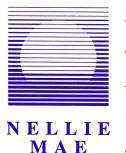




ike the young boy pictured here, many children are getting the support they need to be successful in school through programs that address specific needs like tutoring, mentoring, career awareness, child care, and more.

At Nellie Mae, we're committed to helping students all over New England get the support they need to pursue a higher education. Through the Nellie Mae Fund for Education we provide grant assistance to school/college partnerships that increase college awareness, provide academic support, and establish a positive environment in which students can grow.

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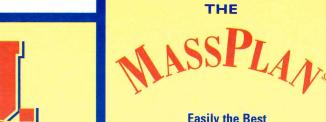
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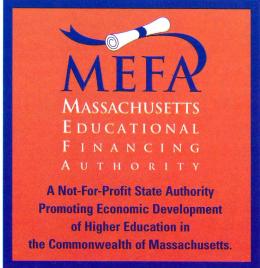
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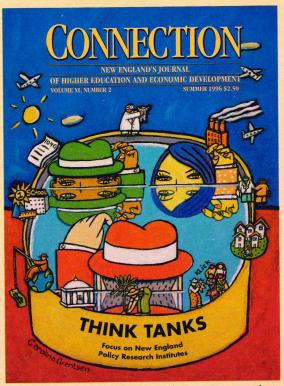
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The New England Board of Higher Education is a nonprofit, congressionally authorized, interstate agency whose mission is to foster cooperation and the efficient use of resources among New England's approximately 260 colleges and universities. NEBHE was established by the New England Higher Education Compact, a 1955 agreement among the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.

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As the federal government abandons its social welfare responsibilities, the locus of policymaking will shift from Washington to state capitals. At the same time, the state- and regionally oriented public policy "think tanks" that dot the New England landscape may be expected to assume some version of the role played previously by big national policy research groups such as the Brookings Institution and the Heritage Foundation.

But how effectively the New England states handle their expanded responsibilities — and how much these think tanks contribute to policy development — will depend on that rarest of New England commodities: regional collaboration. The six states, after all, face common policy dilemmas in areas from education to international trade.

Sensing that a pivotal moment is approaching for both regionalism and policy research, the New England Board of Higher Education and the John W. McCormack Institute of Public Affairs at the University of Massachusetts at Boston have launched a regional examination of New England's public policy think tanks.

The first challenge for us was trying to determine just what constitutes a policy think tank. In a series about the well-known Washington policy institutes such as Brookings, Heritage and the American Enterprise Institute, *Christian Science Monitor* columnist Rushworth M. Kidder defined think tank as "a kind of university without students." But that won't do. Many New England policy institutes are based on university campuses, and several offer degree programs. Students are integral parts of these institutions.

Foundation executive and historian James Allen Smith noted in his book on policy elites that think tank "is a curious phrase, suggesting both the rarefied isolation of those who think about policy, as well as their prominent public display, like some rare species of fish or reptile confined behind the glass of an aquarium or zoo." But most scholars in New England think tanks are neither cloistered nor prominently displayed.

Further complicating the research, many of New England's campus-based policy centers incorporate other distinct policy institutes and vice versa. The McCormack Institute, for example, encompasses the Center for State and Local Policy, the Center for Women in Politics and Public Policy, the Center for Democracy and Development and the Center for Social Policy Research.

In addition, hundreds of New England advocacy groups, watchdog agencies and professional organizations operate on the edge of the think tank world. Take the Boston-based Women's Institute for Housing and Economic Development. A policy think tank? Not in a strict sense. For while the think tanks are characterized by the involvement of detached scholars and professional experts, homeless women have led the institute's research on homelessness. (One institute trustee observed that the group's work "is a radical departure from the way most public policy research is conducted — by researchers who have little direct experience with the problem being studied.")

Ultimately, New England's policy think tanks defy rigid definition. What we can say is that they share an interest in informing and influencing public policies through research. Most produce journals or other periodicals, as well as occasional reports. A few have the capacity to conduct high-quality survey research. Many hold conferences, and some sponsor awards programs to encourage replication of "best practices." Most are nonprofit. A few have endowments, and some receive state appropriations. But most rely on foundation grants, government contracts and the generosity of affiliated institutions for their survival.

This issue of Connection marks the early stage of NEBHE's assessment of New England policy think tanks, a subject about which remarkably little has been published. We thank our distinguished authors for advancing the discussion. Special thanks also to Irana Hawkins, a recent graduate of the Program for Women in Politics and Government at UMass-Boston, whose hard work was instrumental in the early research.

John O. Harney is the editor of Connection.

Town-Gown Initiatives

Town-gown relations often center on humdrum negotiations over payments in lieu of taxes and reimbursement for municipal services. But some New England colleges and universities have launched aggressive efforts to revitalize declining host cities, often as a matter of enlightened self-interest.

Connecticut College used the occasion of New London's recent 350th anniversary to unveil a package of initiatives aimed at soothing the city stung by the loss of area submarine-building activity. Among the programs: a mortgage incentive system to encourage college faculty and staff to buy homes in New London; a plan to manage the city's Lyman Allyn Art Museum; and a new Center for Community Challenges to coordinate community and college resources and encourage community service.

Earlier in the year, the University of Massachusetts at Amherst and leaders of the nearby city of Springfield, Mass., formed a partnership aimed at injecting some life into a city that has been conspicuously unaffected by proximity to UMass and other world-class campuses. As part of the initiative, UMass promised to offer master's-level business administration classes in the state's third largest city, build a "Downtown Learning Center" with access to university resources, develop a biotechnology park and incubator and work with the city's schools on a new science and technology program.

Beating a Path?

New England colleges and universities had fielded more than 470,000 freshman applications for the fall 1996 term as of the traditional admissions deadline of May 1. But 172 campuses — more than three quarters of the region's total — were still considering additional qualified candidates for the Class of 2000, according to the New England Board of Higher Education's 37th annual Student Vacancy Survey.

The NEBHE study of 222 undergraduate institutions revealed that the number of freshman applications to New England campuses rose by 4 percent over 1995, following 5 percent and 4 percent increases in the previous two years. But while the region's 119 independent four-year colleges and universities saw freshman apps rise 6 percent over last year, public four-year colleges saw *no* increase. Indeed, half the public four-year campuses reported one-year *declines* in freshman applications as of May 1.

Though two-year colleges reported a 4 percent drop in applications as of May 1, many expected to receive the bulk of fall-term applications during the summer. And several community colleges, despite their open enrollment policy, indicated that programs in popular fields such as allied health were already filled.

Campus enrollment officials paint the picture of another high-tension admissions year. Each prospective student tended to apply to more schools, resulting in longer waiting lists at competitive institutions and greater uncertainty about final enrollment numbers. Students wait-listed at selective colleges eventually became anxious to secure a slot at "second choice" institutions, leading to late applications at some public campuses and smaller independent colleges. Students continued to wait for the "best" financial aid package before committing to a college. Meanwhile, student requests for enrollment extensions surged, partly due to a delay in processing federal financial aid forms.

Au Pairs Abroad

Diapering can be a cultural experience. The American Institute for Foreign Study of Greenwich, Conn., will offer American college students and high school graduates a chance to study at European universities this fall while living with a family and providing part-time child care.

Under the "Au Pair in Europe" program, students provide a maximum of 30 hours per week of child care in exchange for room and board and \$75 a week in spending money, while they study a foreign language, liberal arts or child psychology at universities in England, France, Spain and Germany.

Credit Where It's Due

Once upon a time, two-year college graduates would lose as much as half of their credits and need three more years of study to earn a bachelor's degree at a four-year institution. But increasingly, New England's two-and four-year institutions are forging "transfer articulation" agreements and other partnerships to ease the transition.

Beginning in September 1996, students at Massachusetts community colleges may participate in a special joint admissions agreement, guaranteeing them a place at a four-year state college or University of Massachusetts campus. The community college students must sign up for the joint admissions program by the time they've completed 30 credits and must go on to earn an associate degree with a 2.5 grade point average in a transferable program.

UMass has forged some special agreements, too. One collaboration with the building materials industry gives graduates of associate-level programs in building materials

Well-Prepped

Think of New England's big endowments and you probably think of the region's fabled universities, what with Harvard's gargantuan \$7 billion-plus and the combined \$6 billion more controlled by Yale and the Massachusetts Institute of Technology.

But a handful of the region's prestigious boarding schools have larger endowments than 90 percent of New England colleges and universities, according to a Connection analysis of data released by the New York City-based Council for Aid to Education. Indeed, seven of America's eight best-endowed boarding schools are in New England:

Phillips Academy (Andover, Mass.)	\$274,327,000
Phillips Exeter Academy (Exeter, N.H.)	\$242,782,250
St. Paul's School (Concord, N.H.)	\$236,284,883
Lawrenceville School (Lawrenceville, N.J.)	\$136,090,583
Deerfield Academy (Deerfield, Mass.)	\$123,498,000
Hotchkiss School (Lakeville, Conn.)	\$106,560,094
Groton School (Groton, Mass.)	\$100,756,080
Choate Rosemary Hall (Wallingford, Conn.)	\$92,822,550

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sales and management at Holyoke and Massachusetts Bay community colleges opportunities to pursue four-year programs in building materials technology and management at UMass-Amherst.

Other recent agreements smooth transfer from: Springfield Technical Community College to the UMass School of Education; Norwalk Community-Technical College to Sacred Heart University; Kennebec Valley Technical College to Lewiston-Auburn College, a branch of the University of Southern Maine; Dean College and the Community College of Rhode Island to Bradford College . . . the list goes on.

But perhaps the most meaningful articulation program is to be found at Bryant College. The four-year private institution offers highly qualified community college students \$5,000 scholarships, renewable as long as the transfers maintain dean's list status at Bryant.

Mass. Media

Don't bury the printed word just yet.

Massachusetts is home to two new political magazines. The Massachusetts Institute for a New Commonwealth, an independent think tank formed by software executive Mitchell Kertzman, introduced *Common-Wealth*, a quarterly which examines Bay State political issues.

Massachusetts political commentator Jim Braude launched *Otherwise*, and pledged to "never pretend to be anything other than what we are. And that's unabashedly liberal."

Among new academic titles, Boston University's Division of International Programs introduced a semiannual journal focusing on the roughly 100,000 American students studying abroad and their 500,000 foreign counterparts studying in the United States. Frontiers: The Interdisciplinary Journal of Study Abroad, which debuted early this year, examines issues ranging from culture shock and international attitudes toward gender to resources for advisors of foreign students.

Green Mountain Women

The slow road toward equality in the college president's office is a little faster in New England, especially Vermont. Women lead just 16 percent of U.S. colleges and universities (up from 5 percent two decades ago), but head 20 percent of New England campuses and 25 percent of Vermont campuses. And three of the five public institutions in the Vermont State Colleges system have women presidents.

A recent monograph by Kelly Collar, a public information officer at the Vermont State Colleges system office, asks: "Is Vermont's higher ratio merely a coincidence, or does the Green Mountain State provide a better environment for women in leadership roles?" The women presidents Collar interviews seem to believe the latter.

Community College of Vermont President Barbara Murphy tells collar: "Vermont is the type of place where what you are is not as important as what you're committed to, and how well you show that commitment."

Royal Flush

The Student Senate at Northern Essex Community College was having trouble keeping the 10,000 students at the college's campuses in Haverhill and Lawrence, Mass., apprised of upcoming events. The undivided attention of students, after all, is elusive. But the Northern Essex Senate found it.



In the spring, the Senate began publishing a weekly newsletter called *The Royal Flush* and posting it — you guessed it — in all college restrooms.

The Senate reported a far more attentive audience for its announcements of campus speakers, meetings and performances and other features. "Technology has improved communication in many respects," said Northern Essex President David Hartleb, "but sometimes a low-tech approach works best."

Comings and Goings

Richard M. Freeland, vice chancellor for academic affairs at the City University of New York, was appointed president of Northeastern University. ... Raymond N. Kieft, former president and math professor at Mesa State College in Colorado, was appointed president of Framingham State College. ... Owen F. Cargol, president of Cleveland State Community College in Tennessee, was appointed president of the University of Maine at Augusta. . . . L. Kinvin Wroth. former dean of the University of Maine School of Law, was named dean of Vermont Law School. ... Gloria Nemerowicz, founding director of the Women's Leadership Institute at Wells College in New York, was appointed president of Pine Manor College. . . . James J. Darazsdi, the former CEO of Rocco Enterprises, a Virginia food processing company, was appointed president of Nichols College.

Dr. Philip Cobe Kosch, former associate dean of the University of Florida's veterinary college, was appointed dean of Tufts University's School of Veterinary Medicine. ... Daniel C. Tosteson announced he would step down as dean of Harvard Medical School in June 1997. ... Gerard F. Burke resigned as president of Massasoit Community College to become director of a new Community College Institute, set up to do long-range planning for the state's 15 community colleges. ... Ronald L. Applbaum resigned as president of Westfield State College to become president of Kean College in New Jersey. ... Joseph M. Cronin announced he would resign as president of Bentley College in June 1997.

Stephen W. Bosworth, former U.S. ambassador to Tunisia and the Philippines, was elected chairman of the Dartmouth College Board of Trustees. . . . Thomas S. Johnson, chairman and CEO of GreenPoint Financial Corp. and GreenPoint Bank in New York, was named chairman of the Trinity College board.

Paul C. Combe, former president of Knight College Resource Group, became president of American Student Assistance Corp. . . . Paul Guzzi, former Massachusetts secretary of state, high-tech executive and Boston College vice president, was appointed president of the Greater Boston Chamber of Commerce. . . . Mark Skaletsky, president and CEO of GelTex Pharmaceuticals, was elected president of the Massachusetts Biotechnology Council.

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Respective national ranks of the U.S. Naval Academy and the Massachusetts Institute of Technology among institutions most likely to have granted a degree to an astronaut: **1,2**

National rank of Marlboro College in percentage of graduates who go on to earn Ph.D.s in life sciences: 4

Estimated biomedical research spending in Connecticut in 1995: \$1,700,000,000

Projected increase in employment at large Massachusetts biotechnology companies during 1996: 30%

Average number of hearings held each year by the U.S. House Science Committee, 1985-1994: 107

Number of hearings held in 1995: 46

Approximate percentage of employed Americans who use computers at work: 46%

Approximate percentage of American children who use computers: 60%

Percentage of American children who see a grandparent regularly: 5%

Percentage of Americans who say they would prefer more time with their families and slower career advancement to rigid work hours and faster advancement: **76%**

Percentage of executives of mid-sized companies who say employees should improve their financial security by saving for retirement: 49%

Percentage whose companies offer an employee-contribution retirement plan: 25%

Poverty rate of children in young families headed by college graduates in 1973: 3%

In 1992: 8%

Poverty rate of children in young families headed by high school dropouts in 1973: 39%

In 1992: 66%

Share of New England state spending financed with federal funds: 23%

Share of New Hampshire state spending financed with federal funds: 42%

Percentage-point change in Medicaid's share of U.S. state budgets, 1991-1996: +3.9

Percentage-point change in higher education's share: -1.6

Approximate ratio of volumes in Harvard University libraries to volumes in the Boston Public Library: 2-to-1

Percentage of applicants to Harvard University's Class of 2000 who were admitted: 11%

Percentage of those admitted who plan to enroll: 78%

Defunct New England newspapers as a share of all U.S. dailies that have closed since 1990: 11%

Percentage of Americans who cannot name their congressman: 60%

Percentage of non-voters who say they would rather work overtime than vote: 57%

Percentage of non-voters who think "the government is run by a few big interests": 73%

Percentage of voters who think so: 69%

Bar passage rate among first-time exam takers from the nonaccredited Massachusetts School of Law, February 1996: 75%

Number of accredited Massachusetts law schools with lower rates: 2

Sources: 1 Massachusetts Institute of Technology; 2 Pope, Loren; *Colleges That Change Lives*; 3 Connecticut United for Research Excellence; 4 Massachusetts Biotechnology Council; 5,6 U.S. House Science Committee, Democratic staff; 7,8 Organization for Economic Cooperation and Development; 9 Carnegie Corp. of New York; 10 Robert Half International Inc.; 11,12 ReliaStar Financial Corp.; 13,14,15,16 Children's Defense Fund; 17,18 Federal Reserve Bank of Boston; 19,20 National Conference of State Legislatures; 21 NEBHE analysis of Association of Research Libraries data; 22,23 Harvard University; 24 NEBHE analysis of *American Journalism Review* data; 25 Freedom Forum; 26,27,28 League of Women Voters; 29,30 Massachusetts School of Law

Average annual compound rates of total return (periods ending 3/31/96)*

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Idea Labs: New England's Public Policy Think Tanks

ew England is home to an extraordinary concentration of policy-oriented "think tanks." A preliminary study by the New England Board of Higher Education suggests that 150 or more of these nonprofit research institutes are at work in

College's study of

The Contradictions
of Christmas as a "lens
onto the fundamental
motifs of American
culture" — to the
downright practical
Handbook and Policy
Reader for Connecticut's Local Elected
Officials, published
by the Institute for
Public Service at the

the six states, crunching numbers, conducting surveys, convening breakfast meetings, publishing studies and otherwise attempting to inform and shape various aspects of public policy.

Some focus sharply on issues such as health care, education or environmental protection.

Others address broad themes of governing, economic security and social well-being. Their work ranges from the very academic — witness the Social Welfare Research Institute at Boston

University of Connecticut.

The institutes are idea laboratories in a region where ideas reign. And their work on issues from charter schools to welfare reform is about to take on new importance as government responsibilities devolve from Washington, D.C., to state capitals. But in compact New England, where pressing matters often transcend state lines, how influential the think tanks become may depend on how they work together.

JOHN O. HARNEY

ust as federal policymaking bore the imprint of the Brookings Institution in the 1960s and the Heritage Foundation in the 1980s, newly energized state and local policymaking in the late 1990s may well reflect the influence of New England think tanks such as the A. Alfred Taubman centers at Brown and Harvard universities or the Edmund S. Muskie Institute of Public Affairs at the University of Southern Maine.

The looming state-level policy debates will also undoubtedly feature a host of "free-market" ideas such as privatization of social services and school vouchers, for when liberal foundations began emphasizing grants for hands-on, community action programs over research in the 1970s and '80s, their conservative counterparts filled the void by nurturing a new breed of right-leaning policy research institutes.

Policy think tanks, together with consulting firms, advocacy groups and universities, create the soup of New England ideas, often via the media. Theoretically less beholden to the wishes of paying clients than consulting firms, less self-serving than advocacy groups and less esoteric than universities, the centers and institutes claim to operate on a simple principle: good policy requires good information.

Thus, the Taubman Center at Brown University and the Institute for Social and Policy Studies at Yale University match vast collections of data with sophisticated computer equipment to create maps of their local communities revealing neighborhood variations in income and crime rates. ... The Survey Center at the University of New Hampshire's Institute for Policy and Social Science Research polls the public on issues from state spending priorities to use of Manchester Airport. ... Staff from the Center for Survey Research at the University of Massachusetts at Boston take to selected intersections to visually monitor seat belt usage. ...

Collecting sound information is one thing; brokering it to policymakers and the public is quite another. Indeed, maintaining credibility in an age of short attention spans requires a balancing act, according to Paul E. Harrington, associate director of the Center for Labor Market Studies at Northeastern University. "There are two ways research institutes can fall off the wire," says Harrington. "One is by doing very dense stuff that no one gets. The other is by doing pure advocacy and by looking for facts that prove your case instead of facts that add understanding."

Moreover, information is not the only factor in policy-making. As Dennis Meadows, the director of the UNH Institute for Policy and Social Science Research conceded in the institute's recent annual report: "Analysis is usually not the most important basis for deciding on political and administrative goals and actions in New Hampshire — ideology and fiscal expediency come first."

To be sure, think tanks use means other than published research to influence policy. National organizations like the 50-year-old American Enterprise Institute aggressively market their pundits to reporters, talk shows and conferences — and some New England outfits are doing the same. Some institutes hold competitions aimed at encouraging good government. For example, finalists in the annual Innovations in American Government Awards held by Harvard's Taubman Center receive \$100,000 grants from the Ford Foundation. And many of New England's campusbased policy institutes leave an even more enduring mark by training and granting degrees to new generations of policymakers, journalists and others.

Still, as local, state and regional policymaking take on new importance, that perennial question about all things New England arises. Will the region's newly relevant policy think tanks work together?

Four years ago in Connection, former University of Massachusetts President David C. Knapp argued for regional collaboration in public policy analysis. "Across New England, policymaking in areas ranging from education to public finance is in disarray. Spending priorities and the provision of revenue beg understanding," wrote Knapp. "In public affairs research centers and other campus institutes around the region, specialists use advanced computer technology to assess such problems and propose solutions. But they often operate in isolation from one another."

True, there have been a few notable joint ventures. Conservative think tanks have developed formal mechanisms to share current research. And the Massachusetts Institute for a New Commonwealth, formed last year by software executive Mitchell Kertzman as a counterweight to conservative groups such as the Pioneer Institute, worked closely with the Center for Labor Market Studies to produce its debut report, a 124-page, data-oriented study on *The State of the American Dream in New England*.

But the crush of responsibilities descending on the states from Washington will bring new urgency to Knapp's observation. Forward-looking state and regional policies in the age of devolution will require not only more action by state-level research institutes, but also more collaboration among them — not only along ideological lines, but along geographic ones as well.

John O. Harney is the editor of Connection.

Campus-Based Policy Institutes Poised to Reinvent New England

Robert L. Woodbury

"Academics can be dismissed in the short run, but in the long run, theirs are the ideas which fill the wells of policy."

If those words were uttered by some lifetime denizen of the ivory tower, they might be shrugged off as so much academic self-aggrandizement. But coming as they do from Robert C. Wood, they carry a certain weight. For Wood toiled long in the policy vineyards as U.S. secretary of housing and urban development, superintendent of Boston Public Schools, University of Massachusetts president and in various other positions (including professorial ones) before joining the John W. McCormack Institute of Public Affairs at the University of Massachusetts at Boston

If Wood's observation is correct, campus-based public policy institutes with local, state and regional orientations such as the McCormack Institute, the Edmund S. Muskie Institute for Public Affairs at the University of Southern Maine, the Margaret Chase Smith Center for Public Policy at the University of Maine and the

as a senior fellow.

Taubman centers at Harvard and Brown universities will play a profound role in shaping New England's future.

Public policy institutes and other outreach programs on university campuses across New England are immersed in state and local government issues of enormous variety including: achieving quality in public schools; providing full access to health care and other social services; spurring job creation; protecting the

environment and creating livable communities; living together amidst increasing diversity; maintaining a strong energy and transportation infrastructure; seeking a place in the global economy; and finding the revenue to meet escalating demands.

These issues will become even more challenging over the next few years. For starters, state budgets are being overwhelmed by escalating costs in Medicaid, criminal justice and K-12 education, even as citizens show

no inclination to provide more tax revenue.

In addition, as the federal government shifts many responsibilities away

from Washington, the center of action increasingly will focus on hard-pressed local communities, metropolitan areas and state capitals — more so than at any time since before the New Deal. Finally, the extraordinary impact of technological change and a telecommunications revolution will disrupt established patterns of gover-

nance — as surely as these forces have restructured our economy, our jobs and our lives.

In this context, campus-based institutes have an unprecedented opportunity to link scholarly knowledge with pragmatic implementation. Furthermore, universities have a chance to respond to state and local policy problems in the spirit of the historic land grant ideal of outreach and service.

To be sure, the university-policy nexus has stress points. University faculty have no monopoly on expertise, creativity, goodwill or common sense. Nor are universities, with their missions of creating and dispensing knowledge, primarily in the business of solving social problems. Moreover, the professional vocabulary and everyday timetable, rewards and obligations of an assistant

professor leading a seminar in Economics 101, or a full professor writing for a professional journal are quite different from those of a legislator running for reelection or a town manager cutting a budget for snow removal. Most faculty, while intensely committed to a demanding career, live quite apart from the demands and pressures of a city mayor or a mental health commissioner. And indeed, there are obvious obstacles to bringing academic expertise to bear on the dayto-day problems of, say, waste disposal in Somerville, Mass. or energy costs in New Hampshire.

But public policy institutes can bridge the gap between scholar and practitioner to benefit the larger community. As Michigan State University Vice Provost James Votruba has suggested, the institutes can "promote learning on behalf of solving social problems."

PRAGMATIC SCHOLARS

University institutes have several assets in linking learning and policy formulation. Most notably, campus-based public policy centers can draw on close-at-hand intellectual talent for expertise on subjects from environmental science to public finance, from community policing to mental health, from deinstitutionalization to intergovernmental relations. While independent think tanks often contract with academics, the presence of institutes *within* the university structure provides greater flexibility and ease of access.

At the McCormack Institute, for example, senior fellow Barry Bluestone, a labor economist, heads a major survey measuring employment, demographic changes, interracial attitudes and economic trends of the entire metropolitan

Boston area. Wood leads an effort to look anew at possibilities for regional responses to an array of governance challenges in Greater Boston.

McCormack also works with a sociologist on homelessness in Boston, a political scientist on government reorganization in Massachusetts, a criminologist on community policing, a business school professor on Medicaid reimbursement

Policy

institutes

can bridge

the gap

between

scholar and

practitioner.

and an economist on the economic status of women in the metropolitan region.

The potential for campusbased policy institutes to bring new perspectives to governance is also illustrated by efforts focusing on the increasing diversity of New England society. The Trotter Institute, the Gaston Institute and the Institute for Asian-American Studies at UMass-Boston, all concerned with growing populations who have been historically shut out of the policymaking process, bring new voices to essential discussions of community health, economic development and policy alternatives. Their jointly published document called A Dream

Deferred: Changing Demographics, Challenges and New Opportunities for Boston provides economic and demographic analysis essential to any renewal of Boston's economic and civic future.

Campus-based policy institutes also have the advantage of reflecting the missions of the universities themselves. Although one can hardly argue that university faculty lack ideological commitments or biases, the institution itself places its highest value on objectivity, open access to the data on which propositions are argued and a resolute commitment to open debate. It is true that campus debate has been stifled in some well-publicized instances. Still, unlike some non-campus think tanks, universities begin with no ideological point of view nor do they hold policy data in a proprietary fashion. And their base funding is usually insulated from corporate, partisan or ideological sources.

Furthermore, most campus-based public policy institutes are deeply involved in teaching. The McCormack Institute, for example, houses a master's degree program in public affairs for working adults, many of whom hold positions as city man-

of New England research institutes.

Many of these institutes focus on more
than one of the topics shown.

A. Alfred Taubman Center for Public Policy and American Institutions Brown University Providence, R.I.

A. Alfred Taubman Center for State and Local Government Harvard University Cambridge, Mass.

Center for Rural Studies University of Vermont Burlington, Vt.

Institute of Public Service University of Connecticut Storrs, Conn.

Institute for Social and Policy Studies Yale University New Haven, Conn.

John W. McCormack Institute of Public Affairs University of Mass.-Boston Boston, Mass.

Edmund S. Muskie Institute of Public Affairs University of Southern Maine Portland, Maine

Margaret Chase Smith Center for Public Policy University of Maine Orono, Maine

Ethan Allen Institute Concord, Vt.

Josiah Bartlett Center Concord, N.H.

Beacon Hill Institute Suffolk University Boston, Mass.

Institute for American Values
Nichols College
Dudley, Mass.

Pioneer Institute for Public Policy Research Boston, Mass.

Yankee Institute Glastonbury, Conn.



agers, legislators or other government officials, or as journalists and public affairs professionals. In this way, the center's teaching links scholarly activity with the everyday concerns of civic professionals. Recent student case

studies focus on the financing of Boston's "Big Dig" highway construction project and Massachusetts state fiscal management

since 1990.

The centuryold land grant tradition firmly established the idea of linking academic expertise to the practical problems of ordinary communities and citizens, whether those problems

revolved around agricultural or mechanical expertise or, indeed, policy issues. When former Harvard University President Derek Bok argued a few years ago that universities must pay greater attention to the urgent public problems of poverty, public health, K-12 education and economic development, he was, in a manner, updating the agenda for the land grant idea.

At their best, academic think tanks — like universities themselves — can provide thoughtful and creative analyses of issues in an environment of distance and detachment. Politicians and civil servants face the everyday pressures of immediate problems, sometimes angry constituents and annual budget cycles that give little time for reflection and longer-run perspectives. Thomas Finneran, the new speaker of the Massachusetts House of Representatives, recently lamented that this focus on the short term too often creates pressure "to choose what is expedient or what is superficial as opposed to what is of long-term value."

Academics can help provide the long view. When Professor Josephine LaPlante of the Muskie Institute identified Maine's long-term creation of "bungee cord finances" in its fiscal structure, for example, she helped create the policy framework for more effective budgeting.

The states and localities in New England need the same mix of political realism and scholarly

distance on issues such as revenue sharing, housing and health care.

REGIONAL FOCUS?

Even as the agenda for campus-based policy institutes focusing on local, state and regional issues seems certain to grow in the next few years, another challenge is emerging.

New England's political power nationally is eroding. The region, home to only 5 percent of the nation's population, is suffering from declining representation on key congressional committees. Moreover, the realities of the global economy increasingly make ludi-

crous the petty and sometimes destructive economic development strategies among our six states. Instead of fighting among ourselves over plant relocations or telecommunications policy or tax mechanisms, the six New England states might better spend time jointly strategizing to help shape international trade in the Atlantic Rim or Asia or Latin America.

In short, the six New England states — as proudly, even aggressively, independent as they are — have more reason than ever to cooperate. And so do the region's policy institutes. The urgencies that will come with federal programs being transferred to the states make collaboration particularly compelling. New England states and municipalities, on the whole, have neither the policy framework and research capacity, nor the staff or budgetary support to deal with the vastly expanded responsibilities in health care, welfare or job training that devolution will bring. The Washington Post reported recently, for example, that a \$4 billion federal program to help states computerize their enforcement of child support laws had been successfully carried out on time by only one of the 50 states, Montana.

Further, the prospect of six New England states "competing for the bottom" in addressing the consequences of a frayed social safety net is grim. The current welfare system may be "broken," but it remains unclear what "fixing it" will mean for

states and municipalities or for the poor.

New England's campus-based policy institutes can make a difference collectively, as well as individually. From Vermont to Rhode Island, these think tanks and their affiliated faculty could share information and pool expertise on issues of trade policy, revenue development or welfare reform as the universities of Maine and New Hampshire do now in areas such as marine research in the Gulf of Maine.

At a time of considerable policy reshuffling, various efforts at downsizing and privatizing and numerous governmental experiments and innovations, universities could be called upon to document, assess and compare these efforts across the new England states. These institutes could also jointly study and report on areas of "best practice." The 1993 report on *The Fiscal Crisis in the States: Lessons from the Northeast* by Muskie's Charles Colgan and McCormack's Joseph Slavet, analyzing each state's handling of the budget crises of the early 1990s, is a rare example of this sort of collaborative effort.

Institutes also ought to join with practitioners in

providing forums for seeking regionwide approaches to shared challenges being wrought by a new federalism and a global economy. And they should help catalyze new mechanisms to engineer collaborative solutions to common problems. Why not, for example, devise a common framework for Medicaid delivery, or welfare reform or market development in Mexico?

A recent survey by the Roper Center for Public Opinion Research at the University of Connecticut reveals that New Englanders share the sentiment that their region is special. Although that shared sense is based on a hardy respect for "localness and individualism," the regional identity reaffirmed by the survey also provides a base for collaboration. Campus-based public policy institutes hold out the promise of addressing needs from Bangor to New Haven, and in working together, the promise of a renewed sense of commonweal.

Robert L. Woodbury is the director of the John W. McCormack Institute of Public Affairs at the University of Massachusetts at Boston. Bureau of Labor Education University of Maine Orono, Maine

Center for Labor Market Studies Northeastern University Boston, Mass.

Labor Research Center University of Rhode Island Kingston, R.I.

Massachusetts Institute for a New Commonwealth (MassINC) Boston, Mass.

Center for the Study of Race and Ethnicity in America Brown University Providence, R.I.

W.E.B. DuBois Institute for Afro-American Research Harvard University Cambridge, Mass.

Mauricio Gaston Institute for Latino Community Development and Public Policy University of Mass.-Boston Boston, Mass.

Institute for Asian-American Studies University of Mass.-Boston Boston, Mass.

William Monroe Trotter Institute University of Mass.-Boston Boston, Mass.

Bureau of Business Research American International College Springfield, Mass.

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Collaboration in Policy Research: **Barriers and Opportunities**

Steve Ballard

Can New England's campus-based public policy centers cooperate?

The growth of campus-based policy centers can be traced to the Great Society initiatives of the 1960s, which created a need for knowledge-based problem-solving and made available substantial federal funds to achieve it. Universities created the infrastructure — the policy centers — to take advantage of these opportunities.

Today, nearly all major universities have a center or institute devoted to public policy, and larger universities commonly house a range of policy centers organized around specific issues such as welfare, education or environmental protection.

But since the 1960s, campusbased policy centers have evolved and diversified. While some centers are still viewed primarily as mechanisms to access federal research dollars, many others are devoted to state and local policy analysis, outreach and service for specific customers within a state or metropolitan area and integration of applied research and training. As the devolution of program and fiscal responsibility from the federal government continues, the state- and locally

oriented centers will grow in importance.

At the same time, the centers are being reshaped by a combination of declining federal research dollars in many program areas, downsizing across most states and public universities and increasing competition from non-universi-

ty vendors of applied research (note the growing tendency among federal agencies to use private consultants or nonprofit organizations rather than university research centers for environmental assessment, evaluation of human services and technology assessment). The new environment would seem to argue for increased collaborative partnerships among the centers — if they can overcome some significant barriers.

GOING IT ALONE

Collaboration among policy centers, especially involving more than two centers or more than one state, is rare. The Margaret Chase Smith Center at the University of Maine has collaborated with the Edmund S. Muskie Institute of Public Affairs at the University of Southern Maine on a variety of public service and technical assistance projects, including development of Legislative Policy Seminars and joint publications on state economic development. But this type of experience

is not widely shared in most other states. And though the Smith Center communicates frequently with out-of-state policy institutes, it is not currently involved in any formal projects across state lines.

Various factors account for this independent streak among campus-based institutes. Most importantly, during the past three decades, a well-entrenched system of

rewards and incentives has governed campusbased public policy research. Universities strive to be recognized as having special expertise or being a "center of excellence" on a particular issue. Faculty are rewarded with promotions and tenure on the basis of how much external research funding they secure and how much they publish, particularly how much they publish with few or no co-authors.

Skeptical faculty want proof that a new collaborative paradigm for policy centers would offer advantages. Would scarce research dollars be dissipated across several universities? Would typical institute research, perhaps authored by multiple faculty members or published in some format other than a refereed journal, count toward tenure? Too often, these questions alone are enough to inhibit cooperation among university-based policy experts.

Other barriers to collaboration stem from the very nature of most policy centers and America's system of policy formulation.

For many centers, success depends on the ability to develop relationships with funding agencies, program personnel in the public sector and other clients. Once such relationships exist, policy researchers are reluctant to give them up or share them. In addition, collaborative research projects are often harder to steer through university bureaucracies and to administer. In a recent effort to develop a collaborative effort involving the Margaret Chase Smith Center and two other universities, the most nagging headaches involved the mechanics of contracts, subcontracts, project governance and accountability. While faculty from the three state universities found it easy to reach agreement on the substantive aspects of the proposal, representatives of the research infrastructure tended to want simple and clear lines of authority and inter-university relationships that were occasionally at odds with project realities.

Finally, to some extent policy centers mirror our policy system, which addresses problems according to primary political boundaries — federal, state and local. Few policy systems are regional in nature, and sustained coordination across multiple boundaries is difficult. Options

such as regional policy centers or cooperation among centers located in different political jurisdictions seem unfortunately at odds with the nature of our policy system.

CROSSING BOUNDARIES

New England's

campus-based

policy centers

should be

natural

allies.

Despite these obstacles, arguments in favor of increased collaboration among policy research

centers abound. Clearly, many policy problems cut across state or local boundaries and require *regional* solutions. Maine's recent failure to meet ozone standards is a case in point: the problem was caused primarily by long-range transport of pollutants from other states.

Similarly, regional approaches to economic development, including collaboration among communities and among states, are becoming more common and frequently successful. The rapid growth of "best practices

research" is, in part, a recognition of the value of shared experiences and the need to transfer lessons and solutions across political jurisdictions. (Successful economic development practices in Boise, Idaho, and Littleton, Colo., for example, have been considered by Maine officials, thanks partly to collaboration between the Smith Center and the Center for the New West, a Denverbased think tank.)

Meanwhile, many sources of research funding, public and private, have established "partnership" grants and contracts that encourage collaboration. The U.S. Environmental Protection Agency (EPA) recently initiated a university partnership solicitation for its Environmental Monitoring and Assessment Program, requiring proposals from two or more universities. The U.S. Department of Housing and Urban Development similarly has developed a successful funding program for partnerships between university policy centers and metropolitan areas. Even the National Science Foundation, for 40 years the champion of disciplinary-based research, has joined the EPA in sponsoring research on watershed protection, with an emphasis on collaborative partnerships.

But collaboration also makes sense for the simple reason that policy centers should be natural

Bunting Institute Radcliffe College Cambridge, Mass. **Civil Liberties** and Public Policy Program Hampshire College Amherst, Mass. Institute for Leadership and Change Simmons College Boston, Mass. **Project on Women** and Social Change **Smith College** Northampton, Mass Radcliffe Public **Policy Institute** Radcliffe College Cambridge, Mass. **Wellesley Centers for Women Wellesley College** Wellesley, Mass. Center on Work and Family **Boston University** Boston, Mass. **Child Study Center Yale University** New Haven, Conn. Family and Children's **Policy Center Brandeis University** Waltham, Mass. Family Research Laboratory University of New Hampshire Durham, N.H.



New England's Social Science Muscle

New England scholars perform a disproportionate share of U.S. social science research — often in association with campus think tanks.

Though New England is home to only 5 percent of the U.S. population, the region's universities performed \$102 million worth of social science research in 1994 — more than 11 percent of the \$924 million performed by all U.S. universities, according to an analysis of the most recent data from the National Science Foundation.

Still, social science today accounts for less than 5 percent of R&D expenditures at all U.S. universities.

allies. Located in universities organized around disciplines and strongly predisposed towards individual contributions, policy centers can be "outcasts" within their own institutions. This is especially true at public universities that are facing fiscal distress. Because both the formal organizational structure and the informal social norms of the university are built around disciplines and academic units, the interdisciplinary policy centers are invariably seen as less central to the university structure. In addition, because the centers typically take in external funds, they are often viewed as "cash cows" and easy targets for hard money reductions in tough times.

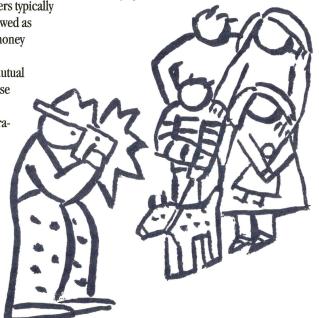
Collaboration can also increase the mutual capabilities of each policy center. Because problem-oriented, applied research is almost always interdisciplinary, collaboration can provide the necessary range of substantive expertise to adequately understand a problem and contribute to our understanding of potential solutions. This combination of interdisciplinary expertise and interest in applied, multidisciplinary research can certainly be enhanced through crosscenter collaboration. The Smith Center's needs assessment for the Univer-

sity of Maine System has been enhanced by collaboration with Muskie Institute experts on public finances and student attitude assessment.

Regional collaboration among policy centers should be a natural outgrowth of a shared understanding of the regional context and nature of a problem. For example, sustainable fisheries is recognized as a key policy priority for at least four New England states. It already benefits from such collaborative efforts as the Maine/New Hampshire Sea Grant Program. Similarly, economic development, forest resource issues such as clear-cutting, and electricity generation and transport are all issues with many commonalities across the northern New England states. Further, many regions are paying attention to successful models of cooperative policy research, even if not campus-based. These include, for example, the Center for the New West and the Southern Growth Policies Board.

Does collaboration across policy centers make sense? Each center will have to evaluate the advantages and disadvantages within its own context. But clearly, opportunities exist to build on structural similarities, natural friendships and shared interests across the region's policy centers. So long as such collaboration improves the capacity of states to solve problems — and leads to positive performance on university evaluation criteria — collaborative partnerships are increasingly likely to be among the emerging approaches to policy research.

Steve Ballard is the director of the Margaret Chase Smith Center for Public Policy at the University of Maine.



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Survey Research: **Determining the Facts Moves Front and Center**

Everett Carll Ladd

The widespread use and misuse of survey research in public policy formulation has created a growing need for a new kind of think tank activity.

This involves monitoring the deluge of poll data and other relevant statistics, alerting survey users to areas of abuse and innocent misrepresentation in survey research and providing reasonably complete compilations of reliable information.

Connecticut's Roper Center for Public Opinion Research and its sister research facility, the Institute for Social Inquiry, are among the think tanks examining survey research in this era when polls are used increasingly to determine public preferences and to collect other data that policymakers and rank and file voters need.

The Roper Center, relatively senior in the world of academic research centers, was founded in 1947 at Williams College, where it remained for 30 years. Since 1977, the center an independent, nonprofit corporation chartered in

Delaware — has operated on the

University of Connecticut campus in Storrs under a formal contractual agreement between the center's board of directors and the UConn trustees.

The Roper Center began as a library. Though its vast holdings consisted not of books, but survey data sets originally stored on punch cards —the facility functioned as a fairly traditional library, organized to preserve

important research materials for subsequent use by scholars, students and others. During the past two decades, however, the center has evolved into a broadbased think tank, organized around social and political information collected through surveys, but extending from this core to a variety of other areas.

> For one thing, the center has expanded its educational outreach. Survey research findings are frequently misunderstood not only by the general public, but by the policymakers and analysts who must use them. To help correct such problems, the center determined it needed to reach a broad audience through ongoing publications. In 1989, the center began publishing a bimonthly magazine, The Public

Perspective, to monitor developments in survey research, identify problems in the way surveys are conducted and their data interpreted and provide guidance to policymakers, journalists and others in interpreting survey research on issues such as health care and education, as well as social values.

Two years ago, the center added a book and monograph series devoted to subjects requiring more discussion than a magazine format allows. A recent book in this series, for example, explores American-Japanese relations through survey research in the two countries.

The center also conducts quarterly surveys that describe the economic situation of the public. The center replicates for the state of Connecticut the Conference Board's wellknown national consumer confidence battery, and collects other more specialized economic data for the state Department of Economic Development.

PUBLIC OPINION PROS

The Roper Center has also become active in graduate education. A decade ago, the center in conjunction with UConn's Department of Political Science — launched a master's degree program in public opinion and survey research, designed to train the next generation of survey practitioners. In the past two years, a full-fledged doctoral concentration has evolved as well. For the center to train survey research practitioners, it must involve them in leading-edge survey work. Students must not only become expert in analyzing data that others have collected; they must also be confident practitioners, trained by doing.

The Roper Center has also expanded its original data collection programs to fill critical gaps in the existing information base. Though public outlooks and public policy vary greatly across the 50 states,

comparative survey research on the states is remarkably rare. The center recently completed a major survey, sponsored by Northeast Utilities, comparing attitudes of residents of the six New England states on a range of economic and quality of life issues. The center plans to conduct the survey annually. It has also initiated a series of national surveys exploring Americans' evolving outlook on the role of government.

The impetus for this change is the transformation of the use of poll findings (and other social/political data as well) in the country's political life. Arguments over the data and what they, in fact, mean have moved from the periphery to the center of policy debates. (For example, debate over U.S. economic policy is increasingly preoccupied with questions about what data on recent economic performance actually indicate.) In the process, the data have been notably politicized.

When George Gallup, Elmo Roper and Archibald Crossley began polling in the 1930s, their findings were almost entirely nonpolitical in one important sense. Of course, their polls provided descriptions of election contests, from the 1936 campaign on, and showed American thinking on key issues. But the political community paid little attention to these data, beyond "Who's ahead?" in a presidential campaign.

Opinion polls were conducted almost exclu-

The

ever-expanding

political uses

of polling

have been

accompanied

by a range

of abuses.

typically, on a syndication basis. Gallup polls in the 1930s and for decades following were paid for by subscribing newspapers around the country, each of which had exclusivity in its circulation area. Presidents and other politicians made little use of polls beyond occasionally consulting personally with Gallup, Roper or one of their colleagues. Campaigns were conducted entirely without recourse to survey findings. Corporations used surveys extensively in their market research but very infrequently on matters of public policy. Up through the 1960s, it was rare for an interest group to conduct an opinion survey as part of its campaign

All this began changing about 1970, as groups all across the spectrum came to see surveys as a political resource and began using them for political ends. State-level election campaigns without extensive polling are now extinct. Politicians use polls year-round as they chart and redirect their political efforts.

The vast politicization of polling is hardly limited to use by politicians. Advocacy groups in areas such as the environment, women's issues, education, health and foreign affairs poll regularly and publicize the results — often to assert, in effect, that "the American people want what we're advocating." Consider, for example, the enormous volume of advocacy polling by the American Medical Association, insurance companies, policy-oriented foundations, corporations, labor unions and others during the 1993-94 national debate over health care.

The media now are big poll sponsors. Many of the leading national media organizations including CBS News, ABC News, NBC News, CNN,

sively for news media and then, to influence the policy debate.

Annenberg Institute **Brown University** Providence, R.I. **Center for Parent Education** Waban, Mass.

Center for Medical

Economics Studies Northeastern University

Health Policy Institute

Boston University

Boston, Mass.

Human Services

Research Institute Cambridge, Mass.

Brandeis University

Waltham, Mass.

Center on Aging

Tufts University

Medford, Mass.

Institute for Health Policy

USDA Nutrition Research

Boston, Mass.

Educational **Development Center** Newton, Mass.

Institute for Responsive Education **Northeastern University** Boston, Mass.

Project Zero Harvard University Cambridge, Mass.



The Wall Street Journal, The New York Times, the Los Angeles Times, the Washington Post and USA Today — have put their own names on ongoing surveys. Rather than passively reporting poll findings, the media now actively employ surveys to shape their political coverage during campaigns and in key policy debates.

POLLS AS WEAPONS

As much of the political community has jumped into polling, polls are being used as weapons or misused in other ways. Distorted poll findings are regularly interjected into political debates. Again, the health care debate was illustrative, as surveys incorporated biased or leading questions to suggest a far greater measure

of public support for a given plan than actually existed.

Sometimes, misrepresentations are innocent. The public's message is often complex and subtle — and genuinely hard to read. At other times, groups knowingly misrepresent the public's opinion to make it appear closer to their own. Interested parties quickly learned, for example, that seemingly unimportant changes in the wording of questions could shift the way a subject is seen and encourage more "acceptable" answers. Meanwhile, surveys that confine themselves to just one side of complex issues tend to distort public sentiment. Abortion is a case in point. Large numbers of Americans are deeply committed to the value of individual choice. Many of these same people, however, are deeply committed to strengthening respect for the sanctity of life. Many are, in other words, at once "pro choice" and "pro life." Surveys that explore one side of this tension, but omit the other, are misleading.

Of course, many individuals and organizations use survey research responsibly, allowing people to speak for themselves fully and fairly. But at the same time, the ever-expanding political uses of

polling have been accompanied by a range of abuses where the public's opinions are distorted. Similar problems are seen with other types of policy-relevant data. Economic data, for example, are now manipulated or used selectively to advance competing interpretations of current performance and to change economic policies.

It is this complexity that has created the need for the relatively new kind of think tank focused on tracking the flow of survey data and policy information and informing users about the reliability of the information. Indeed, the Roper Center continues to perform traditional library functions of assembling poll findings and organizing them for researchers, but also operates in the center of policy debates.

The Roper Center's mission statement notes that the organization's educational responsibilities

involve "a broad democratic thrust, which extends well beyond technical elements of good research. ... Unfortunately, the practical use of polls often distorts rather than amplifies the public voice. ... It's the responsibility of the Roper Center to provide a comprehensive research library of public opinion information so organized that it can tell

the story, whole and unbiased, of what public opinion is on any given question in a time frame suited to fast-moving policy choice."

How well the center performs here must be left to independent observers.

In any case, it seems evident that battles over public policy now prominently feature arguments over what the facts really *are* relevant to a question's disposition. In many areas, policy research centers face their greatest challenge in establishing reliable databases on current social, economic and political experience as the essential foundation for sound policy choice. Thus, the Roper Center operates not only as a think tank, but also as a resource for other policy research centers.

Everett Carll Ladd is the director of the Roper Center for Public Opinion Research at the University of Connecticut.

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Information Drives Policy in Rhode Island

Thomas J. Anton and Eleanor M. McMahon

City and state policymakers in Providence have a powerful new tool in addressing a range of issues from delivering public assistance to fighting crime.

As part of the ambitious "Providence Plan" aimed at revitalizing Rhode Island's capital city, the Taubman Center for Public Policy and American Institutions at Brown University uses its state-of-the-art, computer-assisted mapping capability to provide a new

view of problems facing
Providence and its

Providence and its neighborhoods.

The Taubman Center's database brings together previously scattered information from the U.S. Census Bureau, state agencies such as the departments of Health and Human Services, and local agencies such as the School Department. By combining these indicators into a single computerized system, the center helps policymakers quickly examine all available information on a particular problem or neighborhood and respond effectively.

Mapping the location of people receiving assistance from welfare programs such as Food Stamps or Medicaid has allowed the city and

state to situate social service and community health centers where they are most accessible to the largest number of clients. Similarly, mapping the location of crimes permits the city to target patrolling assignments to the most dangerous streets and neighborhoods.

The Taubman Center's role in the Providence Plan befits its premise that good policy cannot be built on bad information. The center, established at Brown in 1984 with a gift from prominent business and civic leader A. Alfred Taubman, was designed for two central purposes: to provide an administrative home for an undergraduate concentration

in public policy and to support various activities associated with that concentration, most importantly, public policy research.

The design of the public policy concentration rests on two major intellec-

> tual premises. The first is that public policies in modern society do not emerge from government institutions alone, but rather from intersections of government and private-sector organizations working together to solve social problems. The second premise is that because public policies emerge from a variety of institutional configurations, no single

academic discipline is capable of capturing their complexity or significance.

Taubman professors drawn from academic disciplines ranging from education and political science to environmental studies and engineering share a commitment to linking theory and practice through initiatives such as the Providence Plan and the center's Public Opinion Laboratory.

The Public Opinion Laboratory grew out of faculty concerns that Brown had no course on the increasingly critical "public opinion" component of American policymaking. In 1984, a course was introduced to provide students with hands-on experience in designing and conducting public opinion survev research. The studentdesigned surveys garnered considerable public attention, leading to the creation of the laboratory as a vehicle for better understanding public views of major issues in Rhode Island and elsewhere. The lab now publishes surveys on important public issues four times each year, using a cadre of well-trained Brown students as interviewers.

The survey results, typically front page news, are widely read and discussed by state policymakers, and have become a major factor in

understanding and resolving public issues in and out of Rhode Island. A survey showing widespread public opposition to casino gambling, for example, strengthened political opposition to casino proposals. Another survey showing public opposition to large subsidies for a new shopping mall in downtown Providence supported substantial reductions in such subsidies. A third survey showing public opposition to cuts in welfare benefits encouraged retention of existing benefits.

The Public Opinion Lab's work increasingly has national impact as well. One study of the 1992 presidential campaign contributed significantly to policy research on campaign advertising. Another more recent poll showed that Americans' increasing mobility, rising anxieties about jobs and diminishing civic involvement are contributing to a climate of "nervousness and anxiety with profound political ramifications" --- not an insignificant message to public policymakers. Among other findings, 79 percent of respondents said public officials advocate what is popular over what is right, and only 14 percent said they trust public officials to do what's right most of the time.

REVITALIZING PROVIDENCE

Still, the Taubman Center's role in the Providence Plan remains its most far-reaching contribution to the community. Created in 1992 by joint agreement of the mayor of Providence and the governor of Rhode Island, the Providence Plan is a nonprofit 501(C)3 corporation whose mission is to develop a comprehensive strategy to revitalize

Providence.

Teaching,

learning and

writing about

public policy

are enriched

by real-world

experience.

grams that treat the symptoms of urban decay, the Providence Plan seeks to attack the root causes of poverty through its focus on jobs, education, good housing, safe neighborhoods and retention of the city's middle class. The director of the center served on the committee that proposed creation of the Providence Plan, and a former Taubman Center professor was selected from a national field of some 100 candidates to be the plan's first executive director. Since then, the Providence Plan has worked closely with the Taub-

man Center in developing the geographic information systems lab and the information it processes.

Although the center's computer-assisted mapping system is new, it has already demonstrated its value to the city. In addition to influencing the allocation of millions of public dollars in areas such as public assistance and policing, the plan's database and analyses were key components of the city's successful application for designation as an Enterprise Community by the U.S. Department of Housing and Urban Development in 1994. As a result of that designation, Providence received a \$3 million federal grant for various economic development and education reform programs, and will be given preferred treatment in its application for other federal assistance in the future.

The new data system also provides the analytic foundation for the Rhode Island Kids Count Project, a collaboration involving the Taubman Center, the Rhode Island Foundation and the Rhode Island College School of Social Work, and sponsored by the Annie E. Casey Foundation. Kids Count provides an annual statistical profile of the social and economic condition of children in

Institute for Policy and Social Science Research Unlike antipoverty pro-**University of New Hampshire** Durham, N.H. Institute for the Study of Political Communication **Boston University** Boston, Mass. **Roper Center for Public Opinion Research**

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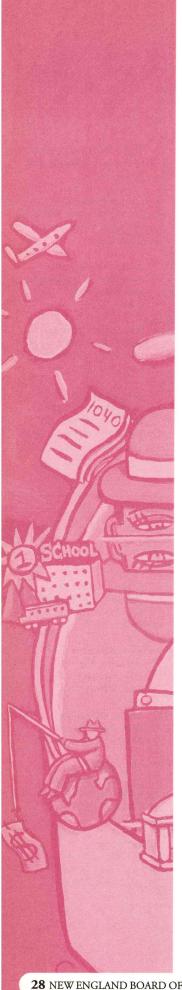
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Center for Law and Technology **Boston University** Boston, Mass.

Marine Law Institute University of Maine Portland, Maine

Pike Institute on Law and Disability **Boston University** Boston, Mass.

Program in Criminal Justice Policy and Management **Harvard University** Cambridge, Mass



Rhode Island. Drawing on data contained in the first two annual reports, Kids Count staff prepared an issue brief titled, Welfare Reform: How Will We Know If It's Good for Children?, which has had an important impact on current legislative efforts to reform the Rhode Island welfare system.

Further, working with the mayor's office, the center has convened citywide conferences on drug abuse, housing rehabilitation and social service needs for the '90s that have brought community leaders together and led to important changes in both policy and practice. In collaboration with the City Council, the Taubman Center has analyzed the lack of affordable housing in Providence and proposed policies to improve affordability. Working with the Providence Housing Authority, the center convened a citywide conference on obstacles to fair housing and has initiated a Public Housing Authority Summer Enrichment program for teenage public housing residents. For eight weeks each summer, 10 to 15 teenagers who live in public housing are given the opportunity to

work for the Housing Authority three days a week and spend two days each week at the Taubman Center, where they learn to use computers, improve their writing and arithmetic skills and work on cooperative projects. Most importantly, these young people learn about opportunities for their own future development.

In all these activities, the Taubman Center demonstrates a commitment to the involvement of faculty and students in the practice and analysis of public policy. Teaching, learning and writing about public policy are important and exciting activities, but they are all enriched by real-world experience. Theory and practice are two sides of the same coin.

Thomas J. Anton is founding director of the Taubman Center for Public Policy and American Institutions at Brown University. Eleanor M. McMahon is distinguished professor at the center and chair of the New England Board of Higher Education.

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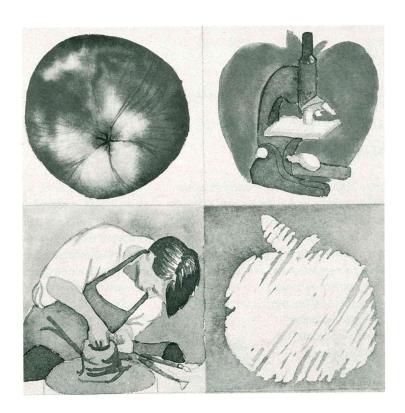
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Heard in the Statehouses?

John J. O'Dea

If New England's public policy institutes are to be effective, they must engage in shaping policy where it's made — in the region's statehouses.

State legislators in Maine receive numerous publications from public policy institutes such as the Edmund S. Muskie Institute at the University of Southern Maine and the Margaret Chase Smith Center at the University of Maine. The institutes sponsor important conferences and publish compelling papers on pressing Maine and New England issues, including defense conversion, welfare-to-work transition and utilities regulation. And their work is very well regarded. But it doesn't have the impact

that it should, because the institutes do not interact sufficiently at the legislative level.

Policymakers and legislators are hungry for more data and analysis to make sound policy decisions. The nonpartisan staff of Maine's Office of Policy and Legal Analysis provide legislative committees with excellent analysis and professional help in drafting bills. But with approximately 2,000 bills filed during the biennial legislative session, it is nearly

impossible for the staff of 18 to do research during the session. The lack of adequate research discourages long-range state planning and continuity in state policies, and contributes to public disillusionment with policymakers.

Yet when I suggested to a researcher at one policy think tank that his institute become more involved at the

legislative level, he responded that his organization didn't want to get involved in anything "political." While conferences, seminars and publications keep the public policy institutes visible, the avoidance of things political will unfortunately limit their relevance. It is not enough merely to pontificate on the effects of a failed state initiative or to point out opportunities to a scholarly audience. Public policy institutes should engage themselves in the policy debate and bring their expertise to bear on the problems facing the state and the region.

Moreover, partnership between lawmakers and outside policy experts is crucial if the northern New England states are to sustain the tradition of part-time citizen legislatures in an era of increasingly complex

increasingly complex issues.

Maine spends approximately \$917 million on K-12 education.

Anecdotally, we know there are great disparities in program content and property taxes in the nearly 300 school districts around

the state, yet legislators get no forward-looking hard data on the impact of these disparities on Maine's 240,000 students. Similarly, Maine has approximately 1,400 prisoners in its state correctional system, yet we have very little information about which protocols are effective for reducing recidivism rates.

With their relatively low crime rates and small inmate populations, the northern New England states have a particularly compelling opportunity to end the revolving-door syndrome that afflicts this country's corrections systems. But this can occur only if sound research finds its way into the public policymaking process, and policymakers muster the courage to try strategies that may not be politically expedient. Absent hard research, our corrections policy will continue to be based on socially and economically expensive bumpersticker solutions along the lines of "lock 'em up and throw away the key," "three strikes and you're out," and "no parole."

Public policy institutes could work with the state Department of Corrections and the Legislature's Committee on Criminal Justice to develop innovative sentencing options that would give convicted criminals an opportunity to really be rehabilitated. They might also offer analysis of how crime is related to substance abuse, and how expanded substance abuse treatment, though politically unpopular, could reduce crime rates. But in fact, to have the maximum impact, the policy institutes must do more than *offer* the analysis; they must sit down with lawmakers and build their argument.

States are struggling to spend money as wisely as possible in order to address the concerns of increasingly demanding taxpayers. The attempt by the federal government to shift human service programs back to the states without providing the financial resources to do the job will only aggravate this situation. The implications of this shift will be felt by all taxpayer-supported institutions, including public policy institutes.

We should all try to find ways to help state government do its job more efficiently and effectively. One way is for New England's public policy institutes to truly engage themselves in the policymaking process. That means more than merely "raising the level of awareness" on an issue. It means sitting at the table with the policymakers, studying the competing demands and policy goals, then doing the research, determining the facts and presenting policy options.

John J. O'Dea is the lead minority member of the Maine Legislature's Joint Standing Committee on Criminal Justice and the former Senate chair of the Joint Standing Committee on Education. He is vice chair of the New England Board of Higher Education. Center for Energy and Environmental Policy Research Massachusetts Institute of Technology Cambridge, Mass.

Center for Northern Studies Wolcott, Vt.

Coastal Resources Center University of Rhode Island Narragansett, R.I.

Earth Watch Watertown, Mass

Lincoln Institute of Land Policy Cambridge, Mass.

George Perkins Marsh Institute Clark University Worcester, Mass.

Tellus Institute Boston, Mass.

Yale Center for Environmental Law and Policy Yale University New Haven, Conn.

Francois Xavier Bagnoud Center for Health and Human Rights Harvard University Boston, Mass.

Institute for Foreign Policy Analysis Cambridge, Mass.

Institute for Peace and International Security Cambridge, Mass.

Institute for Resource and Security Studies Cambridge, Mass.

Thomas J. Watson Jr.
Institute for International
Studies
Brown University
Providence, R.I.

The Northern Right

Dear Editor:

Charles Chieppo's article on "Policy Think Tanks: Reinventing New England" (CONNECTION, Spring 1996) is fine as far as it goes, but like so much that comes out of Boston, it seems to imply that much of northern New England is populated only by the moose, the catamount and the loon.

New Hampshire has an active think tank called the Josiah Bartlett Center, which [recently ran] its third annual Better Government Contest.

Vermont's independent clone is the Ethan Allen Institute. We are also initiating a better government contest, and we have garnered some attention, beating up on Vermont's weird regulatory practices, educational follies, failed big government schemes and approaching fiscal disasters. We do seem to have lot of loons in our state, many of them holding public office.

All of these groups are members of the State Policy Network, a loose but mutually supportive collection of some 35 state-based, free-market-oriented think tanks.

John McClaughry President Ethan Allen Institute

Changing Lives

The following is excerpted from Loren Pope's "Colleges that Change Lives: 40 Schools You Should Know About Even if You're Not a Straight-A Student," published in the spring by Penguin Books. Pope, a former New York Times education editor and university administrator, is an independent college counselor in Washington, D.C. In his introduction, Pope quotes a Canadian's observation that "the American practice of judging colleges by the academic records of the high school seniors they pick is like judging the quality of hospitals by the condition of the patients they admit," adding, "What happens during the stay is what counts." Three New England colleges are among Pope's Top 40.

Hampshire College, Amherst, Mass.

No college has ever been born of such distinguished parentage to such high expectation, so maligned in its adolescence and matured to fulfill its promise so brilliantly as Hampshire.

As education editor of *The New York Times* during the collegegoing panic of the late '50s, I did my part to extol the virtues and promise of the imaginative New College plan created by neighboring Amherst, Mount Holyoke, Smith and the University of Massachusetts. At a time when getting into college, especially a good college, was the American family's high-voltage anxiety, this New College proposal was one that could live on tuition alone and thus could be replicated. It seemed a magic solution.

When it finally came into being as Hampshire College in 1970 in a former apple orchard on the southern edge of Amherst, it had what was hailed as a dream faculty, and its central idea was — and is — total immersion of the student in a broad liberal education that he himself would largely design.

With its four founding institutions, it became part of a new Five College Consortium allowing students at one school to take classes at any of the other four. Some courses — dance, theater, Asian studies, astronomy — were cooperative ventures, and a bus system linked the campuses. But Hampshire would be unique: Grades were replaced by written faculty evaluations; there were no academic departments, no freshmen, sophomores, juniors or seniors, no fraternities or sororities and no intercollegiate athletics.

Within a framework intended to prevent his coming out a narrow dilettante — as one can at Amherst, Brown and others — every student, with faculty advice, was his own intellectual architect and builder. He had to provide the ideas.

Hampshire suddenly was one of the most sought-after schools in the country and it attracted throngs of independent, energetic and imaginative people. It also lured youths who chose not to notice the responsibilities required by this intoxicating freedom. Most teenagers have a planning span of eight to 10 hours and to them it looked like the primrose path or the yellow brick road.

When the dilettantes found it took more work, structure and planning than they had bargained for, dropout rates and parental disaffection grew. Also, the academic freedom was often seen as frivolity, especially when a news story in 1984 described an upper

level thesis titled, "A Career in the Field of Flying Disc Entertainment and Education" (frisbees). What wasn't publicized a few years later was that the thesis author had become a product-development and marketing consultant for two firms. Hampshire was getting a bad rap, and it lasted for several years.

Happily, those days are long past. Hampshire's 1,100 students — from nearly every state and a dozen foreign countries — are there because a very able admissions staff does its best to make sure Hampshire is the right place for them. It takes about 80 percent of its applicants, which means that whether the student and college are right for each other is more important than the grade point average or test scores. More than once Admissions Director Audrey Smith has said no to someone with "A"s and taken another with "B"s and "C"s.

Today, no college has students whose intellectual thyroids are more active or whose minds are more passionately engaged. A few equal it, but most don't come close, including Hampshire's neighbors. Students are not only happy, they feel free to declare that their peers in the other colleges are missing something important.

The effect persists. Although it's only been awarding diplomas for 20 years and its oldest alumnus was 42 in 1994, more than half the graduates have advanced degrees. Remarkably, Hampshire ranks 16th among all the institutions in the country in the percentage of future psychology Ph.D.s.

Its record in the film industry is simply astounding. In two decades, it has outperformed even the major schools, such as UCLA and NYU, in turning out writing, producing and directing stars. It has had 15 Academy Award nominees and three winners, plus recipients of Emmys, Peabodys and other awards. The best known is Ken Burns, creator of *The Civil War* and *Baseball* documentaries. Others include Paul Margolis, who wrote the TV series "MacGyver" and is now executive story editor for the TV series "Sirens"; John Falsey, whose "St. Elsewhere," "Northern Exposure" and "I'll Fly Away" have set new standards in network TV programming; and Jeff Maguire, whose screenplay *In the Line of Fire* was nominated for an Academy Award. These alums also are opening doors to Hampshire students with all kinds of internship opportunities. ...

In another 20 years, Hampshire alumni will probably be leading the pack as cutting-edge innovators in many fields and in developing new technologies with potential business applications in the new world of global entrepreneurship. The man who has more patents than any living American, Jerome Lemuelson, has given the college \$3.2 million to develop courses and programs designed to stimulate innovation and entrepreneurship.

Some now underway — in artificial intelligence, digital imaging in film, river ecology, animal behavior, innovation in farming and aquaculture — are already affecting the learning process. A physics professor involved in the farm course said, "The Lemuelson Program has broken down the walls between a liberal arts education and the search for solutions to real-world problems, so that what we're doing is no longer just a theoretical exercise."

In his first two years, a Hampshire student takes work in each of the college's four interdisciplinary schools that replace traditional departments. They are: humanities, social science, natural science and cognitive sciences. But he chooses his own way of doing it. He can take two courses in each school or do an independent research project in each in close consultation with one or two faculty members.

Taking the courses could be the easier way; the project is no mere term paper. A topic such as Historical Forces and the Erosion of American Soil means learning something about geology, geography, weather, agriculture, economics and history, among other things. The student quickly discovers the ankle bone connection to the leg bone is only the beginning. In fact, he may have started on an inquiry that will engage him for four years and take him into areas he had no original intention of exploring. This is Division I.

For Division II, which he starts thinking about in his second year, he selects two professors to serve on his concentration committee and discusses with them how he might best address his interests and goals. He drafts a concentration statement describing his learning plans for the next two or three semesters. It must meet the professors' concern for intellectual rigor and breadth.

And by its nature, it is a broad gauge. Such topics as Education and Social Mobility, or The Influence of Schooling on Moral Development, like the erosion topic, become wide ranges of inquiry and are far more flexible and demanding than the confines of a simple history, sociology or geology major.

This richness is largely responsible for the intellectual excitement. Everyone is embarked on a learning adventure that may take them to places they never dreamed of. It's not surprising that a prime conversational topic is "What are you doing?", or that the Hampshire students tell a visitor that on the Five College buses they are the only ones talking about their work.

As a student works his way along his Division II project, the teachers provide criticism, advice and evaluation. The examination is no written test. It is a serious and lengthy evaluation of a portfolio of papers he has produced in his coursework or for his research project, or an evaluation of an internship or some artistic products.

There is nary a grade on his Hampshire transcript because a student learns much more from thoughtful written critiques of his work and suggestions for improvement than from an "A," a "B" or a "C." This system has proved a boon in the real world. Such detailed pictures of the students give them a distinct advantage when they apply for jobs or for admission to graduate school.

Values are important at Hampshire. The experience is intended to foster a concern for others as well as to develop individual talents, so before moving on to Division III, a student must perform some service to the college or to the community. It may be anything from participating in the college governance to working with disabled citizens.

The final year, Division III, is largely spent on a major independent study project under the guidance of two Hampshire faculty members and a professor from a neighboring college or a professional working in that field. Usually, the project explores in depth a specific aspect of the Division II project.

Two other advanced activities are required. At least one must be an advanced-level course or a teaching activity, such as helping a faculty member with an introductory course, or serving as a second reader on a Division I exam committee. ... Hampshire is in a class by itself for those who have the drive to profit from it.

Marlboro College, Marlboro, Vt.

Marlboro College, nestled in one of Vermont's scenic hills near Brattleboro, has fewer than 300 students. They design their own programs — a poor idea for most collegians — but if I had \$100 million, I'd give a third of it to endow this school. There is no other college experience like it. The rest would go to Antioch and Hampshire, where students also design their own programs. Reed and St. John's — where they don't — would be included if they were as needy.

Each of these schools has an ethos that demands commitment and performance and turns out democracy's essential leaven: bold, clear thinkers, people of vision and character.

One of the fruits of the G.I. Bill, Marlboro was founded by returning veterans in 1946. Walter Hendricks, who had been teaching G.I.s in France, gave his old hill farm to realize his vision of a college where education would take place "mind to mind." He had the help of Robert Frost, Dorothy Canfield Fisher, Ambassador Ellsworth Bunker and the famed scientist, educator and regent of the Smithsonian Institution, Dr. Caryl P. Haskins.

What tiny Marlboro has given to society in its short life is simply astounding for a college so little-known and so little sought after. It shows what kind of young people it draws and what it does for them.

In just five decades, Marlboro has produced an impressive array of alumni that includes editors at *The New York Times* and *The Wall Street Journal*, a newspaper publisher, college and university professors, bankers, CEOs in business, doctors, lawyers, research scientists, artists and poets. An amazing 60 percent go on to graduate or professional schools, and to the top ones.

Even more dramatic are the figures on Marlboro's exalted rank in the production of future scientists and scholars. Only three schools—the California Institute of Technology, the University of Chicago and Reed—turn out higher percentages of future Ph.D.s in the life sciences. Only 10 do better in theology and religious studies. Just 17 top it in math and computer sciences.

And as it should be, it's a good mind in a sound body. Its crosscountry ski teams were second in NCAA Division II in New England in 1985 and third in 1986, pretty good for a student body a fraction the size of its competitors. It also has teams in volleyball, tennis, basketball, ultimate frisbee and touch football.

The founders provided for a self-governing community modeled on the New England town meeting, with everyone on a first-name basis and, as at St. John's, with no faculty ranks. The basic tenet is that academic learning is inseparable from the community in which it occurs. Students, faculty, staff and administration all are equal voting members. The town meeting can even vote down faculty decisions on academic policy, but the faculty can override by a two-thirds majority.

At first glance, Marlboro looks like a homey, old-shoe, nurturing place in the country for someone who needs help, the plain white frame buildings are so informal and the people so friendly. Indeed, in their first life, some of the buildings were barns and a farmhouse. But that impression is deceiving. Marlboro's academic program is rigorous, and someone who is dysfunctional is like-

ly to be hurt. Nor would physically disabled people find the slopes easy to negotiate. This is a place for self-reliant persons who are interested in ideas and the life of the mind. Students here tend to be a year or so older than other college students, and that makes a significant difference in the level of maturity.

As for admission requirements, if you really want to go to Marlboro and can show the admissions committee in an interview that you belong there, you're in. You will be asked if you really understand the writing requirement and the Plan of Concentration, and you'll be told that the demands are tough.

Two-thirds of the applicants are accepted, about one-third are in the top third of their high school classes, and their SAT scores average around 1,100.

For graduation, there are only two requirements beyond the usual one of earning 120 credits with "C"s or better, plus a sort of family obligation to the place. The first is that every freshman has to pass muster with a 20-page work of clear writing by the end of the year. Because good writing is mainly good thinking, this is quite demanding. Otherwise, he can have the comparative luxury of taking a variety of liberal arts courses for the first two years. These provide for breadth and for introductory courses to one's areas of interest.

The second requirement is a Plan of Concentration designed by the student and one or two faculty advisers that fully occupies the junior and senior years and involves putting together a whole thesis. It is a focused course of study, but the range and the variety have no limits. Marlboro may have only 42 faculty members and its physical plant may lack the expensive new science buildings that many other colleges have, but that faculty and the outside resources available can satisfy any intellectual bent. The fact that 60 percent go to graduate and professional schools in a multitude of different fields says so.

A Plan of Concentration may be cross-disciplinary and it often changes, deepens and broadens as the learning progresses, raising new questions and the need to explore new areas. A concentration in World Studies, for example, requires two terms in two different cultures.

As for the common obligation, one day a semester, everybody pitches in to work on some of the things that need fixing or cleaning up. Indeed, some of the buildings were built by students, staff and faculty.

Instead of going to a class three hours a week, a junior or senior will meet one hour a week with one of his or her tutors, to report on what has been done, to plan or to discuss. For example, someone doing a project on environmental science and environmental policy and ecology may be having tutorials with a biology, a political science, an economics and perhaps a sociology professor. Otherwise the student is very much left to his own devices and self-discipline. ...

One of the great things about the Plan is that it puts teachers and students on the same side of the fence. The final evaluation of every student's Plan — which includes a three-hour oral exam — is conducted by an outside examiner, an expert in the particular field who may be from Amherst, Columbia, Harvard, Williams or elsewhere, along with Marlboro faculty members. So the student's teachers are being evaluated too.

The outside examiners often give better grades than do the Marlboro faculty. A Cornell professor said the one he examined compared very favorably to Cornell's top honors students in English. An MIT professor went further. He said a senior physics major's knowledge of relativity was "greater than that of all but the rarest MIT graduate." Marlboro's physics lab may not be as showy as some at other schools, but in the summer of this student's junior year, it got her an internship at the Argonne National Laboratory working on the Hera Electron-Proton Particle Accelerator. A Yale divinity school evaluator called another student's work "quite extraordinary." ...

Students also become self-sufficient socially. Marlboro is not even a hamlet. What after the Revolutionary War was a town of 32,000 now has a very good inn, a post office and about 30 houses scattered about; Brattleboro is 10 miles away. So a Saturday evening's entertainment may evolve from someone's bringing music to the student center to an impromptu party with dancing. The college also has a full schedule of imported concerts and lectures by noted people. In the summer, it is the scene of the Marlboro Music Festival. ...

Marlboro is an egalitarian place where respect is shown. There is more intimacy in the best sense and more interaction than at other colleges, thanks especially to the two years of one-on-one tutorials. Students are heavily involved in their own education, which is a collaborative effort of student and mentor, with the mentor risking some judgment too. For all the demands, it is a place of relaxed camaraderie. During a mid-afternoon visit, I watched the president and a faculty member in a pickup basketball game with students, and the whole place made me think of an extended family hanging out in shirtsleeves.

Who should come here? First off, one has to be self-sufficient socially because this campus is at the end of the road. It is rural, pastoral and hilly. Next, one must like people and be prepared to be a working part of a small self-governing community. But above all, a Marlboro student should be a person who isn't going to be scared off by what one professor said: "The more you demand the more you're going to draw. We expect a lot of our seniors. People who come here should be interested in ideas, the life of the mind. That's central here. And they must be self-reliant." ...

Clark University, Worcester, Mass.

Clark offers something rare anywhere but unique in New England: a four-star academic experience at a major research university for a "B" student with SAT scores in the 500s, and the chance to do undergraduate research on big-league projects.

When Clark alumni wind up years later with Ph.D.s as tenured faculty members at top universities, that tends to prove the point. And that is not to say a "C" student with oomph couldn't do the same thing.

Such heady involvement in their own education is not limited to the science majors. Students in political science, sociology and other disciplines have published papers as undergraduates or done such things as researching the problems of and drafting city housing policy for Worcester. And majors in philosophy and English, fields where publication is a different and tougher game, report that their profs work closely and individually with them.

Clark, the second oldest graduate institution in the country after Johns Hopkins, was founded in 1887 and opened its liberal arts college in 1902 with a commitment to combining research and undergraduate teaching, rather than polarizing the two as is done elsewhere.

Experience has given Clark faculty reason to be happy with and even to prefer the 500/"B" students to the 700/"A"s. And Clark gets a lot of them; only a third of its freshmen come from the top third of their high school classes. ...

[Clark's] location has its pluses and minuses. Worcester is only about 40 miles from Boston, every student's Mecca, but like Columbia and the University of Chicago, it's in a rundown part of the city. But that provides an opportunity for tutoring children who need it, teaching English as a second language, and for various helping internships.

Dean Sharon Krefetz, a political scientist ... who previously taught at Brandeis and Harvard, said the top students are the same at all three places but she preferred the "rough" ones. "A kid who's a wonderful writer had mediocre SATs. It shows there are a lot of opportunities here for kids from different paths. Our faculty is so dedicated they work with each student whether or not they have that spark. We look for students we can inspire and reach. We feel much more gratified when rough students blossom. This is a nurturing climate; three kids who were not impressive to begin with are now on the faculties at Harvard, Wisconsin and Notre Dame."

Although Clark has traditionally been noted for its psychology and geography departments, the contributions of Robert Goddard, father of the space age, and other famed scientists, Dean Krefetz pointed out there are many other stars in its crown: "There are rare opportunities here for leadership and involvement in the community. Many different activities let each student find his or her niche. They foster leadership skills and a sense of responsibility, because we're not in an ivory tower but are dealing with real people and real problems. Some students work as tutors to immigrants, teach English as a second language or have internships in city government whose projects turn into actual city policy. For example, one girl researched and drafted city housing policy; another did a booklet on crime prevention that is distributed by the city. Such opportunities are greater than at a big university. Also, the city bureaucracy is not so big here as to defeat internships. And the city government leaps to our offers."

As a good college should, Clark requires a shared intellectual experience and common intellectual achievements, not just any 32 courses, as Brown lets kids get away with. It is called The Program of Liberal Studies. Everyone must acquire skills in critical thinking and knowing that are essential for self-directed learning. Within a given framework a student can select an organized program of study that will give him a broad introduction to liberal learning and prepare him for lifelong learning. Major components are:

1. Critical thinking. Each student has to pass two courses: one in verbal expression, which may be offered in any one of many departments and which emphasizes the relationship between writing and critical thinking in that discipline, and the other, a formal analysis course that places special emphasis on logical and algebraic modes of thinking.

2. Perspectives courses. As perspective means seeing things in their true relation or relative importance, so these courses encourage breadth. They introduce students to the different ways in which various disciplines define thinking, learning and knowing. This means everyone takes courses in other cultures, in art, history, language, scientific study and, last but not least, values.

These requirements apply whether one intends to major in physics or philosophy or anything in between. Furthermore, the faculty are fervent believers in these requirements; several volunteered comments on their importance. It was interesting to hear science profs boast about writing requirements. But that shouldn't be too surprising, because good writing is about 80 percent good thinking and good thinking is central to good science. . . .

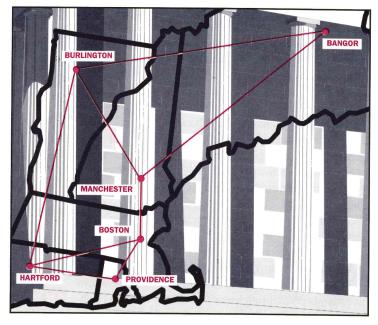
Anyone interested in becoming a geographer or cartographer — fields in which the demand in this uncertain world is both great and certain for the foreseeable future — would do well to go to Clark. Not only is its geography department justly famous, but 100 applicants apply each year for five places in its Ph.D. program, so those whose work is already known to the faculty will have a built-in edge for admission. All those accepted who don't have outside support receive remission of tuition and healthy stipends for which they work 17.5 hours per week as teaching, research or departmental assistants.

Clark is a major research university of small size, a place where a teenager can make things happen that he wants to happen, much as he can at a small liberal arts college. He will find a faculty concerned for his welfare, a faculty of the highest competence, and one that will set a high level of expectation and care enough to see that he works to meet it.

Dr. Alan Jones, professor of chemistry, noted research scientist, and now a dean, said Clark not only opens a door to the "B" student that is closed elsewhere in New England, but also that these kids who would be Ivy rejects get more out of college and contribute more: "The kids who get the most out of the college experience are the kids who are rougher. They meet a prof, get interested, blossom, set goals. They weren't number one in high school but they click in this environment. … "

"The difference at Clark [from other liberal arts colleges] is the research atmosphere; we have big federal grants that are competitive on the national scene, won in competition with MIT and Cal Tech [the top powers]. People with major research reputations are at Clark and they work with undergraduates. ..."

Students also liked the fact that Dean Krefetz had just put in force a new, tougher and more revealing rating-and-comment form for the students' evaluation of their teachers. Formerly, each department had designed its own form so it could play to its own strengths and blur any attempts at university-wide comparisons. Now all use the same form and everyone gets rated, from instructor to department head. But none of the faculty members I talked to were concerned enough about a new rating form to bring it up. The things they were eager to tell me reflected a liking for kids and a love of teaching. Furthermore, students sit in on faculty meetings; so it's something like a big family where things are laid out on the table.



New England's Intercity Connections

THOMAS M. MENINO

ashington's continuing retreat from the expansive domestic agenda of previous decades means leaner times for educators, bealth care providers, cities and nonprofit organizations alike.

Against this backdrop, it is no wonder groups with similar concerns are building strategic alliances to help them weather potentially rough seas.

In Boston, five colleges have united under the banner of "Colleges of the Fenway." Hospitals, including Boston City Hospital, are heavily involved in merger discussions. Community-based organizations are discussing how to share services in these times of shrinking federal resources. And officials from cities and towns in Greater Boston have formed a "Regionalization Commission" to examine strategies for resource sharing.

Perhaps more ambitiously, mayors of New England's larger cities, including Boston, Providence, R.I., Bridgeport, Conn., and Burlington, Vt., are also banding together in common cause, exploring possibilities from a "Tour New England Cities" page on the increasingly popular World Wide Web to joint cost containment efforts with New England energy and telecommunications providers.

BUILDING A COALITION

Last fall, the city of Boston convened mayors and business leaders from across New England to discuss strategies to fight federal budget cuts that would impact heav-

ily on the region — from education and research grants to home heating oil assistance for elderly residents. Our collective efforts helped avert some of the cuts, and laid the groundwork for further consideration of an *ongoing* alliance of New England city leaders.

Several past attempts to organize New England mayors as a group had lost steam after one or two meetings. I believed that to make this new coalition endure, we had to "add value," and one way to do that was to establish an ongoing link with the business community. The New England Council, having formed an effective partnership among New England's businesses and the region's 12 U.S. senators and 23 U.S. representatives, seemed particularly well-suited to helping the mayors build bridges to the private sector and Washington.

If this common action is to move forward, it will likely begin with the issues identified as priorities in a survey of mayors that we conducted with the New England Council. The survey polled leaders of 35 New England cities with a total population of 2.7 million. Nearly half

The region's mayors begin to form a united front on issues such as education and energy.

the chief executives identified improving public infrastructure as the most important priority. Twenty-eight percent cited improving education, though most have little direct influence over their local school systems. And remarkably, 21 percent *wrote in* "economic development," which was not specified on the questionnaire.

The bottom line, it seems, is jobs. New England mayors want to make the investments needed to prepare a skilled workforce, attract jobs and facilitate economic development in their communities.

Where does regionalism fit in? The mayors could encourage the formation of a New England "Development Bank" with special authority to issue low-cost debt for job-creating ventures or perhaps a concerted effort to increase funding for education or a common push for uniform tax incentives. For example, federal "Enterprise Communities," including large cities such as Boston, Springfield, Mass., Providence, R.I., Bridgeport, Conn., and Hartford, Conn., as well as smaller cities such as Lowell, Mass., and Burlington, Vt., could have a common package of tax incentives ranging from investment tax credits to property tax writeoffs. (Through the Enterprise Communities program, these cities have received \$3 million for project grants, while Boston has received an additional \$22 million in economic development funds.)

The survey also asked New England mayors about their legislative priorities. The mayors cited highway and transit funding; cleanup of contaminated "brownfields" for economic development; and energy assistance for low-income residents as top issues. In May, a group of New England mayors agreed to meet with members of New England's congressional delegation during the fall and again at the U.S. Conference of Mayors meeting slated for January 1997. Conceivably, the mayors will form small task forces comprised of public and private officials to work on these issues with the congressional delegation on a continuing basis.

UNITED CITIES

Are there differences among us? Sure. But as the survey reveals, much unites New England's chief executives. (Notably, leaders of small and large cities diverged minimally in identifying priorities.) This common outlook suggests a variety of possible joint efforts.

We should now be building economic alliances with Canada and Europe through the new Atlantic Rim Network and a common effort to secure federal support for the network.

We could consider making a regional statement about key urban issues through the filing of common legislation in each of our six legislatures. For example, "empowerment zone" legislation could be advanced in all six states

Could a consortium
of New England colleges
serve as a research partner to
the region's mayors?

to provide a consistent set of incentives for businesses to locate in inner-city areas from Boston to Bridgeport — and help put an end to the kind of border raiding that doesn't serve any of us well. (Indeed, regional cooperation and basic neighborliness better serve our respective self-interests. I was proud to support efforts by the city of Quincy, Mass., to recruit a manufacturing firm, partly because I knew some Boston residents would have secured new jobs if Quincy's bid had been successful.)

Intercity cooperation may also be crucial in responding to the multitude of "pitches" we receive from businesses eager to tap the newly deregulated energy and telecommunications markets and the changing health care market. Indeed, several cities in Greater Boston have expressed interest in pooling their purchasing power in health care. Others would keep their own customized plans. The same is likely to be true among New England mayors. Our challenge will be to offer a menu of opportunities from which the chief executives may choose.

Moreover, several years ago, a national "Urban Summit" organized by then-New York City Mayor David Dinkins led to the creation of a consortium of universities focused on city issues. Could a similar New England consortium be formed to serve as a research partner with the region's mayors? We should work with our great colleges and universities to raise the profile of urban issues through increased research, scholarship opportunities and internships in local governments and non-profit institutions.

SUBURBS OF NOWHERE?

An alliance among New England's larger cities would benefit the entire region. Despite the much ballyhooed "move to the suburbs," most of New England's economic clout still resides in the region's cities. Nearly one-quarter of Massachusetts revenues are generated in Boston, which is home to 10 percent of the state's population.

Despite all the conventional wisdom about the suburbanization of America and the development of new "Edge Cities," as Mayor Jerry Abramson of Louisville, Ky., has observed: "You can't be a suburb of nowhere." This is particularly true in New England, where our transportation systems, schools, hospitals and cultural institutions were built around our historic cities. In the same way, a new convention center in Boston, the region's largest city, would attract visitors who would spend money in places from the outlets of Fall River, Mass., and Freeport, Maine, to the ski slopes of Vermont and New Hampshire to the summer resorts of Cape Cod and Block Island.

An October 1995 Washington Post article headlined "Regions on the Rise" noted that in Europe, as national borders have eroded, cities have developed their own economic alliances. Barcelona, Spain, for example, has developed an economic alliance with the French cities of Toulouse and Montpelier. "The commercial synergy among the three cities has worked effectively," noted the Post, "combining Barcelona's port facilities with Toulouse's engineering complex and Montpelier's high-tech research center." The article cites a similar alliance among Lyon, France; Turin, Italy; and Geneva, Switzerland, centered around high-speed rail and other transportation connections.

If European cities can reach across national borders to build alliances, we New England mayors can reach across state boundaries to help shape effective public policy. What is needed now is the creativity to look into the future and envision the new partnerships that will make our cities economically strong into the new millennium. We have begun the process of working together as mayors, and we have enlisted the business community as a significant partner. Now we need the input of the education community and all New Englanders.

Thomas M. Menino is the mayor of Boston.



Higher Education Financing: The Broken Partnership

DIANE L. SAUNDERS

f U.S. businesses want to attract talented workers in the 21st century, they must become contributing partners in the effort to educate young people. One way to do this is to help recent graduates manage their debt burden by offering a student loan repayment assistance program (LRAP) as an option in a company benefit plan or incentive package. Congress could help by extending favorable tax treatment to these plans.

To be sure, companies will see employer-assisted student loan repayment as uncharted territory. But if New England hopes to be competitive in the global economy, innovative loan repayment strategies are needed now to help maintain a pipeline sending highly educated and skilled graduates into the region's companies, schools and organizations.

LESS AID

For decades, beginning with the federal GI Bill of Rights, state and federal policies recognized the need to share responsibility for educating and training young Americans to be contributing members of society as well as taxpayers. Student financial aid programs flourished. But recent trends have weakened the support system that historically helped young people from diverse backgrounds pay for college.

Driven largely by deficit concerns and shifting funding priorities, federal and state support of grant and scholarship aid has generally decreased over the past 10 to 15 years or, at best, remained level with inflation. For example, the average federal Pell Grant award was worth \$50 less in 1992 than in 1982, measured in constant 1991 dollars. State grants and federally funded State Student Incentive Grants fared slightly better, but were worth only \$188 more in 1992 than in 1982 in constant dollars. During roughly the same period, 1981 to 1994, college costs soared by over 200 percent at private institutions and by 153 percent at public universities.

At the same time, parents' financial support of college students has been weakened by various economic and demographic trends, most notably, an increase in the number of older, independent students to whom parents are no longer financially responsible; a greater number of single-parent families; and a decrease in the willingness, or ability, of parents to make financial sacrifices for their children's education.

student loan repayment could be offered in the workplace through so-called "flexible benefit" plans. All told, greater responsibility has been placed on young people to finance a larger percentage of their higher education through increased borrowing. To make matters worse, starting salaries for recent graduates have not kept pace with growth in student loan borrowing.

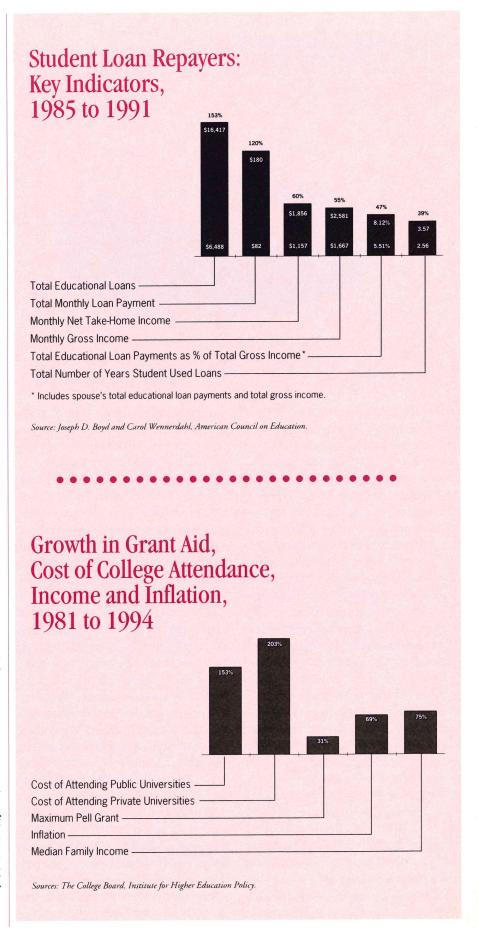
The increase in borrowing by young people has disturbing implications beyond the hardships endured by individual students and their families. Currently, society and business rely on 18- to 25-year-olds to determine the strength — or weakness — of the emerging U.S. workforce, which depends, in turn, on students' willingness to borrow in greater amounts and their ability to make good on their debts after graduation. In short, America's workforce is being shaped by recent high school graduates making education and career decisions clouded by the issue of debt. Company-sponsored loan repayment assistance programs would give employers an enhanced role in shaping their own workforces.

A FRINGE BENEFIT?

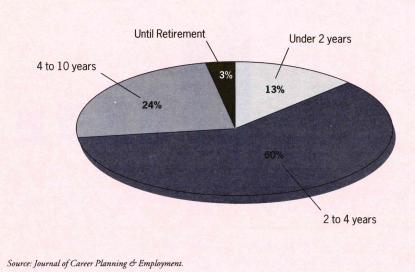
Law firms eager to recruit the best and brightest have helped recent law school graduates repay student loan debt. And some law schools encourage graduates to choose public service careers by offering to repay their law schools costs; New York University School of Law announced an initiative in 1994 to repay loan costs for students who work in the public sector.

But LRAPs have not moved very far beyond the legal profession, even though business students and majors in other professional fields now graduate with almost as much debt. Indeed, total borrowing by all students increased by 153 percent between 1985 and 1991, while monthly gross income grew by only 55 percent, according to comparative studies conducted through the American Council on Education by researchers Joseph D. Boyd and Carol Wennerdahl.

The most recent data from the College Scholarship Service reveal that the typical 1993 graduate of a four-year college finished school with more than \$10,000 in education loan debt; graduate students accrued an average of \$35,000 by the time they finished. Recent anecdotal evidence from college campuses suggests even more dramatic increases in borrowing over the past three years, with average debt for undergraduates likely to be closer to \$15,000.



How Long College Graduates Expect to Stay with Their First Employer



How might business intervene on behalf of debt-burdened students? One strategy would be to offer student loan repayment assistance as part of a so-called "flexible benefit plan." Also referred to as "cafeteria" plans, flexible benefits allow individual employees to use a set amount of company dollars to "buy" the types of benefits that best meet their individual needs at a given time based on their lifestyles and family structures. Medium-sized and large private companies increasingly offer flexible benefit plans to full-time employees in an effort to manage benefit costs while improving employee retention. Clearly, student loan repayment can be much more attractive to single or childless twenty or thirty-something employees than potentially more expensive benefit choices like supplemental life insurance or day care.

Loan repayment assistance can also be structured as a fixed "known" cost because, unlike other benefits, such as health insurance, any increases are determined by the company, not by external forces.

Besides helping companies attract well-educated employees, LRAPs can also reduce hiring and training costs by encouraging good, young staff members to stay with the company. It can take a company many months or even years to recoup the "upfront" hiring and training costs for employees who leave early in their tenure, not to mention the stress placed

on personnel to fill recurring vacancies. But the primary loss for the company is that it cannot always replace those who left with employees of equal or greater skills and abilities.

A corporate offer to help pay off student loan debt can solidify an employee's commitment to a company. With loan repayment assistance for every year of service and/or as part of a bonus incentive program, valuable, young employees might not be so quick to look elsewhere after gaining experience at a company.

LRAPs may be particularly valuable to the many New England companies that find it a challenge to diversify their workforces. A study in the early 1990s showed that offering a loan repayment assistance program is more attractive to African-American, Hispanic, Asian and Native American employees who, in many cases, had to borrow greater amounts for college than their White counterparts. These results point to students' real concern about accumulating education loan debt, and their willingness to forego other benefits, including larger salaries, in exchange for loan repayment relief.

LRAPs also benefit companies by improving their external image. Offering an LRAP to employees can project a community-friendly image by directly responding to a key concern: maintaining an educated and well-trained community. Additionally, a company's investment in education through LRAPs provides an impe-

tus for high school students in their community to pursue higher education, much in the way that students join programs such as ROTC based on the promise that a large portion of their educational costs will be covered.

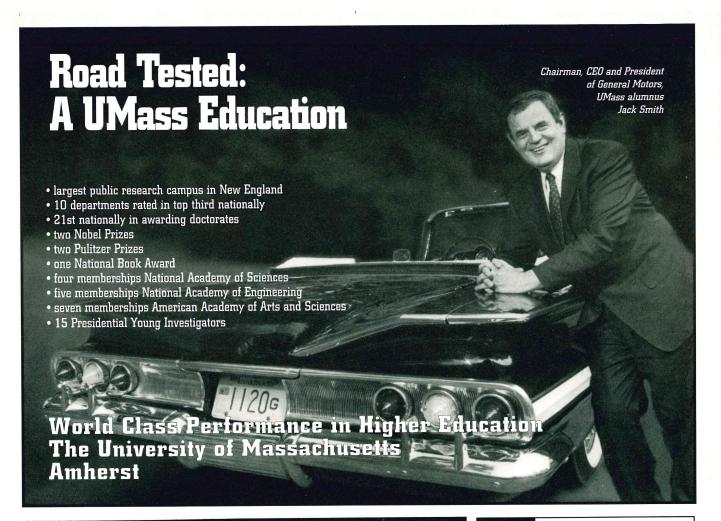
Government can also strengthen the partnership. A federal bill developed by Nellie Mae, the nonprofit student loan organization, would expand cafeteria-type benefits plans to include student loan repayment as an eligible covered benefit.

The proposal would enable recent graduates, who typically have no dependents and thus no need for family life insurance or family health coverage, to redirect part of the flexible benefit dollars to student loan repayment. Under this plan, employers might offer to provide a portion of an employee's wages for education loan repayment as a tax-free fringe benefit, or permit employees to pay back education loans, on a pre-tax basis, under a salary reduction plan, and even match the student loan repayment assistance dollars at levels similar to 401 (k) plans.

As of late May, no action had been taken on the bill. But with the congressional reauthorization of the landmark Higher Education Act scheduled for 1997, the time is right for new low-cost or no-cost government programs to help families better afford a college education.

Without changes in the law, there are obvious tax liabilities to a company or employee in offering student loan repayment assistance as a onetime or annual bonus. An annual student loan repayment assistance "bonus" would be taxed as income, with either the employee receiving a lower amount after taxes or the employer shouldering the tax burden. But companies should not wait for Congress to consider and pass the type of proposal described above. Companies that offer to help pay back student loan debt now can expect immediate returns in terms of increased employee commitment. By helping employees repay the cost of their education and training, companies can become partners in the training of current and future employees, while fortifying their workforce and decreasing turnover costs.

Diane L. Saunders is vice president of communications & public affairs at Braintree, Mass.-based Nellie Mae, the nation's largest nonprofit provider of education loan funds. For a "blueprint" on setting up a company LRAP, contact Ms. Saunders at (617) 849-1325.





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George Washington, Patrick Henry or Tom Jefferson would never have killed innocent men, women and children as a protest. The Oklahoma City bombing was anti-American. It goes against everything our Constitution and Bill of Rights protect.

There are no ways to justify terrorism. There are ways to help stop it.

- 1. Write to government officials, newspapers, magazines, TV and radio stations to support anti-terrorism legislation and to protest inaction or pro-terrorism and paramilitary attitudes on their part. DO THIS REGULARLY!
- 2. Report hate-crime information you discover to law-enforcement officials.
- 3. Talk with friends, family, coworkers and teachers to educate them to the dangers of terrorism and right-wing militias. We'll supply you with lots of helpful information.
- 4. Do not take freedom for granted. Seek the truth. Don't accept rumors and half-truths from right-wing and fanatical hate literature. Ask reliable sources about what bigots and paramilitary organizations spread as fact.



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A Bell & Howell Company Box 49 300 North Zeeb Road P.O. Box 1346 Ann Arbor, MI 48106-1346 800-521-0600 toll-free 313-761-1203 fax esearch shows that minority students on predominantly White campuses often feel psychological isolation and bewilderment that impede their persistence and success. African-Americans, for

example, made up only 4.9 percent of total undergraduate enrollment at public and private campuses in New England in 1993. In graduate schools, students of color in science, mathematics or engineering often find they are the first and only

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students, while disclosing the barriers they have had to over-

tors, minority and White, from all six New

England states are central to the networks.

tion and warm encouragement to

These professionals provide inside informa-

are the first and only closing the barriers they
U.S. minority in their entire departments. come in their own lives.

Equity and by JoAnn Moody Pluralism

The New England Board of Higher Education's six-year-old Equity and Pluralism Action Program connects minority students with one another and with attentive, accomplished advisors and mentors, both minority and White, through a system of support networks. The networks relieve isolation and renew hope and optimism, according to Emorcia Hill, assistant director of the Equity and Pluralism Action Program, "because they bring together a critical mass of underrepresented students to focus on how to survive and succeed in academia and beyond."

Since their inception in 1990, the networks have reached 5,500 high school, community college, undergraduate and graduate students drawn from the most urban areas and the most rural corners of the six states.

More than 200 role models and men-

Students are "exhilarated" and "recharged" by the network experience, observes Jerome Vigil, a Hispanic and Native American network mentor who heads his own elec-

tronics and telecommunications company in Massachusetts.

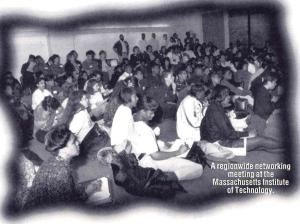
Early this year, NEBHE's Equity and Pluralism Action Program received the 1996 Achievement Award from the Biomedical Science Careers Project "for significantly increasing minority students' access and success in higher education." The project, founded by Harvard Medical School, the Massachusetts Medical Society and several biotech companies, specifically praised NEBHE's regionwide and statewide academic support networks organized for students of color from high school through graduate school.

Late last year, the Equity and Pluralism Action Program also won a certificate of recognition from the Connecticut Association of Latin Americans in Higher Education for "enhancement of educational opportunities for Latinos."

Science and Engineering Academic Support Network

National studies underwritten by the Sloan Foundation show that students of color and White women interested in science and math more frequently leave these majors because they feel isolated and underestimate their abilities in these fields — even when they earn the same grades as White male undergraduates. These studies point to the importance of continuous "confidence-building" and "community-building."

The largest component of NEBHE's Action Program is its Science and Engineering Network. Every fall at the Massachusetts Institute of Technology, this network draws nearly 400 minority students from high school through graduate school who are interested in science studies and careers for a day of workshops and networking. The students, from all parts of the six-state region, are matched with advisors and mentors who are distinguished scientists, engineers and mathematicians from businesses, government labs and colleges and universities



in the region. Follow-up activities and reunions with students and mentors occur later in the academic year. NEBHE staff help many network students secure summer science internships in business or academia.

"From the very beginning, NEBHE's Science Network has been about confidence-building and community-building," says network mentor Jim Vigoreaux, an assistant professor of biology at the University of Vermont.

Students consistently give high marks to the network for keeping them committed to science programs and careers. Allison Belforte, a high school student from Roxbury, Mass., found the network "super helpful and informative." Falmouth, Mass., high school student Christopher Lumping says the network helped him prepare for college and beyond. "I now know what to look for in graduate schools," he says.

Cynthia Beaver, supervisor of guidance and counseling for New Haven's public schools noted, "The network helps our high school students in ways we cannot."

Leroy Nesbitt, special assistant to the president of Middlebury College, says students in the regionwide Science Network "have returned to campus with more confidence and security about their abilities and their futures." One woman student, says Nesbitt, "did not believe she was graduate school material until she became a member of the network." Rachel Fernandes, now a doctoral student in molecular and cell biology at the University of Connecticut, credits the network with "opening my eyes to the future — if it wasn't for the network, I wouldn't be in graduate school now."

Close to 25 Roxbury Community College students have taken part in the network since 1992. "They have had inspiring and positive experiences with other students and mentors and gained a sense of security about science studies and careers," observes Roxbury Science Professor and network mentor Kyrsis Rodriguez.

Similarly, the more than 20 underrepresented Central Connecticut State University students who have participated in the network over the past few years show "renewed enthusiasm and interest in science and a

much better understanding of how to realize their ambitions," says Associate Vice President for Academic Affairs H.A. Salahu-Din.

Amherst College undergraduate, Gilberto Bultron, notes that the network is "essential for ensuring that minority science undergrads like me become graduate students, Ph.D.s and M.D.s."



The peer counseling and peer networking which occurs in the Science Network has been "one of the least heralded successes of the Science Network but in reality has been profoundly useful," explains Mount Holyoke College chemistry Professor Sheila E. Browne, a minority network mentor. "The lone Native American physics major at the University of Massachusetts at Amherst will find other Native American science majors to share his excitement and fears." Several of Browne's students e-mail their peers and mentors every week. The result is that "the students' goals of being science or engineering majors and getting their doctorates seem attainable instead of insane."

Says Browne: "The Science Network is the most effective, valuable, practical and fundamentally inspiring program that I or my students attend."

Statewide Networks

ralism Action Program, NEBHE staff also help state leaders organize meetings of statewide support networks for minority students in all academic disciplines. One example is the Vermont Network, which usually meets twice per year, thanks primarily to the organizational leadership of St. Michael's College history Professor Dorothy Williams.

An October 1995 meeting of the Rhode Island Network attracted 320 high school students, with 30 college students and 30 community leaders serving as role models. The main topics of the meeting held at Johnson & Wales University — and organized by student affairs personnel from all Rhode Island campuses — were how to choose a college and secure financial aid. The state networks are rated highly by students for raising their aspirations and helping them better understand advanced studies and various career paths.

Doctoral & Dissertation Scholars Program

inety-eight percent of faculty members at New England's four-year colleges are White. In 1994, NEBHE added a new component to the Equity & Pluralism Action Program to redress this severe underrepresentation of U.S. minorities in the college faculty ranks.

NEBHE's Doctoral and Dissertation Scholars Program aims to increase the number of Black, Hispanic and Native American graduate students who complete doctorates and join the professoriate. This new initiative is underwritten by the Pew Charitable Trusts, the Ford Foundation, participating states and participating doctoral departments. Amanda Burton is the program coordinator.

In New England, 20 Doctoral Scholars in math, engineering and science, and 10 Dissertation-Year-Only Scholars in humani-



ties and social sciences, receive comprehensive financial support and services through the program. The number of scholars grows each year.

JoAnn Moody is director of NEBHE's Equity & Pluralism Action Program and director of the new Doctoral and Dissertation Scholars Program.

NEW HAVEN, CONN. — Yale University was awarded \$650,000 from the U.S. Department of Housing and Urban Development to educate 20 or more "Community Renaissance Fellows" who will work with inner-city public housing authorities to address the needs of low-income people in cities. Fellows will be midlevel professionals with graduate degrees in fields broadly related to urban planning and development as well as experience in neighborhood revitalization. The program's curriculum will revolve around case studies with a special emphasis on New Haven.

AMHERST, MASS. —

Hampshire College was awarded \$150,000 by the Davis Educational Foundation to develop an on-line system to handle portfolio assessment and the sharing of student records and information across departmental lines. The initiative is meant to streamline Hampshire's widely replicated but labor-intensive system of portfolio assessment, in which student work is evaluated through narrative analysis, rather than grades.

HENNIKER, N.H. —

New England College trustees voted to close the college's campus in Arundel, West Sussex, England. The British campus, opened in 1971, had seen enrollment fall from 256 in fall 1984 to 39 in spring 1996. The trustees reached an agreement with Regent's College in London to provide continuing opportunities for New England College students to study in England.

CAMBRIDGE, MASS. —

Harvard University's Kennedy School of Government received a \$1 million gift from businesswoman Nina Kung of Hong Kong to support increased faculty research and other programs concerning China's role in international affairs. The Nina Kung Initiative Fund will underwrite research, curriculum development, student fellowships and executive training focused on China's impact on international security, economics and policy issues.

BIDDEFORD, MAINE —

The University of New England announced it would offer a new undergraduate degree program in environmental health, beginning in September 1996. University officials say no other accredited environmental health program is currently offered in the Northeast.

STORRS, CONN. — The Xerox Foundation pledged \$500,000 over five years to support technological development of the University of Connecticut's new Stamford campus. In addition, Xerox of the Northeast introduced an annual academic award to recognize a UConn professor who contributes to business and economic development in Connecticut.

WORCESTER, MASS. —

Worcester Polytechnic Institute reached agreements with Suffolk University Law School in Boston and Franklin Pierce Law Center in Concord, N.H., giving WPI applicants and students the opportunity to seek early admission to the law schools. Campus officials say an increasing number of WPI science and engineering students are pursuing pre-law programs emphasizing technology.

PORTLAND, MAINE -

Maine College of Art was awarded a \$250,000 challenge grant by the Kresge Foundation of Michigan to help convert a former downtown department store into studio, gallery and retail space. The college bought the former Porteous Mitchell & Braun department store in 1993 and launched a \$5.5 million capital campaign to support renovation of the building. The college moved five of its seven studio departments into the building in early 1996.

NORWALK, CONN. — Norwalk Community-Technical College was awarded \$30,000 from the Campbell Soup Foundation through Pepperidge Farm Inc. of Norwalk, a subsidiary of Campbell Soup, to expand the college's Tutoring Center and recruit and train tutors and mentors from the community.

BEVERLY, MASS. — Endicott College won state approval to offer master's degree programs in elementary education, special education and reading and literacy. A two-year women's college just a decade ago, Endicott now offers 12 bachelor's degree programs, as well as four associate programs and the new master's to a coed student body.

MANCHESTER, N.H. -

New Hampshire College received \$208,800 from the U.S. Department of Education's Fund for Improvement of Postsecondary Education to develop a three-year bachelor's degree program. College officials stressed that the three-year option could be developed through changes in curriculum, rather than increased courseloads and summer programs.

COLCHESTER, VT. — Saint Michael's College trustees created a \$625,000 endowment in recognition of retiring president, Paul Reiss. The endowment fund in honor of Reiss and his wife Rosemary, will award \$25,000 annually to support a project that contributes to the college's mission of advancing student learning.

N. DARTMOUTH, MASS. —

A University of Massachusetts at Dartmouth chemistry professor was awarded a \$60,000 Henry Dreyfus Teacher-Scholar Award. Gerald B. Hammond, who is isolating the medicinal properties of Amazonian plants, was one of only five scientists nationally to receive the grants from the Camille and Henry Dreyfus Foundation. Grants were also made to researchers at Amherst and Wellesley colleges, the College of William and Mary and Florida Atlantic University.

PROVIDENCE, R.I. — Brown University and Memorial Hospital of Rhode Island reached a seven-year agreement in which Memorial will assume chief responsibility for primary care academic programs in Brown's School of Medicine. The deal also calls for creation of a Brown University Center for Primary Care, which will be housed in a facility to be built at the hospital. The agreement is the first in a series Brown officials expect to negotiate with seven affiliated hospitals that were previously covered by one overall agreement.

FALL RIVER, MASS. —

Bristol Community College received \$30,000 from the Helene Fuld Health Trust of New York to integrate computer technology and the resources of the Internet into nursing education.

DURHAM, N.H. — The University of New Hampshire's Institute on Disability was awarded a five-year, \$2.5 million grant from the Robert Wood Johnson Foundation to establish and run a national office charged with transforming human service delivery systems for people with developmental disabilities. The office will help state and local governments and professionals

develop policies and programs that give people with disabilities more control over their lives.

WEST HARTFORD, CONN. —

University of Hartford electrical and computer engineering Professor Hemchandra Shertukde received grants totaling \$210,000 from Northeast Utilities and the quasipublic Connecticut Innovations for research on detecting faults in electrical power transformers.

CHESTNUT HILL, MASS. —

Pine Manor College established the Kauffman Entrepreneur Internship Program designed to provide juniors, seniors and continuing education students with practical experience working with women business owners, who will serve as mentors. A grant from the Center for Entrepreneurial Leadership at the

Ewing Marion Kauffman Foundation will fund stipends that students can use toward tuition or the startup of a new business venture.

HAVERHILL, MASS. —

Northern Essex Community College named the building that houses its Lawrence, Mass., operations for John R. Dimitry, the college's former president. Dimitry, who led Northern Essex for more than 20 years, was instrumental in securing the Prudential Co.'s donation of the Lawrence facility.

AMHERST, MASS. —

Time Warner Chairman and CEO Gerald M. Levin gave \$1 million to Hampshire College to establish the Marilyn Levin Endowed Professorship in memory of his sister.

DANIELSON, CONN. -

Quinebaug Valley Community-Technical College won approval from the state Community-Technical Colleges trustees for new certificate programs in graphics communication, phlebotomy and health information coding.

WORCESTER, MASS. —

Worcester Polytechnic Institute was awarded \$60,000 by Xerox Corp. to create the Xerox/WPI Graduate Management Fellowship Program to support selected engineering graduates who pursue master'slevel management programs at WPI.

WARWICK, R.I. — The Community College of Rhode Island won state approval for four new technical certificate programs. The programs lead to certificates in: telecommunications engineering technology; mechanical engineering technology; manufacturing engineering technology; and computer and network maintenance.

CAMBRIDGE, MASS. —

Harvard University's Graduate School of Education announced it would offer a new interdisciplinary master's degree concentration in education and the arts, beginning in fall 1996.

BIDDEFORD, MAINE —

Researchers from the University of New England and the Bigelow Laboratory for Ocean Sciences in West Boothbay Harbor, Maine, were awarded a three-year grant worth nearly \$500,000 from the U.S. Department of Defense to study the optical properties of viruses in marine water. The grant was made

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under the national Experimental Program to Stimulate Competitive Research, in which federal agencies direct research dollars to states that have not fared well historically in securing competitive R&D funding.

LOWELL, MASS. — The University of Massachusetts at Lowell signed an agreement with NYNEX Corp. to provide a broadcast quality, two-way, video-audio connection to Bunker Hill Community College in Boston. The connection will allow Boston-area businesses and students to pursue various UMass-Lowell courses without commuting to Lowell. In addition, a satellite uplink in Boston will transmit various UMass-Lowell courses to a worldwide audience. NYNEX also awarded \$10,000 to UMass-Lowell to train faculty in using the new distance learning technology.

KINGSTON, R.I. — The University of Rhode Island and the Rhode Island Nurserymen's Association were awarded nearly \$100,000 from the U.S. Department of Agriculture to promote the planting of pest-resistant trees and shrubs in Rhode Island. Under the program, cooperating nurseries in the state will begin growing and selling pest-resistant plants, while researchers run workshops, garden tours and other initiatives aimed at promoting sustainable gardening.

DURHAM, N.H. — The University of New Hampshire's College of Liberal Arts kicked off a three-year campaign to raise \$5 million over three years. The funds will be used primarily to link faculty, students and departments with state-of-the-art information technologies. Funds will also be directed toward support of faculty research and efforts to bring nationally known speakers and visiting professors to campus.

W. BARNSTABLE, MASS. —

The trustees of Cape Cod Community College approved the creation of a special task force to study the possibility of offering fouryear degrees on Cape Cod.

NEW HAVEN, CONN. — Yale University created the Packard Chair in Electrical Engineering, supported by a \$2 million endowment from the David and Lucile Packard Foundation of California, which was established by the late co-founder of Hewlett-Packard Co., and his wife.

MARLBORO, VT. — Marlboro College received a pledge of \$1 million in cash and funds from a charitable remainder trust from Daan Zwick and Janis Dowd of Rochester, N.Y. The couple pledged \$150,000 per year for three years, as well as \$550,000 from the trust.

CAMBRIDGE, MASS. —

Harvard University's Kennedy School of Government received a \$1 million commitment from the Fannie Mae Foundation to establish a multiyear fellowship program for housing and community development professionals. Under the joint initiative, up to 25 fellows per year will take part in various summer programs at the Kennedy School.

MILTON, MASS. — Aquinas College at Milton introduced associate degree and one-year certificate programs in recreation therapy. Recreation therapists work in nursing homes, hospitals and long-term care facilities, planning and implementing individualized recreation programs for patients.

N. DARTMOUTH, MASS. —

The University of Massachusetts at Dartmouth was awarded \$25,000 by the Luso-American Foundation for Development of Lisbon to help students pay for a UMass summer program in Portuguese language and culture. The three-year-old, college-credit program is geared toward teachers of Portuguese and high school students and led by faculty from UMass-Dartmouth, as well as UMass-Amherst and Harvard and Brown universities.

HAVERHILL, MASS. —

Bradford College kicked off a threeyear capital campaign aimed at raising \$17.8 million. Most of the funds will be used to attract and keep quality faculty, provide more financial aid to students, support the college library and maintain campus buildings and grounds. Bradford had already secured commitments of more than \$14 million when it unveiled the campaign.

NORWALK, CONN. — Norwalk Community-Technical College entered a Tech Prep articulation agreement with two local high schools. Under the agreement, juniors and seniors at Brien McMahon High School and Norwalk High School may receive college credit from Norwalk Community-Technical for selected high school courses at no cost to the students.

AMHERST, MASS. — A University of Massachusetts at Amherst researcher was awarded a five-year, \$350,000 grant from the National Institutes of Mental Health to study how working-class mothers cope with the demands of jobs and family. The study by Maureen Perry-Jenkins, an assistant professor of family studies, will focus on the mental health of first-time mothers who have to return to work immediately after giving birth and may not be able to afford quality child care.

PORTLAND, MAINE — The University of Southern Maine was awarded a grant worth \$250,000 in each of the next three years from the

U.S. Department of Energy to support its molecular biology and immunology programs. The grant, made under the federal Experimental Program to Stimulate Competitive Research, will fund faculty positions, construction of new teaching and research labs and scholarships and fellowships.

BOSTON, MASS. — A Boston University researcher was awarded a five-year, \$570,000 grant from the National Institute on Deafness and Other Communication Disorders to study how babies learn to talk. The grant to Professor Frank Guenther was made under a program intended to help young researchers establish labs and get research underway.

STORRS, CONN. — Northeast Utilities agreed to provide the University of Connecticut with \$378,000 worth of radiation and chemical safety training over the next seven years. As part of the negotiations with UConn on energy rate reductions, the company agreed to train about 950 UConn employees and graduate students.

NEWTON CENTRE, MASS. —

Andover-Newton Theological School introduced a master's program in theology and the arts. The program is designed to encourage integration of the arts into religious education, preaching, worship, pastoral care and mission, and to provide artists with a theological framework.

SMITHFIELD, R.I. — Bryant
College and NYNEX opened a
teaching and consulting laboratory to
help small businesses and individuals
understand how modern
telecommunications technologies
can be used to enhance outreach and
reduce business costs. The NYNEX
Telecommunications Center at Bryant
will offer free counseling services to
small businesses, as well as services

such as videoconferencing and remote collaboration, enabling people at far away workstations to work together. To support the center, NYNEX donated \$200,000 for equipment and renovations, as well as operating funds of \$30,000 for each of the next two years.

LOWELL, MASS. — University of Massachusetts at Lowell Professor Thomas Shea was awarded \$34,000 by the Amyotrophic Lateral Sclerosis Association to study the potential for reversing ALS, commonly known as Lou Gehrig's Disease.

FAIRFIELD, CONN. -

Fairfield University was awarded \$125,000 by the Arthur Vining Davis Foundations of Florida to buy stateof-the-art multimedia computer equipment for use by science students and faculty. The new materials include Power Macintosh computers, a network server, demonstration workstation, an Internet connection and a spectrum of instructional software.

BRUNSWICK, MAINE —

Bowdoin College was awarded \$350,000 by the W.M. Keck Foundation of Los Angeles to build a flexible-use organic chemistry and biochemistry laboratory within a new science complex under construction at the college.

COLCHESTER, VT. — Saint Michael's College began work on a \$6 million, campuswide technology initiative, known as "Route 96." With a backbone consisting of 96 strands of fiber optic cable, the college's new technology infrastructure will provide students, faculty and staff with access to data, voice and video

information and connect all campus sites to the Internet and other computer networks.

DURHAM, N.H. — University of New Hampshire biochemist Clyde Denis was awarded grants worth \$1.25 million over four years from the National Science Foundation and the National Institutes of Health to study how cancer cells are created.

AMHERST, MASS. — The University of Massachusetts at Amherst was awarded a four-year, \$1.5 million grant by the Federal Aviation Administration to develop a new generation of polymer materials that could be used to build ultra-safe aircraft interiors. The new materials would be difficult to ignite, release less smoke, have fewer toxic effects and possibly extinguish themselves.

WORCESTER, MASS. — The College of the Holy Cross announced it would award one renewable, full-tuition scholarship per year to an incoming student from Worcester, beginning in fall 1996.

FALL RIVER, MASS. — Bristol Community College received \$268,286 from the estate of Fall River resident Margaret L. Jackson. The college's largest-ever gift will support facilities and programs in the fine and performing arts.

STORRS, CONN. — University of Connecticut Professor John A. Silander and Joelisoa Ratsirarson of the Universite d'Antananarivo were awarded a three-year, \$128,000 grant from the John and Catherine T. MacArthur Foundation to train villagers and professionals in Madagascar in conservation

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techniques and conduct research on biodiversity in the island nation. The two also received a two-year, \$15,580 grant from the National Geographic Society to study pollination in the dry forests of Madagascar.

FAIRFIELD, CONN. —

Sacred Heart University received a \$1 million gift from businessman Robert J. Matura, a director of Fleet Financial Group and chairman of the Sacred Heart board. The endowed gift, made through Fleet's Directors' Giving Program, will be used to finance the construction of a \$17 million health and recreation center on campus.

WALTHAM, MASS. — Brandeis University was awarded \$1.6 million by movie director Steven Spielberg's Righteous Person Foundation to create a program aimed at helping teenagers make connections between their talents and the Jewish tradition.

FAIRFIELD, MAINE — Kennebec Valley Technical College signed an articulation agreement with two area high schools to offer a special pulp and paper technology program.

Under the agreement, high schools in Madison and Fairfield will offer a special two-year curriculum to prepare students for entrance into the technical college's associate degree program in pulp and paper technology. College officials planned to expand the agreement to ease transfer from the technical college into the University of Maine.

HARTFORD, CONN. -

Hartford Seminary received \$15,000 from Phoenix Home Life Mutual Insurance Co. of Hartford to conduct a series of seminars on ethics in manufacturing, banking, insurance, the media, law, health care and nonprofit organizations.

LOWELL, MASS. — The University of Massachusetts at Lowell's Center for Industrial Competitiveness received a \$20,000 grant from the city of Lowell to support a six-month study of the city's manufacturing base. Researchers identified precision metal working, electronics and plastics and packaging as key industrial sectors for further study. The work was expected to form the basis of a UMass-Lowell course on the history of the regional economy.

MANCHESTER, N.H. —

Notre Dame College was awarded a \$200,000 grant from the Davis Educational Foundation to redesign its Paul Harvey Library and buy new computer equipment for the library's Technology Research Center.

NEWPORT, R.I. — Salve Regina University was awarded \$25,000 by the NYNEX Foundation for "Project Link," a program in which Newport fourth- and fifth-graders use fax machines or Internet connections at school to exchange writing samples with mentors at Salve Regina. The program is expected to benefit children from lower-income families who have no computers at home and little contact with academia.

NORWICH, CONN. — Students in the restaurant management associate degree program at Three Rivers Community-Technical College began overseeing operation of cafeterias at the college's two campuses. College officials also planned to begin conducting all restaurant management classes in the college's kitchens and to have students in the program cater all campus functions and meetings.

PROVIDENCE, R.I. — Brown University established a fellowship program to support undergraduate research projects and other

academic enrichment of each fellow's choosing. The Royce Fellows
Program was established by a \$3 million gift from Brown alum and former trustee Charles Royce. Fellows receive awards of up to \$4,000 to support a proposed research, curricular or public service project during the summer or academic year.

DURHAM, N.H. — The University of New Hampshire received a three-year, \$210,800 grant from the U.S. Department of Education's Fund for Improvement of Postsecondary Education to explore the feasibility of a master's degree in college teaching as a joint degree with a Ph.D.

AMHERST, MASS. — Amherst College molecular spectroscopist Mark D. Marshall was awarded a prestigious \$60,000 Dreyfus Award. The associate professor of chemistry planned to use the grant to support undergraduates working with him on laboratory research during the summer and to enable students to travel to conferences to present the results of their research.

STORRS, CONN. — The Chester W. Kitchings family of New London, Conn., pledged \$120,000 over three years to promote marine sciences at the University of Connecticut's Avery Point campus in Groton. The pledge, matched by the state through the UConn 2000 program, will create a \$240,000 endowment at the campus. Some of the endowment will support a program enabling high school students and teachers to participate in marine education and research at the National Undersea Research Center, which is housed on the campus.

N. DARTMOUTH, MASS. —

The University of Massachusetts at Dartmouth was awarded \$125,000 by the Lloyd G. Balfour Foundation through Fleet Investment Advisors to support a collaborative program with the Attleboro, Mass., School Department to incorporate "real life" problems in seventh-grade math classes. As part of the initiative, UMass faculty and staff will work with nine lead teachers to develop innovative teaching methods.

KINGSTON, R.I. — A University of Rhode Island pharmacology lab was one of five chosen by the National Institute of Allergy and Infectious Diseases to research new AIDS treatments. URI's Anti-Infective Pharmacology Research Unit at Roger Williams Medical Center in Providence will collaborate with a lab at Albany Medical College in New York to design and run analyses of new drug regimens.

NORTH ANDOVER, MASS. —

Merrimack College received \$20,000 from the NYNEX Foundation to provide scholarships to students from nearby Lawrence, Mass., who complete the college's "Accept the Challenge" program. The program provides tutoring and summer experiences for academically promising Lawrence students whose first language is not English.

Merrimack also received \$28,250 from the Sun Microsystems
Foundation to support a program that encourages Lawrence eighthgraders to stay in school.

CAMBRIDGE, MASS. —

Harvard University's Graduate School of Education was awarded \$12.5 million by the U.S. Department of Education to establish the National Adult Literacy Center. The new center, a collaborative effort between Harvard and World Education, a Boston-based nonprofit economic development organization, will conduct research and examine successful programs in an effort to improve adult learning and literacy.

MARCITO OF HIGHER EDUCATION AND ECONOMIC DEVELOPMENT

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