsea Partnership were written, Sept. 12, 1991 would be the date that would loom largest. This was the day the Commonwealth gave up on half measures and placed the City of Chelsea in receivership because deep, widespread corruption and mismanagement had produced a fiscal meltdown.

The Commonwealth appointed a receiver with broad powers to cut budgets, modify labor agreements and impose stringent financial controls. Boston University, facing the reality of drastic reductions in an already modest school budget, had the contractual option to walk away from the mess. Boston University stayed. Boston University stayed to manage massive layoffs and to cut programs to the bone. An education reform initiative begun with enthusiasm and optimism (and a flurry of controversy) became, of necessity, an exercise in crisis management. And from 1991 to 2001, with metronomic regularity, a local demagogue has reminded Chelsea residents that Boston University came into Chelsea and laid off the teachers.

Accomplished demagogues can use a kernel of truth to spin a tale. In retrospect, it is easy to see that the university—by staying in Chelsea to pick up the pieces—made itself all too useful to those who had steered the city into a tailspin. It would be a rare politician who didn’t breathe a sigh of relief that an outside entity was available to implement (and take the heat for) painful program cuts and layoffs.

In retrospect, it is also easy to see that the next few years would necessarily entail arduous rebuilding. After the economic crash of 1991, there was no prospect for headline-grabbing successes, only the serious, unglamorous work of piecing things together responsibly while instituting basic procedures and controls that would allow for responsible use of resources after the state’s Education Reform Act of 1993 equilibrated funding, and Chelsea began to receive significant Chapter 70 aid. Boston University stayed to do the work. And take the heat.

This confirmation of Boston University’s commitment to meet the real needs of Chelsea’s children and young people was studiously ignored by the loose coalition of activists, mid-level regulators and reporters that had bitterly opposed the partnership

from its inception. A school system that had been allowed to implode through years of regulatory neglect continued, despite the clear evidence of Boston University’s seriousness of purpose, to absorb the impact of a regular “gotcha” routine (begun in 1989) in which it was “discovered”—with much fanfare and affected concern—that Boston University hadn’t fixed everything on Day One.

As the district was gradually drawn into compliance, with careful day-to-day attention to detail, the “gotcha” setups became more fanciful. Hundreds of precious man-hours went into defending the partnership against a civil rights complaint in which Boston University was held accountable for shortcomings (real or imagined) at the regional vocational school in Wakefield, over which the university had absolutely no jurisdiction. (The Office of Civil Rights could, of course, have dismissed this summarily and allowed serious staff members to get back to the real work of improving teaching and learning. But it didn’t.) Hundreds of hours went into the effort to correct falsehoods knowingly memorialized and broadcast by a crudely stacked state oversight panel. Thousands of staff hours went into responses to frequent regulatory fishing expeditions, which, if conducted with the same zeal and frequency in the decades preceding the partnership, would have turned up abysmal record-keeping and comprehensive neglect of basic laws and regulations. Boston University, committed to fixing the schools and having shown its seriousness in Chelsea’s hour of greatest need, had to engage in constant self-defense.

And yet it was in the years of scarcity and manufactured controversy that sound financial controls were designed and implemented, that plans were laid (with seed money from Boston University) for the construction of seven new schools and the renovation of an eighth, that initial approaches were made to prospective donors, and that many professional development programs for teachers were instituted.

Today, educators, diplomats and even journalists who actually visit the Chelsea schools marvel at the programs, the materials, the staffing levels, the crispness of daily operations, the facilities and the concentrated, daily focus on instruction. Those close enough to know the realities of the early years recognize that

a small group of indefatigable Chelsea administrators and Boston University staff members transformed a school district within a decade, and that this was done in the wake of a huge fiscal setback and in the face of constant challenge and changing circumstances (enrollment has increased by a nearly a third since the mid-1990s). And while conventional measures of achievement do, in fact, confirm that academic progress has been significant (SAT and AP scores, for example have risen dramatically), there are other compelling and instructive indices of transformation.

As recently as 1995, music and art programs were virtually non-existent (children used cue cards to sing the national anthem at public events). A \$2 million Annenberg Challenge Grant fueled the revitalization of choral music and the introduction of instrumental music instruction. School and district-wide concerts now draw standing-room-only crowds. In the fall of 1999, the girls' basketball team went to the championship round at the Fleet Center. Every girl on the team met an academic eligibility standard significantly higher than the Massachusetts Interscholastic Athletic Association's derisory two "F" standard. In one of the poorest cities in Massachusetts, school-based open houses draw large turnouts of parents and guardians—as much as 50 percent of the total parent population. The central administration fights a constant battle to prevent non-residents from faking residency in Chelsea in order to enroll children in the Chelsea schools. Outspoken public opponents of Boston University lobby intensely, privately (and unsuccessfully) to induce the administration to bend residency rules so someone can enroll his or her children in the Chelsea schools (presumably to be neglected and oppressed).

One of the rarely mentioned, but extraordinary achievements of the partnership was the move from old to new buildings. This was not a simple matter of moving existing schools from old to new facilities. Idiosyncratic and overlapping grade and program arrangements had evolved over the years. The construction project offered an opportunity to rationalize and reconfigure the district. In the space of a year, the district was redesigned so that all staff and students were reassigned. When new schools opened in September 1996, every single student and staff member was in a new location. The logistical challenges alone were staggering. And the human relations challenge of gracefully re-assigning nearly 4,000 students and hundreds of staff members was substantial. Yet the move was pulled off without a hitch. And it was organized by people already deeply engaged in improving student services, re-writing curricula, refining fiscal controls, fund-raising, labor relations, and parrying the chronic "gotcha" thrusts. There is no other instance I know of where a school district was completely

reconfigured and relocated in so short a span of time.

During the decade in which Chelsea has occupied much or all of my work-day (and work-night) energies, it has often seemed to me that I was living in parallel universes, one real, one surreal.

The real world of the Chelsea Partnership was the world in which real live parents worried about real problems and asked tough questions. *Is Johnny safe? Are the bathrooms clean? Are the teachers kind and caring? Is there enough homework? Is there too much homework? Johnny is bright, shouldn't he have extra work? Johnny is challenged, shouldn't his Individual Education Plan be rewritten? Why did the bus driver let my child off at the wrong stop?* The real world of the Chelsea Partnership was the world in which real live teachers—holding a variety of strong opinions on the educational policy issues of the day—worked hard and with good will (while coping with frustration and disappointment) to crack the code of teaching reading and writing in a district where three-fourths of the students speak a language other than English at home. The real world of the Chelsea Partnership was the world in which elementary school children would hold onto caring teachers in tearful, desperate embraces on the last day of school. The real world of Chelsea was also a world in which deeply embedded habits of corruption called for the waging of a long, quiet cold war. And as with the layoffs of 1991, there was heat to be taken in consequence.

The surreal world was one whose inhabitants seemed to have read too much Alinsky and too little Madison. Controversy was a narcotic and invective more satisfying than the fixing of real problems. Over in the real world, the assistant superintendent for pupil personnel (now the superintendent) earned a solid reputation for responding promptly and fairly to legitimate complaints—and answering questions in Spanish or French if necessary. Her promptness and thoroughness made it easy for parents to go directly to City Hall, rather than be captured and used by storefront activists. Because of this, much of the fun went out of trying to surprise the superintendent at a public meeting. In the surreal world, the reality of direct accessibility for parents and concomitant seriousness in addressing real complaints did not induce the activists and demagogues to rewrite (or eschew) the mantra that Boston University was authoritarian, unapproachable and overbearing. It simply made them exceedingly—sometimes comically—careful to avoid contact with school officials.

One local activist held monthly meetings in which there were endless discussions about how to approach an unapproachable School Department. In my four-and-a-half years as superintendent, this individual never once called me directly to solicit information,

lodge a complaint or to propose a discussion of the issues raised in her meetings. Back in the real world of schooling, real live parents showed no such reticence, calling or walking into my office regularly and often under an impressive head of steam. (It sounds masochistic, but I came to appreciate—if not enjoy—the genuine anger of a parent whose frustration at something that isn't right boils over. *You idiots put my kid on the wrong bus.* This anger has a fuller, richer tone than the calibrated—and artificial—moral outrage of the staged controversy.)

Yet, more often than not, it was the surreal world that was the stuff of newspaper stories, oversight panel reports and the grave clucking of experts. And sadly, the surreal has nurtured the not uncommon perception of the Chelsea Partnership as a well-intentioned effort which made some gains but which was marred by controversy and the University's insensitivity and "top-down" management style. The real story is very different.

In my pre-Boston University life I was a foreign service officer. Despite much earnest pleading on my part for an assignment in Eastern Europe, I was sent to Manila for my first posting. I arrived in January of

1985, in the wake of the Aquino assassination. Having watched too much *Nightline*, I imagined I was moving to a country awash in anti-American sentiment. On television, the demonstrations looked huge and menacing. After getting over the shock of moving to a steaming metropolis with poverty and squalor beyond what I had hitherto imagined, I found I was living in a country where most residents were fascinated with all things American and were consistently friendly. (In those days, as perhaps now, a majority of voters would have chosen American statehood in a cleanly-conducted referendum.) And the anti-American demonstrations were highly localized, often orchestrated events that took place directly in front of the U.S. Embassy. More often than not, these served Ferdinand Marcos's purposes and had virtually nothing to do with the fears, hopes and dreams of most Filipinos.

Beyond the immediate range of the cameras the world was very different. There's a lesson in that.

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**Douglas Sears** is associate dean of the Boston University School of Education and former superintendent of the Chelsea, Mass., Public Schools.

# High-Stakes Sandwich

## Don't Build School-College Collaboration on More Tests

PETER SACKS

**H**igher education authorities are embracing the latest movement in education known as “P-16.” Its proponents argue that colleges have operated too long as a separate realm from America’s public schools. As a result, many high school graduates aren’t properly prepared for college, despite the unrelenting national push in public schools for rigorous standards and tougher tests. That standards gap, the P-16 proponents contend, is burdening colleges with too much remedial training and forcing ill-prepared students to drop out of college.

Proponents of the P-16 idea say it’s time for states to link their higher education, preschool and K-12 systems by aligning college admissions standards with high school graduation standards. And indeed, Massachusetts officials recently floated a proposal suggesting that the very same high-stakes exam students will soon have to pass to earn a high school diploma (the Massachusetts Comprehensive Assessment System exam, known as MCAS) do double-duty as a gatekeeper to college.

Dozens of states have embarked on collaborative P-16 initiatives. But policymakers fall into a dangerous trap if they insist that achieving the coveted “alignment” of standards between schools and colleges depends on expanding the use of high-stakes tests. They should consider the educational damage already being wrought by the accountability movement in American schools and how upping the stakes on high school graduation exams could actually harm both academic quality and fairness in higher education.

In what passes for education reform nowadays, state legislatures have created systems that require teachers and schools to employ whatever means necessary to boost standardized test scores as quickly as possible. The sticks and carrots—based on test scores—include bonus incentives for teachers in nearly a dozen states including Texas, California and Delaware; targeting “failing” schools for state seizure in 14 states including New York, Maryland and Michigan; and even firing principals and teachers in Alaska and North Carolina. Some teachers and administrators in such locales as Potomac, Md., New York City and Houston have resorted to cheating in order to win the test-score horse race.

Far more often, however, schools and teachers are encouraged to *teach to the tests*, recasting the entire classroom experience around the high-stakes exams. Subjects and modes of inquiry not on the test and not easily formatted as a test item, such as in-depth projects in science and history, are pushed out. Mind-numbing worksheets, drills, practice tests and similar

rote practices are the order of the day—day in and day out.

These effects are well documented in the scholarly literature. That policymakers have chosen to ignore such evidence about the damage to teaching and learning in public schools only serves to reinforce the conclusion that the accountability movement has been less education reform than political crusade. It has been driven by the seemingly unquenchable need of many politicians and conservative think tanks to make scapegoats of public schools.

The stakes for children are enormous. Some two dozen states require or soon will require students to pass a standardized test to earn a high school diploma—even, unbelievably, in cases when a student is earning As and Bs in school. In New England, happily, just one state, Massachusetts, has taken this leap. But several other states in the East, such as New York, New Jersey and Maryland have also jumped on the bandwagon, according to an *Education Week* survey.

One shudders to consider the pressure-cooker atmosphere that will consume schools in states that make those same tests a gatekeeper to higher education. Institutional urges to teach to such tests—and to abandon music, art and the in-depth study of history, science and humanities—will further degrade public schooling into a mean and nasty experience for many children.

As always, the evidence shows that it’s the poor and minority children whose school experiences are most often reduced to prepping for high-stakes tests. That policymakers would double high school “exit” tests as college-entrance exams is especially troubling, considering the widespread failure rates among poor and minority children already seen on such tests in many states.

Consider, the MCAS 10th grade exams in math and language, passage of which will be required for graduation in Massachusetts beginning with the class of 2003. Most of those who won’t graduate, according to a March 2000 report by the Donahue Institute at the University of Massachusetts, will be children in the

**POLICYMAKERS FALL INTO A DANGEROUS TRAP IF THEY INSIST THAT ACHIEVING THE COVETED “ALIGNMENT” OF STANDARDS BETWEEN SCHOOLS AND COLLEGES DEPENDS ON EXPANDING THE USE OF HIGH-STAKES TESTS.**

poorest school districts—which account for a third of public school enrollments—such as Fall River, Boston and Brockton. In these areas, an estimated 65 percent of students would fail the MCAS and not graduate from school, regardless of their high school grades. That’s compared with failure rates of 12 percent in affluent communities like Andover and Wellesley.

And though the consequences of failing these graduation exams are high, there’s virtually no evidence that performance on such tests significantly predicts college grades or graduation rates. Consider P-16 efforts in New York City, in which the City University of New York (CUNY) system now requires students to pass standardized tests for entry to the four-year colleges. The Rand Corp. has estimated that the required placement tests predict just 6.2 percent of the variation in grades of first-year students at CUNY’s four-year schools and a scant 2.5 percent of the variation in grades at the two-year colleges. Those are pathetic indicators of college performance by any measure. In fact, policymakers who would use high school exit exams also as college-entrance tests should carefully study whether performance on these exams has any bearing on one’s actual ability to do college-level work.

Failing a state’s K-12 “exit” exam, of course, dooms a young person’s chances of attending college. I spoke to a young Hispanic woman in Texas who failed that state’s high school exit test seven times, always by as little as a point or two. She had been a good student, earning Bs in school, until her repeated failures on the graduation exam demoralized her and quashed her dreams of studying law enforcement in college.

For the sake of both equity and intellectual rigor, higher education should resist these trends toward standardization. As the ultimate defenders of both fairness and academic integrity, university faculty themselves should counter the widespread and inaccurate belief that standardized tests can readily and almost flawlessly measure the academic quality of institutions and the merit of individuals.

Are there too many entering college students who need remedial help? Probably. Will the imposition of more standards and testing fix that problem? No. In fact, it will make the problem worse. College faculty will eventually have to confront one of the unintended effects of the high-stakes testing movement in schools: students who, though perhaps adequately trained in grammar and spelling, lack intellectual curiosity, creativity and initiative.

Our most promising students—regardless of their test scores—are those who have the simple desire to think and accept the world as a complex place in which knowledge cannot be spoon-fed to them in bite-sized chunks that neatly correspond to a multiple-choice test item. Those aren’t traits inculcated by a culture in which students are taught to equate accomplishment with the ability to passively learn only what’s necessary to perform well on standardized tests.

Yes, there is important work to be done to create stronger relationships between public schools and higher education. But doing so shouldn’t be about the alignment of academic standards between the two realms. It should be about engaging young people in the value of an intellectual life and a love of learning that will enable them to succeed both as students and as citizens. Our obsession with standards and measurement as the main ways to forge those links will prove counterproductive.

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*Peter Sacks is an independent education analyst and author of “Standardized Minds: The High Price of America’s Testing Culture and What We Can Do To Change It” (Perseus, 2000).*



## Test Prep

The University of Massachusetts Lowell is among the Massachusetts campuses helping local students pass the Massachusetts Comprehensive Assessment System (MCAS) exam, the controversial high-stakes test that Bay State students must pass in order to earn diplomas. This past spring, the university’s Graduate School of Education was awarded \$100,000 by the state Department of

Education to provide one-on-one professional development in math content and lesson planning for 60 teachers at schools that have performed poorly on the MCAS. The so-called Middle School Mathematics Institute will be expanded statewide next year. Also over 10 weeks in the spring, seven English majors at UMass Lowell spent about 100 hours each tutoring nearly 50 10th-graders from the Greater Lowell Technical School to help them pass the English section of the exam.

# Teaching White Students Black History

## The African-American Experience in the Classroom

LEON F. BURRELL AND ROBERT L. WALSH

In July, Vermont's *Burlington Free Press* carried a piece headlined "Poll: Whites have misperceptions about race." Reporting on a national survey by the *Washington Post*, the Henry J. Kaiser Foundation and Harvard University, the article noted: "large numbers of white Americans incorrectly believe that blacks are as well-off as whites in terms of their jobs, schooling, income, and health care." The article observed that the consequences of these mistaken beliefs "represent formidable obstacles to any government effort to equalize the social and economic standing of the races."

Swarthmore College political scientist Keith Reeves, an expert on racial attitudes who was a consultant on the survey, explained: "The results of the survey suggest there is the overwhelming sense among whites that this is 2000—we could not possibly be saddled with segregation and discrimination and therefore things can't possibly be as bad as black Americans say they are."

The misperceptions raised by the survey are hardly surprising. Many white students are barely exposed to African-American history throughout their schooling. When students do examine the other side of American history, the one not generally found in their textbooks, they often wonder: "Why haven't we learned this before?"

Following the Civil War and through the Jim Crow years, public schools devoted little attention to African-American history. To counter this failure, a black historian named Carter Woodson proposed the establishment of Black History Week in 1926. Fifty years later, on the heels of the Civil Rights Movement, Black History Month was created to exhibit the past, present and future status of African-Americans. The month of February, which coincides with the birthdays of Frederick Douglass and Abraham Lincoln, was designated for teachers to address the issues and history of black Americans in elementary and secondary schools as well as colleges in the United States. The past several decades have also witnessed the establishment of African-American studies programs on predominantly white college campuses; today, approximately 158 such programs are in operation across the nation.

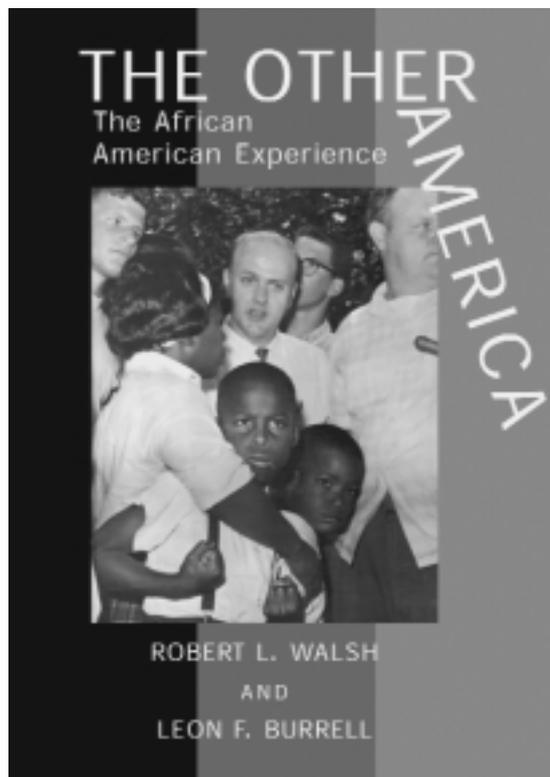
An understanding of African-American history is central to any effort to eliminate racism. This is particularly true in New England where most schools are predominantly white, and myths and stereotypes are not countered by exposure to a diverse community.

Each year, for 20 years, we asked white students at the University of Vermont: "Write down as many things as you can think of that white folks say about black folks that prevent positive interactions from occurring." The following are some of the perceptions the students revealed: "Black folks are lazy, dangerous, dishonest, ignorant and abuse drugs. They are incapable of learning, expect handouts and lack ambition. They have large families that break apart and then they are on welfare." Students who are not exposed to African-American history will continue to believe these myths and stereotypes when they leave New England and enter a more pluralistic society. Surely we will have done them a disservice.

African-Americans are the only minority group that came to this country involuntarily. They were brought here as a cheap source of labor. They were enslaved and their slavery was justified on the basis that they were inferior beings. Their African culture was denied them. Their families were broken up. It was against the law to teach them to read. Although their skills were important in developing society, their achievements were denigrated. Those are the roots of the racism that permeates American society. And that is why it is important to teach the African-American experience to today's students.

By learning about the pragmatic economic reasons for slavery in Colonial America and the years of Jim Crow laws, white and black students begin to understand the American caste system—based on the established inferiority of the African-American race—and the complex racial problems facing America today. Students need to learn how the accomplishments of the Civil Rights Movement have mitigated, but have not eliminated, prejudice and racial discrimination in American culture.

White students also need to learn about the African-American men and women who have shaped



*To help teachers incorporate African-American history in their classes, Burrell and Walsh have written a new book called "The Other America: The African-American Experience." The book is available at selected bookstores and on the World Wide Web at [www.theotheramerica.com](http://www.theotheramerica.com).*

history such as Benjamin Bannecker, Marcus Garvey, Paul Robeson, Adam Clayton Powell and Althea Gibson. They should also learn about lesser-known personalities including James Forten, a sailmaker and civil rights activist, the Reverend Richard Allen, who was the first bishop of the African Methodist Episcopal Church, and the renowned poet Phillis Wheatley. They need new insights about prominent personalities such as Jackie Robinson, Joe Louis, Malcolm X and Martin Luther King Jr.

We are aware of at least one high school in Vermont (South Burlington), and four schools districts in Massachusetts (Concord, Brockton, Cambridge and Boston) that offer a course in African-American history. There may be additional courses offered in the other states that we have been unable to identify. But in northern New England, there is little emphasis on African-American history in the curriculum. Most

northern New England states teach African-American history as part of an existing American history course. A New Hampshire teacher indicated that African-American history is most commonly addressed in units on slavery or civil rights.

There doesn't appear to be a formal effort within the educational community to prepare teachers or to present instruction in African-American history. The states that we contacted did not maintain statistics on African-American history courses in secondary schools. We found little evidence of New England colleges preparing teachers to teach African-American history specifically. (However, we did find that teachers in Massachusetts who were interested in teaching African-American history could obtain materials and attend workshops at the Primary Source, a Watertown, Mass.-based nonprofit center that works with elementary and secondary teachers "to bring American history and world culture to life.")

To enhance teaching and understanding of African-American history, we recently co-authored *The Other America: The African-American Experience*. *The Other America* is an abridged history of the African-American experience through the end of the 20th century. The book is meant as a basic text for a semester course in African-American history but also as a resource for augmenting American history instruction and an outside reading book for English courses or the general public.

New England is not immune to racism. But we can eliminate racism through education. We know the importance of possessing a basic knowledge of a more inclusive American history that speaks for all Americans. Knowledge prevents the worst of the past from occurring again. Without knowledge, we cannot eradicate the attitudes and beliefs that have been passed down from generation to generation perpetuating racism and prejudice.

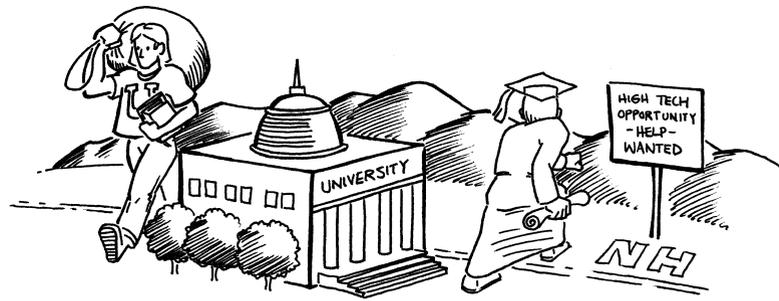
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*Leon F. Burrell is a professor emeritus at the University of Vermont's College of Education and Social Services and a New England Board of Higher Education delegate from Vermont. Robert L. Walsh is an adjunct faculty member of the University of Vermont who taught African-American history at South Burlington High School from 1980-1995 and is a former member of the Vermont House of Representatives. They are the co-authors of "The Other America: The African American Experience," a new book written to help teachers incorporate African-American history in their classes.*

# Brain Gain

## New Hampshire Looks to Grow its Own Talent

ROSS GITTELL, BRIAN GOTTLLOB AND STEPHEN RENO



Over the past quarter-century, New Hampshire has become a high-technology leader. The state's economy has been transformed to one marked by high value-added and high-output per-worker along with significant increases in per-capita income. Yet, in contrast to some high-technology states such as Massachusetts and California, higher education in New Hampshire has not played a leading role in the state's economic performance. In fact, higher education in New Hampshire has lagged behind changes in the economy. The number of college degrees granted as a percentage of the labor force is falling. And the number of degrees granted in high-technology fields (computer science, engineering and mathematics) does not come close to the number of high-tech jobs.

To support its increasingly high-tech economy, New Hampshire has relied heavily on the in-migration of college-educated workers from other states. New Hampshire and Alaska are the only states in the country without a broad-based personal income or sales tax. New Hampshire has used its low tax burden as a magnet to attract in-migrants.

New Hampshire has used what may be characterized as a "free rider" approach to higher education. That is, the migration of college-educated workers into New Hampshire has allowed the state and its economy to enjoy the benefits of a well-educated workforce without a commensurate financial commitment to higher education. In the short-term, this is viewed by some as an economically rational state policy. The problem with the free rider approach is that the good or service in question—in this case, higher education—tends to be devalued. And that would clearly be harmful to New Hampshire over the long term.

The state has ranked near the bottom of the 50 states in terms of state support of public higher education, appropriating just \$82 per capita in 2001, compared with \$222 nationally, and near the top in public higher

education tuition and fees for state residents, which now top \$7,000 per year at the University of New Hampshire campus in Durham. These are primary reasons why only about half of New Hampshire high school graduates enroll in colleges in their home state, ranking the state 47th in the nation by this measure. A brain drain of sorts is underway as many of New Hampshire's best and brightest go to college in other states and never return.

### A magnet?

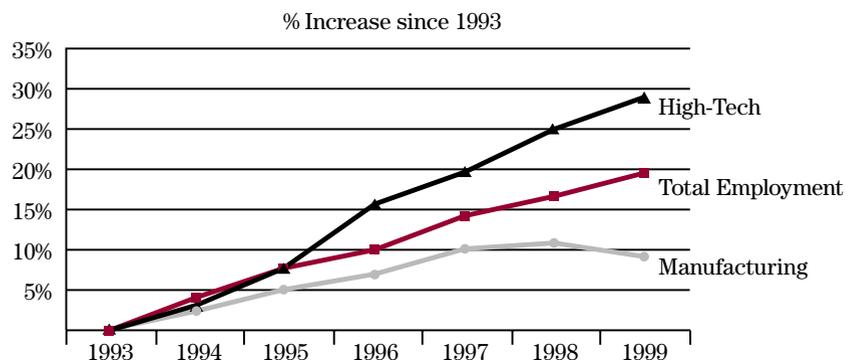
In contrast to the brain drain among high school graduates, New Hampshire

has been a leader in attracting adult in-migrants, particularly college-educated adults from neighboring states. New Hampshire ranks eighth nationally and first in New England in the percentage of the population that has moved into the state since 1980. Between 1994 and 1999, during New Hampshire's recent boom in technology employment, the state experienced net domestic migration of 43,030 residents and added another 5,104 international migrants.

Such in-migrants are 2.5 times more likely to have a four-year college degree than are native residents, according to the University of New Hampshire Survey Center. Along the so-called e-Coast around Portsmouth, more than four out of five college-educated workers were born outside the state.

This in-migration of educated people helps explain why—despite losing so many college-bound students—New Hampshire shines on two other measures of brainpower. The Granite State ranks seventh nationally (tied with New Jersey) in the percentage of adults holding at least a four-year college degree—more than 30 percent. And the state ranks second nationally

Figure 1: New Hampshire Employment Growth, 1993-1999



in employment concentration in high-technology industries, according to the American Electronics Association.

Having obtained a skilled workforce with limited public investment, there appears at first blush to be little justification for New Hampshire to increase its investments in higher education. A closer look at economic, demographic and education trends, however, suggests that New Hampshire cannot sim-

ply rely on the higher education investments of nearby states as a workforce development strategy.

**Free ride**

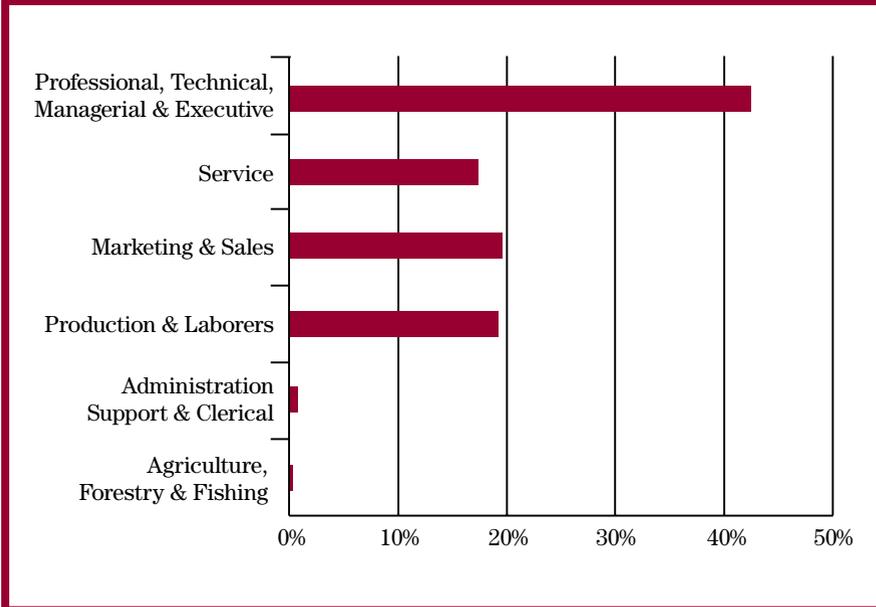
New Hampshire's relatively small population and proximity to states with higher levels of private and public investment in higher education have made the free rider approach possible. About half of in-migrants to New

Hampshire come from other New England states and half of those come from New Hampshire's neighbor to the immediate south, Massachusetts. Much of New Hampshire's recent in-migration consists of families with two college-educated wage earners. In addition, Internal Revenue Service data from the tax filings of state-to-state migrants shows that in-migrants to New Hampshire have higher incomes on average than out-migrants. Such findings lend support to the belief that many of the in-migrants have been attracted to New Hampshire by the absence of an income or sales tax. This has worked to New Hampshire's advantage, particularly compared to the common perception of Massachusetts as a high tax state—derisively nicknamed “Taxachusetts.” The data support the view that New Hampshire is a low tax state for individuals and families. The Granite State ranks lowest in the nation in state and local government revenue per \$1,000 in personal income. Yet, Massachusetts also does relatively well on this measure, ranking 14th lowest in the nation and 3rd lowest in New England.

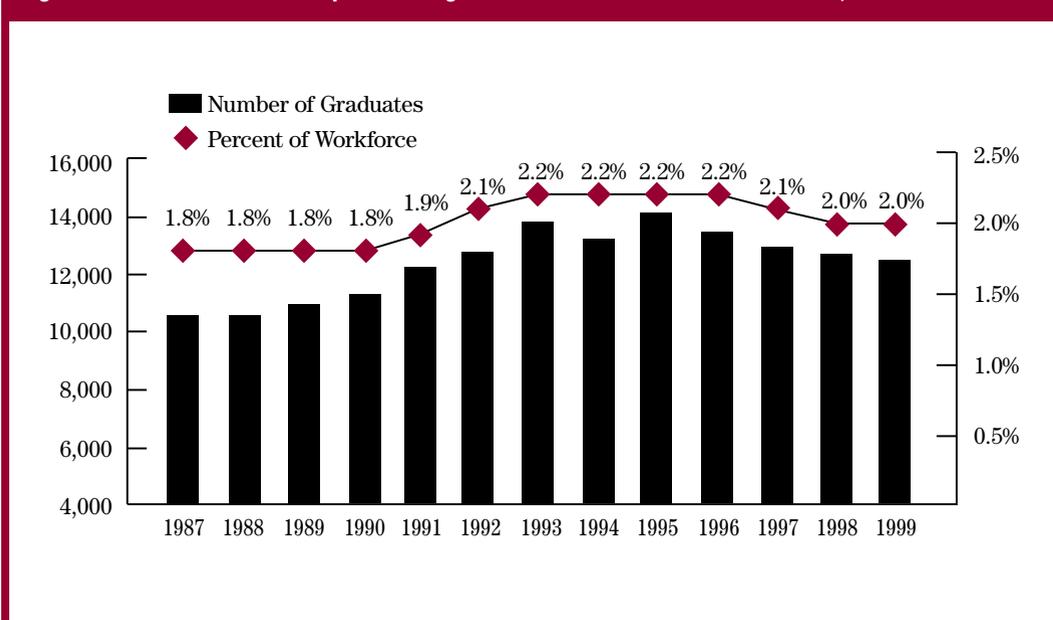
Recently, New Hampshire increased state support for the public University System of New Hampshire with a legislative commitment of \$100 million for capital improvement pro-

jects this session—about 10 times last year's level—and 5 percent increases in the system's operating budget for each of the next two years. Lawmakers also increased scholarship support for state residents (including doubling of funding for the New Hampshire Incentive Grant program). And the state enhanced higher education's connection to the economy through the creation last year of the New Hampshire Forum on Higher Education.

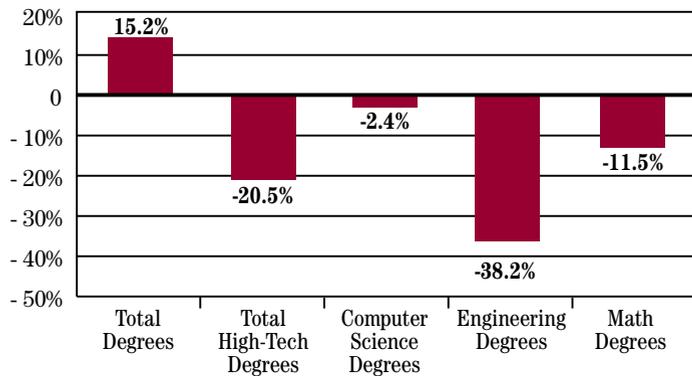
**Figure 2: Distribution of New Jobs Created in New Hampshire, 1990-1998**



**Figure 3: Graduates of New Hampshire Colleges as a Share of the State's Labor Force, 1987-1999**



**Figure 4: Technical Degrees Awarded Annually in New Hampshire between 1990 and 2000**



### Collaborating

A spirit of collaboration among a few organizations has been an important element in New Hampshire's transformation into a high-tech leader. Starting in 1999, four of these organizations—the New Hampshire College & University Council, the New Hampshire Higher Education Assistance Foundation, the New Hampshire Postsecondary Education Commission and the New Hampshire Charitable Foundation—began cooperating to develop a detailed analysis of the state economy. The collaborating groups sponsored additional reports and convened summits attended by a Who's Who of New Hampshire leaders, including the governor, state Senate president and major business leaders.

In a nutshell, the analysis found that New Hampshire had experienced significant economic growth without investing in higher education at nearly the level of other leading high-technology states. The research noted how the free rider approach had worked in the past, but also how occupational forecasts had underestimated the growth in college-educated positions, namely the fact that more than half of

future job openings would require a college degree. It showed how long-term demographic trends in New England mean the free rider approach to preparing a skilled workforce is neither sustainable nor economical.

Why? New England's relatively older population and slow population growth will provide New Hampshire with fewer potential in-migrants. Quality-of-life and environmental pressures created by recent in-migration also have many questioning the desirability of continuing to attract skilled workers to New Hampshire. At the same time, data indicate that a high percentage of New Hampshire's high school students fail to complete high school and that a surprisingly low percentage (compared to peer states) continue on to postsecondary schools. In combination, these trends suggest that the best opportunities for expanding the skilled workforce may stem from a stronger commitment to higher education within New Hampshire.

Finally, the analysis quantified the net economic benefits of increased investment in higher education. Even relatively modest investments in higher education, including a commitment to increase high school completion

rates and increase enrollments and graduations from New Hampshire institutions, would help meet the growing demand for college-educated labor and provide net increases in worker productivity and wages. An initially modest increase in state and local revenue of about \$3 million would yield more than \$20 million annually (or enough to justify additional investments) by year eight.

As a result of the findings from the analysis, the New Hampshire Forum on Higher Education was organized as a tri-sector (public, private and nonprofit) collaborative focused on helping New Hampshire higher education meet the state's education and training needs. Notably, the forum has been supported by newly engaged businesses such as Fidelity Investments and Tyco Corp., who share a common concern about New Hampshire's workforce and the need to increase the supply of knowledge workers. The forum has also been able to get more than 30 business, government and higher education leaders to agree to serve on its board.

The New Hampshire Forum will focus on issues of awareness, advocacy and increased access to postsecondary education. It will work to strengthen the image of New Hampshire higher education institutions as dynamic, successful places for educating state residents of all ages and for providing ongoing training for its workforce.

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*Ross Gittel is an associate professor at the University of New Hampshire's Whittemore School of Business and Economics and vice president of the New England Economic Project.*

*Brian Gottlob is president of PolEcon Research, a Dover, N.H.-based economic and public policy consulting firm. Stephen Reno is chancellor of the University System of New Hampshire.*

# The Academy's Fallen Idols

GILLIAN A. DRUTCHAS

**F**or many years, Joseph Ellis's class on The Vietnam War and American Culture was one of Mount Holyoke College's most popular, thanks partly to his vivid depictions of his personal experiences in Vietnam. When Ellis won the Pulitzer Prize in April 2001, students and colleagues at the 165-year-old women's college in South Hadley, Mass. couldn't have been prouder. But all that pride quickly evaporated on June 18, 2001, when the *Boston Globe* revealed that the closest Ellis had come to fighting in Vietnam was a history class at West Point. Ellis offered apologies, and Mount Holyoke, after much delay, launched an investigation. In August, the college suspended Ellis for one year without pay.

The scandal, broken by good old-fashioned investigative journalism, touched off a media feeding frenzy. By August, the *Globe* had published more than a dozen articles on the scandal. *The New York Times*, *Washington Post*, *Los Angeles Times*, *Time Magazine* and *U.S. News and World Report* had also covered the story. While some journalists and academics expressed outrage at Ellis's fabrications, others rushed to his defense.

Moreover, the professor's story served to underscore some hard truths about higher education's relationship with the media and about the pressures on faculty in an age of *edutainment*.

## Kindred spirits

In a May 1998 article in the *Chronicle of Higher Education* titled "Can News Organizations and Universities Ever Hope to Understand Each Other," C. Peter Magrath, president of the National Association of State Universities and Land-Grant Colleges, drew comparisons between higher education and the media, noting that both champion the First Amendment, both feel it is their responsibility to challenge popular and accepted ideas, and both dislike being managed by outside forces or, for that matter, by their own employers.

Yet despite these striking similarities, academia and the media seem constantly at odds. Professors complain that reporters oversimplify and skew complex issues—with damaging results. After a PBS *Frontline* report cast doubt on Don Cardinal's research into treating autism, the Chapman University professor received dozens of phone calls from reporters. In a 1994 article in the *Chronicle*, Cardinal lamented that the media was guilty of "passing judgment on the research without taking time to understand its complexity," and concluded that "the media frequently want a simple answer, demanding consensus where it doesn't exist."

Magrath was more blunt. Academics see reporters as "scandal mongers motivated by an urge to sell papers or win viewers at any cost," he wrote in his *Chronicle* essay.

Still, the *Globe's* Walter V. Robinson, who broke the Ellis story, does not seem to fit that description. Quoted in the *Globe's* "Ombudsman" column, where the paper explores editorial questions raised by readers, Robinson said the Ellis story left him "tired, empty and sad," but felt that it was a story that had to be written. "There's no satisfaction at all in his plight," Robinson told Ombudsman columnist Jack Thomas. "If there's any satisfaction at all, it's in the conviction we did the right thing, and even though initially, there was public sentiment against us, I think people now believe the story had to be written, that integrity in the classroom is important."

## Crisis points

Stories like the Ellis one also highlight the challenges colleges face when dealing with negative publicity. Following the first Ellis story, almost a week passed before anyone at Mount Holyoke made any public com-

### What percentage of Americans trust people in various professions to tell the truth?

<b>Teachers</b>	<b>86%</b>
<b>Doctors</b>	<b>83%</b>
<b>Professors</b>	<b>77%</b>
<b>Ordinary Man or Woman</b>	<b>71%</b>
<b>U.S. President</b>	<b>54%</b>
<b>Members of Congress</b>	<b>46%</b>
<b>Television Newscasters</b>	<b>44%</b>
<b>Journalists</b>	<b>43%</b>

Source: Harris Poll, 1998.

ment. When President Joanne Creighton finally released a statement to the *Globe*, she lamented that she was “dismayed to learn about the issue from the press,” and in a separate letter to the Mount Holyoke community resolved to “deal with it in our own community.”

One suburban Boston public relations specialist notes: “I remember reading the president’s quotes and thinking, ‘this sounds more like a real estate developer than a college president who’s supposed to stand for free inquiry.’”

Ellis himself had little to say to the media about the issue following an initial written statement to the *Globe* apologizing for “having let stand and later confirming the assumption that I went to Vietnam and any other distortions about my personal life.”

The whole affair seemed to reconfirm the fact that college media relations offices are more accustomed to churning out news releases on research grants and new majors than handling crisis. Says Boston crisis communication specialist Hank Shafran: “People in colleges who make the decisions are generally people who don’t know how to deal with a crisis.”

### An academic tradition

Joseph Ellis was by no means the first academic to cross some line of academic integrity—nor was he the first to be caught by the media. (He’s not even the first to lie about serving in Vietnam. In July, the *Chronicle* reported that professors Larry E. Cable of the University of North Carolina at Wilmington and William T. Whitely of the University of Oklahoma lied about their experiences in Vietnam too.)

In 1991, a *Globe* article revealed that Boston University Dean of Communications H. Joachim Maitre had plagiarized conservative film critic Michael Medved in his commencement speech. The *Globe* reported that Maitre lifted 15 paragraph-long sections of a review of a movie that Maitre had not seen. Like Ellis, Maitre and his employer faced an onslaught

of media attention. Over a two-week span, the *Globe* alone ran six front-page stories, an editorial, a cartoon, several stories addressing various angles on plagiarism, a Living/Arts story and a column. And like the Ellis story, Maitre’s offense was not in his scholarly work, but rather in an address.

In a subsequent *Globe* article, Maitre argued: “The definition of plagiarism in the academy as applying to faculty members is directed toward scholarly research, research papers, and the like. I gave a talk, not even a formal speech, on the occasion of commencement ... as the dean of the College of Communication, and

administrative officer, not a faculty member. The plagiarism definition does not cover any such thing.”

Maitre also asserted that the *Globe* conducted a “smear” campaign because of remarks he had made, as a professor of journalism, about the politically biased agendas of certain *Globe* reporters, rather than because of his actual offense. He also complained that the *Globe* published his story while he was in Malaysia and unable to comment on his actions.

Following protests from both the media and the BU student body, the university formed a committee, much like the five-member Faculty Advisory Committee on Appointments,

## Professor’s past in doubt

### Discrepancies surface in claim of Vietnam duty

By Walter V. Robinson  
GLOBE STAFF

**Spotlight Report**  
SOUTH HADLEY — At Mount Holyoke College, Joseph J. Ellis has never been more revered. He is a beloved mentor to many students, and perhaps the college’s most popular and engaging professor. Now he has become a national literary icon for his 1997 Jefferson biography and the Pulitzer Prize in History he just received for his latest bestseller, “Founding Brothers: The Revolutionary Generation.”

Yet Ellis’s historical focus extends beyond the country’s early days. For years now, his course on Vietnam and American Culture has been one of the school’s most popular — enriched, say his students, by his sometimes detailed recollections of his own Army service in Vietnam.

But Ellis did not serve in Vietnam at all, according to military records obtained by the *Globe* and interviews with his friends from the 1960s. He spent his three years in the Army teaching history at the US Military Academy at West Point, N.Y. Ellis also appears to have ex-

aggerated the extent of the involvement claims to have had in both the antiwar and civil rights movements.

Last Thursday, Ellis agreed to an interview about the discrepancies. But Mount Holyoke spokesman Kevin McCaffrey quickly canceled the interview. Ellis, he said, would not discuss any of the issues.

Friday evening, from the front stoop of his Amherst home, Ellis shook his head “no” when asked by a *Globe* reporter whether he would address the contradictions. “I’ll have to suffer the consequences of this,” Ellis said.

Before cutting short the brief discussion, Ellis added: “I believe I am an honorable man.”

Holyoke president Joanne V. Creighton released a brief statement to the *Globe* praising Ellis, but not addressing any of the newspaper’s questions. During nearly 30 years at Mount Holyoke, she said, Ellis “has earned a reputation for great integrity, honesty and honor ... The College is proud to have him on our faculty.”

McCaffrey, asked whether any of Ellis’ Mount Holyoke colleagues had been suspicious of his Vietnam claims, said he had never heard anyone question Ellis’s resume in McCaffrey’s seven years at the school.

ured professor of history at the University of North Carolina at Wilmington, resigned shortly after a local newspaper found that he had fabricated his Vietnam record, falsely claiming that he was an expert in counterinsurgency as a result of experiences as a Marine special adviser in Vietnam.

In 1991, Joachim Maitre, the dean of the Boston University School of Communications, resigned not long after the *Globe* reported that he had used as part of his commencement speech portions of a previously published article by film critic Michael Medved.

"I'm not going to second-guess his decision," said David J. Garrow, a historian at Emory Univer-

sity who won a Pulitzer for his 1987 biography of the Rev. Martin Luther King Jr., and who wrote a *Globe* opinion piece calling on Ellis to step down. "But I'm pleasantly surprised that Mount Holyoke acted this quickly. I'm not sure they went far enough, but the crucial thing is that Ellis will never teach [on] Vietnam ever again."

As for Mount Holyoke losing one of its most popular professors, college officials said they are trying to fill the holes left

JOSEPH J. ELLIS  
Mount Holyoke  
history professor

their course offerings. Ellis mainly teaches courses in American history, was slated to teach American History: 1776-1876, and another American

course this fall called "American History: 1776-1876, and another American

## 'I did something both stupid and wrong.'

Reappointments, and Promotions at Mount Holyoke College, set up to address the Ellis issue. Maitre resigned as dean of the college, but was allowed to stay on as a professor.

In 1999, BU's College of Communication faced another scandal when communications Professor John J. Schulz concluded a guest lecture before about 400 freshmen with an unattributed quotation from *The Nation* magazine. The mistake was caught by a student, and ultimately cost Schulz his job as head of the Communications department. The Schulz story particularly strikes fear and disbelief in many academics because of its apparent innocence. Some academics worry that cases like these could compromise the quality of teaching. Professors may become so cautious that their lectures become forums not for inventive and even radical ideas, but for timidity of a kind associated with politicians and CEOs making scripted speeches and spinning the media.

As Robinson noted in a *Washington Post* article on the Ellis story, "We almost expect to be

deceived by our politicians, but for our children in the classroom we want and still expect more."

### Edutainment

There is another moral to the Ellis story. Today's students demand that professors provide not only education, but entertainment as well. Indeed, a study by Bridgewater State College Professor Michael Delucchi found that more than half of students believe it is an instructor's responsibility to keep them attentive in class. Joseph Ellis did just that. One of Ellis's students told the *Globe* that the stories Ellis told "changed the dimension of the course. His having personal experience gave the course more gravity."

Still, Ellis did not write a book about going to Vietnam. His transgressions all took place within the confines of the classroom. Should that distinction matter? University of Tulsa historian Andrew Burstein thinks it should. "Lying to students is a very serious error, but we should still separate it from the way he treats archival material," Burstein wrote in the *Chronicle*. Mount Holyoke

Professor of Politics Joan Cocks explained in the *Globe*: "Ellis's self-aggrandizement is in the middle of a continuum with deadly deception at one end and poetic license at another."

*Atlantic Monthly* Senior Editor Jack Beatty told the *Washington Post* that the *Globe's* coverage of Ellis was "indefensible" and "the *Globe* should have put Ellis on notice: We know you were not in Vietnam, and if you tell future students or interviewers that you were, and we find out, we will publish our story."

### Weak coverage

Veteran higher education reporter and *Boston Magazine* Executive Editor Jon Marcus says the Ellis story showed that at least the media was paying attention to higher education.

"Universities and colleges are not being covered critically enough," he says, "but their achievements aren't covered either, which is particularly disconcerting in a place like New England where academia is such a major industry."

Marcus says any apparent media bias against academics is a reflection of growing *public* mistrust of higher education based on everything from campus scandals to soaring tuition. The media is partly to blame for this, he says, by not dispelling misperceptions about higher education through better coverage. "The media has the ability to serve as a filter between academics and the public, but academics often harbor too much mistrust of the media to take advantage of it," he notes. "Academia is dismissive of the media and therefore dismissive of the public."

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*Gillian A. Drutchas was the summer 2001 NEBHE/CONNECTION intern. She is a junior at Mount Holyoke College.*

## Interview with the *Boston Globe's* Walter V. Robinson



**CONNECTION:** Do you think that academia deserves any special privacy or other special treatment from the press?

**Robinson:** I think the academic world expects our reporting to be accurate, complete and fair. I don't

know of any institutions that have such a profound public impact on society that they expect special treatment or believe the press should keep from public view issues that are public in nature. *Atlantic Monthly* Senior Editor Jack Beatty suggested that a news organization that discovers facts such as those in the Joseph Ellis case should approach the person and warn them not to do it again. That is silly; it would place us in the position of extortionist. Our job is to report the facts, and if those facts are a matter of public concern, then we should publish them.

**CONNECTION:** In the case of the Joseph Ellis story, how does the fact that Ellis is an academic make the story different than if he were a politician or a businessman who stepped over the line?

**Robinson:** What differentiates the Ellis case from that of a politician is that there appear to be no clear rules governing the behavior that we reported. Students have an honor code; and professors certainly cannot plagiarize. But there appears to be some sentiment at Mount Holyoke that lying in the classroom is not a serious offense.

**CONNECTION:** *The Globe* published several prominent stories as well as letters to the editor and op-ed pieces on Ellis. How much coverage of such a story is most appropriate?

**Robinson:** *The Globe* has had just two page one stories on the Ellis issue—the initial article and the next day's story in which Ellis acknowledged the fabrications. In fact, our coverage has otherwise been quite restrained. At this

moment, the *Los Angeles Times* has had as many front-page stories on this issue as the *Globe*.

**CONNECTION:** How was Mount Holyoke College's reaction different from what you would expect from a business or a government agency, or for that matter, a newspaper in the same situation?

**Robinson:** The college initially questioned our right to report on this matter, an unusual stance for any institution where the pursuit of the truth is a preeminent goal. Under a hailstorm of criticism, Mount Holyoke reversed itself on this point.

**CONNECTION:** There are some people who believe that while Joe Ellis was dishonest, his lies did not infringe on his other academic work, such as his studies of the Founding Fathers, and therefore do not warrant serious sanctions. How do you feel about that?

**Robinson:** I will leave the resolution of this issue to others. But our decision to publish the story was not based on any embellishments that were made in cocktail party chatter. The decision was based on the fact that Professor Ellis held himself out to be a combat veteran of Vietnam to a generation of students for whom his course on the Vietnam War was inspiring. Yet what he said about his role there was false.

**CONNECTION:** What kind of responses did you get from the article? Anything from Mount Holyoke students or alumnae?

**Robinson:** The responses run the gamut, and there have been several hundred: students who feel betrayed by Joseph Ellis, others who defend him; some teachers who see nothing wrong with lying in the classroom, but many others appalled that Ellis would do this; Mount Holyoke graduates who were pretty appalled at the college's initial reaction; and scores and scores of Vietnam veterans quite angry at what Ellis did.

# College PR Is about People, Not Technology

SOTERIOS C. ZOULAS

**W**hen the mercury approached 100°F this past August, the University of New Hampshire news office zapped education reporters around the region a hot story: “UNH Exercise Experts Offer Advice on How to Avoid Heat Illness.” In the old days, the heat wave might have been over by the time the story arrived in newsrooms. But email has changed all that.

Using the new information technologies, college public relations professionals can instantly find media contacts, round up data to support a new strategic plan or even conduct online marketing research. As a veteran communicator at Babson College notes: “It’s hard to imagine how a college communications office could exist without the Internet.”

Barbara Blair, associate director of Babson’s Public Relations Office, says her office uses the Internet for searching and researching various topics. “But its most important use for us is communicating with journalists. We email them all the time. It’s like interoffice mail.”

Brown University News Director Mark Nickel notes that technology has simplified storage of historical information on tuition and other data. “Technology allows my office to move quickly with accessible information on important issues,” he says.

The news media has also embraced the Internet with great passion. A recent study by the public relations and advertising agency Middleberg Euro RSCG and the Columbia University Graduate School of Journalism, found that almost 75 percent of journalists use the Internet everyday.

Blair says that Internet technology has profoundly changed the way college news offices try to generate interest in campus stories. “I’ve been doing public relations for more than 30 years and I remember sending pitch letters that went on for several pages. The

Internet has forced us to be more focused. I am pitching several opening of school stories and I am sending a short note, one or two lines to reporters. If they are interested, they get back to me and I set them up with more information and the appropriate person to interview.”

Robert Schenkein, president of a Denver public relations firm, notes that the Internet breaks through the news media gatekeepers and allows campuses to deliver their messages directly to the right reporter. Writing in the *Public Relations Strategist*, Schenkein noted that with the Internet, a campus official can engage in one-on-one dialogue and receive immediate feedback from the appropriate journalist rather than mailing a press release to hundreds of journalists who no longer cover the beat or have left the newspaper.

Email is one of the most flexible tools available to cheaply customize pitches and informational materials. It

allows reporters to digest and respond to brief, tailored email pitches. When they are ready for more information, the campus news office can put a full press kit in the hands of the journalist by linking to websites and sending graphic and .pdf file attachments at a fraction of the cost of paper and postage. Other online strategies that can complement email contact with journalists include online pressrooms with current news releases, fact sheets and contact information.

But online public relations efforts must be continuously updated or they lose their effectiveness. Too often, websites become out of date unless constantly refreshed with the most current information. This requires the work of a full time staff person to collect, write and inscribe the new information onto the website. In addition, online services such as ProfNet connect college public relations professionals to reporters, freelancers and publications from all over the world. ProfNet is a collaborative of public relations professionals linked by Internet to provide journalists and authors convenient access to expert sources of information.

Not all campus officials are sold on the new media. “The Internet is all



hype. It's overrated," says Peter Chisholm, assistant to the president at Framingham State College and coordinator of the college's public relations. "You cannot beat the telephone; personal contact is the key to successful public relations."

Chisholm says more than 60 percent of his time is spent connecting directly and personally with journalists. "I visit them. I call them. I am constantly in their face," he says. But even Chisholm admits he is "old-fashioned" and he has begun to use the Internet for emailing out of town journalists.

Nancy Sterling, vice president for public relations at ML Strategies of Boston, explains that the Internet is great for finding out quickly what newspapers are saying about your client. She says public relations professionals can access Web and wire services stories right away and ask for changes in both the Web and print version if the stories are inaccurate. "I work a lot in crisis communications where that ability to respond quickly is vital," she says. "The Internet has made everything faster but personal contact still remains number one."

Sterling contacts journalists in whatever way they prefer. "I get between 125 and 140 emails a day, so it becomes overwhelming. I could spend all my time responding to emails. But I am more effective when I establish a personal relationship with a journalist, when we can joke and talk. I spend 70 percent of my time talking directly to reporters and editors. There is nothing better than taking a journalist to lunch," she says.

Amidst the explosion of dot-com businesses in the late 1990s, some enterprising Boston-area public relations pros created a firm called Getpress.com to provide a la carte PR entirely on the Web. The idea is to serve clients who could not afford to keep a full-service public relations firm on retainer. For them, the Norwell, Mass.-based firm could provide press releases, speeches, marketing events, op-ed essays or annual reports for a fixed and reasonable price. Getpress.com clients spend on average about \$1,500, which buys a two-page

news release, a media list and distribution of the press news through Business Wire, a worldwide global information network that uses satellite, Internet and wireless to disseminate print, data and graphic materials. "We also provide our clients with a targeted list of journalists who would be interested in the story," says Robert Skelly, chief operating officer of GetPress.com.

The key to success in cyber-PR, says Skelly, is the same as regular public relations. "If we have a compelling story that is timely and has news value and we can find the appropriate journalist, the story sells itself. We don't need to jawbone the reporter."

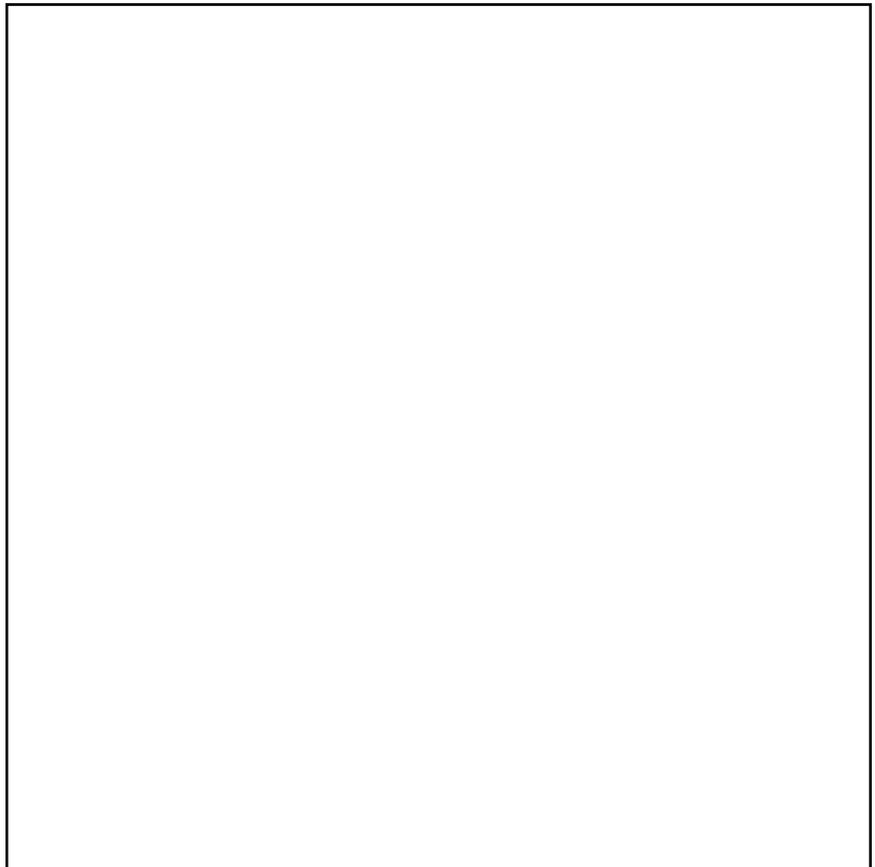
How do reporters view the new technologies? *Providence Journal* education reporter Gina Macris says that while email and a cell phone give her the flexibility to work anywhere, it is infinitely more rewarding to have personal contact with a source or newsmaker. "I much prefer to visit a school even for a minor matter so I

can talk to a person even by accident," says Macris. "I use email to set up phone or personal interviews and receive press releases. That's about it. There is no interaction with email. It lacks the dynamism of conversation."

Indeed, while websites, emails and search engines have changed the nature of public relations, no technology will ever change the need for personal contact with journalists. The Web cannot duplicate a personal relationship, sharing information and connecting with the reporter. The new and old media require the same ingredients for successful placement: news. Personal relationships provide the edge in high-level, sophisticated public relations. These relationships are about trust and credibility for both the journalists and the public relations professionals. The Web is a distribution system; public relations is a people business.

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**Soterios C. Zoulas** is president of *Zoulas Communications*, a Framingham, Mass.-based public relations firm that specializes in education.



# New England/Old England

## Journal of an Academic Tourist

CYNTHIA V. L. WARD

*The ungentle laws and customs touched upon in this tale are historical, and the episodes which are used to illustrate them are also historical.*

**S**o begins the tale of *A Connecticut Yankee in King Arthur's Court* in which Mark Twain explores issues and values, both ancient and modern. A similar purpose motivated Johnson & Wales University to offer a new two-credit course this spring entitled "Universities Past and Present." The course was designed to acquaint graduate students, particularly those in the Higher Education Leadership Doctoral Program, with the antecedents of American higher education and with the current issues being faced by European universities.

This year, the course included a seven-day, six-night trip to England. The planned course/trip in the second year will concentrate on France and in the third year on Italy. In preparation for the trips, students are expected to read widely and choose relevant research topics based on historical or current issues. Upon returning, the students write research papers on the topics using the information gathered from the reading and the trip.

England emerged as an excellent location to launch the course, considering the continuing preeminence of its two ancient universities and their linkages to the early system of American higher education, as well as the fairly recent changes in the British university system and, of course, the common language.

Despite their original similarities, however, the higher education systems of New England and Old England differ in significant ways.

While U.S. colleges and universities have various types of control—institutional, local, state, regional and national—English universities have essentially two: institutional and national. In addition, all English universities, except one—the University of Buckinghamshire—are supported directly with public funds. As a result, all English universities are subject to fairly uniform government control and funding mechanisms as well as highly structured assessment processes.

Increasingly, English higher education has become less elite, more egalitarian and, therefore, more similar in many respects to the American model.

In 1992, the government converted former polytechnics and some colleges of advanced education into universities, thus doubling the number and enrollment of English universities.

In 1998, a uniform tuition of 1,000 pounds or \$1,500 U.S. per year for full-time students was imposed, resulting in English university students paying a relatively small portion of the cost of their education. The government also abolished tenure for new faculty members and now sets faculty salaries, which are low by U.S. standards.

After a brief introduction to the English university system, our group of 12 New England students and staff embarked for England.

### Some notes from the trip journal:

Friday, May 25, 2001

In contrast to the cold, dreary, damp New England weather, England greets us with warmth and sunlight. One of our hosts describes our visit as "academic tourism," which proves to be a most appropriate label.

Still jet-lagged, we make a late afternoon visit to the Institute of Education, part of the University of London federation. Now housed in a striking, but unattractive, modern building just off Russell Square, the institute was founded in 1902 to train teachers. A century later, it still fulfills this function, but has evolved into a graduate institution recognized as an international leader in the area of educational inquiry. Indeed, the institute consistently outranks all other schools of education in the United Kingdom on the governmental research assessment exercises.

Because future funding for research is linked to these ratings, one major concern of the institute is to maintain its prominent position. To do so, faculty members are under enormous pressure to produce high-quality research. This stress often conflicts with provision of adequate time for reflection that is so necessary for producing outstanding scholarship. True, American academics suffer under the "publish or perish" rule, but the results of their efforts usually do not directly affect institutional funding, and they have greater freedom in setting their own research agendas and timetables.

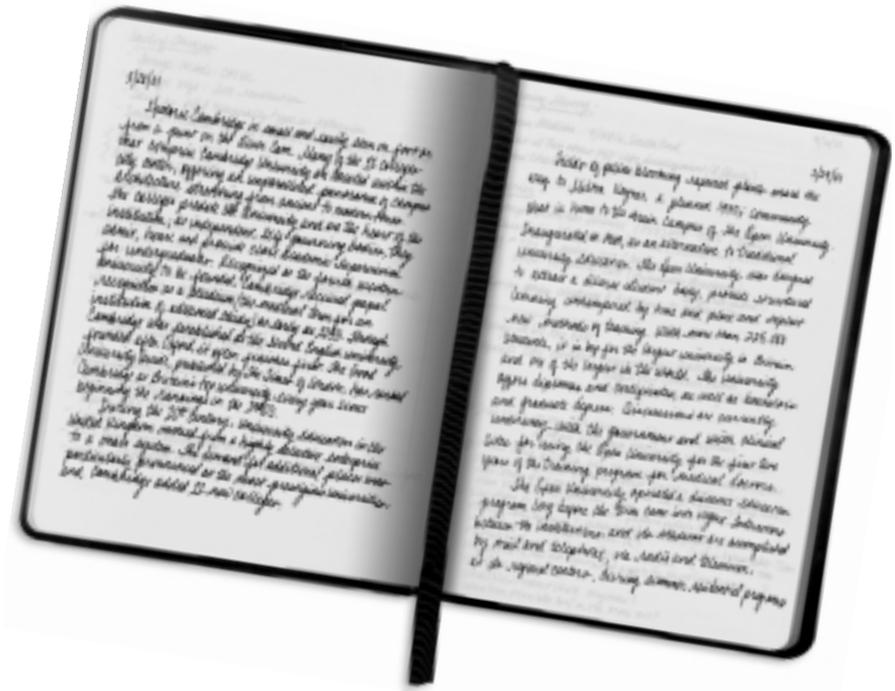
## Saturday, May 26 and Sunday, May 27, 2001

It is a bank holiday weekend, and London residents seem to have evacuated the city—perfect conditions for tourists exploring the sights of London. As a group, we are guided around the Tower of London, the London Eye, Big Ben, Westminster Abbey, St. James Palace, Pall Mall, Buckingham Palace, Kensington Palace and Harrods. Once oriented, students and staff use unrestricted passes on the London Underground to travel as they wish. Not unlike the way visiting European students would set out to explore New England on a free weekend. But we have a great advantage because the public transportation system in the greater London metropolitan area far surpasses anything available in New England; it is clean, quick, extensive, well-marked, and runs a reasonable off-peak schedule.

## Monday, May 28, 2001

Historic Cambridge is small and easily seen on foot or from a punt on the River Cam. Many of the 31 colleges that comprise Cambridge University are located within the city center, offering an unparalleled panorama of campus architecture stretching from ancient to modern times. The colleges predate the university and are the heart of the institution; as independent, self-governing corporate bodies, they admit, house and provide close academic supervision for undergraduates. Recognized as the fourth western university to be founded, Cambridge received papal recognition as a *studium* (the medieval term for an institution of advanced study) as early as 1233. Though Cambridge was established as the second English university, founded after Oxford, it often finishes first. *The Good University Guide*, published by *The Times* of London, has ranked Cambridge as Britain's top university every year since beginning the rankings in the 1990s.

During the 20th century, university education in the United Kingdom



moved from a highly selective enterprise to a mass system. The demand for additional places was particularly pronounced at the most prestigious universities, and Cambridge added 11 new colleges.

Cambridge anticipates further expansion in the new century and is already planning three new colleges, 5,000 additional students (beyond its current 15,500) and 3,000 additional faculty (beyond its current 7,000). The proposal to significantly increase the size of the institution has been greeted with much consternation on the part of university staff, city residents and environmental groups. Housing is a major issue in Cambridge, because rising costs have made it impossible for many university employees to live within reasonable commuting distance. The university has included the promise of new affordable housing in its proposal, but even that has not won over dissenters.

Growing pains are the bane of any university, but are particularly acute for one still linked to an internal governance system, a basic pedagogy and facilities designed for a medieval institution. The latest threat to the governance at Cambridge is a plan to establish a new class of mid-level

administrators to decrease the time needed to implement decisions. Although university committees would continue to set policies, the new “directors” would be responsible for instituting those policies. Many faculty see this as encroachment on their domain as well as another layer of separation between themselves and the top administrators. Their fears are well-founded based on the experience of their American cousins who took this path long ago. Besides increasing the cost of higher education, the explosion of middle-management positions further removes faculty from top decision-makers and from their students.

## Tuesday, May 29, 2001

Fields of yellow blooming rapeseed plants mark the way to Milton Keynes, a planned 1970s community that is home to the main campus of The Open University. Inaugurated in 1969, as an alternative to traditional university education, The Open University was designed to attract a diverse student body, provide structured learning unhampered by time and place and exploit new methods of teaching. With more than 225,000 students, it is by far the largest uni-

versity in Britain and one of the largest in the world. The university offers diplomas and certificates, as well as bachelor's and graduate degrees. Discussions are currently underway with the government and with clinical sites for using The Open University for the first two years of the training program for medical doctors.

The Open University operated a distance education program long before the term came into vogue. Interactions between the institution and its students are accomplished by mail and telephone, via radio and television, at its regional centers, during summer residential programs, and increasingly, through computers. As each new technology is introduced, however, new barriers are created for students. And many students currently do not have access to home computers or appropriate software to take computer-based courses. One major problem facing the institution is how to remain true to its open mission, while capitalizing on the new technological approaches for teaching and learning.

### Wednesday, May 30, 2001

Oxford is a pleasant blend of old and new. Though the ancient university's warm stone buildings and lovely gardens provide a scenic backdrop, the city and its environs are home to other important enterprises as well. One is Oxford Brookes University, a former polytechnic that recently was elevated to university status. Located on three separate campuses around Oxford, Brookes, as it is known, was the only former polytechnic to break into the top half of *The Good University Guide* ratings for 2001, ranking 48th out of 97 universities. Brookes has aspirations of moving up significantly further in the rankings. To accomplish this, the institution is attempting to market itself effectively and offer a wider variety of programs and services. But these efforts tend to distance the institution from its original mission, which was to provide postsecondary training to students who did not take traditional university preparation programs in secondary

school. With its new emphasis on attracting well-prepared students—those with respectable scores on their A-level examinations taken at the completion of secondary school—Brookes is less welcoming to “second-chance” students seeking additional education.

### Back in New England, Week of June 7, 2001

Polls show the odds-on-favorite to win the upcoming British election is Tony Blair's New Labor Party. But the common thinking is that it makes little difference to higher education which party is elected because the sector has not fared well under either Tory or Labor governments. An editorial in *The Times* of London, on May 14, 2001, summed up the problems:

- decades of unending, not completely consistent reform initiatives;
- odious governmental oversight of teaching and research activities;
- warped research agendas due to the demands of external assessment;
- insufficient funding, particularly to cover the substantial growth in enrollment;

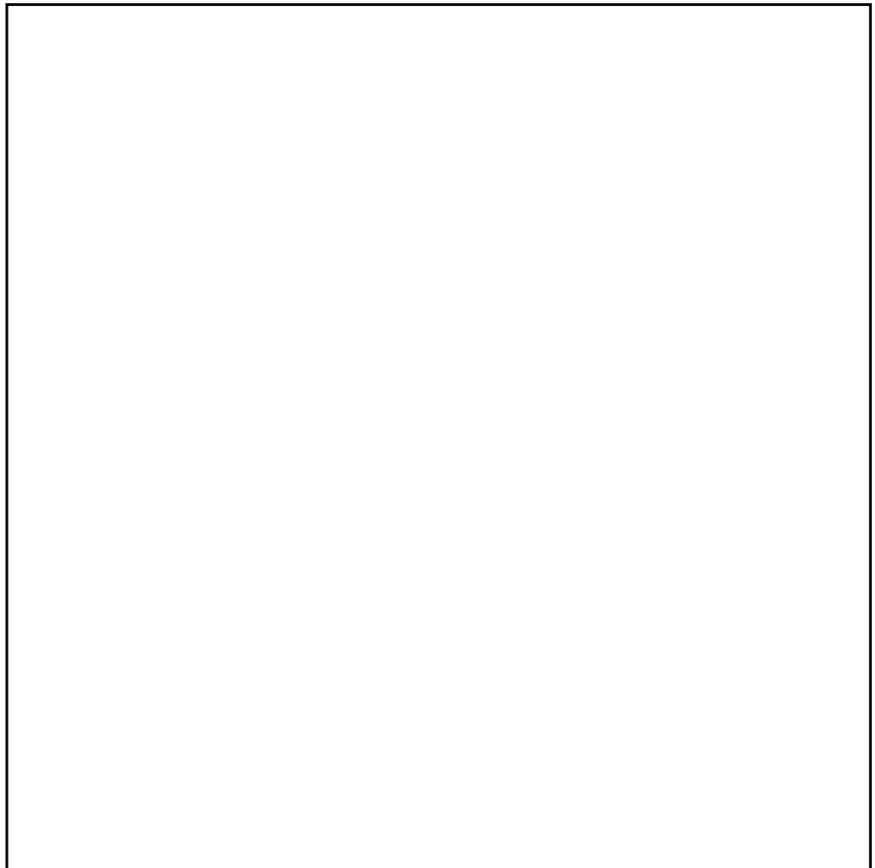
- farcically low salaries that make the best academics vulnerable to leaving; and
- uniform treatment of universities, as though they were all alike.

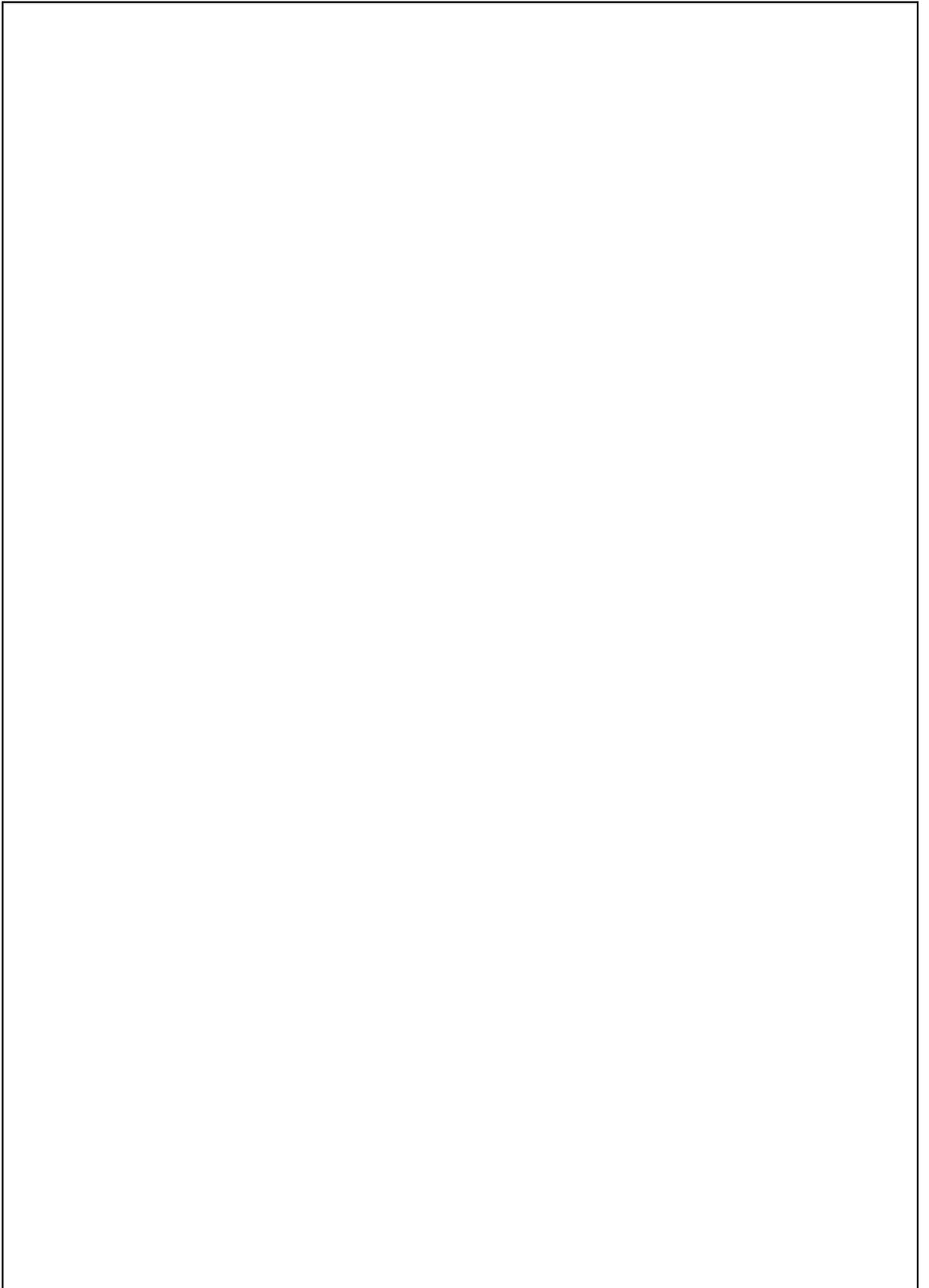
Many of these problems stem from that pervasive root—lack of funds—which is a common denominator for higher education on both sides of the Atlantic. Over the past decade, however, English universities also suffered from the directly applied heavy hand of government oversight, which saps initiative and tests ingenuity. By comparison, this is a problem that American colleges and universities so far have escaped.

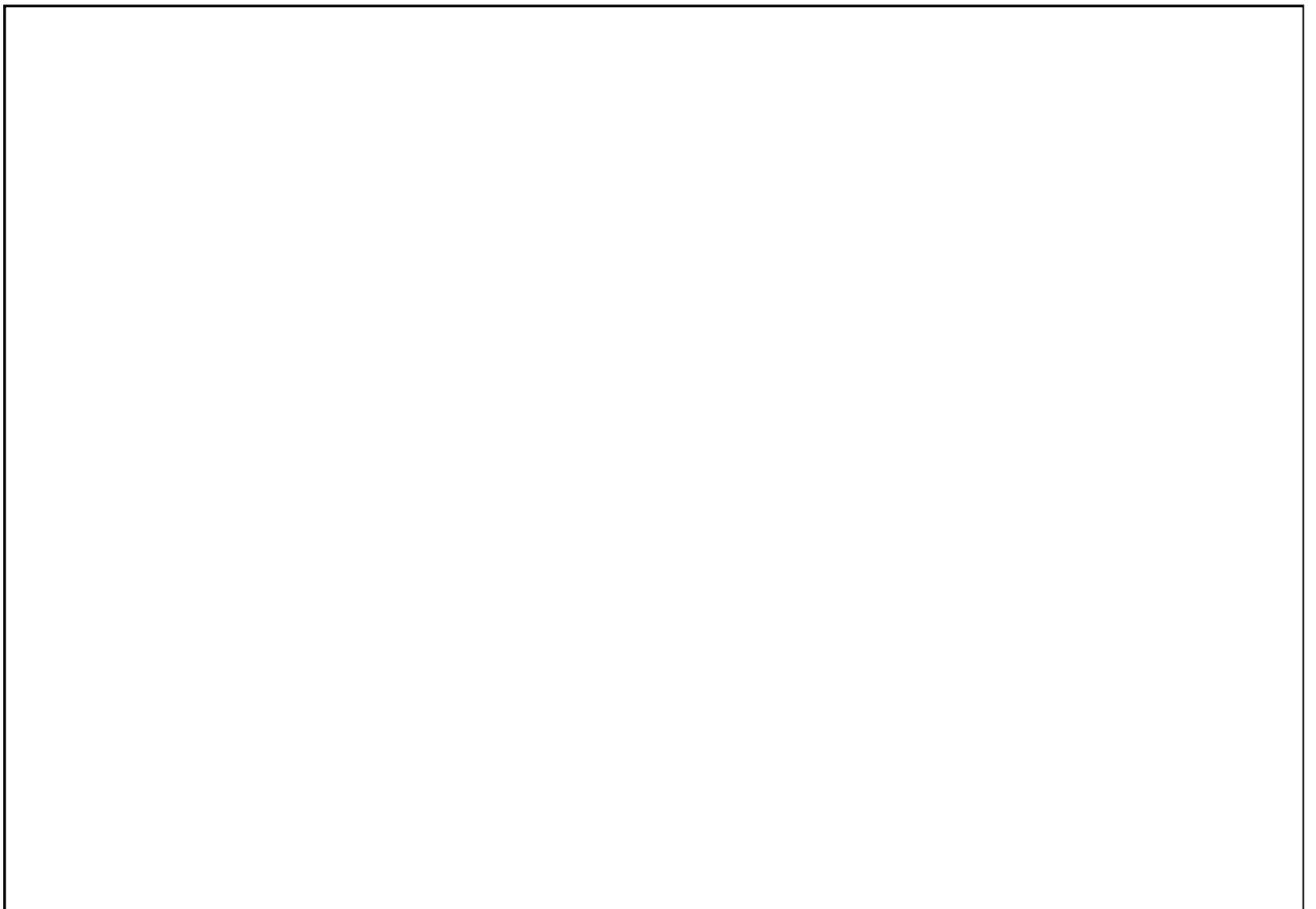
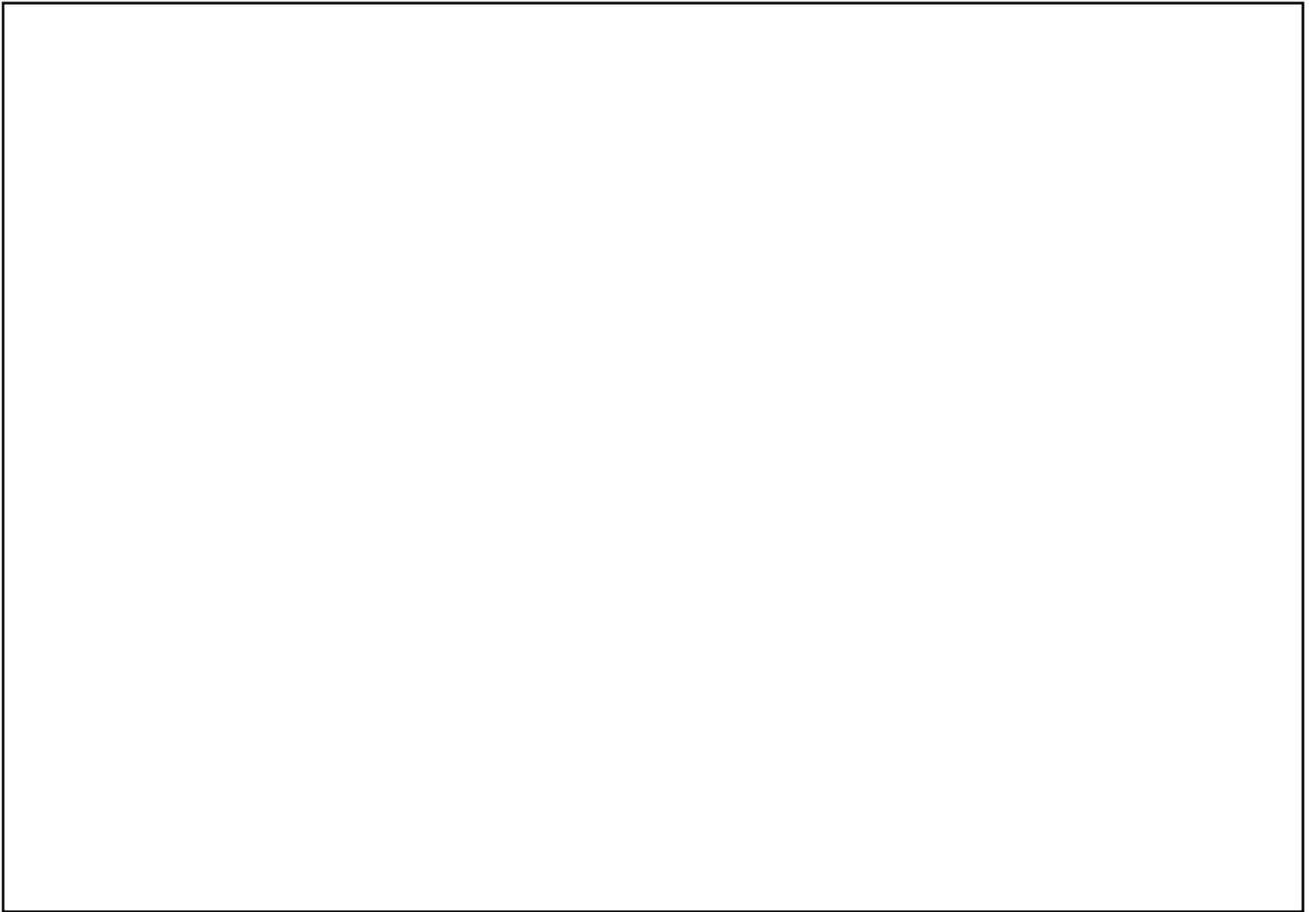
Still, English universities are vital, exciting, stimulating and welcoming places—with much to teach us American academic tourists about problems in our own universities.

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*Cynthia V. L. Ward is a faculty member in the Higher Education Leadership Doctoral Program at Johnson & Wales University.*







# BOOKS

## Community College History

Carolyn Thornberry

*A Bend in the River: Voices from a Community College, 1970-2000*, Edward Ifkovic, *iuniverse.com*, 2001

Edward Ifkovic's 400-page, 30-year history (1970-2000) of Tunxis Community College in Farmington, Conn., may at first seem daunting, with its many chapters of straight interview text. Take time to read the introduction, however, and you will be immediately drawn into a wonderful and beautifully interwoven institutional biography of the college, its administration and its students. Ifkovic's book also says much about the evolving role of community colleges generally, while offering a parallel history of America, its popular culture and the author's own personal story of 30 years as a professor of English at Tunxis.

One of the greatest strengths of the book is its very thoughtful chapter layout. The historical content chapters are written in five-year blocks, and each begins with a local newspaper headline of the same period. Other chapters, entitled "Voices," feature the remembrances, thoughts, poems and personal stories of students during each historical period.

You probably could read the historical chapters, skip the voices chapters, and still read a very good history of

Tunxis Community College. But don't. Read the interviews, because they bring the richest understanding of the book's title, *A Bend in the River*, translated from the Native American word "Tunxis." The title is a metaphor for the lives of so many students and staff, as well as the author, who found at Tunxis an important "bend in the river" of their lives—a turning point.



Ifkovic's book quickly captures the reader's attention in the spirit of a good novel or personal biography. He takes us through the college's beginnings in 1970 with barely 50 students, six faculty and very meager facilities to its present-day expanding modern campus with 4,000 students and dozens of separate degree and certificate programs.

Along the way, we see through the author's eyes the triumphs and challenges of many community

colleges. These include struggles with the administration, precarious public funding, accreditation dilemmas, land acquisition and facilities needs, faculty unionization, program development, increased career-oriented course offerings, greater enrollment of women and "nontraditional" students, turmoil over student expression and an emerging spirit of campus life and identity. At the same time, the college's institutional development is skillfully juxtaposed against the backdrop of the Vietnam War, student unrest, the Iran hostage crisis, Reaganomics, the deaths of John Lennon and Anwar Sadat, the Women's movement, Black Monday, the gas crisis, yuppies, Rodney King and the O.J. Simpson trial.

Above all, Ifkovic reminds us that the development of any institution is measured by the range of people and competing interests that contribute to it. *A Bend in the River* is ultimately the story of students, many students, who were not necessarily destined for higher education, but who came to Tunxis Community College and found their turning point, the place that would change their lives forever. These students include high school dropouts and former prison inmates finding in the college an opportunity to rethink and relearn lost lessons, as well as immigrants and minority students overcoming the challenges of language and cultural separation to find their place in America.

It is also a story of the emergence of women of all ages and backgrounds. The book is filled with moving interviews with women who suddenly found themselves in need of something to enrich their lives or with children to support and little education. There is more than one mother-daughter pair who teamed up and supported each other through to the achievement of their degrees.

For anyone who has ever worked at a college, Ifkovic offers poignant reminders that teaching is not unidirectional. Students and colleagues contribute to our lives as well. Teaching extends beyond the classroom into the lives and hearts of those we meet. It truly changes hopes, aspirations and achievements among us and especially so at community colleges in the forefront of a broadened vision of postsecondary education.

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*Carolyn J. Thornberry is an educational consultant and a New England Board of Higher Education delegate from Connecticut. She has taught Social Problems and American Government as an adjunct faculty member at Tunxis Community College and Northwestern Community College in Connecticut.*

## Teaching Diverse Students

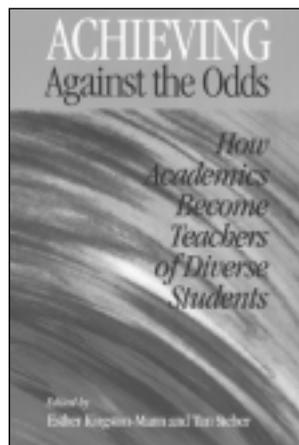
Janice S. Green

*Achieving Against the Odds: How Academics Become Teachers of Diverse Students, Esther Kingston-Mann and Tim Sieber, Eds., Temple University Press, 2001, \$19.95*

If you've attended a higher education conference or even a campus faculty meeting lately, you know that diversity and effective teaching are hot topics. How do we achieve diversity in the student body in light of recent court decisions weakening Affirmative Action in college admissions? How do we develop curricula to help students

understand and appreciate cultural, social, economic and political differences? How can we promote, sustain and reward effective teaching? And how do we do it all despite persistent budget cutbacks?

Interestingly, while these two topics—diversity and pedagogy—are directly related, they are typically considered separately. In *Achieving Against the Odds*, professors Esther Kingston-Mann and Tim Sieber along with nine of their colleagues from the University of Massachusetts Boston, explain why a diverse classroom demands a particularly creative approach to teaching and how each contributor found the techniques and attitudes that enabled their students to learn. Each essay is a tale of struggle, introspection and risk-taking. And each is a success story.



Notably, the authors' historically underfunded home campus serves an unusually diverse population. In 1998, fully half of the UMass Boston entering class were students of color, and 60 percent of all undergraduates on the urban campus were the first in their families to attend college, according to Kingston-Mann and Sieber. With an average age of 29, many UMass Boston students work and have family responsibilities. They represent a spectrum of cultures and economic levels. For many of them, English is a second or third

language, not yet adequately learned.

The challenge for UMass Boston then is to offer quality, low-cost education to a highly diverse student body for whom a college degree represents a giant step up the social and economic ladder. Faculty members have taken impressive steps to meet this challenge.

The contributors to this collection—themselves diverse in race, ethnicity and sexual orientation—teach humanities and social sciences ranging from gender studies to international relations and religion. But they share three common experiences. They all began teaching at UMass Boston as they had been taught—through lecture, discussion and testing of course content. They all felt frustration and disappointment as this pedagogy failed in their classrooms. And they all spent countless hours analyzing the problem, considering solutions, experimenting in the classroom and ultimately taking part in faculty development seminars at the UMass Boston Center for the Improvement of Teaching.

Founded in 1983 with a Ford Foundation grant, the center encourages faculty to adopt teaching concepts and strategies that engage and motivate students for whom academia, especially liberal arts study, is not only bewildering, but also seemingly totally removed from personal experience—even pointless.

The contributors to *Achieving Against the Odds*, regardless of their individual discipline or curricular focus, arrive at a common understanding of the educational needs of their students and ways to address them.

Kingston-Mann, a historian, sought “a pedagogy that was more informed by understanding of inclusion and exclusion.” Her Modern World History course, for example, examined England's Industrial Revolution through the eyes of a Chartist worker, a factory owner and an educator—differences the students well understood. Sieber, an associate professor of anthropology, discovered the importance of establish-

ing connections between course content and the particularity of his students' lives and backgrounds. Students in his Childhood in America course wrote perceptively of their own experiences with racism, prejudice and abuse.

English Professor Vivian Zamel, who directs the English as a Second Language (ESL) Program, came to see teaching and learning as "a work in progress" and went from seeking the "right answer" to eliciting personal responses to information and ideas. In her composition classes, she asks ESL students to respond to writings by Studs Terkel, Rosa Parks, Amy Tan and Richard Rodriguez.

Castellano Turner, a psychologist, compares the dynamics of race relations in the United States to those of a black professor seeking to promote understanding in the classroom while encountering resentment from both blacks and whites.

There is no magical route to success in the diverse classroom. But there are useful techniques. Several of the contributors found an effective tool in undergraduate journals in which students responded to readings in personal, judgmental ways. Some stressed the need to lead students to make informed judgments and decisions rather than accepting those of authority figures. All concluded that understanding is best achieved when faculty relate content to students' personal and cultural experiences.

UMass Boston students are like those at hundreds of urban institutions across the United States. Faculty and administrators will be encouraged by this book as they feel their admiration grow for the determination and persistence of its authors.

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*Janice S. Green is a senior associate at the New England Resource Center for Higher Education. She served for 10 years as chief academic officer at the former Bradford College and a year as interim CEO of the University of Wisconsin-Fox Valley.*

## Excerpts

### Roughing It in Amherst

*The University of Massachusetts Amherst recently announced a variety of service cutbacks in building maintenance and other areas as part of a campus-wide plan to deal with a budget shortfall that university officials said would approach \$17 million over two years unless cuts were made. A list of cutbacks appeared under the headline "Feeling the Pinch" in the June 1, 2001 edition of *The Campus Chronicle*, the administration newspaper.*

A 5 percent budget cut in Administration and Finance will affect the campus in many ways, including:

- Reduced custodial staffing, with ongoing resources focused on rest rooms and common areas.
- Less frequent trash removal, floor refinishing and carpet cleaning.
- Limited repairs to roads and walkways.
- Reduced funding for classroom improvements.
- Reduced maintenance and repair services for major equipment and specialized support in areas such as electrical, HVAC, masonry, carpentry by Physical Plant Central Shops.
- No planting of flower beds, less frequent trimming and lawn mowing, curtailment of culvert cleaning and road sweeping, greater accumulation of trash.
- Understaffing at Environmental Health & Safety (EH&S) will impede the ability to provide critical safety and health support services, including hazardous material spills, building code compliance, fume hood testing, lab inspections and fire alarm investigations.
- EH&S will cease supplying containers for sharps and broken glass containers to labs.
- The Procurement Office will no longer provide special handling for rush purchases and last-minute expenditures on expiring funds.
- Copies of vendor invoices for payments below \$1,000 will no longer be mailed to departments.
- Budget change notification forms will no longer be printed and mailed to departments each time a budget entry is made to the [university's financial records system].
- Reduced staffing in Human Resources will delay action [on] salary administration reviews and processing of personnel transactions and additional pay.
- Campus shuttle routes will be reduced in the fall.
- Cleaning, refueling and snow removal will be the responsibility of the drivers of university vehicles.
- Fleet services will no longer provide vehicles to other units. Departments will need to obtain rental vehicles from external vendors.

**AUGUSTA, MAINE**—The Maine Technical College System and Maine Metal Products Association created a new scholarship for students interested in careers in precision manufacturing. The Dirigo Machine Tool Scholarship covers one year of tuition at a technical college—a value of about \$2,400—in exchange for a one-year commitment from recipients to work for an association member company. The association estimates that 1,500 machine tool positions are vacant in Maine.

**AMHERST, MASS.**—Hampshire College was awarded a five-year, \$2.45 million grant from the Lemelson Foundation to expand its program for student inventors working in assistive technology. Since 1994, students at Hampshire's Lemelson Assistive Technology Development Center have developed more than 100 innovations for people with disabilities, including prosthetic devices, wheelchair components and various recreational accessories. The latest grant will support additional instructors, expanded space for product development and summer internships.

**KINGSTON, R.I.**—The University of Rhode Island's College of Pharmacy received a gift of more than \$1 million from alumnus Mostafa Omar to endow the new Omar-Youngken Distinguished Chair in Natural Product Chemistry and tapped URI biomedical sciences professor Yuzuru Shimizu to be its first occupant. Omar, the founder and president of New Jersey-based Phytoceuticals Inc., is a world-renowned expert in phytochemistry and the modern application of ancient herbal medicine. Shimizu is studying how marine organisms may be used in cancer-fighting drugs.

**PORTLAND, MAINE**—The University of Southern Maine received a \$1 million gift from L.L. Bean to create an endowed chair in accounting. The Maine clothing manufacturer's donation will allow the university to recruit and hire a senior faculty member in accounting.

**CAMBRIDGE, MASS.**—Harvard Law School received a \$500,000 gift from Pearson Television to support teaching and research in the growing field of animal rights. Named for television talk show host and animal rights advocate Bob Barker, the endowment will fund courses and seminars taught by visiting scholars as well as research by visiting and permanent faculty.

**BURLINGTON, VT.**—Champlain College announced it would offer a bachelor's degree in software engineering, beginning in fall 2001. The hands-on program aims to prepare students for technical careers as software developers, database administrators, software engineers and systems analysts. Students will study networking, programming, design and technology law and ultimately learn how to build and manage large-scale software systems for businesses.

**FAIRFIELD, CONN.**—Fairfield University won state approval to offer master's degrees in nursing with concentrations in health care management and health care law. With coursework in areas such as marketing and case management, the health care management program is designed to train nurses to manage health care services. The health care law program aims to train nurses to improve compliance with health care regulations and reduce liability. The programs are offered collaboratively by Fairfield's School of Nursing and Charles F. Dolan School of Business.

**PLYMOUTH, N.H.**—Plymouth State College won state approval for five new education certification programs, including graduate programs for computer technology educators, school superintendents, school business administrators and special education administrators, as well as graduate and undergraduate programs in general special education. The programs, to begin in summer 2001, were developed to address New Hampshire's growing need

for teachers and new state certification requirements for computer technology and special education professionals.

**LONGMEADOW, MASS.**—Bay Path College was awarded a three-year, \$60,000 grant by the Western Massachusetts Electric Co. to provide scholarships to low-income adult women enrolled as information technology majors in Bay Path's Saturdays-only, accelerated degree program. The company also announced it would work with other businesses to create opportunities for the scholarship recipients to work on relevant projects.

**WEST HARTFORD, CONN.**—University of Hartford music education director John Feierabend was awarded a five-year, \$3.75 million grant from the Bingham Trust to produce a series of 65 half-hour video segments of *The Little Red Caboose*. The national television program, involving live action and a studio audience, is designed to develop musicianship in children between ages 3 and 7.

**SOUTH HADLEY, MASS.**—Mount Holyoke College was awarded a three-year, \$329,340 grant from the Davis Educational Foundation to support the speaking and writing aspects of the college's new curriculum for first-year students. The grant allows the college to hire a full-time program coordinator to oversee the speaking and writing initiative, train mentors and offer monthly seminars to help faculty members design and teach speaking- and writing-intensive courses.

**PROVIDENCE, R.I.**—Brown University announced it would begin offering master's degrees in directing and acting and doctorates in theater and performance studies in collaboration with the Trinity Repertory Company of Providence. Faculty members will be drawn from both Brown and the Trinity Rep Conservatory, which currently offers master's degrees in acting and directing

through Rhode Island College, but will admit new students into the joint program with Brown starting in September 2002.

**MIDDLEBURY, VT.**—Middlebury College was awarded a \$284,500 grant from the Andrew W. Mellon Foundation to strengthen its senior-level environmental studies course. The course requires students to present research on local environmental issues to the community, as well as improve the science component of the curriculum, expand student research and create internships in environmental studies abroad.

**HARTFORD, CONN.**—Rensselaer at Hartford received two \$10,000 grants from the Connecticut Distance Learning Consortium to support faculty development. One grant funds workshops focusing on the use of WebCT as a tool for asynchronous instruction. A second allows Rensselaer at Hartford computer and bioinformatics faculty to train researchers at the University of Connecticut Health Center in principles of database design and management.

**FAIRFIELD, CONN.**—Sacred Heart University joined with St. Charles Parish in nearby Bridgeport to establish a health and wellness center on the city's east side. The center provides Bridgeport residents with health promotion and screening programs, while creating hands-on, clinical learning opportunities for Sacred Heart students in nursing, physical therapy, occupational therapy and related fields.

**ORONO, MAINE**—The University of Maine collaborated with the Bangor Target Development Corp., the Town of Orono, and the State of Maine to build a \$1.5 million research and development center. The Target Technology Center, slated to open in fall 2001, will provide a forum for interaction between UMaine graduate students, scientists and leading businesses, as well as security measures allowing researchers to

conduct classified research at the facility. A super-computer project financed by the Department of Defense is among early tenants.

**NORTH DARTMOUTH, MASS.**—The University of Massachusetts Dartmouth was awarded a five-year, \$1.1 million grant by a local affiliate of PG&E National Energy Group to study the ecology of nearby Mount Hope Bay. The research by the School for Marine Science and Technology will focus on the decline of the winter flounder population in the area over the past 20 years and possible links to the discharge of warmer water by PG&E's Brayton Point Station. The company is seeking federal and state approvals to install a \$58 million cooling system that will reduce water intake and discharge.

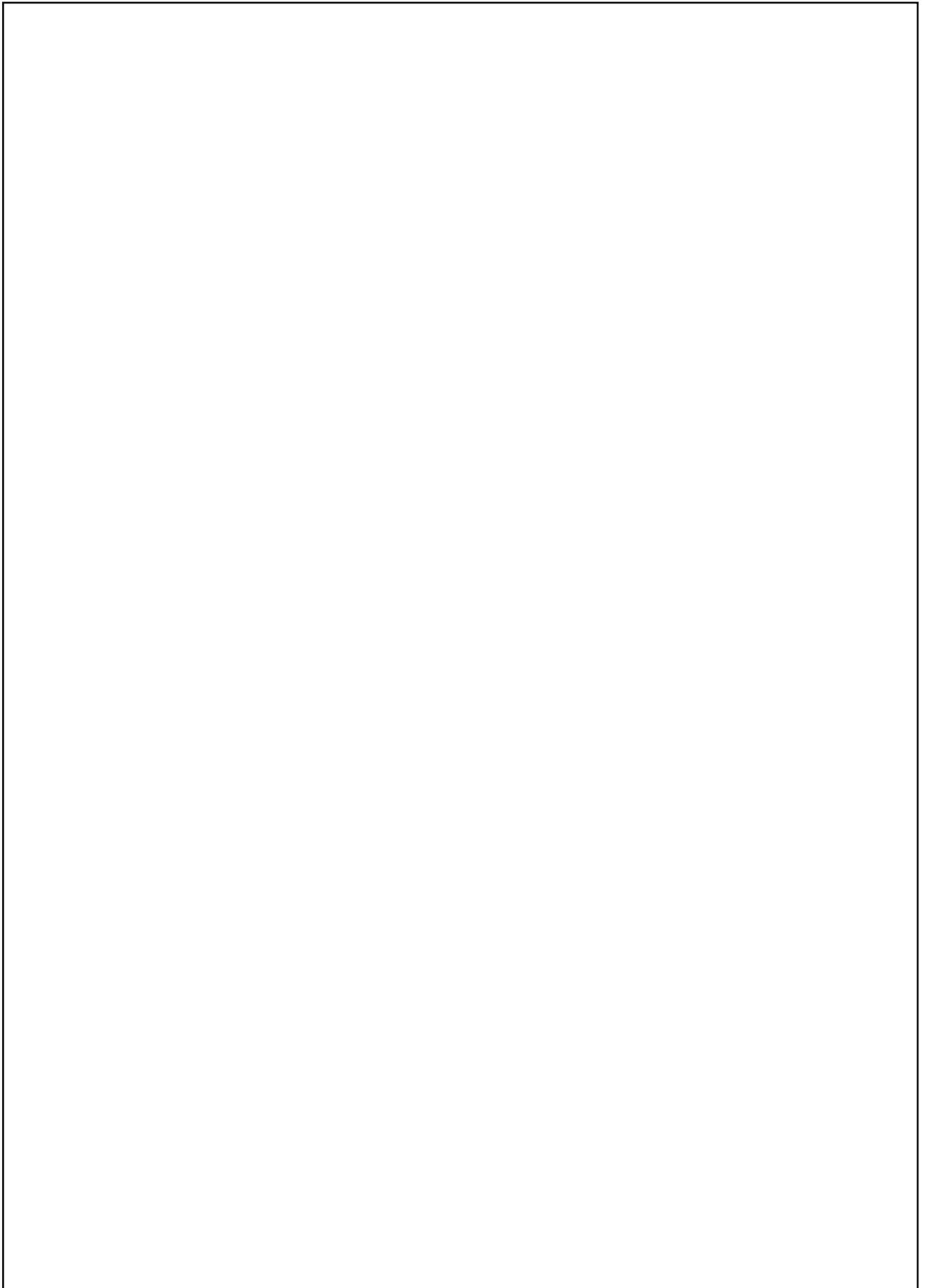
**NEW HAVEN, CONN.**—Yale University received \$2 million from the Donald W. Reynolds Foundation to teach medical

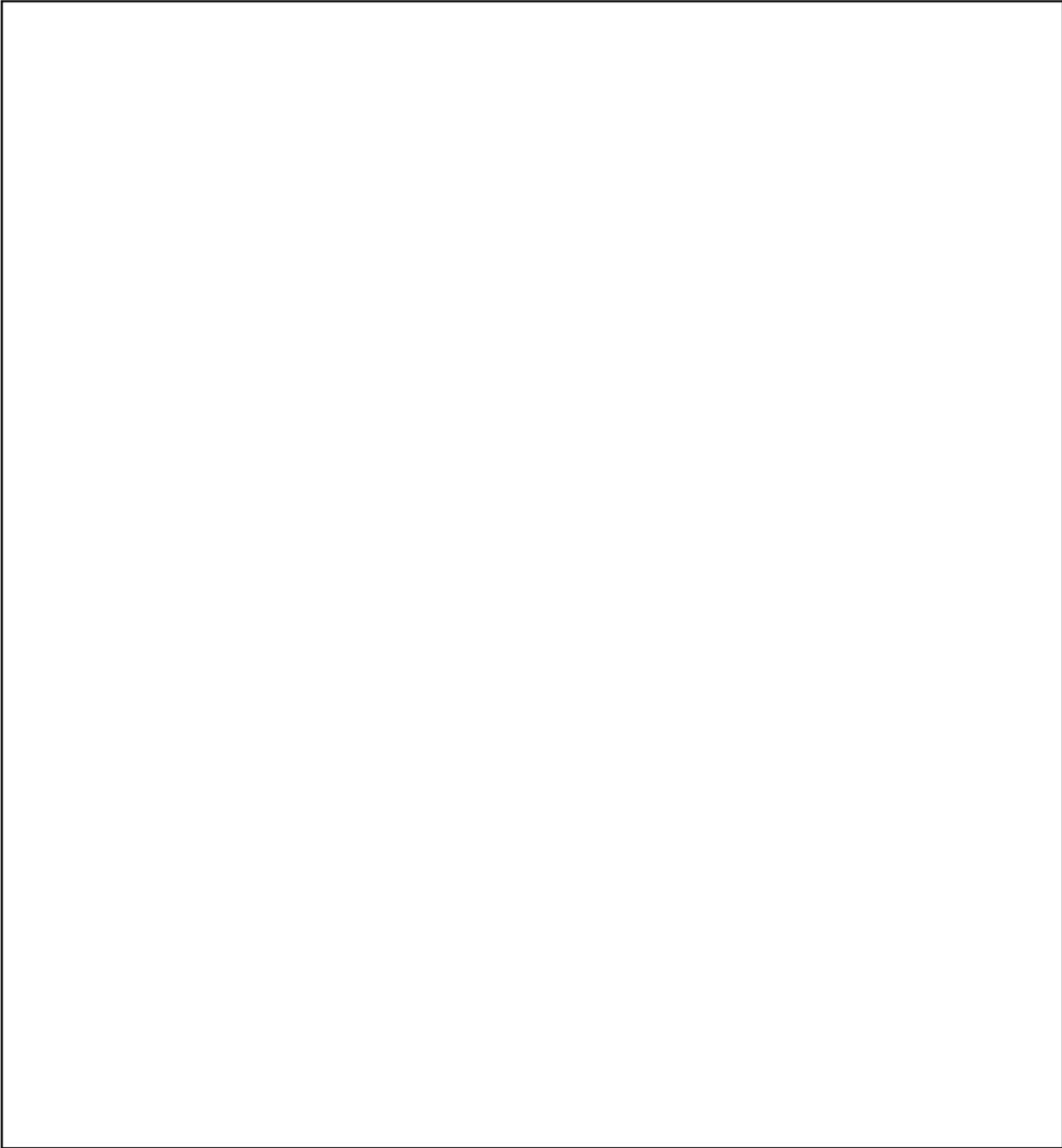
students about the unique and complex needs of the elderly population. The university plans to develop a case-based curriculum to help medical students and practicing physicians treat geriatric patients in a culturally sensitive and ethically appropriate manner. A Web-based version of the program will be developed for use at Yale and elsewhere.

**NEWTON, MASS.**—Lasell College completed a five-year fundraising campaign that raised more than \$18 million—80 percent more than its original goal. Among other things, the new funds allowed the 150-year-old, former women's college to restore and transform its venerable Winslow Hall gymnasium into a high-tech academic center, create its first endowed faculty chair and several endowed scholarships, and establish an Institute for Values and Public Life charged with examining policies related to civility.

- Estimated percentage of U.S. ninth graders who will go on to graduate from high school: **68%**
- Estimated percentage of high school graduates who will enroll in college the fall after graduation: **57%**
- Percentage of Americans who express a high degree of confidence in public colleges and universities: **62%**
- In public elementary and secondary education: **51%**
- Percentage of students in grades 7-12 who say they have access to higher quality computers at home than at school: **61%**
- Ratio of for-profit computer training schools to traditional colleges and universities among the 15 largest computer training providers in Massachusetts: **2-to-1**
- Change in total number of New England jobs posted on monster.com from Jan. 1, 2001, to June 30, 2001: **-4%**
- Change in number of New England high-tech jobs posted on monster.com during the same period: **-52%**
- Change in number of New England Internet/e-commerce jobs posted: **-74%**
- Change in number of New England biotech jobs posted: **+21%**
- Approximate number of people employed by Massachusetts manufacturers of medical devices: **21,000**
- Rank of Massachusetts among all states in production of medical devices: **2**
- Estimated increase in number of drug-related emergency room visits nationally between 1999 and 2000: **0%**
- Estimated increase in Boston: **28%**
- Respective U.S. ranks of Rhode Island, Connecticut and Massachusetts in income inequality: **3,6,9**
- Estimated value of formal volunteer work through nonprofit organizations in 1998: **\$225,900,000,000**
- Average number of hours volunteered per week by college graduates in 1998: **3**
- Average a decade earlier: **6**
- Estimated number of rounds of golf played in Maine in 1999: **1,700,000**
- Estimated economic impact of golf in Maine, including multiplier effects: **\$205,400,000**
- Approximate load in pounds that bridge decks on Interstate 95 are designed to withstand: **20,000**
- Approximate load in pounds that bridge decks being developed by the University of Maine Advanced Engineered Wood Composites Center can withstand: **60,000**
- Percentage change in population of Aroostook County, Maine, from 1990 to 2000: **-15%**
- Percentage change in population of Barnstable County, Massachusetts, from 1990 to 2000: **+19%**
- Percentage of U.S. residents who are ages 20 to 34: **21%**
- Percentage of Barnstable County residents who are: **13%**
- Women as a percentage of faculty at U.S. colleges and universities: **39%**
- Minorities as a percentage of faculty at U.S. colleges and universities: **15%**
- Number of reported efforts by parents and others to remove books from U.S. schools and libraries due to racist, anti-ethnic or sexist content, 1990-2000: **397**
- Number due to nudity or sexual content: **2,663**

**Sources:** 1,2 Postsecondary Education Opportunity; 3,4 Independent Sector; 5 *Education Week*; 6 NEBHE analysis of *Boston Business Journal* data; 7,8,9,10 *Mass High Tech*, 11,12 University of Massachusetts Boston (Minnesota ranks first); 13,14 U.S. Department of Health and Human Services; 15 Massachusetts Institute for a New Commonwealth; 16,17,18 Independent Sector; 19,20 Maine Agricultural and Forest Experiment Station; 21,22 University of Maine Advanced Engineered Wood Composites Center; 23,24,25,26 University of Connecticut Center for Economic Analysis; 27,28 American Council on Education analysis of U.S. Department of Education data; 29,30 American Library Association





# CONNECTION

NEW ENGLAND'S JOURNAL

OF HIGHER EDUCATION AND ECONOMIC DEVELOPMENT

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