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ABSTRACT

This collection of essays from the 1999 Annual Accreditation and Quality Assurance Conference includes: "Wanted: President for the New Millennium" (Stephen Joel Trachtenberg); "Medium and Message: Passion, Values, and Quality in the New Academy" (John Daniel); "The 100th Anniversary of the College Board" (Nicholas Murray Butler, Joseph Hankin, and Gaston Caperton); "As We Internationalize Undergraduate Education, Have We Forgotten Student Learning?" (Andrea Leskes, Tori Haring-Smith, and Richard I. Resch); "Collaborating To Cross Boundaries: University of Maryland Eastern Shore and Salisbury State University" (Eucharia Nnadi, Don Cathcart, Phillip Creighton, and Harold Jopp); "K-16 Collaboration for Teacher Training: Two Models" (Lawrence S. Finkel, Susan Baum, Stephanie Squires, Orlando J. George, Jr., Ileana Smith, and Charles M. Poplos, III); "Institutional Portfolios for Quality Assurance and Accreditation: The Urban Universities Portfolio Project" (Barbara L. Cambridge, Sharon Hamilton, and Susan Kahn); "Successful Transition between Public Schools and Community Colleges in Maryland" (Michelle S. Appel, Gayle M. Fink, and Ruth S. Garies); "College, Corporate, and Community Partnerships" (Jacqueline R. Lakah, Patricia Stanley, and Karen Wiley Sandler); "Accountability and Assessment: Developments in Maryland" (Patricia S. Florestano); "Emerging Issues in the Expansion of Continuing Education Programs" (Stephen M. Curtis); "Distance Learning: Lessons Learned and Lessons To Be Forgotten" (Artin H. Arslanian); and "The Review of 'Characteristics of Excellence'." (Some papers contain references.) (SM)

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Higher Education 2000

What Will be New? What Will Be Different?

Proceedings of AQA'99

The Annual Accreditation and
Quality Assurance Conference

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Commission on Higher Education

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Wanted: President for the New Millennium

Stephen Joel Trachtenberg

*President and Professor of Public Administration,
The George Washington University*

To reach a new millennium is to gain several related advantages. Needless to say, it encourages us to think about the future. I don't know how many documents I've received in the past year telling me all about the role that colleges and universities will play in the 21st century.

But an approaching new millennium also encourages us to look back. And when I look back at the 20th century in general, and the academic presidency in particular, I come away with a certain sense of amazement. Though everybody agrees that the presidential role has been and will continue to be an important one, most observers—when they attempt to describe what that role is actually all about—seem very vague on a number of crucial points.

For example, it's a cliché, if untrue, to suggest that the academic CEO of the present and the future is mostly a fund-raiser and a public relations executive. What's less often considered is whether this hypothesis also implies a new relationship between the academic CEO and such departments as Development and Admissions.

Anyone versed in organizational theory would be quick to suggest that a "public relations" president or a "fund-raising" president would probably be a disaster. Surely the departments seeking to play those roles, with the president as an active "supporter," will be thrown into chaos if the president feels free to play the roles on his or her own. And yet, how often can we point to a school where this has actually happened?

The more I have looked at the system referred to as the academic “presidency,” the more I’ve concluded that it is in fact a profession that remains to be defined. And the more I’ve asked myself why this is the case, the more I’ve concluded that the question takes us back to the point in the 20th century when college and university presidents were regarded with anxiety, ambivalence, and a certain breathtaking note of condescension or outright contempt.

Around the time that I myself was an undergraduate, for example, one of the really burning issues when a new president was appointed had to do with his—and it was usually a he in those days!—scholarly credentials. Best of all, it appeared, was a president who was a recognized international authority on, perhaps, the lesser Egyptian papyri of the late Ptolemaic period, or the earliest Buddhist sculptures of Southeast Asia, or the precise strategies employed in the major battles of the 13th century.

Were the institution anything except a school of higher education, sharp questions might have been asked with regard to how, exactly, such scholarly credentials would connect with the daily running of a large organization. But in the academic setting, the advantages were obvious. First of all, serious scholarly credentials exercised a calming impact on faculty members—for whom the word “business,” when it was used at all, signified approximately what Dante meant by the “Inferno.” If you had said to a faculty member, in those days, that 90 percent of what an academic CEO does on an average day is just like what his corporate counterparts do, the response might well have been outrage and indignation.

So the myth was born. A college or university president was probably just a distinguished member of the faculty who woke up one morning and discovered that he was running the entire school. He would be the ideal person to understand the point of view of the Zoology Department when it pleaded for a new laboratory, or of the Romance Languages Department when it pointed out that the language laboratory was based on the technology of 1937 and the textbooks of 1920. As for that stuff with the portraits of American presidents on it—money, I think it was called—that would surely be handled in some back room by those bank vice-presidents on the Board of Trustees. The new president could just go right on pouring out the glasses of sherry for visitors to his office and passing around the plates with those delicious little sandwiches that he was famous for.

I don't have to fill your ears with all of the upcoming academic developments that this mid-20th-century image failed to anticipate. The colleges and universities of that era had often turned themselves, after all, into echoes of Oxford and Cambridge, where walls panelled in mahogany or walnut shed the golden glow of "tradition" on such unfortunate human challenges as the relation between income and expenditure.

Moreover, the postwar arrival on campus of huge federal and state subsidies, all based on the waging of the Cold War, made even the most average academic president look like a financial genius. He more or less blessed the money when it flowed in and expressed a benign interest in its destinations when it flowed out, but none of these quasi-theological activities were liable to end up with the president looking like Andrew Carnegie, Louis B. Mayer, or P. T. Barnum.

Time went by, and our nation's higher education system began to demonstrate many of the classic signs of success. That is to say, it began to exhibit a hornet's nest of alarming symptoms that all seemed to appear within weeks of each other. Buildings erected when the federal and state governments were in a giving mood turned out, after 20 or 30 years, to need expensive rehabilitation. The Institute for the Study of Russian Culture, which looked like such a splendid idea when it was set up with alumni funding, turned out to be an office whose secretaries and staff insisted on being paid what is known as a "salary," even when the school as a whole was having to deal with hard times. And the warm humanitarian desire not to deny tenure to worthy professors turned out to represent not only a considerable financial commitment in itself but a bottleneck for a whole generation of assistant professors—who did not appreciate being told that their careers were "on hold."

All such developments, needless to say, took place against a background of shifting expectations where the members of the American public were concerned. In 1939, they were likely to think of the academic campus as a refuge for "eggheads" and "big brains" that also, somehow, produced football teams and dormitory scandals. A few decades later, the American higher education system was the obvious answer to a Soviet accomplishment like Sputnik. And soon after that, academic campuses were the obvious centers for the grand crisis of American history also known as the "campus rebellion."

At about the same time, so-called “academic novels” assured a laughing public that schools of higher education were a lot funnier than the circus or the comedy shows on television. Novels like Kingsley Amis' *Lucky Jim* showed us a world that made *Alice in Wonderland* seem perfectly rational. In this way, the groundwork was laid for the time in the late 1980s and early 1990s when book after book was published in order to teach us that a criminal enterprise worthy of the Mafia was being conducted under the cover of academic traditionalism.

Though books like that aren't being published any more, their inheritors can be seen all around us as we read our newspapers and glance at our television screens. It's obvious, to many Americans today, that when it isn't twisting its students' brains into dysfunctional knots by teaching them the fictions of “political correctness,” the average school of higher education is (a) raising its tuition by leaps and bounds, and (b) pleading for large quantities of additional cash so that it can build even more buildings the size of Saint Peter's and the Pyramids combined.

I jest a little bit—but not much. If there is one truism on which most Americans agree, it is that higher education is currently engaged in letting America down. Those who feel this way are more determined than ever to send their own children to college—but that's because college is necessary for a well-paying career. However, if you suggest to these same Americans that our colleges and universities play an essential role in maintaining our exuberant national economy, which the world's other national economies loudly envy, they are likely to look dubious. Surely such comic places as colleges and universities can't be as important as that.

The ambivalences of the United States where its higher education system is concerned can serve as a basis for many songs of sorrow. But right now what I want to suggest to you is that these ambivalences help us to define the emergence of the academic presidency as nothing less than a fully formed profession whose demands require systematic preparation.

The president is no longer a figurehead. The president is no longer an awkward bridge between the professors in the library and the businesspeople on the Board of Trustees. The president is no longer a dispenser of “atmosphere.” In some strange way—as colleges and universities struggle to cope with a dangerous, costly, and swiftly-moving world—the president is essential.

Well, I've committed the basic heresy. I've actually compared the academic CEO to his or her corporate counterparts. So I will proceed along my sinful path. Both groups are committed to the management of large and complex organizations. Both groups must cope with a host of constituencies that don't necessarily see eye-to-eye with each other. For the corporate CEO, these range from customers and stockholders and assembly-line workers to agencies of the federal government and quite a few of the media, and from those responsible for keeping track of local zoning regulations to those seeking to dispose of the corporation's garbage. In the academic sector, parallel constituencies range from students and faculty and alumni to trustees, staff, computer analysts, and those charged with designing or redesigning the school's landscape.

Having allowed ourselves to contemplate these resemblances between the challenges facing corporate and academic CEOs, what can we conclude about resemblances in daily functioning? In the corporate sector, the paradox of the CEO is that he or she may sit at the very top of the company pyramid, but occupies that position in order to function as a marginal entity, a creature of the shadows who most obviously exists at the intersection rather than the center of a variety of disciplines and specialties.

The folks in Finance just can't understand why the company insists on granting funds to a nearby college. It takes someone from Human Resources to call attention to the ways in which the college has helped the company to solve its once-notorious "hiring problem." Any return to the old system of hiring—if the college ceases to cooperate—would seem intolerably expensive in today's world. But it takes the president to swing a deal in which Finance withdraws its objections—after learning about the new crop of orders coming in from East Asia as a result of the goodwill junket that the president conducted there last year and the year before. Suddenly, the company's funding of the nearby college looks much less important.

What the corporate dispute adds up to, from the outside world's point of view, is nothing at all. Things remain the same. Nor is the president's role ever formally acknowledged. But the fact that the company "just keeps moving along" is directly due to the president's influence.

Again, the parallels with an academic CEO are obvious. The president of a college or university normally spends hours, days, and weeks just moving around the school in order to facilitate communication, expedite cooperation, and iron out glitches.

Let me give you an example of what I mean. The example is me myself. An article about me recently appeared in a Washington magazine. It portrayed me in a very balanced and fair manner, not hesitating to describe either my obvious virtues or some of my less obvious shortcomings. Then, when it came time to put a headline on the piece, the magazine's headline-writers wrote, and the magazine printed: "On the Make."

I was tempted to feel a burst of outrage. Surely I was being victimized with bald bias based on my Brooklyn origins. But then, as I slowly calmed down, I asked myself: "If you weren't 'on the make,' then why in Heaven's name would you choose the role of a college or university president? He or she is inevitably a mad juggler who no sooner ceases one bit of heroic representation than he or she begins another. For a lawyer, the equivalent would be standing up in court and playing the role of an attorney every single day for a period of years.

In a school of higher education, "the details that must be improved if we are not to lose the rest of our students" range from the computer connections in the residence halls that are scheduled for exhibit in the Smithsonian to the fact that one student's Aunt Martha got sick after she ate four of the cookies sold in the college cafeteria. And those aren't the problems that the president miraculously notices as he or she walks around the campus. Those are the problems that move directly to his or her desk!

Add to such delightful moments the president's rush from work context to work context, whether it is conducted by phone or by car, and the result soon looks indistinguishable from a circus act. In other words, if a potential college or university president is not inclined to be "on the make," then surely there is some other nonprofit context that can make use of his or her talents. Again, the life of an academic CEO looks a lot like the life of a corporate CEO. Both have the hearing of a bat when it comes to squeaks coming from the machines for whose smooth operation they are responsible.

What's less easy to see about these two contexts, though, is that the academic context has become as important as its corporate equivalent—and that the decision-making processes overseen by both kinds of

presidents have, therefore, become much more important for this country.

No one who lives in an American municipality is amazed to hear that a single large company holds the keys to prosperity for the community in which it is located. That's why American states compete so bitterly to attract business to their borders. Tax relief and all kinds of other favors are showered on the profit-making entities whose success can also spell success for the governor, the state legislature, a whole galaxy of mayors, and the individual citizens who get tax rebates, rebuilt highways, and the kinds of shopping facilities that are featured in the financial news. All of those joyous consequences just because Buzz International Farm Tractor Rentals moved its headquarters from Green Gulch, Nevada, to Winnebago Creek, Illinois.

Now we must take an equally dispassionate look at the economic impacts that schools of higher education have on our municipalities, states, and regions. My own university, for example, counting the multipliers, impacts the economy of Greater Washington in the billions of dollars. It's hard to find a college or university in the land that isn't considered a "key" to the health of its local and regional economy. Meanwhile, the same schools are routinely considered gateways to employment and careers for their students. They may also be considered gateways to a rewarding retirement by those in their sixties and seventies who seek lectures and courses, theater and swimming pools, and a social setting where the conversation isn't limited to bodily aches and pains.

Of the nearly 3,000 schools of higher education in this country, we can say that every single one of them is a bubbling cauldron of influence, of benefits, and of spiritual initiative. Folks outside the United States look with awe and envy at a higher education system that seems to really understand the needs of a modern economy. They try hard to imitate as much of our system as they can afford to—especially our system of community and technical colleges.

And while so much of the world applauds our efforts, the president of an American college or university is probably explaining to the reporter from a regional television show that the course being offered in "Gay and Lesbian Perspectives On the Epistles of Saint Paul" does not represent any concerted "policy" on the part of the school.

As I don't have to tell you, it's early in the morning. And what a speaker is well-advised to offer at this hour of the day is what's usually referred to as a "convenient summary." What I'd like to do, therefore, is to present you with a list of the presidential qualities required if one wants to be or to become an academic CEO in the 21st century as well as a few essential rules:

NUMBER ONE: Don't even consider the position if you're not a fanatic.

It's the same kind of advice that I'd offer to a potential journalist. If you don't get a kick of some kind out of the inspection and coordination of data—if the discovery of an unexpected way of accomplishing a task doesn't fill you with exultation—then journalism may not be for you. Why not decide on a job in which assignments are *handed* to you rather than *discovered* by you?

For the potential college president, the temperament referred to as "fanatic" is functional rather than primitive. Over your desk you can hang the slogan that results: "There is no such thing as an irrelevant detail." In the faculty club, there will be knowing allusions to the fact that the president started professional life as a lawyer; the nurses at the college infirmary will be taking bets on how long the president can keep it up without collapsing. But if you persist in being a dyed-in-the-wool fanatic—and better yet, a virtuous fanatic—then the Ultimate Miracle will soon occur: Things will actually start to happen all around you. Aspects of the school's life that were placed in a mausoleum during the presidency of John Adams will suddenly be dancing around the campus like the spooks on Halloween!

Okay, you've succeeded. Even the most casual observers agree that you are a fanatic. Now, are there any other essential qualities with which you should be copiously endowed before aspiring to a 21st century academic presidency?

In my opinion, you shouldn't waste half a thought in this direction if you don't have a certain taste for risk—not that of a casino gambler, of course, but that of an athlete who really loves the feeling of success. For a university president, this game is even more exciting than football or basketball, because the applause granted to you when you succeed will pale beside the blame you incur when and if your latest effort fails.

One of the goals such a taste for risk accomplishes—a goal that deserves careful attention—is to generate feelings of participation among your co-workers. They see you putting your reputation on the line by actually trying to accomplish something. They themselves become less defensive and static in their daily functioning. Like a corporate CEO who convinces the staff that they are riding a bronco in Oklahoma, and will serve as role-models for the entire aluminum industry, the academic president suggests that there is room at our school for brave thinking—not just for conservative nodding.

Quality NUMBER TWO follows closely upon Number One:

Be sure that you have the organic strength and endurance for a job that never ends.

The capacity to keep going, regardless of what the weather or your kids or your spouse are doing, is seldom paid the tribute it deserves because it can so easily be dismissed as mere narcissism. What's so awful about human life, though, as of life in general, is that relentless functioning is ultimately based on physiological endowment. You can't think faster than your nervous system. You can't run further than your muscles.

So if this were a religious rather than an academic gathering, I would now be thanking the Lord for granting me enough sheer endurance to put up with a ridiculous quantity of work that typically arrives at preposterous points in the day. No, I'm not talking about the kind of strength associated with huge biceps and 40-mile jogs. But I am talking about the kind of strength that makes a 16-hour day—on a weekend—something you can simply take in stride. And I am talking about the kind of strength that whispers in your ear, amid a blizzard of paper: “Remember that you need exercise!”

The academic presidency, in short, is an athletic as well as a managerial phenomenon. A school of higher education has thousands of people affiliated with it, ranging from those on its payroll to those who or capable of sharply increasing its capital endowment. In any given week, dozens of those people will feel a need to communicate with you. Merely contemplating the Call List, therefore, is likely to send your adrenaline soaring. Your system must be strong enough, resilient enough, and adaptable enough to cope.

Rule NUMBER THREE, though it too follows naturally on Number One, is a lot more difficult to abide by: Get rid, once and for all, of any cautious, penny-pinching hierarchy in deciding whom to pay attention to.

Yes, of course: You'd much rather get a phone call from the chairperson of the Board of Trustees or the governor than a memo from the director of community relations, enclosing a letter from old Mrs. Jenkinson in the college-owned building on Kennedy Drive, complaining about how she gets talked to by school employees when she needs a repair in her kitchen or bathroom.

Now exercise your imagination. Mrs. Jenkinson doesn't get any response to her letter. Nor does she begin to be treated by those on the school payroll in the way that her sense of dignity mandates. She finally puts a call through to the local or regional newspaper. The resulting headline on the front page—"College to Senior Citizen: Why Don't You Just Drop Dead?"—gets picked up by some of the national media, which, among other things, run your photo next to photos of Hitler and engravings of Ivan the Terrible. (They rejected an imaginary portrait of Pontius Pilate out of fear that some religious groups might object.) And they feature you as the chief protagonist in a nationwide "Town versus Gown crisis" that has academic institutions playing a role somewhere between Simon Legree, Vlad the Impaler, and Caligula.

Now you can storm around your office all you like, complaining about the unfairness with which you are being treated. But when you heard Mrs. Jenkinson's sad tale from your very own director of community relations, why didn't it register on you the way it has now registered on your fellow American citizens? And why didn't you just put a call through to the External Facilities Office, instructing them to visit Mrs. Jenkinson's place under a vow of not walking out again until she says she is 100 percent satisfied?

Remember: Your fanaticism—the fact that you are "on the make"—is never more apparent than when you focus in on an actual, living detail. Yes, there will be those in the background—there always are in a Renaissance play—who will accuse you of "micro-management." They are missing the forest because of the trees. You're always free, after you have considered a detail, to reject it as essentially unimportant or not worth the cost of improving. But as for the details that come slithering down the river with their teeth bared and their pointy tails

waving in the air, they won't go by without your noticing, and posterity will not hold you up to derision because you failed to see them.

The title of my talk today is "Wanted: President for the New Millennium." So I cannot stop talking until I proclaim:

Rule NUMBER FOUR out of my little sack of commandments, which is the rule that reads as follows: If you insist on becoming an academic CEO in the 21st century, then please reconsider the ancient notion that silence is a virtue.

In the middle of the 20th century, so much money poured into academic coffers that noise was inevitable. As they coped with the consequences of the G.I. Bill—as they founded new facilities, some of which still survive today—as they metabolized the trauma of communicating with what were once known as “the masses”—America's colleges and universities made as much use as anybody of what I'll call the rhetoric of upheaval. This wasn't just a rhetorical style exploited by Jerry Rubin and Abbie Hoffman. It's a style, rather, that has deep American taproots, so that by 1975, even a revision in the freshman English curriculum could hardly walk in the door without being introduced as a "revolution."

What academicians never imagined back then was that by the end of the 20th century, they would relentlessly turn from agents of revolution into pillars of the status quo. Our globally unique network of universities and colleges, though it has grown up in piecemeal fashion as far as the vision of History is concerned—that's “History” with a capital H!—nevertheless, our higher education network is directly related to the health of our national economy. Even its dropouts, like Bill Gates, are its products. And perhaps those of us in higher education should begin programs and departments devoted to Dropping Out. “For the kind of higher education that you will love to hate, come to our rigidly hierarchical and Eurocentric academy, which is proud of not having budged since 1850, and start your own '60s-style revolution!”

If our schools of higher education have become as important as they obviously have, then the academic president of the 21st century had better be a person devoid of snobbisms, relentlessly global, and a polymath rather than a narrow specialist. Somehow these qualities will have to be reconciled with the continuing existence of conservative faculty members.

A quality that will often seem crucial is that of being a fast learner. Metaphors derived from the progress to “full professor” will apply less and less to the academic CEO as the college or university becomes ever more deeply integrated with the society around it. The problems regularly dealt with by academic presidents will be commensurately huge. To keep one’s wits while rapidly mastering a whole encyclopedia of new realities—that will be the fate each day of those who choose one of the strangest professions ever invented by our species!

I thank you for your attention at an hour of the day when attention cannot necessarily be paid!

Medium and Message: Passion, Values, and Quality in the New Academy

Sir John Daniel

President, The United States Open University

Vice-Chancellor, The Open University

It is an honor to be asked to give the opening keynote at this 1999 Accreditation and Quality Assurance Conference of the Middle States Commission on Higher Education. Links between the Middle States Commission and the Open University go back many years and our current relationship has two components.

First, the Open University is itself an accrediting body. In 1992, we were asked by the UK government to take on the duties of the Council for National Academic Awards, which was wound up as part of the reforms of that year that gave the polytechnics university status. We created Open University Validation Services, which today acts as an accrediting and validating body for 45 institutions at the baccalaureate and masters levels and also has 70 institutions sponsoring research and Ph.D. students. One of our baccalaureate institutions is Richmond, The American International University in London, which is also a Middle States institution, and we accredit other U.S. institutions in Europe whose link here is with other regional associations.

I am pleased to say that our accreditation work is highly regarded by the UK's Quality Assessment Agency for Higher Education. It has also been a stimulating new activity for the Open University as a whole because it has led us to take a lead role in the introduction of competency-based occupational standards across the whole range of UK economic life. We are now the only university that has the status of an Awarding Body for National and Scottish Vocational Qualifications. As an important spin-off, we have mapped of our own academic courses, where appropriate, onto the competency-based vocational and occupational standards structure. This enables students

to obtain both academic credit and a vocational qualification if they are so inclined. However, the Open University's accreditation work would merit a whole talk by itself and I shall not explore it further today.

The second component of our relationship with the Middle States Commission is that our infant sister institution, the United States Open University, is one of the newest institutions in the Middle States group, having achieved candidacy status for accreditation earlier this year. I am pleased to say that Dr Richard Jarvis, who joined the USOU as Chancellor in September, is here with us today. I would like to say how impressed we have been with the representatives of Middle States who have visited us and to thank them for their very constructive and committed approach to the accreditation of this somewhat unusual new university.

Theme, Title and Topic

The theme of your conference is "Higher Education 2000: What Will Be New? What Will Be Different?" You have entitled this opening session: "The University in the New Millennium." Since the United States Open University will be launching its teaching in the year 2000, I am acutely conscious of the changing dynamics of higher education at the dawn of the third millennium. The USOU is being launched into the USA of the year 2000, whereas the Open University began operations in the Britain of the 1970s. The contexts are somewhat different. But there are also similarities. One of the underlying themes of my remarks today is that we must not let excitement about the present lead us to forget our continuity with the past.

Eleven years ago, I had the privilege, along with all the world's university presidents, of being invited to the 900th anniversary celebrations of the University of Bologna. Those days of celebration in Italy were a moving reminder of the longevity of universities. One of the trends in higher education today is to give students increasing control over their higher education. We should remember that this may create 21st century institutions that are more like the medieval universities, which were essentially student controlled, than any more recent manifestation of the academy. Faculty who worry about the way their world is going might like to remember that, in the student-run University of Bologna from the 12th to the 14th century, the students levied fines on professors who started or finished their lectures late, failed to keep up with the syllabus, or left the city without permission.

I have titled these remarks “Medium and Message: Passion, Values and Quality in the New Academy.” I shall start with two observable facts. First most established universities are engaged, with more or less difficulty, in rethinking their missions and their methods for the 21st century. Second, new institutions are emerging with different corporate structures. Most of them have tightly focused missions, and some of them use the methods of distributed learning.

Regarding corporate structures, I mention just four models:

1) the wholly-owned university subsidiary of a for-profit company—for example, the Motorola University and the British Aerospace Virtual University; 2) the for-profit university, Phoenix, being the prominent example; 3) the for-profit subsidiary of a not-for-profit university, of which there are now various examples; and 4) the not-for-profit university associated with another not-for profit university outside the USA, the United States Open University being an example dear to my heart.

These new institutions tend to have more tightly focused missions than the generality of existing institutions. The focus may be on a particular type of student—often the working adult—or on a particular part of the curriculum—usually the low-hanging fruit of business, management and ICT skills.

There is a widespread belief that these new institutions are particularly committed to the methods of distributed learning. I have not done a survey, but I do wonder whether this is really true. I suspect that the numbers of distributed learning students in established universities far outstrip those in the new institutions. Most corporate universities, for example, conduct their teaching at sites that are often called campuses. The for-profit University of Phoenix teaches on a multiplicity of small campuses, and only a small fraction of its students are distributed learners in the accepted sense of the term. I believe that the United States Open University is unusual in making distributed learning its only mode of operation.

Observing these developments leads me to the first proposition that I shall argue in this address. I suggest that as they develop themselves for the future, both established and new institutions are focusing excessively on the media for moving information at the expense of the messages that transform thinking. When the Canadian philosopher Marshall McLuhan claimed that the medium is the message he captured an essential truth, but not the whole truth. New media do

indeed initiate change in society, but unless the new media carry clear messages, the change they initiate is rudderless.

Thirty years ago, when the Open University was founded, television was transforming society; today, as the United States Open University begins life, the Net is transforming society. Since new media transform society, they also have a transforming effect on universities. They change the expectations of the students and the opportunities for teachers. These changes inevitably have the effect of altering, sometimes in a subtle way, the messages that universities carry and the purposes that they pursue. My second proposition is that we should be alert to origins of these alterations of message and purpose, alert to the nature of the alterations themselves, and alert to the likely consequences of the changes.

The Backlash against Distance Learning

In the year now ending we have all noticed developing a backlash against distance learning in the United States. The AAUP now has this mode of learning firmly in its gunsights. In her forthcoming book *Traditional Degrees for Non-Traditional Students*, Carole Fungaroli urges students to avoid online learning, although I note that the first chapter of her book is available online. (Sometimes we all have to forget our principles and do the right thing.) She says that one of the things missing from distance learning is passion, adding that distance learning started out well-meaning but very quickly became an opportunistic, money-making enterprise.

She is making the important point that distance or distributed learning has become so enmeshed with the other changes taking place within higher education that it has become a summary expression for all of them. Distance learning has become a catch-all term for virtual universities, online universities, for-profit universities, corporate universities, and any other development that worries faculty. Steve Crow, of the North Central Association, comments that "Distance learning, especially online education, is a boy scout mirror that appears to catch all these varied concerns, focus them in one place, and light the fire."

Making distance learning the whipping boy is fine for the purposes of polemics, but those of us charged with leading the higher education enterprise owe it to our colleagues to start from sharper definitions.

Ms. Fungaroli urges that reputable universities should stay as far away from distance learning as possible because it is going to besmirch them. That's a sensible prescription if distance learning is indeed a corrupting influence, but if the real villain is one of the other trends for which distance learning has become a surrogate then it makes less sense. We may not need to throw the baby out with the dirty bathwater.

When Ms. Fungaroli states that distance learning started out well-meaning, but very quickly became an opportunistic, money-making enterprise, she omits to note two things. First, almost all innovations go this route. Did you know, for example, that there is pornography on the Internet? If not, you are excused now to go and make the discovery. Second, distance learning has already been through several cycles from idealism to opportunism and, most importantly, back from opportunism to idealism. Saint Paul, undoubtedly history's most successful distance teacher, was also undoubtedly an idealist, but can the same be said for all today's fund-raising tele-evangelists? Correspondence education began in the last century with very noble motives but by 1970 it needed Jessica Mitford to prick the opportunistic and corrupt balloon of the enterprise with her famous article in the *Atlantic Monthly*: Let Us Now Appraise Famous Authors. One of the idealistic responses to the opportunistic situation Mitford deplored was the creation of the Open University, about which I shall say more in a moment. Over 30 years it has established, among those who are familiar with its work, a formidable reputation for its quality, scale, and impact. I shall try to explain why that has happened and why it has been so widely copied. There are now numerous countries where the distance-teaching university is by far the largest university. The USA, however, is not one of them.

Although the United States Open University is now bringing the Open University's idealism and methodology to this country, it is largely the development of the Net that has caused the sudden upsurge in distance learning activity that is worrying so many faculty members across the nation. Furthermore, as I just noted, the increased attention to distance learning is often conflated with new corporate pressures to create some scary scenarios.

That's why it will be helpful for me to talk about the Open University. An examination of this institution, which is acknowledged as the world's most successful distributed teaching university, shows that a passion for ideals that inspire and a commitment to the values of academic thinking are essential foundations for achieving learning of

quality with new methods. Such a review also reveals that, in implementing new methods of teaching and learning, innovations of organization and process are usually more important than choices of software and hardware. Such innovations also contribute to the development of the scholarship of teaching. Let me explain.

Why Was the Open University Established?

By a nice coincidence, the Open University was inaugurated in 1969 in the same week that the Apollo astronauts returned from the first moon landing. It was a time when everything seemed possible. The previous year, universities around the world had been in turmoil. It was time for a new beginning, and the Open University's first Chancellor, Geoffrey Crowther, captured the spirit of the times when he charged the new University to be: *open as to people, open as to places, open as to methods, and open as to ideas*. That remains our mission statement today. The United States Open University has adopted it too but added two more 'opens' to reflect its own current context: *open as to time and open to the world*. These ideals captured the goals of the politicians whose energy created the Open University. Here little has changed because their four goals are identical to the goals for higher education that state governors enunciate today. Harold Wilson had two goals: to expand access to higher education and to harness modern communications technology to the enterprise. Jennie Lee's goal was a new university whose quality would rival the best. Margaret Thatcher wanted to see the costs of higher education reduced.

The staff who created the Open University invested the mission and the goals with further idealism. "Open to people" meant not just open to more people but open to a greater diversity of people. Access meant access to success. Walter Perry, the founding vice-chancellor, shared Carole Fungaroli's disdain for the opportunistic, money-making enterprise that correspondence education had become. By bringing the values of public-sector not-for-profit education to the new enterprise, he created a student-centered university of quality. Thirty years on, we can see the dimensions of its success.

The Success of the Open University

Data on the Open University are widely available and are summarized in some of my own speeches on the OU website <http://www.open.ac.uk/vcs-speeches/>. Today, I simply want to highlight aspects of its success that touch on the mission of the Middle States Commission and illustrate my theme: “Medium and Message: Passion, Values and Quality in the New Academy.” I shall comment first on scale, quality, and student outcomes.

Scale. The scale of the Open University is a key element of its success, not just in meeting its goal of enhancing access but also in driving costs down and quality up. The idea of economies of scale is easy to grasp. The cost structure of the OU calls for large upfront investments in the preparation of course materials and relatively low marginal costs for offering these courses to additional students. The investment cost associated with materials is not primarily their physical support—paper, video, CD-ROM, or the web—but the cost of having teams of academics and other professionals work together over substantial periods to produce courses that are academically rigorous, intellectually stimulating, and pedagogically efficient.

Less easy to grasp are what I call the qualities of scale. Clearly, the more students take a course, the greater the upfront investment that can be made. With distance learning, however, having large numbers of students also increases the quality and intensity of the personal and interactive support they can be given, which is not the situation for classroom teaching. Having larger concentrations of students in any one locality gives three benefits. First, each student is nearer to the associate faculty member (tutor) assigned to their local group; second, the tutor can more readily arrange local group meetings; and, third, it is easier for students to meet each other informally and create self-help groups.

Note also that these advantages of scale carry over to online support by associate faculty. Even where geography is not a factor, Metcalfe’s Law tells us that the value of a network to participants is proportional to the square of their number. The reality of this for students in online courses is the variety of computer conferences in which they can take part.

For these reasons it is helpful that the Open University has 160,000 students in degree credit courses. The two largest this year are an 8-credit, level one Technology course, T171 *You, Your Computer and the Net*, that has over 10,000 students signed up for our January session. This is a web-based course. Even larger, at over 12,000 students, is our new 15-credit, level one social science course, DD100 *Understanding Societies*, which is in more traditional format. Obviously not all courses are on this scale. Our 1,400 Ph.D. students each has an individual research program, as they would at any other university. Some of our taught courses have less than a hundred students enrolled each year—although I don't like there to be too many such courses. Obviously, like all universities, the OU cross-subsidizes the low enrolment upper level courses from the high enrolment courses at lower levels. However, even our graduate courses have substantial enrollments. Those in the MBA program, which produces 25 percent of all UK MBAs, number in the thousands, and the same is true for the MA in education.

Quality. What about quality? As part of the drive for accountability British universities have been subject, for most of this decade, to a state organized quality assessment system that uses teams of academics drawn from a range of institutions to assess the quality of research and teaching in each university by discipline.

For research this is done every four years with activity broken down into 70 discipline areas. In 1994, the Open University came 33rd out of the 100 UK universities; and in 1998, we rose a few places to 29th. We have research of international excellence going on in each school and some, like our Planetary Sciences Research Institute, are world leading.

To assess teaching, the Quality Assurance Agency chooses a number of disciplines each year. This year, of the disciplines the OU teaches, they chose general engineering, psychology, biology, and physics. The visiting teams have to assess the quality of teaching in the discipline in each university on six dimensions: Curriculum design, content and organization; teaching, learning, and assessment; student progression and achievement; student support and guidance; learning resources; and quality assurance and enhancement. The university's teaching is rated on a scale of four on each of these six dimensions, so the maximum score you can get for the teaching of a particular discipline is 24/24. By convention, the press regards 22/24 and above as "Excellent."

Here are the Open University's results for the year: general engineering, 24/24; psychology, 22/24; biology, 23/24; and physics, 23/24. In other words, our teaching in all of these disciplines, none of which would appear to lend themselves easily to distance learning, was rated as excellent. I took particular pleasure in the result for general engineering because we were the only university to get full marks; Oxford, Cambridge, and Imperial College, who have very respectable schools of engineering, had to be content with 23/24. Now that this process has been operating for some time, you can construct meaningful league tables from the results. The most common approach is to take the proportion of disciplines in which a university's teaching has been rated as excellent. This is a list of the top 20 out of the UK's hundred universities. Last year the Open University placed eleventh in that list. Given the recent results I have shown to you I expect that next year we shall be in the top 10 of the UK's 100 universities, with nearly two-thirds of our teaching programs rated excellent. Unlike the Carnegie classification, which is a classification abused as a ranking system, this table is unabashedly a ranking of universities by the quality of their teaching.

If you combine OU student numbers and quality rankings you find that in engineering, in music, in geology, in chemistry and in social policy, a majority of *all* university students in England studying in excellent-rated programs are at the Open University.

Student Outcomes. Traditionally, part-time higher education has high dropout rates. So does distance learning. Combine the two and you often have very high dropout rates. The Open University is proud to swim against this current. Course by course, our completion rates are around 75 percent—and these are long courses, usually either 8 or 15 credits in US terms. Roughly half those who pass their first course graduate with a bachelor's degree in eight years.

Of even more interest is the impact of Open University study on students' lives, because the evidence here gives the lie to the accusation that distance learning drains passion and enthusiasm out of the student experience.

Two years ago, the UK conducted a survey of graduates from all universities to find out how they were changed by doing a university degree? The results did not differ greatly from university to university, except that graduates from the Open University, much more than graduates from elsewhere, said that university study had changed their lives.

That seemed odd. The average age of OU students on entry is 34 so you would think their lives had achieved a degree of stability. Conversely, you might think that the young, malleable students who study full-time at university after secondary school would be changed by the experience of university. Perhaps they are, but if so they are much less aware of it than our older OU students, perhaps because it is mixed in with the general process of maturation.

How do Open University graduates say that study has changed them? Like all graduates they find that the degree has made them more employable. But our mature students give greater importance to personal development than to employability. They mention new careers, better job opportunities, more self-confidence, a sense of achievement, more opportunities in life, and new friends as the results of their studies. One Open University graduate reported, with a mixture of satisfaction and exasperation, that ever since doing a degree with the Open University, he couldn't see less than six sides to any question.

There is also evidence that study as a mature person makes a proportion of people more likely to get involved in the life of the wider community. Forty-six percent of Open University graduates report an enhanced interest in current affairs, reading non-fiction, and watching more serious TV programs. Forty percent said that as a result of their studies they had become more interested in helping people in need. Twenty percent had become more involved in cultural activities. Ten percent had become more involved in political activities. Clearly, Open University study has an impact on people. I have worked for nine universities in six political jurisdictions. Never have I met graduates who are as passionate about the transforming effects of their studies as the thousands of graduates who talk to me each year at our 25 commencement ceremonies.

The Elements of Success. How do we explain the Open University's success? It is a combination of four elements:

- 1) High quality study materials
- 2) Personal academic support to each student
- 3) Good administration and logistics
- 4) Symbiosis between teaching and research.

Except for the link between teaching and research, those four elements all appear to be linked to the media of teaching and learning. So why did I begin by stressing the importance of the message?

This is where the importance of process comes in. My predecessor, Walter Perry, the founding vice-chancellor of the Open University, always says that the most significant innovation he introduced was the idea of developing courses in teams.

This automatically establishes the scholarship of teaching that the Carnegie Foundation for the Advancement of Teaching has been promoting, with increasing success, for the last decade here in the USA. For the Carnegie Foundation scholarship has four key features.

First, it is public. Open University course materials are indeed on public view, but my point here is that the drafts of all materials are shared between members of the course team right from the earliest stage.

Second, scholarship means critical review. It is a strong OU course team tradition that each individual's first draft gets comprehensively criticized by colleagues on both academic and pedagogical grounds.

Third, scholarship creates a community, which is the course team itself and the wider university.

Fourth, scholarship is something scholars talk about. In the OU, this is expressed by the fact that courses take on a life of their own. Years after a course has been retired, faculty and students will refer to its demise with nostalgia or relief, depending on the pride they felt for it.

The essential point is that the OU course team is one of the highest expressions of scholars being scholarly. Once faculty allow themselves to be classified, for the purpose of teaching, as content-matter experts, they have abdicated their academic role. They have also usually drained away much of the passion that will excite the learner. The OU course team, on the other hand, is an academic building site. The team clarifies academic debates so that students can engage with them, not in order to give them ready-made answers.

Another key aspect of process is the role of the 7,000 associate faculty. Here again the role is not to provide ready-made answers but to help the student engage with the debates of the course. What amazes visitors to the Open University is the very high level of interdependence and interaction between those involved in all parts of the teaching system. Full-time faculty monitor the commentaries of associate faculty on student assignments in order to spread good practice. Faculty from other universities are involved at all stages, from course concept to

final exam. Students are exchanging up to a quarter of a million messages a day on computer conferences.

It is indeed a great irony that critics often accuse distance learning institutions of draining the interaction out of the academic experience. My own observation, based on experience in all sorts of universities, is that no institution matches the good distance teaching university for being a buzzing hive of communication and interaction.

Conclusion

I have argued that universities in the new millennium must not be misled into mistaking the medium for the message. I have warned against misusing distance learning as a surrogate for other trends, such as the resurgence of proprietary institutions, when reflecting on the future. I have tried to show that faculty roles can be unbundled in helpful ways and in unhelpful ways.

If we wish to ensure passion in learning and excitement in teaching, there are some things we unbundle at our peril. Above all, we must preserve the notion of the community of scholars interested in teaching and research. The Open University has knit the community of scholars more tightly together than ever before by giving equal importance to the scholarship of teaching and the scholarship of discovery. I hope that the United States Open University will continue and develop that tradition.

The 100th Anniversary of The College Board

On Saturday, December 2, 1899, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, at its 13th annual meeting in Trenton, New Jersey, passed a resolution to create The College Entrance Examination Board. The Board was founded in 1900.

Until this time, each college had its own admission requirements for the subjects students were expected to master, and the scope of topics to be covered within those subjects also varied extensively. These variations made it difficult for high schools to prepare students adequately for a broad range of colleges and thus limited access to higher education.

President Charles W. Eliot of Harvard University first raised the concept of uniform college entrance requirements and a common board of examiners. He presented the idea in 1894 to the New England Association of Colleges and Preparatory Schools and to the New York Schoolmasters Association in 1896 but to no avail. Dean Nicholas Murray Butler of Columbia University also introduced the subject to the faculty of Columbia in 1893. The faculty approved Butler's idea and authorized their president in 1896 to begin correspondence and conferences among various college faculties, but little progress was made and the project was abandoned. Dean Butler finally introduced it at the Middle States' annual convention.

Opening Remarks of Dean Butler in the 1899 Debate

[Excerpts; paragraphs added]

It has long been my belief that most of the difficulties which have attended and still attend the relations between secondary schools and colleges grow out of what may properly be called our educational atomism.

Each institution plays for its own hand, and consults first what it rightly or wrongly feels to be its own peculiar interests, and then, if time and opportunity serve, it casts a sympathetic glance toward the interests of education in general....

It is my present purpose to invite attention to a totally different conception of the function and duty of a college, to contrast with the prevailing atomistic view, what may be described as an organic or institutional view of its relations to the public, and to draw the inference that, when cooperation with other colleges is demonstrably in the public interest, such cooperation is a duty.

By the spirit of our polity every educational corporation is a public institution....Such an educational corporation, even without a dollar of state appropriation, is in essence a public, though not a tax-supported institution. The public has a claim on it which it may not disregard....

But it may be urged, granting this, is not the public best served in the long run by a system of unrestricted competition by the terms of which each college strengthens itself as much as possible, carries out those policies in which it most strongly believes, and leaves the hindmost to the tender mercies of the prince of darkness?

As conditions were a hundred years ago...much might be said in favor of an affirmative answer to that query; but today such an answer is bad in economics, bad in morals and worse in education. On every hand is evidence of the injury which this educational policy has done and is doing. The schools cry out against it, the pupils complain of it, the parents find fault with it, and the colleges themselves are restless under it and dissatisfied with it.

I feel certain that all this unrest is to usher in an era of educational cooperation which will increase the effectiveness of our existing machinery many fold, and that this cooperation will take on many now

unsuspected forms. Those now wedded to atomism will find then, as men have long since found in their moral and political relationships, that individuality is most real and most significant not in isolation but in association with others.

The most direct and most important application of this principle is to be found in the relations between the colleges and the secondary schools, and these relations in turn all center about the problem of college entrance....Here, where the largest colleges with a truly national constituency have their homes...[t]hey can agree neither on subjects to be offered for admission nor on topics within those subjects....These differences...are almost infinite in number and they constantly change...To remove these crying and admitted evils, there is need not alone of uniform requirements for college admission, but of a uniform administration of those requirements....

Such a cooperation between the colleges would help them greatly. It would drag them out of their isolation and aid in overcoming their provincialism. It would increase the college attendance. It would hasten the day when one function of such a board will be to supervise the inspection and accrediting of secondary schools to the end that their graduates may be accepted at the cooperating colleges...without a special, formal admission examination....

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Resolution of the Association of Colleges and Preparatory Schools of the Middle States and Maryland

December 2, 1899

Resolved, That this association urges the early establishment of a joint college admission examination board, composed of representatives of colleges and of secondary schools in the middle states and Maryland, which shall:

1) endeavor to bring about as rapidly as possible an agreement on a uniform statement as to each subject required by two or more colleges in turn; 2) hold, or cause to be held, at convenient points in June of each year, a series of college admission examinations, with uniform tests in each subject, and issue certificates based on the results of such examinations.

Resolved, That in case such a board be established before the next meeting of this association, the executive committee be empowered to designate the representatives of secondary schools to serve on such board till Dec. 1, 1900.

Resolved, That the several colleges in the middle states and Maryland be requested by this association to accept the certificates issued by such joint college admission examination board, so far as they go, in lieu of their own separate admission examinations.

Resolved, That these resolutions be printed and the secretary instructed to forward a copy to the president or principal of each institution in the membership of this association.

Resolution of the Council of the Middle States Association of Colleges Schools

June 21, 1999

Whereas the College Entrance Examination Board, now known as The College Board, was established as the result of a resolution in December 1899 at the 13th Annual Convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the predecessor organization of the Middle States Association of Colleges and Schools; and

Whereas The College Board was created to develop a common entrance examination for students entering colleges in the Middle States region and is chartered as an educational, nonprofit corporation by the Board of Regents of the State of New York; and

Whereas for one hundred years, The College Board, which has now grown to more than 3,300 members—including colleges and universities, schools, and educational associations and agencies—has been continuously dedicated to promoting high academic standards among students in preparation for access to higher education and to expanding educational opportunity for students at colleges and universities across the United States through its research; curricular development; assessment services; guidance, placement, and admission information; professional development opportunities for educators; and its policy analysis, public forums, and other forms of outreach; and

Whereas the Council of the Middle States Association of Colleges and Schools—composed of officers from the Commission on Higher Education, the Commission on Secondary Schools, the Commission on Elementary Schools, and the Association—working in cooperation with the Board of Trustees, is charged with carrying out the policies and purposes of the Association as related to the work of the Commissions; Therefore be it

Resolved, That the Council, on behalf of the Association, extends its congratulations to The College Board on its one hundredth anniversary; and be it

Resolved further, That the Council recommends that the Commission on Higher Education invite an appropriate representative of The College Board to receive the Association's recognition at the annual conference of the Commission in December 1999.

Remarks of MSA President Joseph Hankin

December 6, 1999

Thank you, Jean, and good afternoon ladies and gentlemen. I have several very pleasant things to do today. The first is to thank Jean for her continued leadership as executive director of the commission on higher education. Those of us in the field are grateful to you for your day-in, day-out work on our behalf.

The second is to recognize some people who are with us today at the reserved table: William B. DeLauder, CHE Chair-elect and President, Delaware State University; Mary Ann Keeley, Associate Director, Commission on Elementary Schools; John H. Erickson, CHE Deputy Executive Director; Sir John Daniel, our guest speaker and Vice Chancellor, The Open University; William U. Harris, CHE Commissioner and Executive Director, The College Board Middle States Office; Judith Gay, CHE Vice-Chair-elect and Social Sciences Division Chair, Montgomery County Community College; Susan Nicklas, Director, MSA Committee on Institution-wide Accreditation; and Governor Gaston Caperton, President, The College Board.

At least Jean did not introduce me the way Joe Nyquist, former New York State Commissioner of Education, used to do on occasion about himself: "Now let's hear the latest dope from New York."

Let me read to you a passage from a New York newspaper article and see if it hits a respondent chord:

"The consensus of those we interviewed on the streets of Manhattan is that we'll welcome the new century with open arms. But don't expect us not to be a little frightened. Business is changing. Work is changing. Science is advancing. The world political climate is unlike anything we've ever witnessed. Even the weather seems different. Many see the party coming to an end. Others see a dawn of even greater opportunity."

Sound familiar? That passage was actually written in December of 1899! *Plus ça change, plus c'est la même chose!* "The more things change, the more they stay the same." As we approach the millennium there are those who do so with trepidation, but it has always been thus. Here is a scroll from 2 B.C.: "Dear Cassius, are you still working on that Y0K problem? This change from B.C. to A.D. is giving us a lot of headaches."

And others are warning of a new and deadly threat: the 100gb bug. As most people know, McDonald's restaurant signs show the number of hamburgers the chain has sold and that number now stands at 99 billion. These signs, however, were designed years ago when the prospect of selling one hundred billion hamburgers seemed unthinkable remote, so the signs have only two places.

Well, anyway, back to December of 1899. That year, what was happening? The first international peace conference was held at The Hague, and, although nothing was accomplished on disarmament, the conference did establish the Permanent Court of International Arbitration. There was a rebellion in the Philippines against US rule there; the US acquired Puerto Rico and Guam; Col. Dreyfus was pardoned in France. Oscar Wilde's *The Importance of Being Earnest* was popular. Popular songs included "[I'm only] a Bird in a Gilded Cage" and "My Wild Irish Rose." Seminal works published that year included Thorstein Veblen's *The Theory of the Leisure Class* and John Dewey's *The School and Society*. The organization that began to place Gideon bibles in hotel rooms was formed. Congress authorized voting machines for federal elections, and the US yacht *Columbia* successfully defended the America's Cup.

What was happening in education? Well, the 13th Annual Convention of this MSA meeting was held in Trenton, New Jersey just 100 years and 5 days ago, on December 1-2, 1899. And what was on the agenda? Well, in addition to the ubiquitous treasurer's report and papers and discussions of the "Aim of Philosophy Teaching in American Colleges," "The Public Life of College Men," and "Intellectual and Moral Waste in the Transition from School to College," there were 49 pages in the *Proceedings* on the subject of "Uniform College Entrance Requirements with a Common Board of Examiners."

This body had an important part to play in the formation of The College Board, and you can see some of that in your conference program. You have a few excerpts from the speech given by the dean (and later president) of Columbia University, Nicholas Murray Butler, speaking on behalf of the proposal to establish a joint college admission examination board, composed of representatives of colleges and secondary schools in the Middle States and Maryland. Proposed were an agreement on subjects required by colleges, and uniform tests on subjects and certificates issued attesting to the results of the tests.

The debate was interesting. Among the points made were that of 76 colleges in the North Atlantic states having courses leading to the B.A., only 40 made use of the uniform English requirements for admission, Latin was demanded by 70 of the 76, Greek by 59, and non-US history by 64.

The proposal adopted by this body had been introduced by the president of Harvard University, Charles Eliot, five years earlier before the Association of Colleges in New England, and the Columbia dean had also introduced it before his faculty in 1893, but, in typical fashion, it lay on the table for three years until the faculty could have time to “consider carefully the policy which it proposed.” Then it was passed by the faculty unanimously and Dean Butler proposed to the Middle States body that a fee of not less than \$5 be assessed every candidate for the College Board certificate to pay the expenses. He pointed out that Oxford and Cambridge had long done something like this, and that the New York State Regents had examinations which posed no problems in their administration, so why not pass this resolution? He hoped that one day the College Board might accredit secondary schools.

Well, such logic, as it was, carried the day, but not before 43 pages of debate, which included points made by four high school principals, and the presidents of Princeton, Harvard, Columbia, Lafayette, and Swarthmore such as these—and here, again, I say, *Plus ça change, plus c'est la même chose*:

“The one unthinkable thing in our education is uniformity in schools and courses.”

“Additional teachers must be employed and more classroom accommodation provided.”

“The weakness in our school system is in the secondary schools. At least if they could be improved the whole system would be improved.”

“[I]t will be some time, I think, knowing something of the conservatism of the men with whom I deal, before that scheme goes into actual operation.”

Fear of state interference, and curtailment of the ability of the institution to admit students except on the basis of pure numbers were expressed by the president of Princeton. Others expressed fear of unwarranted uniformity. For the most part, those of us familiar with

various debating societies, including faculty meetings, would recognize the tactics used during the debate.

However, the outcome was a unanimously passed resolution, a copy of which you have in your conference program.

Thus began the degree of cooperation between the Middle States Association and The College Board, a relationship which exists now for a century.

We have with us here today the president of The College Board, a man who has had a distinguished career, who has exhibited leadership in several fields, and who now presides over an organization which has offices in all regions of the US

He has recently suggested that every high school in America should have advanced placement courses (It is currently about 60 percent), that he would welcome an expansion of membership to include associates who teach AP courses, and who grade the exams, and that the Internet will be used increasingly to reach his constituencies with about 40 products, ranging from computer management systems for guidance counselors to college essay evaluations for high school students. He has urged political candidates and office holders to make the funding of higher education a top priority, especially for the at-risk and the poor.

It is my pleasure to ask Gaston Caperton, President of the College Board to come forward and receive this award and to make a few remarks.

[Presentation of the award]

I want to say just one or two more things since this is the last opportunity I will have to address you in my capacity as president of the Association.

Thank you all for your support. I did not know what to expect upon taking office. Certainly, I did not expect to be served papers almost weekly in a lawsuit involving the Association. And, if nothing else, I have learned the alphabet: CIWA, AFG, CSLG—and those are only from two of the commissions. I have admired the work of the commissions and their executive directors and the others; your business and that of the elementary, secondary, and K-12 memberships are in excellent hands.

As I thought how to conclude this, someone in the central office reminded me that Woodrow Wilson once held this same position, in 1907. Well, I can assure you of three things: I will not run for either governor of New Jersey or President of the United States, and I do not have 14 points to make. But I will remind you of the day-in, day-out importance of your work, and will do so with this anecdote from an experienced teacher:

He was in the first third grade class I taught at Saint Mary's School in Morris, Minnesota. All 34 of my students were dear to me, but Mark Eklund was one in a million. Very neat in appearance, but had that happy-to-be-alive attitude that made even his occasional mischievousness delightful.

Mark talked incessantly. I had to remind him again and again that talking without permission was not acceptable. What impressed me so much, though, was his sincere response every time I had to correct him for misbehaving—"Thank you for correcting me, sister!"

I didn't know what to make of it at first, but before long I became accustomed to hearing it many times a day.

One morning my patience was growing thin when Mark talked once too often, and then I made a novice-teacher's mistake. I looked at Mark and said, "If you say one more word, I am going to tape your mouth shut!" It wasn't 10 seconds later when Chuck blurted out, "Mark is talking again." I hadn't asked any of the students to help me watch Mark, but since I had stated the punishment in front of the class, I had to act on it. I remember the scene as if it had occurred this morning. I walked to my desk, very deliberately opened my drawer and took out a roll of masking tape. Without saying a word, I proceeded to Mark's desk, tore off two pieces of tape and made a big X with them over his mouth. I then returned to the front of the room. As I glanced at Mark to see how he was doing, he winked at me. That did it! I started laughing. The class cheered as I walked back to Mark's desk, removed the tape, and shrugged my shoulders. His first words were, "Thank you for correcting me, sister."

At the end of the year, I was asked to teach junior-high math. The years flew by, and before I knew it Mark was in my classroom again. He was more handsome than ever and just as polite. Since he had to listen carefully to my instruction in the "new math," he did not talk as much in ninth grade as he had in third. One Friday, things just didn't feel right. We had worked hard on a new concept all week, and I sensed

that the students were growing frustrated with themselves and edgy with one another. I had to stop this crankiness before it got out of hand. So I asked them to list the names of the other students in the room on two sheets of paper, leaving a space between each name. Then I told them to think of the nicest thing they could say about each of their classmates and write it down. It took the remainder of the class period to finish their assignment, and as the students left the room, each one handed me the papers. Charlie smiled. Mark said, "Thank you for teaching me, sister. Have a good weekend."

That Saturday, I wrote down the name of each student on a separate sheet of paper, and I listed what everyone else had said about that individual. On Monday I gave each student his or her list. Before long, the entire class was smiling. "Really?" I heard whispered. "I never knew that meant anything to anyone!" "I didn't know others liked me so much." No one ever mentioned those papers in class again. I never knew if they discussed them after class or with their parents, but it didn't matter. The exercise had accomplished its purpose. The students were happy with themselves and one another again. That group of students moved on.

Several years later, after I returned from vacation, my parents met me at the airport. As we were driving home, mother asked me the usual questions about the trip—the weather, my experiences in general. There was a lull in the conversation. Mother gave Dad a side-ways glance and simply says, "Dad?" My father cleared his throat as he usually did before something important. "The Eklunds called last night," he began. "Really?" I said. "I haven't heard from them in years. I wonder how Mark is." Dad responded quietly. "Mark was killed in Vietnam," he said. "The funeral is tomorrow, and his parents would like it if you could attend." To this day I can still point to the exact spot on I-494 where Dad told me about Mark.

I had never seen a serviceman in a military coffin before. Mark looked so handsome, so mature. All I could think at that moment was, "Mark, I would give all the masking tape in the world if only you would talk to me." The church was packed with Mark's friends. Chuck's sister sang "The Battle Hymn of the Republic." Why did it have to rain on the day of the funeral? It was difficult enough at the graveside. The pastor said the usual prayers, and the bugler played taps. One by one, those who loved Mark took a last walk by the coffin and sprinkled it with Holy water. I was the last one to bless the coffin. As I stood there, one of the soldiers who acted as pallbearer came up to me.

“Were you Mark's math teacher?” he asked. I nodded as I continued to stare at the coffin. “Mark talked about you a lot,” he said.

After the funeral, most of Mark's former classmates headed to Chuck's farmhouse for lunch. Mark's mother and father were there, obviously waiting for me. “We want to show you something,” his father said, taking a wallet out of his pocket. “They found this on Mark when he was killed. We thought you might recognize it.” Opening the billfold, he carefully removed two worn pieces of notebook paper that had obviously been taped, folded and refolded many times. I knew without looking that the papers were the ones on which I had listed all the good things each of Mark's classmates had said about him. “Thank you so much for doing that,” Mark's mother said. “As you can see, Mark treasured it.”

Mark's classmates started to gather around us. Charlie smiled rather sheepishly and said, “I still have my list. It's in the top drawer of my desk at home.” Chuck's wife said, “Chuck asked me to put his in our wedding album.” “I have mine, too,” Marilyn said. “It's in my diary.” Then Vicki, another classmate, reached into her pocketbook, took out her wallet and showed her worn and frazzled list to the group. “I carry this with me at all times,” Vicki said without batting an eyelash. “I think we all saved our lists.”

That's when I finally sat down and cried. I cried for Mark and for all his friends who would never see him again.

Ladies and gentlemen, this was an elementary school example, but all have opportunities to affect people that way, and we all do. It was Henry Adams who said that “A teacher [and I would add that, as administrators, we are teachers also] affects eternity. You never know where his or her influence stops.” It was true for Mark. It is true for you. You have a tremendous impact of which you might not be aware.

Have a great conference.

Remarks of Gaston Caperton, President, The College Board

December 6, 1999

On behalf of all those who work at the College Board and our Board of Trustees, and all those who have made the College Board what it is today, I thank you for this great honor. I can take very little credit for it—I have only been College Board President since July 1—but I accept it on behalf of the efforts of those before me.

I'd like to tell you about one experience I had during my time as governor of West Virginia. In my last year as governor, I was speaking at an event before a group much like yours. Afterwards, when I walked into the hallway, a young person on my staff said, "Governor, I'd like you to meet Steven Tyler." Little did I know that Steven Tyler was the lead singer of a rock band called Aerosmith. I met Steven Tyler and told him I'd like to come to his concert that night. He said, "Are you really the governor?" But he allowed me to come see his band play.

The next day I thought I would sound pretty cool to my younger staff members if I told them I had gone to the Aerosmith concert. When I told one of my advisers, he said, "You should have never been there. Those guys are druggies!" Well, I had been governor long enough to know that you check these sorts of things out before you show up somewhere, and I had checked the facts before attending the concert. The members of the band had sworn off of drugs 10 years earlier, because it almost cost them their careers and their lives.

I tell you this story because I think it shows how we often view the world as it was 10 years earlier and not as it is today and as it will be in the future. As all of you know, you *are* the College Board. You and the other 3800 educators who make up our association are the people for whom I work. And I believe that the coming years will be some of the most exciting in the history of our association.

In his book, *The Lexus and the Olive Tree*, journalist Thomas Friedman explains the world we are in today as well anyone has explained it. The old world was one in which people were divided—you were on the side of the Russians or the Americans. The communication symbol of that time was the "red telephone" that sat at the desk of the leader of each superpower. Today people are connected, and the symbol of

communication is the Internet. The earlier world was measured in weight; the present world is measured in speed. In sports terms, the old world was a couple of sumo wrestlers; the new world is a 100-yard-dash, followed by another 100-yard dash, and another 100-yard dash.

The people who will enjoy this new world are those who are educated. What better time to be in education, then, than right now, as we move into this new world?

The College Board's mission is simple: to prepare, inspire, and connect students to college and opportunity. In this new world, I do not know how an organization could have a more important mission. The College Board is seeking to achieve that mission through the pursuit of its core strategic objectives.

The first of these is to build a "College Board System" out of the many products and services we provide. The second is to build a strong association with a greater voice in public policy and a strong academic core.

The third is the creation of a subsidiary business, collegeboard.com. Because many people have questions about this step, I want to explain why it is so important. When I began my job as College Board President, I asked our Internet group to report on what they had done and what they hoped to do in the future. What they had done was great, and their dreams for the future were even greater. But it was clear that competition would be fierce. Other education-related Web sites were emerging to provide similar services to students, and they were doing so with the backing of millions of dollars of capital. To continue to fulfill our mission in this new world, then, we had to bring new capital and new expertise to the Board. The only way to do so was to create this business to allow us to move quickly into this new world. I know it will help us provide our system of products and services more efficiently than ever before.

We at the College Board are entering this new world knowing that the challenges are great, but the opportunities are terrific. I try to keep in mind the following words a wise man once told me: "What the mind can conceive and the heart can believe, man can achieve." It is not achievement for ourselves but for the students whose lives we will touch.

As We Internationalize Undergraduate Education, Have We Forgotten Student Learning?

Andrea Leskes

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Richard Resch

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The need of college graduates to function in the global environment of the 21st century has led many colleges and universities to accord priority to internationalizing undergraduate education. Developing the intellectual skills and the habits of mind that permit lifelong learning (the traditional aims of a university liberal education) may no longer be adequate preparation if an individual cannot communicate across cultures and weigh the worldwide implications of decisions.

If we consider the process of internationalizing an institution of higher learning as having four steps, most emphasis to-date has been on the first three: increasing the international composition of the student body by recruiting foreign students; providing study and research abroad experiences for students and faculty; and internationalizing the curriculum with area studies programs or courses with global

perspectives. Little attention has been accorded yet to the fourth step that touches the heart of education: namely, teaching and student learning. What does globalization imply for students in the classroom, for student learning, for pedagogy and the design of courses? How can we make education most effective for students from all countries? Should we continue to teach the same way as our classes increase in international diversity? Will (or should) the presence of international students substantially change classroom experiences? If our embraced goal of leading students toward global preparedness is to move from the fringes of undergraduate education to the core, we will need to address questions like these that surface with increased internationalization.

Student learning, in this context, can be examined from three different viewpoints: 1) learning by international students in the American system, 2) learning by US undergraduates when studying abroad, and 3) learning by both American and international students together in the classroom (whether in the US or abroad).

The accredited American colleges and universities that are situated overseas (many of which belong to the Association of American International Colleges and Universities—AAICU) bring special perspectives and experience to these issues of student learning. On a daily basis, each AAICU member school must handle at least one, if not all three, of the learning viewpoints listed above. Residing in their faculties is extensive expertise; their classroom practices, curricula, and academic support services can offer new models. They are, in many ways, the true vanguard of globalization in American higher education.

This paper will share the insights gained by the authors at three accredited American colleges and universities located overseas: American University in Cairo; Richmond, The International University in London; and The American University of Paris. Each is a freestanding institution that offers a liberal arts education in English following the US tradition, and each awards the American bachelor's degree. Inherent in their missions, however, is service to highly international student bodies. The daily challenge for these overseas campuses is to manage, not to create, an internationally diverse community. Their students do not simply learn about global issues, they experience them first-hand.

Learning by International Students in an Offshore American University: Reflections from American University in Cairo

The Setting

Founded in 1919, American University in Cairo (AUC) sits in the center of busy, downtown Cairo. It is a co-educational institution enrolling approximately 3,600 undergraduates, 700 postgraduates, and more than 10,000 continuing education students. Eighty-three percent of the undergraduate and graduate students are Egyptian. In the faculty, that number decreases to 53 percent, with most of the remainder being American. The nationality of students, however, can be misleading. They may carry Egyptian passports and claim family in Egypt, but many will have lived abroad and studied in international settings for most of their lives. It would not be unusual, for example, for a student to have attended an elementary school in Italian and a high school in French, before commencing college in English, all the while speaking Arabic at home. The undergraduate student body at AUC tends to be of traditional age and to live with parents or relatives in the city. The largest majors, in order of decreasing size, are engineering, business, and international relations. Instruction occurs in English, but most students speak Arabic outside of class. AUC holds accreditation from the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Perhaps the most notable feature of AUC is its desirability. Even with significant financial aid, AUC costs more than Egyptian universities by a factor of 100, yet it continues to practice highly selective admissions. AUC students and their parents generally view the University as providing a higher quality education than the local institutions and, hence, a ticket to a better job. This belief is borne out by newspaper employment advertisements that often include the phrase "AUCian preferred," since technical work or employment with international corporations requires a good command of English.

American Liberal Education in Cairo: Cultural Tensions

While its demographics and selectivity might seem to reflect successful integration into the educational culture of Egypt, AUC, in fact, stands apart in many ways. A significant split separates the University from its host culture; it is a lone bastion of liberal education. Within the AUC community, most faculty members believe in the benefits of a multi-disciplinary, broad-based curriculum, while in the larger Egyptian society, parents prefer (and assume the delivery of) more focused, pre-professional education for their children. Since a principal reason for selecting an AUC education is to maximize opportunities for a better job, parents cannot understand, for example, why engineering students must also study the humanities.

Similar differences in expectations exist over pedagogical style. Based, one assumes, on the expansion of American businesses, the worldwide prominence of American technology, and America's position as a political super-power, many parents expect AUC's professors to provide their children with the keys to success in business, technology, and politics. To further raise these expectations, the university promotes itself largely by promising career advantages. In other words, parents send their children to the university to "get the answers" from the American or American-trained "experts." In most Egyptian institutions of higher learning, the pedagogical model would conform to this parental desire, with professors lecturing to students.

At AUC, however, with its commitment to a liberal arts philosophy, the faculty is asked to minimize authoritative lectures and employ more active modes of learning like exploratory discussions and experiential laboratories. Egyptian parents often interpret this method of teaching as reflecting a professorial desire to hoard information and withhold it from students. Differences also exist in the attitudes toward authority and transmitted knowledge. In Egyptian culture, professors and texts are unquestionable. Most members of AUC's faculty, on the other hand, have internalized American educational concepts and committed themselves to teaching not only content but methods of investigation, analysis, and critical thinking (i.e., critical questioning) as well.

These differences in notions of curriculum and pedagogy create an us/them split that is exacerbated by the general Middle Eastern mistrust of American cultural ethics. Many students, especially young women, are sent to AUC because their parents—while respecting American know-how—do not want their children in America where sexual codes

are looser, drugs more prevalent, homosexuality discussed openly, and parental authority questioned. AUC, with its American influences, is often portrayed in the media as attracting and then corrupting Egypt's most promising youth. Taxi cab drivers who drive by the University have been heard to say, "That's where the bad people are."

Clearly the relationship between AUC and its surrounding community is an unpredictable and sometimes explosive mixture of idolatry and resentment. Although this ambiguity is not a typical situation for US-based colleges and universities, still AUC's experience educating international students can provide useful lessons about teaching an increasingly global student body. In addition, it illustrates how college culture can create college/home splits as student bodies diversify faster than faculties.

Lessons from American University in Cairo

Confusion about the Concept of a Liberal Education

The first observation, so obvious to educators who have worked abroad, is that liberal education—the hallmark of American collegiate-level study—is not a culture-free notion. Nor is it a concept that is shared by most of the rest of the world. It can, in fact, be extremely foreign (and specifically American) to international students and their parents. This recognition identifies the need to create an understanding of the goals and processes of liberal education for families *before* students enroll. Our message may reach its intended audience better if we describe liberal education in positive terms. Rather than explaining that discussion-based pedagogy is not lawless, disorganized, or reflective of ignorance, we should explain what rules govern exploratory discussion and how expertise is expressed in that format. In other words, we need to do some meta-analysis ourselves. Given the extraordinary difficulty AUC parents and students encounter in comprehending the concept of liberal education (a difficulty shared, perhaps, by many parents of American college students), one could both explain it didactically and then model it experientially. AUC has even considered asking parents to sign a form indicating that they have read and understood written materials provided to them on the philosophy of liberal education. While not necessarily assuring a real comprehension of the University's educational approach, such a procedure would at least demonstrate AUC's attempt to explain itself.

Graduates who are successful in the eyes of the local community, and who whole-heartedly believe in the importance of their liberal education, can also help convince skeptics. The power of the American educational approach could be modeled concretely by attestations from business leaders who majored in history or biology, prominent engineers who fondly remember how they first learned to present themselves publicly in their theatre classes, and doctors who write poetry.

Cross-cultural Tolerance is a Western Idea

Surprisingly, AUC students seem eager to embrace things American and to ignore everything else. While such a fascination with American culture might appear reasonable in international students who are physically located in the US (they might, for instance, have come specifically to study American art, history, and society) it is puzzling that AUC students in Cairo display no interest at all in Arabic art, literature, history, or cinema. The university-wide requirements resented most are those in Arabic literature, language, and history (an interesting mirror of some Americans' anglophilia). Although this disinterest might be interpreted as reflecting an already well-developed and thorough knowledge of Arabic culture, such is not the case. More often than not, students simply lack a desire to learn about Arabic culture, and are baffled by the passion of their American professors for it. Perhaps the fascination of these Egyptian students with everything American and their desire to earn an American college degree both derive from the feeling that "American" is much more promising than "local." Possibly international students on American campuses hold similar ideas, even if they never give them voice. Such observations lead one to speculate how little AUC students (and, by extension, other non-Western international students as well) would understand the American concept of fostering "diversity."

Cultural Differences in the Learning Process

As American institutions educate increasing numbers of international students, they will encounter a real diversity of work ethics. In Egypt, for example, one is expected to help one's friends—a feature that makes life in Egypt particularly pleasant. However, this ethic conflicts with the American emphasis on individual work and our prohibition of plagiarism. Many students at AUC have great difficulty in understanding their professors' refusal to condone jointly done homework or shared in-class quiz answers. The students feel they are simply helping out their friends, adhering to cultural norms.

In a parallel manner, many of the hardest-working students cannot understand the American obsession with long, uninterrupted hours of concentrated labor. Why not stop and rest a while? One student remarked, “Work is the American drug—you’re addicted to it.” These students are not being lazy; they simply accept pauses for chats and for tea with friends as productive and part of the natural rhythm, regardless of impending deadlines.

Lack of a Common Cultural Background

Americans on the AUC faculty often find a need to alter their teaching methods to reach students who have no common cultural background. One might believe this to be simply a matter of learning about Egyptian culture in order to find relevant local examples when teaching, for example, about the relationship between art and politics. However, the problem turns out to be more complex. Many AUC students have been schooled in several different countries and are as “unhomely” as the migrant workers described by Homi Bhabha: “In their cultural passage hither and thither...part of the massive economic and political Diaspora of the modern world, they embody the Benjaminian present—that moment blasted out of the continuum of time.”¹ These students will speak four or five languages but be fully literate in none. At the very least, they operate in one language at home and another at school. In this respect, they are reminiscent of a student recently encountered in Miami who remarked that she did not feel Cuban or American or Cuban-American. “Perhaps,” she said, “I am Miaimian.” The AUC student body, as a whole, does not share a cultural heritage, nor does it share cultural touchstones with the faculty.

With the growing numbers of hyphenated Americans and influx of foreign nationals in our universities, we need to remember that it is risky to assume one can identify an individual’s “home” culture—or even assume that a student *has* a “home” culture. One of the biggest challenges for American higher education in this new century may be learning how to teach the “unhomely” students that globalization will send to our doors.

1 Bhabha, H. K. (1994). *The location of culture* (p. 23). London: Routledge.

Conclusions from Cairo

As American institutions recruit and teach more foreign nationals, they should recognize that many fundamental assumptions—the value of a liberal education, respect for cultural diversity, insistence on a driving work ethic, and the presence of a “home” culture, for example—are not culturally neutral or, in fact, widely shared. To take this reflection one step further, since the very structure of higher education in this country is shaped by such assumptions, our institutions themselves are culturally bound. International students in domestic American institutions may try so diligently to blend in that they refrain from expressing their concerns. However, as offshore American institutions like AUC can reveal, foreign nationals and newcomers to American education struggle with (and may even be surprised and mystified by) what we take for granted. If institutional leaders recognize the cultural assumptions underlying our higher educational system, learn to articulate them clearly, and teach them to students—not as the only way of learning, but as the American way—our institutions will better assure achievement for all students.

Learning by US Undergraduates when Studying Abroad: Reflections from Richmond, The American International University in London

The Setting

Richmond's mission is to prepare students for an increasingly interdependent world, so its curricula and learning/living environment are designed to accomplish this goal. The University serves as the home institution for an international student body representing more than 100 countries and also hosts a sizable population of US study abroad undergraduates each semester.

Richmond considers itself a 'liberal arts and professional studies' university, meaning that it resembles a small US liberal arts college with the addition of business and computing degrees. Academic programs prepare students predominantly at the undergraduate level, supplemented by selected master's degree programs. A suburban campus houses the lower division courses, while a second campus in central London serves upper division and graduate students. In spring 1999, Richmond listed 1204 students, 74 percent of whom enrolled for the degree, with the remainder in London for study abroad. Class size averages 16. The Richmond student population is extraordinarily diverse with no dominant country, culture, or area of the world. Approximately equal numbers of students (15 percent) come from North America, Europe, Africa, and the Middle East. Southeast Asia, Greece and Turkey, and the Indian subcontinent each account for 8 percent, while the rest the world contributes smaller numbers. The resulting campus environment reflects a complex mix of American, British, and international cultures.

The University holds dual accreditation: in the US by the Commission on Higher Education of the Middle States Association of Colleges and Schools and in the UK by the Open University Validation Services, thereby making its degrees both American and British (honors).

Study Abroad

The rhetoric of internationalization has infused the American academy. Recently, the desire to develop global perspectives has translated into increased numbers of undergraduates studying abroad. Other factors, such as the strong US economy, the availability of funding, and the ease of international communication (through electronic mail and international telephony) leading to a heightened sense of security have all hastened this trend.

The global reach of corporations and communications has convinced many young Americans that an international experience will enhance their resumes and prepare them for competitive jobs. A wide variety of programs currently exist for study abroad, and the type selected by individual students will importantly influence their experiences.

Students can choose:

- immersion in a foreign university, that would involve study in a different educational system (most probably with large lecture classes and no student-faculty interaction) and often in a foreign language
- a program for foreigners in a foreign university, that might offer greater flexibility but would keep all foreign students together, and, if taught in the language of the country, assume a certain level of competency
- a program run by a US university in a foreign country, that would be familiar in terms of the courses and classroom interactions, but might result in an American enclave
- immersion in an American international university in which the educational structure would be similar to an American college with instruction in English, but with an international student body.

In most types of programs, students can choose short, medium length, or academic-year-long sojourns.

When undergraduates decide to study abroad, they do so for multiple and oft-times conflicting reasons; reasons that, in turn, may influence the type of program selected. For example, they may want to improve their competency in a foreign language, although this would place limits on the location of study. They may wish to spend time travelling

in new cultures, while still understanding the need to study and earn credits. They will need to weigh the advantages of enrolling in courses that meet their home institution's degree or major requirements, or in courses that take particular advantage of the foreign location. Is the experience more to advance academic learning or personal growth? Whatever the decisions, the experience often turns out to be transformational.

Orientation

Orientation at multiple transition points contributes to a positive overseas experience: pre-departure, upon arrival at the foreign campus, and after returning to the US. In preparation for the trip, students need to learn about everyday, interpersonal interactions of the culture they will be visiting (e.g., how close together people stand when they speak in small groups, the meaning of physical contact, the appropriate forms of address in particular circumstances). They should understand that they are bound to encounter a culture that feels unfamiliar but that this encounter is one of the major purposes of the overseas stay. The better the advance preparation, the easier for students to handle the necessarily large number of adjustments required. It is disappointing to welcome students to an exciting city like London, only to hear them complain how things are different (and therefore worse) from at home; of course they are different. Why else study abroad?

Orientation on-site will depend largely upon the type of university attended, with American-run programs offering more hands-on help. However the importance of guidance at this point should not be underestimated. Students are balancing many new experiences at once: new customs, new living arrangements, new friends, new monetary systems, new bank accounts, new transportation systems, new foods, often new languages, new schools, new subjects, new teaching styles, etc. In some locations they may, for the first time, be living in apartments on their own, and dealing with connecting telephones, utilities, paying rent, buying food, cooking. All of these out-of-classroom life experiences impact on student academic performance during the stay abroad. Home campuses can immensely help their study abroad participants by compassionate understanding of the complexities inherent in the novel situation.

Reintegration onto the home campus can also be a traumatic point for students, and one often overlooked by institutions encouraging study abroad opportunities. The students return with new perspectives; they will have matured and become more independent by dint of surviving in a new environment away from home. Invariably, students describe increased self-confidence and self-esteem. They have a great deal to offer the home campus, if channels exist for harnessing this enthusiasm. Returned students are excellent advocates for study abroad and ideal mentors for potential participants. The educational aspect of the foreign sojourn can be further validated and enhanced as a learning experience (beyond simply travel to another country) when an experienced educator helps guide student self-reflection.

The Richmond Experience as an Example

If students select Richmond as a site for study abroad, they will find a curriculum designed to be international. The many courses with intercultural perspectives are comparative in character, examine patterns of similarity and difference, and foster an appreciation of diversity. Students who enroll for the Richmond degree must complete a core course entitled 'Rights, Choices and Values.' The seminar format permits grappling with fundamental concepts like affiliation, political structure and rights, environmental concerns, intellectual property and honesty, and gender roles.

At Richmond, US undergraduates share classes with colleagues from around the world. The great diversity of viewpoints informs discussion, and faculty members intentionally use this multiplicity to enhance learning. In a marketing class, for example, an American textbook might focus on the resources a company invests in a major marketing campaign. In response, an Eastern European student could well observe that this does not reflect his reality. In his country, a company that spends such a large proportion of revenues on advertising would typically be suspect: "If you have to sell it so hard, then there must be something wrong with the product." For his part, a Dutch student might observe that glossy publicity seems garish and cheap in his culture. Such in-class interchange enriches learning for everyone in the classroom, teacher and students alike.

Since co- and extra-curricular activities form an important part of the study abroad experience, Richmond provides opportunities for US students to learn about the cultures and attitudes of international

students. The residence life and student services staff work to create a comfortable environment in which this integration can occur.

Conclusions from London

Although study abroad is only one element in a comprehensive international initiative, the wide variety of study abroad opportunities, including those offered by transnationally-accredited institutions like Richmond, provide the potential for US colleges and universities to enhance internationalization. To ensure the maximum student learning during the overseas experience, the home campus should reflect on ways to prepare the students prior to departure. To make the best *institutional* use of the study abroad opportunity, they should further reflect on how to debrief returning students and integrate their important experiences into the teaching and learning process.

Learning by Both American and International Students Together in the Classroom: Reflections from The American University of Paris

The Setting

The American University of Paris (AUP) educates a heterogeneous, internationally diverse group of students the way Richmond does. However, while classes are taught in English, AUP students must also lead their daily lives in the surrounding French-speaking culture. The American aspects of AUP include its philosophy of education, focus on the liberal arts, curricular design, BA/BS degrees, faculty structure, institutional culture, and accreditation (granted by the Commission on Higher Education of the Middle States Association of Colleges and Schools)..

An extreme diversity of students, faculty, trustees, and staff characterize the international community that is AUP. Students from 990 countries comprise the student body of approximately 800, with one-third being American. AUP neither has a majority culture nor is the campus community a melting pot; the different cultures are all respected. It is not unusual to have 17 different nationalities (and almost as many mother tongues) in a class of 25. Often students are in themselves multicultural, with parents from different ethnic or national groups. They may possess several nationalities and have lived on many continents. Like the AUC students in Cairo, they may be described as “unhomely” or as “citizens of the world.”

A strategically focused curriculum emphasizes majors that are international or comparative, that feature Europe, or that closely relate to the special advantages of AUP's Parisian location. An international perspective permeates most individual courses and classrooms. Almost all members of the AUP community live a constant, daily, at-least-bicultural, and at-least-bilingual experience, within an international community engaged in American-style education on campus, and as part of cosmopolitan Paris on the outside.

AUP serves a variety of student clientele groups: some individuals arrive as freshmen, others as transfer students, and still others as short-term visitors. In addition, the University attracts students who attend

for one year either as an intentional stop on their way to the US to finish college (international students “trying out” the American system and instruction in English) or opting for a freshman year abroad (US undergraduates, some of whom have deferred entry at their home campus). Students enter with a wide range of academic experiences gained in a multitude of educational systems (the national systems of many different countries, international schools, American schools abroad, etc.). For all students, attending AUP is, in at least one way, a foreign experience. It may be the educational philosophy, the country, the language, or all three that contribute to this foreignness.

Subtle Problems of Learning Encountered in an International Environment

As is evident from the preceding description, internationalization sits truly at the center of AUP’s identity as it prepares students for the globalized world of the future. It is in this environment that subtle issues related to undergraduate education become visible—issues that can interfere with learning but are too easily masked on less diverse campuses.

Biases and Cultural Assumptions in Course Content

Undergraduate courses in many (if not most) fields, designed predominantly for American students but also serving international students attending US programs, by-and-large assume a common frame of reference. They take for granted a shared worldview that conditions how individuals react to and learn from examples and texts.

We assume, for instance, a Judeo-Christian background (e.g., knowledge of the Ten Commandments and the lives of Moses and Jesus). We assume an understanding of, belief in, and commitment to democracy. However, in reality, international students may have internalized a different view of the world and may not have had exposure to concepts treated as axiomatic by American professors.

One example, observed at The American University of Paris, illustrates this point well. It involved a young woman from the Indian subcontinent. During an advising conference, she looked closely at two etchings in the professor’s office. After reflecting hard, she remarked, “Those look familiar. I think I may have seen something similar before.” She was referring to the subject of the etchings not the artist. One etching was of the crucifixion and the other of the Madonna and child. The central images of Christendom were unfamiliar to this

Hindu who lacked a background in Christian religious terms, iconography, and worldview. How could she interpret Renaissance art, beyond the merely formalistic analysis of technique? What would she miss when reading Rheinhold Niebuhr or the poetry of John Donne? Would she learn what the professor hopes to be teaching?

The revelation of an assumed worldview and shared cultural assumptions in our courses identifies the need to look more consciously at our syllabi. In some subjects it might be possible to select less culturally linked material or to include examples from a range of cultures. At the very least, it should cause us to reflect on the starting point for teaching: how much background information will need to be provided so all students can fully learn. One AUP art history professor explains how she begins some of her courses by discussing the concept of a saint. The issue raised here is not about using varied material so students learn about other cultures (although this would undoubtedly be a happy by-product), but to help all students learn on multiple planes. It would also “level the playing field” in terms of preparedness for the concepts introduced and force all students to undertake the valuable learning experience of grappling with material from a completely unfamiliar cultural context.

Biases and Cultural Assumptions in the Processes of Learning

International students bring to an American educational experience varied understandings of accepted cultural practice (e.g., in learning, in interpersonal relations, in responsibility for others, in attitudes toward authority, in the role of the individual in society, in personal or family expectations, in work ethic, and in the relative importance of life’s activities). They also have been formed by the norms of their secondary schools. Although culturally linked notions of accepted behavior can importantly influence a student’s approach to her education, American faculty and administrators are often ignorant of these impediments (and multiple interpretations of right and wrong).

Although not all professors teach the same way, we do by-and-large take certain behavior for granted; these expectations may be difficult for international students to understand if not part of their previous educational environments. For example, American liberal education stresses independent thought, personal analysis, and critical thinking. Yet international students can come from cultures in which authority is not questioned; in which it would be considered rude to argue with a teacher or to disagree with the writings of a scholar. They can come from cultures in which the highest manifestation of achievement in

learning is to repeat back exactly the words of the master (the professor). They may never have offered a personal reaction to a text or concept if such a subjective reading is forbidden practice. Some students—those from French lycées, for example—will have been taught very formulaic ways of writing. Others will come from cultures in which the individual is considered less important than the group and in which speaking out in class is unacceptable behavior. Do we consider these differences when we teach larger numbers of international students? Do we modify (or introduce flexibility into) our own expectations of student performance, expectations that we generally insist our students demonstrate through class participation and personally analytical written work? Do we even explain these expectations to students and suggest alternative ways of meeting them?

Cultures differ in their understandings of time and place. The Spanish *mañana*, for example, is not the same as the English tomorrow. The French *eventuellement* means possibly, not eventually. Will these variances interfere with on-time submission of required assignments and agreed-upon meetings? Acts that could be interpreted by Americans as manifesting impertinence, disrespect, or carelessness may simply reflect different cultural understandings.

Notions of accepted practice in education vary from culture to culture. One area of real concern when teaching international students, already identified as an issue at American University in Cairo, relates to the concept of individual assessment, more often defined—by us—as academic honesty. A central societal ethic in Egypt, we are told, is to help one's friends. Students do not consider the sharing of work as forbidden but, rather, as the norm. In other countries, students are evaluated by how well they work together. Without clear indications of accepted standards, students raised in such an environment will join together to write a paper and then all submit the same paper to fulfill an assignment. [As an aside, since the private sector has been stressing the importance of teamwork, American education is starting to grapple with ways of accurately evaluating team effort and individual contributions to a team project.] When students have been taught that the best work is an exact replica of the master's, they will memorize passages and quote them back (without attribution since the master will, of course, recognize his own words). The concept of plagiarism as academic dishonesty, so central a tenet in our educational system, is by no means a universal value.

Enhancing Learning for All: The Intentional Classroom Use of Diverse Student Experiences

The commitment to internationalize education acknowledges that we can learn from other cultures. Yet even at a place as international as AUP, the faculty has barely become conscious of the learning potential residing in the student body. Only within the past few years have professors begun to reflect on how this potential can enrich course design, pedagogy, and classroom practices. This recent reflection has led to exciting new approaches to teaching and learning that build on the rich cultural experiences of an internationally varied group of students. We have called this approach “learning with/learning from international students.”

Inspiration from Serendipity

The very nature of AUP's student population means that classroom discussions often extract varied cultural perspectives. However, generally these interactions happen in an unplanned and serendipitous manner. Faculty members from across the university relate anecdotes: a professor of international affairs describes the insights contributed by Serbians and ethnic Albanians to a discussion about the Kosovo crisis; an art historian who uses the Parisian museums as a laboratory notes the variety of responses elicited from Arab, Taiwanese, and American students by a nude sculpture; a professor of comparative literature remarks on the different readings a Greek and a Korean bring to *Oedipus Rex*.

Moving to Conscious Design

Since 1996, faculty members have been encouraged to capitalize on such stimulating happenstances and to plan into their syllabi and classrooms new practices that build on the wealth of international student experience. A number have done so, producing an interesting array of models. In the following examples, exercises were structured intentionally to elicit contributions that revealed diverse cultural responses:

- In a philosophy class that discussed the concept of freedom, the professor asked students to reflect on the term based on their own experiences and cultures. A Haitian spoke of economic freedom that would enable him to alleviate the poverty of his country; a young Syrian rejoiced in the personal freedom acquired when she left her protective family and moved to Paris;

a Basque stressed the freedom to use his own language; several Americans emphasized how they had always felt free in every way. The professor then skillfully generalized categories of freedom from the individual contributions.

A visual communications theory course had students compare and contrast their cultural reactions to advertising from different cultures. The group then considered how various visual and narrative traditions were reflected in both the commercials and the range of reactions to them.

Students in an intercultural communications course undertook ethnographic fieldwork. Each spent time in a neighborhood of Paris that was not part of his culture (for example, a Saudi Arabian student visited a synagogue in the Marais, and a Japanese student spoke with people in the Arab quarter). Students then compared notes, experiences, perceptions, and changes in their previously held beliefs.

Using a constructionist approach, the students of introductory statistics built a personal model using the technical concepts studied. By sharing these models with one another, differences (e.g., in family structure and community beliefs) surfaced for discussion.

In a biology class, students had the option, when preparing a required paper, of describing a specific ethnic or religious view of new developments in genetics and reproductive biology.

A 17th century art history course stressed the history of collecting and patronage. As topics for an oral presentation, students were permitted to choose a theme on art collecting that was not limited in time or place; a number chose to research their own countries. In evaluating the assignment, many voiced strong approval of both the method and of what they learned.

The professor of an introductory economics course encouraged students to apply the principles learned to examples drawn from their own (or other) countries.

The AUP faculty, almost to a person, speaks of the incredible wealth brought to the classroom by the diverse mix of international students. Professors propose further formalizing the serendipitous happenings, with the following serving as examples of the courses under consideration:

- an international affairs offering on global “hot spots” and conflict resolution, in which the teacher would select a number of the regions/conflicts to be studied, supplemented by several chosen by the entire class to reflect its particular ethnic/cultural composition
- a class in comparative literature organized around the concept of “translation,” in which students would be encouraged to reflect on the “translation” of a text into their own personal experience using their own language, culture, and heritage.

Conclusions from Paris

An unawareness of the cultural assumptions in what and how we teach and in our expectations for success can lead to misinterpretation of the academic performance of international students. As we promote the international diversity of our student bodies, these issues will increase in importance. It will become incumbent upon us to develop a self-awareness of our own cultural biases and those inherent in our educational system. We will also need to reflect on the most effective ways of educating the international students we are so assiduously recruiting to our campuses. On the other hand, greater international diversity offers tremendous potential to educate all our students better and to prepare them well for the globalization of today’s world.

While AUP is an ideal environment in which to experiment with ways of modifying classroom practices and course design better to teach an internationally heterogeneous group of students, the approach is transferable to US-based campuses. At issue are means for making more sophisticated use of international student experiences. All schools can rethink course design and pedagogical practices so as to valorize the perspectives, knowledge, and worldviews of international students.

At issue, too, are the means for institutionally profiting from the individual benefits accrued during study abroad. Returning American students have new ways of looking at their worlds; their foreign stays often turn out to be life changing by expanding horizons in completely unexpected ways. Unfortunately home campus often neglect to appreciate and utilize fully the learning potential here; it remains a wasted resource.

Finally, the variety of culturally linked problems elucidated could be relevant as we consider how best to educate the heterogeneous population now attending college in the US. AUP's experiments with models for enriched intercultural learning may help guide our efforts to use the richness extant in the diversity of US cultures.

Concluding Remarks

Three different institutions, three different countries, three different student bodies; similar educational philosophies, institutional structures, and curricula: the observations from American University in Cairo, Richmond, and The American University of Paris share an offshore perspective of American higher education. These institutions, sited within the US higher education community, bridge from this academic culture to the foreign cultures of their host countries and their students. As educators at these highly internationalized campuses teach their students, they observe nuances that may be all-but-invisible for on-shore campus communities. They remind us that, as we progress in our goal of educating students for global preparedness, we should consider issues of cross-cultural learning; the cultural assumptions in our course content, educational philosophy, and expectations; the existence of multiple worldviews; and culturally-determined norms of behavior. They leave us with many questions:

Can we effectively teach a more internationally varied group of undergraduates with traditional pedagogical methods?

What new classroom practices, course structures, and curricular designs might better facilitate student learning in a diverse student body?

How can the rich experiences international students bring to the classroom and the experiences of American students who have studied abroad better inform teaching and, thereby, enhance learning for all students?

How can we assess whether our graduates have acquired the skills, perspectives, and sensitivities to function successfully in a global environment?

Collaborating to Cross Boundaries: University of Maryland Eastern Shore and Salisbury State University

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Collaboration is an interactive dynamic process where by team members plan, problem solve, share information, and communicate openly for the purpose of reaching a common goal while maintaining mutual respect.

Collaboration is nothing new in education; however, it has become vital to the success and, in some instances, to the survival of small colleges. One of the earliest collaboration efforts in this country was initiated by Harvard University in 1892, in an attempt to improve teacher preparation (Di Sibio and Gamble, 1997). Over the years, schools and Higher Education have successfully worked together to improve elementary and secondary education. What is relatively new is collaboration among higher education institutions. Most collaborative efforts have focussed on the areas of research, technology, conferences, and services for students and employees. Recently, more of the higher education institutions are working together to share resources, jointly

develop curricula and instruction for joint degree programs. Several institutions are forming consortia of colleges to reduce cost and maximize resources.

Educators are increasingly realizing the benefits of teamwork. A review of the literature reveals that teacher education is where most collaborative activities are taking place among higher education faculty (Duchardt, et al., 1999; Hafernick, et al., 1997), and between K-12 and higher education (Dale & Traun, 1998; Mackenzie, 1998; Boleman & Rothbert, 1991; and Catelli, 1992). No one in higher education ever complains about having too many resources. Our institutional missions usually present to us more doors of educational opportunity than most of us can afford to open. Our world is an increasingly competitive one. Indeed, some may argue that competition keeps us challenged and focused, forcing us to adapt and innovate to remain competitive and viable. At the same time, because no single institution can provide all the programs everyone desires, we are hearing an ever louder, more insistent call to collaborate with others. We generally recognize that we cannot be all things to all people, nor can we address all the needs of our students.

It is the purpose of this paper to share with you our success in diverse collaborative programs between two rather very different universities in Maryland, the University of Maryland Eastern Shore (UMES) and Salisbury State University (SSU). Our collaborative programs include dual degree and joint degree opportunities for SSU and UMES students.

While both universities serve undergraduate and graduate students, their origins are quite distinctive. UMES is an historically black university that was founded in 1886 under the auspices of the Delaware Conference of the Methodist Episcopal Church. It subsequently became an 1890 land-grant institution for Afro-Americans and part of the University of Maryland. Its present name dates from 1970. Salisbury State, on the other hand, came into existence in 1925 as a two-year state teachers college. Its mission gradually expanded over the years until, in 1988, the legislature made it a part of the University System of Maryland and named it a university. The two campuses are located 12 miles apart in neighboring counties of Maryland's Eastern Shore.

As with other universities in close geographic proximity, UMES and SSU have had a history of competition. In the early 1980s, however, external forces in particular began to prompt both universities to

evaluate their respective program strengths and areas of future program development in ways that would minimize unnecessary program duplication. Under the leadership of their presidents, in 1981, the two universities jointly published a document entitled "Long-Range Collaborative Academic Plan: SSC/UMES." The plan documented academic programs distinct to each university, identified areas for collaboration, and reserved areas for future program development. To an extent, the plan served to delineate territory. Indeed, just a few years earlier, the Maryland General Assembly had commissioned a study of Maryland's colleges and universities that had recommended the merger of UMES and SSU. Since neither university favored this outcome, enhanced collaboration was both pragmatic and expedient. In fact, by the early 1990s, the two universities could boast that their combined 53 undergraduate program offerings were 77 percent non-duplicative, while their graduate programs were 100 percent non-duplicative.

The next impetus for heightened collaboration coincided with the creation of the University of Maryland System in 1988. By an act of the legislature, UMES and SSU became sister universities under a single board of regents. Program duplication once again became an issue. The time had never been more ripe for collaboration given the new realities of a Board of Regents and the creation of a powerful Maryland Higher Education Commission that had program review and new program approval authority.

Several concrete collaborative initiatives emerged. In 1990, SSU and UMES inaugurated a dual degree program that permitted UMES sociology majors to earn a concurrent second bachelors degree in social work from SSU while paying tuition only to their home campus. SSU accepted UMES' general education requirements so that most dual degree students could earn two degrees for approximately 128 credits in four and a half years of study. This was a win/win situation that made so much sense that a year later, a reciprocal dual degree program was added. This time, SSU biology majors could earn a second degree from UMES in environmental science. With the creation of these two dual degree programs, collaboration between UMES and SSU took on much greater visibility and student options were expanded.

In the early 1990s, Maryland higher education faced financial hardship. The University System announced a period of retrenchment. Both UMES and SSU faced the imminent loss or significant alteration of several academic programs, but they faced the crisis in a novel

way—they decided to collaborate in their response to the System by jointly producing a document in 1993 called “UMES & SSU Joint and Individual Appeals: Appeal on Selected Proposed Program Actions in the Board of Regents Action Plan.” By offering to heighten the degree of collaboration between them, the two universities were able to effect the required cost cutting while preserving many of the programs that had been targeted by the system for reduction. Among other things, this plan proposed unified majors in physical education and sociology as well as consolidation of teacher education programs. Although unified major in physical education was never implemented, a dual undergraduate degree in sociology/social work and a joint Master of Arts in Teaching were implemented.

The two universities consequently committed themselves to take several bold steps in order to facilitate greater collaboration. They adopted a common academic calendar, and implemented a common student registration process. In the two areas where programs were to be unified, the two universities agreed to adopt curricula with a singular set of course offerings and a common set of degree requirements along with common course description. Home-campus registration procedures were adopted and students would pay tuition and fees only to their home campus. Dramatic changes occurred within the SSU and UMEs education offerings. The universities agreed to consolidate their secondary/K–12 curriculum as well as their field experiences programs. UMEs would offer secondary education and cease offering elementary education courses, and SSU would offer elementary education and cease offering special education and guidance and counseling courses. Faculty and administrators had identified structural inhibitors and taken concrete steps to remove or minimize them.

Financial constraints within the University System soon required even more drastic cost containment measures that were outlined in a document called “Achieving the Vision in Hard Times.”

The System recalled a portion of each System institution's financial support to create a funding pool from which these resources would be reallocated on a competitive basis to further collaboration within the system. Once again, UMEs and SSU collaborated in submitting a proposal in 1994 for a portion of these funds. The document bore the title: “UMES/SSU Action Plan for Reinvesting the System's Resources.” The document offered seven major goals along with supporting objectives and methodologies to advance UMEs/SSU

collaboration and to serve as a framework and blueprint for a wide variety of collaborative endeavors:

- Students participating in unified, consolidated and collaborative programs will experience a smooth transition to academic life and to campus life and have every opportunity to be academically successful in their programs.
- Shared faculty development opportunities between the two institutions will foster continuing and increasing faculty collaboration.
- Accessibility between the two campuses will be facilitated.
- A majority of faculty on both campuses will become familiar with the array of instructional technology available on the two campuses and the use of this technology.
- Opportunities will be expanded and strengthened for students on both campuses to translate classroom experiences into real world, hands-on learning activities such as laboratory and field experiences and community service.
- Undergraduate research and scholarly activities in cooperative programs will be expanded and strengthened.
- Through cooperative efforts between the universities, both will increasingly reach out into the community and to their professional constituencies.

Along with these goals and objectives, both universities committed key personnel on their campuses to “jointly oversee the daily activities of their respective programs, make recommendations for further enhancement and insure that the spirit of collaboration is maintained.” The proposal also called for data collection and established a timetable for implementation of the various components of the plan. Further, it called for the funding of two key collaborative personnel: a Student Collaboration Coordinator and a Director of Academic Coordination and created an oversight body to maintain momentum called “The UMES/SSU Coordination Committee for Collaboration,” referred to as CCC. Its charge was as follows:

The overall management of the unified, consolidated and collaborative programs of UMES and SSU will be the responsibility of the UMES/SSU Coordination Committee for Collaboration whose charge it is to monitor collaborative activities presently in operation, insure that newly agreed-to collaborative activities are met and consider other areas of future collaboration as well as the feasibility of implementing such.

The joint proposal requested approximately \$1.3 million.

The universities received \$350,000. A year later, the System funded another round of redeployment grants, as they were called. This brought a further \$72,000 to UMES/SSU collaborative efforts.

UMES and SSU each committed an additional \$25,000 toward their collaborative initiatives, bringing the total collaborative budget to \$472,000. Obviously, substantial cuts had to be made to the proposed budget. Positions were scaled back from 15 to six, for example. The two administrative positions were rolled into one, and the number of proposed initiatives were also reduced. Nonetheless, the two universities were able to use these reallocated resources to take bold collaborative new steps that could gradually transform them.

One such step was the establishment of a transportation system that would link both campuses. The redeployment grant permitted the purchase of two shuttle buses and the hiring of drivers. These buses leave each campus every half-hour during the academic year. Students, faculty and staff may ride free of charge. Coupled with the consolidated calendar and coordinated class schedule, the shuttle removed the last major barrier to easy access. With an 18-minute drive time, a student could leave one campus and arrive in time for the next class on the other campus. Spring breaks were synchronized. Over the next few years, ridership soared. For example, for the spring semester, 1997, the two shuttle buses reported a total of 17,367 riders or about 250 riders a day.

Scope and Breadth of Collaborative Initiatives

During the intervening years, the scope and breadth of collaborative programs have continued to expand.

Academic Programs

As indicated earlier, there are two reciprocal dual degree programs: sociology (UMES) paired with social work (SSU) and biology (SSU) paired with environmental science (UMES).

To help support these programs, there are three joint faculty positions, shared 75 percent and 25 percent along with an equally shared instrumentation technician. In 1996, a collaborative joint Master of Arts in Teaching degree was initiated and 50 percent of the courses were taught by each institution. Students matriculate at the campus that houses the desired area of certification. A collaborative field placement program in the area of education was established to coordinate student teaching and a jointly funded secretary was hired. Both UMES and SSU sponsor joint seminars for field supervisors and student teachers. Over a year ago, SSU and UMES signed a three-party Memorandum of Understanding with the University of Maryland College Park (UMCP) to offer an electrical engineering degree that will permit students matriculated at either UMES or SSU to complete UMCP's engineering program on the Eastern Shore, largely through distance education with support from on-campus engineering labs.

Another group of initiatives falls under the rubric of faculty development. The New Faculty Initiative Program consists of a year-long development program for new faculty from both campuses. All are invited to a series of dinner/lectures that alternate between the two campuses. This program is directed and planned by faculty for faculty and tries to promote and model collaboration from the outset of their employment. This initiative is funded separately by the offices of the academic vice presidents of both universities.

Most summers, the Coordination Committee for Collaboration (CCC) sponsors Faculty Summer Seminars that bring groups of faculty together to design new collaborative ventures, fine tune existing programs, or target some area of common interest. Support consists of summer stipends for the accomplishment of specific objectives and a report. In the past, Summer Faculty Seminars have brought together faculty from departments such as education, chemistry, and biology.

They have used their time to review course syllabi, arrange faculty exchanges, and coordinate class scheduling between campuses to allow for greater student choices. Occasionally, smaller faculty counterparts gather in the Winter Session for more narrowly focused objectives, such as exploring the feasibility of a joint minor. For each of the past two years, both institutions have hosted a Spring Collaborative Symposium to showcase to the larger university community some of the collaborative activities. One of the symposia focused on presentations generated by 10-faculty teams that had received funding to develop pilot projects using multimedia technology. During the past few years, faculty leaders on both campuses have planned faculty development seminars at the start of each semester where faculties from both campuses are invited to hear outside speakers on a variety of topics. The universities have also hosted joint faculty socials to provide occasions for faculty and staff to become better acquainted and to tour each other's campuses.

SSU and UMES have also collaborated in the area of technology and other support services. The two universities purchased a mobile biology laboratory for use by dual degree students in their fieldwork. In addition, UMES and SSU participate with a local community college, Wor-Wic Community College, in the establishment of Lower Eastern Shore Shared Educational Network (LESSEN) Project, a microwave network that will link area high schools and other agencies to all three colleges. The possibility of running a cable channel is also being explored. The three schools contribute funding to support the employment of an executive director to coordinate their work on this project and to undertake community outreach to the surrounding schools.

Collaboration also occurs in the area of student services. In addition to maintaining a common academic calendar, coordinated class starting times, and shuttle bus service, the two universities established an easy access student registration process that allows students to register on their home campus for courses taken on the other campuses. Full-time students pay tuition only to their home campus while credits appear on their home campus transcript. Students and faculty participate in a series of collaborative art shows and exhibits. Certain academic minors are available on each campus as collaborative minors. Finally, over the past two academic years, the CCC has funded students and faculty advisors to develop and maintain a collaborative student website. This is a student-maintained site. It presently features interactive campus

maps, posts the academic schedules, and promotes student events and exchanges. CCC has authorized faculty coordinators to expand this project into a jointly taught and funded technology course for students on both campuses.

UMES and SSU also sponsor a National Symposium in areas of mutual interest. The most recent one was in sociology and social work.

Leadership and Planning for Collaboration

In addition to the work of individuals involved with specific collaborative initiatives, much of the success of these ventures are due to the work of the Coordination Committee for Collaboration (CCC). This committee of about 10 provides continuity and accountability from year to year in the vital area of leadership. The presidents of both universities have charged it to:

- monitor collaborative activities
- ensure that collaborative agreements are carried out
- consider the feasibility of new collaborative initiatives
- handle grievances and concerns regarding collaborative programs
- develop policies as appropriate

The CCC has a common core of members as well as rotating members whose service on the CCC is tied to their tenure in faculty leadership roles on their respective campuses. The membership consists of::

SSU Provost and Vice President of Academic Affairs
UMES Vice President for Academic Affairs
UMES Vice President of Administrative Affairs
SSU Vice President of Business and Finance
SSU Vice President of Student Affairs
UMES Vice President of Student Affairs
UMES Senate President
SSU University Forum Chair
UMES Assembly President
UMES/SSU Director of Collaborative Programs (CCC Chair).

The CCC meets monthly during the academic year, alternating location between campuses each semester. It reviews reports from various project leaders, hears presentations from program directors, addresses collaborative concerns, provides seed money for new initiatives, solicits summer faculty seminar proposals, adopts policies and guidelines, and keeps a written record of minutes and policies. The UMES/SSU director of collaborative programs convenes and chairs the meetings, arranges for guest speakers, records minutes, and publishes the agenda.

One of the secrets to its success is the close working relationship that has developed among committee members. There is a genuine spirit of cooperation and goodwill. In addition, the members are key decision makers on their own campuses. Once a problem has been discussed and alternatives considered, the group is empowered to set policy with a minimum of delay and bureaucracy. This past year, for example, it approved the Memorandum of Understanding for the electrical engineering program. At the request of one of the presidents, it considered and adopted a collaborative programs grievance procedure that makes the CCC the court of final appeal.

Part of the CCC's basic responsibility is to keep the momentum going for collaboration. Program participants are regularly invited to meet with the committee and share their observations on the progress they are making or the problems they may be encountering. Every special project funded by the CCC must submit a final report on its accomplishments. The CCC reviews proposals for summer faculty seminars and selects those to fund. It commissions subcommittees as needed. For example, a grants subcommittee is convened to seek out sources of funds for new programs such as the electrical engineering program. After a recent request for greater student involvement, the CCC created a student concerns subcommittee that will report to the vice presidents for student affairs. This group will be invited to meetings where student issues are on the table and may bring forward its own proposals.

Another key factor in our ongoing success has been the role of the director of collaborative programs. This office has been designated as the point of contact for all collaborative initiatives. The director reports equally to the vice presidents for academic affairs and maintains offices on both campuses, alternating weeks between them. This provides the director with the ongoing opportunity to maintain vital links with the directors and participants in a wide variety of

collaborative ventures. The director's duties include, but are not limited to:

- Participates in collaborative curriculum discussions
- Chairs the Coordination Committee for Collaboration
- Monitors the collaborative programs budget
- Serves on search committees for joint positions
- Participates in new student orientation programs dealing with collaborative educational opportunities
- Works with grants and sponsored programs personnel
- Helps establish, monitor and evaluate collaborative program objectives
- Promotes and publicizes collaborative initiatives
- Participates in joint faculty development exchanges
- Works with a variety of steering and planning committees:

- SSU President's Advisory Council
- UMES Faculty Senate
- Faculty Summer Seminar Groups
- Collaborative Field Experience Steering Committee
- Social Work Advisory Committee
- Cable Steering Committee

Keeps the academic vice presidents advised of collaborative matters.

Budget

Funding for most of the collaborative activities outlined above are permanent and comes from the System. However, each university increasingly supplements this allocation as the scope of collaborative programs continues to expand. Budget officers on each campus work with the director of collaborative programs to monitor and reconcile the budget. This is actually quite a complex task, given the split funding of positions and projects. Goodwill and mutual trust have gone a long way toward making accounting for collaborative funds as smooth a process as it has been.

Challenges, Opportunities, New Directions

Based on our experiences and the heightened level of collaboration that UMES and SSU have experienced during the past five years, we are able to identify some challenges and opportunities. A central challenge is turnover of personnel. Since the hiring of our first director, both universities have changed presidents and academic vice presidents. The good news is that their replacements have been fully committed to maintaining our progress in collaboration. However, turnover at dean, chair, and faculty levels can slow down current initiatives while newcomers adapt to their new positions and try, at the same time, to come to terms with prior collaborative commitments. A second challenge is to internalize collaboration. It is one thing to collaborate when the General Assembly or the System office mandates consolidation or collaboration. It is something else to promote collaboration in relatively good times.

A third challenge, which was discussed at a recent CCC meeting, deals with evaluation. It is time for a formal review process so that we can critically assess the accomplishment of collaborative goals. During the coming year, we will establish the parameters of the assessment of collaborative initiatives. We already track a certain amount of data, such as program enrollments, degree completions, bus ridership, and inter-institutional course registrations. We will work now to identify both quantitative and qualitative measures of our progress. At the same time, we will seek ways to keep criticism constructive and directed toward improvement.

Another challenge is to share equally the honors, recognition, and awards that flow from collaborative projects. When one campus receives an award or recognition without the knowledge of the other, it creates animosity, which threatens further collaboration in that particular area.

We believe that opportunities await us that we have not fully tapped. We can do more to promote our successes, both on campus and off campus. Last year, the CCC commissioned the publication of an annual report entitled "Collaboration in Action." The document was circulated widely on both campuses as well as to visiting regents and legislators on both campuses. A second annual report ensued for last academic year. The director of collaborative programs has spoken to groups on both campuses: faculty meetings, faculty assemblies, the University Forum. The two campus-wide symposia on collaboration also helped

increase awareness. Last year, students and faculty advisors involved with the collaborative website made three presentations to on-campus visitors as well as at a regional student affairs conference. If we are to create an encouraging climate of collaboration, we must keep our communities aware of our joint efforts. We are quick to recognize that collaboration is difficult. Collaboration demands that we look beyond what is comfortable and familiar from the past and reach out to people with whom we may not have worked previously. All this takes more effort and involves uncertainty. So, we need also to seek creative ways to reward those who participate in collaborative programs. Incentives such as summer stipends, overloads, and reduced loads are being used.

Both UMES and SSU are committed to enhancing student orientation programs for those enrolled in the dual degree programs. The goal is to help students feel more at home on their host campus before they begin taking courses there. Campus tours and meetings with key faculty and staff will also set a tone of welcome. Similarly, we have piloted the timely posting of both universities' class schedules on the collaborative student web page so students and faculty will have easy access to them in time for pre-registration each term.

When we look back over some of our accomplishments since 1981, we take pride in how far we have come while recognizing that we have a great deal of unfinished business as well. Our LESSEN project is still in its infancy. The executive director is working with his advisory board to fashion a plan of service acceptable to all three supporting colleges and universities for enhanced outreach to area high schools. The three supporting institutions will also be more closely linked so that new course delivery options will soon be readily available. Collaboration provides students the opportunity to expand student options and gain appreciation of cultural diversity.

The stage has been set for greater involvement of the two universities' grants offices in support of collaborative ventures. A high-cost program such as electrical engineering is a natural target. More recently, our presidents have met with presidents of the other higher educational institutions on the Eastern Shore of Maryland to create a regional consortium called "Eastern Shore Association of Colleges." The Association's primary objective is "to enhance and expand our cooperative efforts to provide access to quality education and services for the Eastern Shore."

Secrets of Success

There are at least six factors that, in retrospect, seemed to have led to our success.

First, attitude is paramount. It is easy to find obstacles to collaboration, but a supportive, positive attitude helps immeasurably. Where a positive attitude has been at work, valuable exchanges and close working relationships have guided us to success. Where support has been grudging or lacking, expectations and results have been diminished. Although we have a share of both traits, we believe that a positive attitude of cooperation has dominated.

Second, top-level commitment and the active participation of campus leaders has been indispensable. Presidential pronouncements and recognition help set a climate of support. The vice presidents of academic affairs make substantial efforts to attend collaborative events, such as the socials and symposia. The regular and visible participation of university faculty and administrative leaders on our governance body in the CCC reminds participants and guests of our commitment to collaboration. It also helps us keep our collective focus on the real beneficiaries—our students. The decision to have the director of collaborative programs report to the academic vice presidents is but another example of top-level commitment to collaboration.

Third, we feel that symbols are important. Early on, we designed a distinctive letterhead to use in our collaborative programs. The publication of an annual report was also effective. It took weeks to design the appropriate and acceptable logo of our collaborative mobile biology laboratory. We were conscious that the logo would be a visible symbol to the public representing the fact that we do indeed work together. Similarly, we spent a great deal of time and effort designing our collaborative student website.

Fourth, we are convinced of the need for ongoing dialogue among the participants in collaborative programs and initiatives. In an increasing number of faculty searches, there is representation from both universities. Obviously we do this for our jointly-funded positions, but the scope has broadened. For example, nearly every vacancy in our education departments has cross-representation in the search process. Last fall, a dean-to-dean dialogue was initiated, whereby deans from each campus meet with their counterpart on the other campus. Several

departments hold annual joint faculty meetings to discuss matters of common concern and to plan.

Fifth, informal contacts help forestall problems. Secretaries in the offices of the vice presidents for academic affairs, for example, exchange academic calendar drafts as early as possible to avoid promulgating misinformation. They have gotten to know each other on a first-name basis even though they may seldom get to meet in person. The director of collaboration coordinates shuttle bus concerns directly with bus supervisors. These are but modest examples, but they illustrate a growing familiarity that promotes a climate of collaboration.

Sixth, the role of a jointly-funded director of collaboration has been highly beneficial. The position is a visible sign of commitment. The director's job requires promoting opportunities as well as dealing with problems. The director has easy access to the academic vice presidents as well as to other key leaders who serve with him/her on the CCC. The decision to provide the director with offices on both campuses proved to be foresightful but can be challenging. For example, one might leave files on one campus when they are needed on another. However, that is viewed as a small price to pay for the increased visibility needed on both campuses.

Expanding Collaboration

An ongoing goal of leadership at both universities is the creation of a true climate of collaboration, one that internalizes collaboration to the point where exchanges between our two universities are natural, frequent, and practically second nature as more and more faculty and staff become acquainted with each other through collaborative initiatives. We believe that familiarity will breed collaboration. There is no doubt that our employees are, by and large, more familiar with each other and more familiar with each other's campuses than ever before. Celebrating our successes has helped, as have highly public statements by our presidents and academic vice presidents.

Nonetheless, to a degree, we have operated like lone rangers in the past. We believe that it is now time to broaden our universe, to reach out to others who have experimented with inter-institutional collaboration so that we can learn from one another's experiments and

share our findings. To this end, UMES and SSU are committed to share our experiences in collaboration.

So, how easy would it be to replicate the UMES/SSU experiment with collaboration? UMES and SSU are unique universities with distinctive missions and cultures emanating from their histories. Geographic proximity became a virtue for them only relatively recently. Obviously, this proximity helps. We collaborate today because it makes sense, avoids unnecessary duplication of services, and expands student and faculty opportunities.

Finally, we must admit that an occasional bit of external validation helps keep up our morale. Our new faculty initiative was recognized by TIAA/CREF with a Certificate of Excellence in the 1998 Hesburgh Award competition. In addition to the two institutions who shared first prize, we were one of three chosen institutions selected nationally to receive certificates of excellence. We deeply appreciate the recognition and look forward to achieving even greater things in the future. As the logo at the bottom of our letterhead proclaims, we are indeed "Creating a Future Together."

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K-16 Collaboration for Teacher Training: Two Models

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Model #1: The College of New Rochelle

Teacher preparation at the graduate level must respond to local, state and national needs. Attrition rates are high for new teachers, and among this group, the majority feel unprepared for the subjects and students they serve (Imbinbo and Silvermail, 1999). In New York City, only 54 percent of current teachers hold a master's degree. In addition, 26 percent of these teachers are not certified in their respective areas. Further, the traditional format of master's level teacher training has been criticized (Bradley, 1996; Tom, 1999). Colleges and universities must respond to the need for qualified and certified teachers.

In our view, many college faculty run the risk of becoming out of touch with real-world challenges presented by diverse populations in public school settings. Collaboration with public schools places The College of New Rochelle (CNR) faculty and students in local classrooms

About The College of New Rochelle

The Graduate School of The College of New Rochelle offers certified graduate degree programs in education, special education, educational administration and supervision, community/school psychology, therapeutic education, art therapy/art history, and career development. All of the full-time graduate education faculty and more than half of the adjunct professors have research doctorates and were specially selected for their experiential background as professionally recognized practitioner in public education.

The College of New Rochelle is located within Westchester County, in close proximity to the New York City Public School System. The Graduate School serves a student population of approximately 1,000 students; the School of Arts and Sciences has a full-time equivalency of 537 students; the School of New Resources has an enrollment of 400 students; and the School of Nursing has an enrollment of 450 students. The total student body is approximately 6,500 students.

The college offers the full range of educational resources necessary to serve a residential as well as a commuter student body. In addition to the extensive collection in the Gill Library there is a Learning Skills Center, an Educational Resource Center, a Computer Laboratory, a Media Center and Art Gallery, a Center for the Study of The Improvement of Learning and Teaching, and a Career Development and Placement Service.

The Educational Resource Center, located within the Graduate School, offers clinical services to neighborhood youngsters referred by surrounding school districts. Diagnostic and remedial activities are offered in which graduate practicum students under the supervision of faculty work directly with the referred youngsters and their families. ★

working closely with school personnel and administrators on long-term projects.

Pathways to Collaboration

Collaboration can present an expansive view of the college as a community resource. In this view, the college is seen as more than simply a place to take courses but, rather, as a dynamic educational environment for holding retreats, planning field-based research projects, and providing services to students.

These perspectives have “led” The College of New Rochelle to move forward to create a model for collaborative efforts: Pathways to Collaboration.

The first pathway describes collaboration as a means for a school district to take advantage of the expertise of the faculty by establishing joint long-term projects. The second focuses on establishing internships and practice for college students within public school settings. The third pathway entails joint efforts to conduct research and develop professional development products to be used by schools for professional development as well as to enhance courses within the college. Both public school and college faculties and graduate students participate in these projects and use the facilities and expertise of both.

Examples of on-going school based partnerships are described below:

Some of our faculty work closely with school in both urban and suburban environments. This includes collaboration with inner city schools as well as those schools from a more favored socio-economic district. Faculty provides professional development, model lessons, and consultation around issues and students. These partnerships not only enhance teaching and learning for the public schools but also enhance the college faculty knowledge base about real issues in school today. These initiatives often result in field-based experiences for college students as well as unique opportunities for teachers in the public schools.

A unique collaborative effort for the college is with the country of Romania. Because of our previous efforts, CNR faculty were asked to work with the Ministry of Education in Romania. This includes the restructuring of both pre-service and in-service programs. Faculty conduct workshops, seminars, etc. Another partnership involves teacher training for difficult city schools. Faculty visit the schools,

confer with administrators, conduct workshops, and invite participants to spend time on campus.

Pathway 2 forges collaborations by creating an innovative approach to practicum experiences at the Graduate School. The traditional model employed by the school involved bringing elementary students to the college for assessment and tutoring purposes. Understanding that this approach isolated students from their school environment and provided no opportunity to teach graduate students how to work with classroom teachers, several of our faculty members in the literacy and special education programs established practicum experience within schools.

The final pathway establishes partnerships with public schools to develop professional development materials. An example is faculty writing and creating videos in the field of literacy. These materials are to be used, as examples, for schools throughout Westchester County.

Mentorship Program

One strategy for collaborative teacher training in special education focuses on mentorship. In the practicum experience, some teachers work with a faculty member to improve educational services for students with development disabilities within their classrooms. Using this approach faculty members can: (a) offer meaningful, action research opportunities for students, (b) model and encourage ongoing study, mentorship and service to the profession, (c) create and foster long-term professional relationships with CNR graduates, and (d) establish classrooms in local systems that display “best practices” thereby creating additional field-based learning opportunities for other graduate students.

The process of mentorship in the practicum experience includes four major steps. First, the faculty member and graduate student develop broad goals for the practicum. The goals must meet the general needs of the school and classroom (e.g., strategies that align with the school improvement plan, teachers’ improvement plan, and practices presented in the professional literature). Second, the faculty member and the graduate student conduct observations to determine the presence and absence of “best practices” in educating students with developmental disabilities. These observation data are reviewed and compared. Third, the faculty member and the student generate ideas for implementation of strategies in the classroom. At this stage, both the faculty members and graduate student conduct collaborative research

and learning. Together and individually, they consult the professional literature, attend conferences, conduct observations at other schools, and discuss options for classroom improvement. An action plan targeting classroom and student-specific strategies is developed and implemented. For example, one such plan included strategies for standards-based education (whole class) and behavior management (individual student). During implementation, the faculty member spends time in the classroom on a weekly basis. Fourth, the implementation plan is monitored and revised as needed. During the practicum, the student and faculty member work collaboratively on most products. However, the student works independently in a reflection paper, outlining what her or she has learned. Similarly, the faculty member writes a summary of the experience, and the two papers are shared and discussed.

Professor in Residence

This program has five distinct facets. It begins with a professor visiting a specific classroom. This visit is usually initiated by the public school.

After an introduction to the teacher and students, the professor spends time observing the classroom. When all parties are comfortable, the professor becomes an integral part of the classroom. She/he offers suggestions to the teacher, provides materials, recommends readings, suggests inter- and intra-visitations, and accompanies the teacher to pertinent conferences and workshops.

The professor provides model lessons and conducts teacher workshops for others in the school.

During the process, The College of New Rochelle provides college credit courses leading to a certificate or degree.

Finally The College of New Rochelle collaborates with a wide range of school and district personnel.

Restructuring and Staff Development Program

Because of the successful programs in school leadership, The College of New Rochelle has been requested by ministries of education in eastern Europe, The Soros Foundation in New York City, and The Educational Development Center in Newton, Massachusetts, to assist in the restructuring and staff development efforts in the following

countries: Romania, Russia, Estonia, Lithuania, Ukraine, Belarus, Kyrgistan, Kazakistan, and Moldova. Each request has been unique. For example, our professors have provided staff development programs (K-12) and have trained principals and superintendents in school leadership and management. We have been instrumental in assisting in the creation of a professional journal. The journal has 30,000 subscribers. We are in the process of writing an advanced degree program in leadership for a major university. These programs have entailed many reciprocal visits by teachers, professors, and ministry personnel.

Leadership Program

As educators entering the 21st century, we have the responsibility to create schools that are places where students achieve their full potential. Central to this idea is the development of an educational leadership approach that will generate performance driven, high achieving schools. In order to create performance driven, high achieving schools, educational leaders must initiate school improvement.

School improvement is embedded in the philosophy of empowerment and collegiality. This means redesigning curriculum and instruction and realigning the roles and relationships which will facilitate energy, and influence and enhance professional cooperation and support. It requires a powerful leadership mechanism with clear expectations, enabling all members to focus upon a school mission. With this philosophy as a model, the college will develop a leadership program which will create strong visionary leaders, a complimentary technical and managerial force, and a knowledgeable educational unit to work collaboratively to reinforce each others' talents and strengths.

The program's emphasis will be on leadership. Leadership cannot be thought of as only the act of one individual. This program defines the term principalship as a series of necessary functions that need to be carried out, rather than the act of one individual. However, it is one individual who arranges the organizational conditions within which these function are carried out, and it is a single person who encourages and develops leadership in other members of the staff. That person is the principal. When the role is filled by a person with the necessary skills, great things will happen. When it is not, the best that can be expected is maintaining the status quo, and the worst is a place where

learning is in question. Succinctly, the major purpose of the program is to prepare leaders to become a positive force.

In an educational setting, there are three distinct leadership roles: the teacher, the assistant principal, and the principal. The leadership program that The College of New Rochelle will offer develops the skills required for the three roles of effective leadership necessary to change low-performing schools into performance-driven organizations. Each leadership role is an essential component of the force that drives the school. These roles are interdependent; they support and reinforce each other, creating educational environments which reflect best practices.

The College of New Rochelle will address the following components through a variety of delivery systems:

- teachers aspiring for positions as assistant principals in New York City public schools, with emphasis on SURR and Priority Schools
- assistant principals aspiring for positions as principals with emphasis on SURR and Priority Schools
- principals, assistant principals and teachers acquiring the additional skills and knowledge needed to lead effective and successful classrooms; redesign or restructure schools; and/or develop and implement programs that support the New York State Performance Standards

Some of our offerings will be held at The College of New Rochelle, others will be offered on-site at specific school sites, and still others at schools that have been designated SURR or Priority.

It is our belief that those courses offered at our campus setting will have a salutary effect on the participants. It is important for leaders to be aware of the most recent research and theory. The library, research, and technology facilities at the college make that possible.

A leadership center will be established to offer ongoing and continued support on campus. The leadership center will serve as a professional resource and support the goals and objectives of the program. The highlights of this facility will include: a professional lending library, staff recruitment networking, professional conference information, inter-visitation opportunities, publishers' displays with sample

materials, video equipment to develop oral communication skills, and study group facilitation.

The leadership program at The College of New Rochelle will offer a series of specifically designed courses. Some will be core courses for all participants, others will be selected by choice and need. Interspersed will be a series of seminars, workshops, and visitations. A unique aspect of this program is that it will include site-based course work within New York City schools. In addition, on-site activities will include, but not be limited to, professional development days, faculty conferences, grade and departmental meeting, classroom visitations, and weekend study groups. There will be a concerted effort to attend as well as present the progress of the program at local, state, and national conferences. A documentary video will be produced to serve as a component of the portfolio assessment.

Additional program service will include: a telephone hotline to answer questions as needs arise, retired principals to serve as mentors, graduate students to conduct research that addresses concerns, and inter- and intra-visitations to model research-based best practices. The program will further create collaborative leadership models, which foster a positive school climate and a culture of change.

The program is a synthesis of theory aligned with tried-and-true strategies used by practicing and former principals as well as business leaders. It will offer a variety of topics, ideas, and approaches designed to reflect the changing demands and contexts associated with the leader's multifaceted role. It will draw upon, but not be limited to, the Effective Schools research. Specific topics addressed will be reflective of participants' needs assessment survey. Experiences indicate there will be a need for the following: maintaining morale in school, helping the weak teacher, improving school attendance, innovation and innovative practices, reporting to parents, introducing a new program, the principal and community relations, the principal and custodial relations, micro teaching, interaction analysis, the principal as a visible force, and ways to capitalize on teachers' strengths.

The program will never lose sight of the fact that educational leaders, most of all, serve students, teachers, parents, and community members and work in an environment that requires effective human relations skills and respect for the gift that each person brings to a school.

The participants will be registered in three cohorts of 12. One cohort will consist of teachers preparing for the assistant principalship.

A second cohort will consist of assistant principals preparing for the principalship. A third cohort will consist of four teachers aspiring to become teacher-leaders, four assistant principals, and four principals. The program for this cohort will include the dimension of cooperative leadership and team functioning.

An additional incentive for participants will be The College of New Rochelle Staff Development Certificate. This certificate has been approved by the New York State Education Department.

The program will utilize the SURR and Priority school sites as learning laboratories in order to facilitate systemic change. The program participants will use these sites to develop needs assessments and create strategic plans, which will include a professional development component.

There will be ongoing consultations with the district superintendents to align the redesigned school program with district goals and objectives.

Upon completion of the first year, the college will continue to provide ongoing support to first-year participants through on-site visitations and *ad hoc* seminars. Additional support will also be available through the College's Leadership Center.

Goal 1: To prepare supervisors and teachers with the necessary knowledge of curriculum and instruction for the development and implementation of programs that support the New York State Performance Standards and with particular emphasis on literacy and mathematics.

Objectives: To provide participants with the most current research on: curriculum and strategies, literacy, mathematics, standards-based instruction, and effective early childhood practices.

Goal 2: To provide the knowledge necessary to establish a ladder of leadership which culminates in the bonding of students, parents, teachers and administrators.

Objectives: To establish a positive school climate where collegial relationships exist that support effective teaching and learning; to create a climate of high expectations for all; to create a climate that values lifelong learners; to establish a school culture that values, encourages, and supports parental and community involvement.

Goal 3: To provide the leadership skills necessary to redesign and restructure with particular attention to SURR and Priority Schools.

Objectives: To clearly articulate the schools purpose and vision; to create an organizational structure that will effectively plan, organize, and coordinate schoolwide programs; to provide participants with the forum needed to create collaborative leadership teams which facilitate positive systemic change; to create an educational program, based on current research, which reflects best practices, especially in reading and mathematics; to create a positive school climate, resulting in high morale and a dedication to academic excellence; to establish an innovative teacher recruitment process that strengthens and maintains an effective school staff; to create an atmosphere which identifies parents and community members as key components within the learning environment; and to integrate technology throughout the curriculum.

Goal 4: To provide the necessary means for a formative and summative assessment and evaluation.

Objectives: To evaluate student needs and achievement that inform instructional programs and direct staff development; to provide instructional supervision that will ensure staff growth and development; to provide understanding of multiple forms of assessment that include standardized tests, criterion referenced tests, and authentic assessment and rubrics to accommodate individual student needs; and to utilize a self assessment tool, such as the Performance Assessment in Schools Systemwide (PASS), to identify schoolwide needs.

Mechanism to Self-Monitor and Assessment of Participants

The evaluation will be both formative and summative. The College of New Rochelle will select a group of experienced evaluators who will collect and analyze data on the success of project implementation and project outcomes.

The evaluators will gather information which relates to the initial status of the participant's background and the proficiency of their acquired knowledge. The first includes mostly demographic data and educational background. The second will be a survey designed to evaluate the current level of participant's skill in training related issues.

Each participant will be expected to create a portfolio of materials related to the program. The portfolio will include a strategic plan of changes for their school, instructional materials, and trainee's assignments and works that he/she deems important to the future role as a school administrator. Both plan and materials will be formatively evaluated during the course of training. The final strategic plan will also be evaluated as a summative product. Each participant will be visited by evaluation team members at least two times during the course of training. The half-day visit will include an interview with respect to participant's attitudes towards the program and formal observation of program-related practices.

The participants will evaluate each course and each activity in the program. These evaluations will be summarized, analyzed, and interpreted for their relevance to the New York State Performance Standards.

Based on course evaluations, observations, portfolios, strategic plans and interviews, the evaluators will write a summative report.

Benefits of Collaboration to the College of New Rochelle Graduate School

Using collaborative teacher training methods, the faculty and students have noted a number of benefits. Collaboration results in:

- Authentic involvement with the professions (i.e., teaching, administration, related services)
- Updated instructional programs at the graduate level
- Greater vision of contemporary issues facing families, schools, and communities
- Communication of an "ethic of caring" by CNR faculty to and for graduate students
- Keeping the College of New Rochelle visible in New York and the middle-states region
- Expanded collaboration among school administrators and CNR faculties
- Dispelled "ivory tower" myth
- Improved teaching and student learning

- Increased academic achievement schools by students in local schools.

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Model #2: Delaware Technical and Community College

Asking the Hard Questions about the Technology Training Challenge

[Presented by Ileana Smith and Charles M. Poplos III]

Learning, community, and technology are central themes for the future of community colleges. Technological advances have dramatically changed what is possible in teaching and have focused attention on the learning process. The path forward requires recognizing interdependent forces and developing plans that are grounded in collaboration and fueled by the power of working together.

Delaware Technical & Community College, a multi-campus college that includes four campuses and serves 45,000 credit and non-credit students who are 60 percent female and 25 percent minority, has created a learning community in educational technology that includes all K–12 school districts in the state. The catalyst for the initiative was the collaborative development and implementation of a competency-based Educational Technology Certificate Program for faculty. By collaborating with the state's K–12 superintendents and its business leaders, Delaware Technical & Community College developed an educational technology training program to meet the needs of all stakeholders.

How can a Learning Community be Created?

Seven distinct forces for change motivated this collaborative initiative. Although described in terms of the state of Delaware's challenges, these forces represent those faced by other states and community colleges:

1. Delaware Tech students needed education current with rapidly changing technological advances. They needed to learn technology skills and they needed to be taught with technology strategies that would facilitate and maximize their learning.

2. Community college faculty members were being called upon to deliver what the students needed. It was imperative for Delaware Tech faculty to have the technology skills they could model and teach, as well as the know-how to design instruction which matched technology-teaching strategies to learning outcomes.
3. The Governor and state legislature were mandating public school reform through standards, testing, and accountability legislation. The state of Delaware has developed subject-area standards for K–12 education, is currently finalizing student-testing processes, and has defined a timeline for holding students and schools accountable for achieving.
4. Business leaders were demanding that schools produce graduates with the skills needed to do the work in today’s world. Focused on the desired outcome of work-ready graduates, members of the business community quickly diagnosed the missing link in the state K–12 reform movement to be teacher training.
5. The 19 public school superintendents responsible for the school districts in the state needed to produce the expected outcomes in the face of a system that lacked alignment of standards, curriculum, equipment, and teachers’ preparation. Along with public scrutiny and calls for urgent action, the decentralized system of school districts made planning for change more difficult.
6. The K–12 teachers in the state needed tools to help them make a difference in learning for their students. At the front lines of the responsibility for student success or failure, teachers needed practical, ready-to-implement solutions that would make them more effective.
- 7) K–12 students needed to be successful at learning in a world of information that doubles every five years. Because Delaware standards are among the highest in the nation, it is projected that as many as 30 percent of these students will not pass the state tests and will require remediation.

Recognition of these forces for change led Delaware Tech to find common ground among all the stakeholders and build a collaborative solution to address interdependent needs. The catalyst for the resulting learning community in educational technology was the development of an Educational Technology Certificate Program for college faculty and K–12 teachers through an inclusive, consensus-building effort.

The resulting learning community is an integrated whole that has been achieved through collective thinking, collegial relations, and communication mechanisms. Many people have been brought together, united by the common goal of improving teaching and learning, and refreshed by the effectiveness of working together.

How can an Educational Technology Program be Developed?

Several key processes were involved in developing the Educational Technology Program. These processes provide the basis for the effectiveness and collaboration achieved by the program.

Advisory Committee Process. The program advisory committee was formed by requesting representatives from the 19 public school district superintendents and the secretary of education. These public school representatives joined college faculty, deans of instruction, and administrators to form the committee under the direction of a college administrator who served as chairperson and later program coordinator. In a series of three meetings, this group answered the question: "What technology competencies are needed by teachers?" They identified 70 competencies useful to teachers, no matter how old their students may be. The competencies were divided into introductory and advanced level certificates.

Policy Linking Process. The president directly assumed the policy-linking task. The secretary of education agreed to count the Ed Tech courses for K-12 teacher lane advancement leading to pay increases. In addition, legislative approval was secured for state funds to pay tuition reimbursement for public school teachers in the program. The college also approved the courses for faculty lane advancement and provided them free to Delaware Tech faculty.

Curriculum Development Process. A group of college faculty with technology expertise was identified to work with the program coordinator in creating the curriculum. The developers relied on the competencies defined by the advisory committee and broke down what each competency would involve insofar as instruction. By grouping the competencies and identifying those that are prerequisite for others, the courses were created. The college's experience in developing competency-based education enabled the group to develop syllabi and instructor guides for the courses in a very short period of time.

Marketing and Outreach Process. A program registration brochure was designed with curriculum information, class schedules at all four college campuses, and registration procedures. A statewide distribution system was established for mailing brochures to the over 6,000 public school teachers in the state. An 800 number to the program coordinator was set up to answer teacher questions. Information sessions were held on campuses to explain the program to college faculty. As the program grew, the college made presentations to public school teachers in their schools at the request of school principals, and tours were provided on campus. In addition, the college created a website for the Ed Tech Program.

Collegewide Program Operation. The college appointed program advisors in each of the counties to work directly with participants. Before the first semester, the college installed educational technology centers at each of the four campuses. The coordinator collaborates with the advisors to publish registration brochures and define course schedules. She works with the deans of instruction to identify course leaders for new course development and revision.

How Can the Program be Delivered?

Three components are critical for understanding how Delaware Tech is delivering the Education Technology Certificate Program. These three building blocks are the training, the technology, and the tech support.

The Training. The faculty development program consists of an Introductory Certificate with four 1-credit courses designed for those with little knowledge, and an Advanced Certificate with six 3-credit courses for teachers to integrate technology into their teaching. It is a hands-on practical program with mastery of competencies demonstrated through learner-created applications ready for use in the classroom. The principles of instructional design taught in the program were used to develop the syllabus and instructor guide for each ETC course. Electronic communication among educational technology students and instructors provides ongoing support.

The Introductory Certificate focuses on computer basics, word processing, presentations, spreadsheets, databases, e-mail, and use of the Internet. The Advanced Certificate has four required courses. The foundational course, ETC 201 *Educational Technology Process*, clearly puts what students need to learn at the forefront of making decisions about using technology-enhanced teaching strategies.

In addition to the four required courses, two electives are chosen from six course options. The course content ranges from web-page design in ETC 212, *Internet Literacy*, to development of online courses in ETC 230, *Teaching Beyond the Classroom*. Course terminal competencies are aligned with learning objectives, teaching strategies, and assessments. Mastery is assessed not by tests on content but by real applied projects that teachers take back to their classrooms, ready for use with their students.

Technology and Tech Support. Success is also predicated on having the technology and the tech support personnel to make the networks operate and to maintain the equipment. Scarce resources and the high cost of technology increase the complexity of the challenge in these areas. Delaware Tech conducted an Excellence through Technology Capital Campaign to raise \$4.4 million for instructional technology. Leveraging \$1 million provided by the state, the college is in the final stages of reaching its fundraising goal through donations from the private sector. The capital campaign funds have made possible the establishment of Ed Tech Centers at each of the campuses, designed with the equipment and software needed by faculty to develop technology applications for students.

The challenge of staffing the college with the support technicians needed has been addressed by focusing the college position request on tech support as a two-year funding priority. This focused data-driven request has been well supported by the state. The investment in technology and tech support is maximized by the inclusion of K–12 teachers along with college faculty in the training and development process.

Results. Since the program began a year and a half ago, Delaware Tech's Educational Technology Certificate Program has enrolled over 500 teachers. At the two-year mark in May 2000, the college will have the first graduation for advanced certificate students. Success stories abound, with one elementary teacher recruiting all the teachers from her school and becoming an instructor in the program. Others, who started the program not knowing how to turn on the computer, now boast about web pages they developed for their departments. Studying the difference these new teacher technology skills make in student learning is an ongoing priority of the program.

What Indicates Program Success?

The toughest question of all in addressing the technology training challenge is: "How do we know it works?" As Stephen Ehrmann points out:

Technologies such as computers (or pencils) don't have predetermined impacts; it's their uses that influence outcomes.

Delaware Tech looked to see if the use of technology increased the kind of practices that promote learning. Stephen Ehrmann, in his article that appeared in the March/April 1999 issue of *Change* magazine, pointed to seven principles of good practice in education developed by Chickering and Gamson. He suggests a way to assess a program by looking for evidence in the form of practices, activities, and outcomes that fall within the seven principles.

The seven principles of good practice are: Student-faculty interaction, cooperation among students, active learning, prompt feedback, time-on-task, high expectations, and a respect for diverse talents and ways of learning.

Student-Faculty Interaction. All of the Ed Tech courses foster interaction. Program instructors are elbow-side coaches as program participants work at computers to develop competencies and apply them in student-created products. The reach of technology beyond the classroom allows students and faculty to be in constant communication electronically. The program website has discussion groups for each course that foster ongoing exchange of ideas. Classroom technology also helps maximize student-faculty interaction as students share information electronically, prepare a single response for their group, and post their findings to a class discussion group which includes the instructor.

Cooperation among Students. Beginning with the first advanced course, participants collaborate on projects. They are assigned tools to help the group achieve goals and complete projects using the talents of all involved. The behavior modeled in the Ed Tech classroom is expected to be replicated in the participants' classrooms. For example, ETC 204, *Individual and Group Learning with Technology*, helps participants develop a large collaborative project. As an assignment, one student developed a project for her high school business class which is now used in three local high schools. The high school students

research jobs, write job competencies, conduct interviews, and make a hire recommendation. Each student participates in a hiring panel and applies for a job with another panel. Guided by the computer-based lesson their teacher created as the ETC course project, the high school students use technology to work cooperatively.

Active Learning. The Ed Tech Program involves students in discovering answers as well as in developing the questions. Students are actively engaged in all lessons. One example from ETC 201, *Educational Technology Process*, involves having the students discover the differences between using a text as the basis for course development and using competencies as the basis. In another example of active learning, an ETC student developed an interactive multimedia project using Hyperstudio, which allows her class to achieve a better understanding of the plagues of Egypt. Students can direct their own knowledge-building by choosing links in this visual and colorful product.

Prompt Feedback. The interactive power of technology accelerates the process of instruction/query/response from prompt feedback to immediate feedback. Students in the ETC program are learning to create hyperlinked teaching tools that immediately relate one concept to another. Many participants are developing quizzes and tests which give immediate feedback to a student response. A pop quiz developed by a high school teacher is used to get students interested in learning about history and social studies. A special education teacher created a program where students can click on pictures she photographed to learn about the anatomy of horseshoe crabs.

Time on Task. The Delaware Tech experience demonstrates that ETC students spend more than the posted contact hours working with the equipment and software. They like the practice and often lose themselves in projects. Interestingly, these participants report their students behave the same way. Many of them come back after school to work on projects and learn how to do more with the technology. Electronic communication and websites for threaded discussion, which post student comments by subject matter, have ETC students spending time-on-task long after the lights are out in their Delaware Tech classrooms.

High Expectations. ETC students have shown that high expectations with the appropriate support can generate great results. The amazing gains in technology skills have enabled ETC students to use their know-how of the educational process to create excellent technology-based teaching tools. An example is a group project to discover Antarctica, prepared by a middle school teacher. She created a program that guided students to divide responsibilities for finding out what is important to know about Antarctica—the marine life, mammals, flora, human exploration. They used the Internet to do the research and presented findings electronically to each other. The students even corresponded through e-mail with the American exploration station in Antarctica. Another ETC student developed a collaborative training program used nationally by AMTRAK, which involves learners in preparing for their national certification.

Respect for Diverse Talents and Ways of Learning. Technology has the power to blend text with visuals and audio to create learning tools which engage the learner's senses. ETC 201 includes a unit on learning and thinking styles to make teachers highly aware of the need for variety and wholeness in designing instruction for diverse ways of learning. The rich products created in the program demonstrate respect for diverse talents. A local high school teacher prepared a multimedia project used by her students to learn about China—the country, the culture, and the history. There is extensive branching in her project so students can direct their learning to the areas they need. This project was coupled with a series of PowerPoint presentations that help students explore the topics and have fun learning.

Conclusion

The Learning Community in Educational Technology initiated by Delaware Tech is a model of partnerships and linkages. In addition to addressing the needs of college and K–12 faculty and students, this initiative has enhanced the reputation of the community college as a responsive, problem-solving organization and increased respect for college programs. The focus on collaboration has promoted the role of faculty as mentors for other faculty in the exciting journey of transforming instruction through technology. Delaware Tech's Learning Community in Educational Technology developed because of the creativity and collective brainpower of many enthusiastic stakeholders from the K–12 sector, the community college, and the business community. It is encouraging to consider Delaware Tech's

program in light of Ehrmann's observation that, "technology—with its unpredictable changes and vast expenditures—has made flying blind much more dangerous than it used to be. The good news is that some institutions are learning to see." Delaware Tech is helping to make a difference in how many Delaware classrooms see with technology.

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Institutional Portfolios for Quality Assurance and Accreditation: The Urban Universities Portfolio Project

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Project Overview

[Presented by Susan Kahn]

The “Urban Universities Portfolio Project: Assuring Quality for Multiple Publics” brings together six leading urban public universities to develop a new medium: electronic institutional portfolios that demonstrate the universities’ effectiveness to various groups of stakeholders. Funded by The Pew Charitable Trusts and cosponsored by the American Association for Higher Education (AAHE), the project has three main emphases: to enhance internal and external stakeholders’ understanding of the mission of urban public universities; to develop a new approach to cultivating ongoing internal improvement; and to experiment with new ways of demonstrating and evaluating effectiveness and accountability in the context of mission.

Urban Public Universities and Institutional Portfolios

Urban public universities represent a growing, increasingly important sector of US higher education. Many of these universities are pioneering innovations in teaching non-traditional students, widening access, and engaging with their communities. But such work is not reflected in prevailing rating and ranking approaches, which tend to focus on resources and inputs and to assume a traditional paradigm for higher education institutions and students. The missions and accomplishments of urban universities and the particular challenges they face may thus be poorly understood by such external stakeholders as accreditors, state governments, students and parents, and the communities the universities serve. One purpose of the UUPP is to build greater public awareness of the contributions of urban public universities and to establish benchmarks that will allow them to be compared with appropriate peers.

The institutional portfolios under development serve as vehicles for capturing the distinctive characteristics, work and accomplishments of urban public universities. The portfolios combine authentic materials, such as student work samples, with assessment data and reflective critique to show the outcomes the universities aim to produce, the processes and practices used to work toward those outcomes, and the actual results achieved. Student learning experiences and outcomes, and the ways in which these are shaped by the urban context and mission, are one major focus; community engagement is another. With these focuses in mind, project universities are developing a shared description of “urban public university,” measures of effectiveness that reflect the universities’ urban missions and characteristics, and models for documenting several fundamental learning outcomes.

Other types of higher education institutions may also have much to gain from this kind of work. An important product of the UUPP will thus be a set of principles and guidelines for constructing electronic institutional portfolios that will be applicable across the spectrum of higher education. (To view initial versions of several institutional portfolios, please consult the UUPP web site at <http://www.imir.iupui.edu/portfolio/>.)

New Approaches to Improvement and Accountability

Another aspect of the project may also be of interest to other institutions and to accrediting organizations: the developing portfolios form the basis for new approaches to both internal improvement and external evaluation of institutional effectiveness. Over the course of the last year-and-a-half, UUPP universities have found that creating an institutional portfolio brings about substantial internal benefits. The complexity of the project demands broad campus involvement, creating an occasion for large segments of the university to think together about how particular practices, programs, and initiatives connect with one another and contribute to overall institutional mission. This collaboration is helping to build institutional identity and community, developing and reinforcing shared visions and commitments that lead to meaningful institutional change and improvement. Already, several UUPP universities have launched significant assessment and improvement initiatives resulting directly from their portfolio work.

In addition, the project is experimenting with new models for accreditation and site visits based on institutional portfolios. Dr. Cambridge's upcoming comments will address implications of the project for accreditation and other forms of external evaluation of institutional effectiveness.

Participants

The lead university for the UUPP is Indiana University Purdue University Indianapolis (IUPUI). Other participating universities include California State University, Sacramento; Georgia State University; Portland State University; the University of Illinois at Chicago; and the University of Massachusetts Boston. A National Advisory Board of distinguished members representing government, business, foundations, and higher education advises the project about its aims, practices, and progress. An Institutional Review Board, comprised of higher education leaders and members of accrediting organizations, works with the participating institutions on portfolio development, participates in site visits, and contributes ideas and expertise to the project as a whole.

A project leadership team provides overall direction for the initiative. Members include Margaret A. Miller, President of AAHE; Barbara Cambridge, Director of AAHE's Teaching Initiatives and Associate

Dean of Faculties at IUPUI; William M. Plater, Executive Vice Chancellor and Dean of Faculties at IUPUI; Susan Kahn, UUPP Director and Director of Programs and Planning, Office for Professional Development at IUPUI; and Victor Borden, Director of Information Management and Institutional Research at IUPUI.

In addition, each participating campus has its own project director, who manages the campus-specific work of the project, and an institutional research representative, who oversees development of the institutional research component of the portfolio.

The Urban Portfolio at IUPUI

[Presented by Sharon J. Hamilton]

IUPUI, situated in the heart of Indianapolis, is a campus of 27,821 students, 1368 full-time faculty, and 21 schools and academic units offering over 180 degree programs. Beginning its fourth decade, the campus is a major constituent of the urban community of Indianapolis as well as its surrounding suburban and rural communities, with strong intellectual, economic, cultural, aesthetic, and social partnerships. Its mission is to:

- Raise educational achievement and intellectual aspirations in Indianapolis, the state, and beyond through leadership and access
- Develop and apply knowledge to ever-changing issues of health and economic and social well-being through teaching, research, and service
- Enhance the public and private lives of students by offering the state's most comprehensive range of effective academic programs, from the liberal arts and sciences to a wide array of professional programs
- Serve as a model for collaboration and multi-disciplinary work through partnerships with Indiana University and Purdue University and the community, drawing upon the distinctive strengths of the academic health sciences and the resources of the capital city and state

- Build understanding and respect in academic and human relationships through cultural diversity

The purpose of the IUPUI portfolio is to demonstrate to different audiences the many ways that the campus works not only to achieve its mission but also to raise the bar of expectations it holds for itself in achieving its mission. The team developing the IUPUI portfolio is working toward three anticipated outcomes:

1. To crystallize, in a public forum, the role of IUPUI as central Indiana's urban public university;
2. To demonstrate to diverse internal and external communities what we are doing well, where we need and wish to improve, what steps we are taking, and, in a very fundamental sense, to demonstrate that we have the will and the ability to improve;
3. To highlight current partnerships with the community and to serve as a catalyst for more.

In order to reach these outcomes, we have chosen to focus on three primary themes: student learning, research and scholarship, and community connections. This decision coincided with the campus decision to arrange for a focused visit—centering upon student learning and community connections—rather than a comprehensive site visit from its accrediting agency, North Central Association. However, the decision was neither merely coincidental nor purely pragmatic. Rather, it reflected our sense that student learning and community partnerships are at the heart of what we do as an urban university; moreover, both student learning and our community partnerships contribute to and benefit from our research and scholarship. The decision to focus on the same features for both the portfolio and the accreditation visit also reflected our growing awareness that the development of this urban portfolio is similar in many ways to the kind of self-study prepared for program review and accreditation visits, except that this self-description, self-reflection, and self-improvement become, in a portfolio, ongoing processes rather than occurring once a decade.

While there are six campuses across the country participating in this Pew-funded urban portfolio project, each one is being developed quite differently, with different internal and external people involved, different processes in the development, different structures, and with

differing relationships to other campus initiatives. I will focus my remarks on the people, processes, structures, contents, and campus impact of the IUPUI Urban Portfolio.

Who is Involved?

As the fiduciary center of the project, IUPUI has the national project director, Susan Kahn, situated on campus. All six campuses have a central project team that includes the provost, the campus director of the portfolio, and an institutional research person. As it happens, our provost, William Plater, is also one of the co-proposers of the project and is on the project's leadership team. Similarly, our institutional research person, Victor Borden, is on the national leadership team. Rather than set up several new *ad hoc* committees or task forces, we decided early on to work with existing committees as much as possible. At the same time, we needed to establish a core committee charged with making primary leadership decisions about the processes, structures, and contents of the portfolio. Additionally, we needed ways to tap into the ideas and responses of various local stakeholders both internal and external to the campus. Two new committees were established: a core committee comprised of the provost, the vice-chancellor for institutional planning and improvement, the vice-chancellor for external affairs, and the campus portfolio leadership team; and an implementation committee which included the core committee members in addition to faculty and staff representing significant campus-level committees, a student representative, and some members of the urban community. While all major decisions are ultimately made by the Core Committee, the information guiding those decisions filters up through the implementation committee, existing campus committees, *ad hoc* focus groups, and existing community groups. Decisions and evolving iterations of the portfolio web-site then filter down—or rather laterally—through the committee structure for feedback.

Processes

A radiating circle, moving in and out concurrently, provides the best visual image for our process. Issues are discussed among core committee members and possibilities developed; these are taken to various committees for their response as well as their ideas; these are collated, analyzed; and synthesized, and taken back to the core

committee for a decision, which is then taken back to committees for response; and the cycle continues as the portfolio evolves. Because of the innovative aspect of the task, we remain open to change as our ideas of the project develop.

Several major decisions have been made, and several still need to be made as the portfolio evolves. One of the first major decisions was to find an appropriate balance between the real and the ideal, between what we actually are accomplishing in the areas of student learning, research and scholarship, and community connections, and what we hope to accomplish. With the high degree of visibility provided by the Internet, of course we want to present ourselves in the best light. At the same time, the integrity of the portfolio would be compromised if we presented only the very best of what we do. The guiding decision has been to foreground the notion that, as an institution, we are constantly in the process of evolving and improving, always aiming for higher achievement in all areas of the university, and to specify the processes that are in place that not just allow but actually encourage and in some cases mandate change and improvement.

Another set of major decisions involves the identification of our targeted audiences and coming to agreement on how to organize data, evidence, and information in ways that would appeal to the diversity of our targeted audiences. We settled on three major populations: students (former, current, potential, future) and their parents, teachers, advisors, etc.; local stakeholders (employers of our students, Higher Education Commission, taxpayers, legislators, etc.); and external stakeholders (accrediting agencies, other institutions of higher learning, potential faculty, etc.). The challenge of attending to this wide range of information needs and interests is always with us, and enters into all our discussions of structure, presentation, and content.

At the present time, we are involved in developing a conceptually sound model for presenting data, information, and evidence or examples of student learning, research and scholarship, and community connections. Needing to be selective rather than comprehensive, and yet wanting to indicate to our different audiences the full range of what we do, we are in the process of designing a structure that provides key information and evidence and then links to other websites, such as those of different schools and programs, for additional information and evidence. For student learning, our campus has agreed upon a set of six principles of undergraduate learning. We have appointed faculty associates to gather campus-wide information about how each principle

is integrated throughout the various undergraduate programs and majors. They are looking at teaching practices, evidence of learning, and enabling environments across the campus. For research and scholarship, we are relying upon the Council of Associate Deans for Research, headed by the vice-chancellor for research and scholarship, to develop a way of selecting and presenting research and scholarship on the campus. David Stocum, Dean of the School of Science, is designing a model that the School of Science will pilot to determine its efficacy in relation to the portfolio and the accreditation visit. In the area of community connections, a team headed by the Vice-Chancellor for External Affairs and Development Cheryl Sullivan has decided to use issues as their portals for presenting and evaluating our community partnerships. In fact, the decision of that committee to employ an issues-based approach has influenced our new conceptual design for our portfolio, as its appeal to community and other stakeholders was immediately apparent. And that is emblematic of our processes: one idea stimulates another and causes change, modification, and evolution in the conceptualization and presentation of the portfolio.

In all three of the above committees, decisions are still pending about how best to select and present evidence. However these decisions turn out, there is consensus that the evidence will be selective according to developed and stated criteria and will range from data-focused quantitative tables and graphs to qualitative and reflective narratives and analyses as well as multi-media presentations and stories. Initially, we viewed the portfolio as a large narrative, telling the story of IUPUI. That has since evolved to more of a persuasive essay, audience-motivated, data-driven, and cohering around a central theme of our achievements and aims in student learning, community connections, and research and scholarship.

The Structure, Contents, and Evidence

The best way to appreciate the structure, contents, and evidence in the portfolio is to visit the portfolio site at <http://www.imir.iupuifolio>. At the current time, you will find primarily a concept-driven framework, one that is about to change based on discussions that are occurring even as I am writing this. This part of the presentation at the Middle States conference was a demonstration that would be far more effective at your computer terminal than on the written page.

One of the most exciting aspects of the portfolio is its influence as a catalyst for change and improvement on campus. One example, as we were looking at how to present writing as a core skill in the student learning section of the portfolio, was the lack of empirical, campus-wide evidence that our students really are learning to write in the academy. Consequently, we are developing a campus-wide assessment of student writing, aimed not just at evaluating student writing across the disciplines but also at providing assistance, through the University Writing Center, when needed. That, in turn, has necessitated expanding the University Writing Center to satellite centers on the campus, one of which opened just this week in University College. Another, also in the area of student learning, involved our realization that we also did not have a solid empirical picture of how students learned, understood, and applied the six principles of undergraduate learning, leading to the establishment of three faculty associate positions to gather this kind of evidence.

Impact

Probably the most exciting aspect of the portfolio at IUPUI, however, has been its focus on the role of the urban university in 21st century higher education. While many have viewed urban universities as somehow second class, because the standard ways of rating universities do not do justice to our mission of access and support for a broad range of students, this portfolio provides an opportunity to showcase the significant role of urban universities in the national higher education system. It shows that our research and scholarship plays a significant role globally while having an even stronger impact on the community in which we are located; it shows that educating our students does indeed improve the intellectual capital of the urban community; and it shows that community connections are the lifeblood of the urban university, enhancing the quality of life at the university and in the community.

Emerging Directions of Regional Accrediting

[Presented by Barbara L. Cambridge]

The Urban Universities Portfolio Project (UUPP) supports emerging directions of regional accrediting associations. After a description of the project design and a concrete example of an electronic institutional portfolio, it is now important to identify the ways in which the UUPP is contributing to changes in accrediting practices. Examples from three regional accrediting groups will illustrate the consonance of direction among those groups and the UUPP project.

Student Learning Outcomes

The first emerging accreditation emphasis focuses on student learning outcomes.

Although this shift from inputs to outcomes is entirely new, the centrality of the focus on learning is becoming more and more established. Current or emerging policy statements from three regional accrediting groups, the Western Association of Schools and Colleges (WASC), the North Central Association of Colleges and Schools (North Central), and the Middle States Association of Colleges and Schools (Middle States) call attention to student learning outcomes.

WASC has adopted a new framework with a clear focus on educational effectiveness. One of three characteristics of educational effectiveness is identified as “articulating a collective vision of educational attainment.” This articulation of a collective vision of education attainment “centers on the degree to which the institution sets goals and obtains results for student learning at both the institutional and program levels that are clearly stated and widely understood, appropriate for the type and level of the degree or credential offered, and adequately assessed to ascertain mastery of these levels.”

(Invitation to Dialogue II: Proposed Framework for a New Model of Accreditation, April 1999).

North Central is currently surveying its stakeholders about future directions. It is asking these stakeholders to prioritize key ideas and strategies that have been recommended to it over the past three years. These key ideas and strategies include a clear emphasis on student learning. For example, in the array of survey statements to be rated, the following highlight student learning: “Accreditation processes should

hold achieved learning as a central commitment and as evidence of quality” and “Quality improvement processes in accreditation should focus on the academic outcomes and achieved learning of students.” (*Priorities for Future Directions Survey*, November 1999)
Stakeholders have the option of affirming the emergence of this emphasis.

The Guiding Principles for the Review of *Characteristics of Excellence* of Middle States also include this concern for student learning. Principle #2 reads: “Standards must contribute to the demonstration of institutional effectiveness, inclusive of all elements of an institution’s mission, but with particular emphasis on student learning outcomes.” (*CHE Letter*, Winter, 1999)

Because student learning is central to the mission of every college and university, the Urban University Portfolio Project has as one of its activities the attempt to identify student learning outcomes that urban universities can describe and demonstrate progress toward through a variety of means. The task of engendering faculty agreement on learning outcomes and warrant of means to document those outcomes is arduous on individual campuses and even more so across six campuses in a multi-campus project. Writing and civic responsibility are two outcomes currently being addressed by the UUPP campuses, however. Results from the work will be useful for institutional self awareness and for demonstrating for accreditors progress toward achievement of these learning outcomes.

Self-assessment and Improvement

The second emerging accrediting emphasis focuses on continuous self-assessment and improvement.

To achieve this kind of ongoing improvement requires what WASC calls “organizing for learning.” WASC states that organizing for teaming “centers on the alignment of appropriate institutional assets and characteristics with the goal of producing high levels of student learning consistent with the mission of the institution, including curriculum, pedagogy, and method of delivery; faculty recruitment, development, scholarship in support of improved teaching and learning, rewards and incentives; organizational structures and processes; information resources and planning capacity; student services and co-curricular activities; and resources and facilities.”

North Central also alludes to this focus on ongoing self-examination for good health and improvement. Its survey includes the statements, "Accreditation should focus on an institution's systems for quality assurance and quality improvement" and "Accreditation processes should be continuous versus periodic."

Middle States includes this aspect in its list of principles. Principle #4 states that "Standards must reflect an expected linkage between individual standards/component assessments and the institution's integrated strategic planning and continuous improvement activities."

Central to portfolio usage, of course, is the ability to reflect in the portfolio, as they evolve, the changes and new information that a college or university is continuously generating. Instead of an odious and ominous blitz during the one or two years before an accreditation visit, a disappearing but still existent practice for some institutions, the upkeep of an electronic portfolio can be done regularly as part of the way that an institution plans, institutes, reports, and assesses change.

Implications for regional accreditation are many. Accrediting teams need not be inundated at a single point with voluminous information. They can visit on the electronic site as often as needed to answer questions that they have in order to do their work. Team members can choose the times of their electronic visits to fit their own schedules as well as team deadlines.

The UUPP is experimenting, in fact, with two kinds of accrediting visits, virtual visits and physical visits. Project members are trying to discover what work that is situated in massive, print self-reports and in multi-day campus visits can be accomplished through virtual visits to a portfolio site, perhaps with interactive communication about what is in the portfolio. Portfolios, for example, may enable institutions to be more confident about reporting problem areas as well as areas of excellence, so that the institutions can also demonstrate the initiatives they are using to address problems, perhaps in answer to queries from electronic portfolio site visitors. Comparison of previous and current conditions can be demonstrated to indicate change, in real time as change occurs. Instead of a self-study that serves as a photograph at one point in time, the portfolio is a digital enfolding of the continuous activities of an institution.

Self-assessment and Peer Review

The third emerging accrediting emphasis focuses on self-assessment and peer review as agents for change.

WASC's final characteristic concerning educational effectiveness is "becoming a learning organization." This characteristic "centers on the degree to which the institution has developed systems to assess its own performance and to use information to improve student learning over time that are systematic and regular, reinforce a climate of inquiry throughout the institution, reflect the input of stakeholders and an awareness of the distinctive characteristics of its students, identify key dimensions of performance that include student learning, and are based on standards of evidence that prominently feature educational results."

North Central's sense of a need for transformation of accreditation processes adds the feature of accreditors as a part of the learning organization. For example, two options in its survey read: "NCA should become a consultative partner with member institutions that are exploring unique, innovative, and experimental projects" and "Accreditation processes should provide highly trained consultant-evaluators who are able to provide equitable, high-quality consultation and evaluation." North Central posits that it may need to see itself more as "a service organization that learns from its institutions, shares that learning, and continually improves."

Middle States' Guiding Principle #7 reads: "Standards must reflect the commitment of the higher education community to utilize self-assessment and peer review as agents for institutional improvement." Beyond that directive for institutions, Middle States is committed to supporting the kind of peer review that can contribute to change by the practice of including on evaluation teams at least one person specializing in outcomes assessment. In this way, institutions who are conscientiously attending to and presenting evidence of outcomes through assessment will have knowledgeable readers of their efforts.

The UUPP is experimenting with several practices that pertain to being a learning organization. First, of course, the electronic portfolio is in itself a system that enables an institution to assess its own performance and to encourage both a climate of inquiry and the regular practice of reporting results to multiple audiences. Second, the fact that the portfolio is addressed to multiple audiences affirms the role of partner stakeholders in contributing and responding to institutional practices

and outcomes. Third, the use of an Institutional Review Board (IRB) offers several possible revisions to current accreditation team constitution and practice. IRB members have an ongoing assignment of getting to know well one of the project institutions. They keep abreast of developments at that institution through going on the web and having face-to-face meetings, the latter necessary for a time because baseline portfolios are under development. In a set of two campus site visits during the UUPP's three years, IRB members will, in the second year, do a campus visit to the institution with which they are familiar and, in the third year, a campus visit to an institution with which they are not familiar. Along the way, they will have access to the electronic portfolio whenever they choose or whenever an institution requests.

Some questions the UUPP hopes to begin to answer through these virtual and campus visits based on more or less previous familiarity with the institution include:

- How do campus site visits change based on previous virtual site visits?
- Does the consultative role inherent in visiting an institution with which the visitor has ongoing contact hinder or help the evaluative role?
- What are efficient and effective ways of preparing visitors to contribute to the institution's practices as a learning organization? and
- How can the accrediting process yield more learning for all stakeholders involved?

Currently accreditation is viewed by some faculty members, administrators, and institutions as a necessary evil rather than a productive good. It is encouraging that three major regional accrediting groups are moving toward constructing a greater good, that foundations like The Pew Charitable Trusts are investing in regional accrediting association reform and other projects exploring and instituting change, and that initiatives like the Urban University Portfolio Project are testing new practices for the benefit of all stakeholders in higher education. All these constituencies are working in the overall project of learning how to make accrediting as generative as it can be.

Successful Transition between Public Schools and Community Colleges in Maryland

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The Maryland Higher Education Reorganization Act of 1988 required the Maryland Higher Education Commission (MHEC) to establish a process for informing high schools and local school systems of the performance of their graduates at the college level. In 1990, the Commission (MHEC) approved the collection of data from Maryland colleges and universities on recent high school graduates' collegiate performance, including their need for remedial coursework, cumulative GPA, and grades in first credit-bearing math and English courses. These data are compiled annually into the Student Outcome and Achievement Report (SOAR). SOAR provides information to the secondary school systems about the performance of their graduates. It also is shared with the colleges and, most importantly, with the media. The media coverage and resulting public attention at the local level have provided the impetus for many of the collaborative research efforts between the public high schools and their community colleges.

In the State of Maryland, county boundaries define both the public school systems and the community colleges. The structure of Maryland's educational system provides a unique opportunity for

research because typically there is a single source of data on high school graduates and a single source of data on community college performance for each jurisdiction. The SOAR report tracked county high school graduates in county community colleges. It presented clear evidence of the need for better understanding and collaboration between the public schools and the community colleges in order to improve the transition for the students. Many school/college collaborations have followed, taking many different forms. Some efforts have reached “down” as far as middle school for data on students now in college. Others have followed students “up” through attendance at four-year institutions. Some colleges have focused on the needs of the students coming from their local high schools while others have examined the high school courses taken in math and English as they relate to students’ need for remedial work. Whatever the format of the collaboration, several concerns and logistical problems are common.

First, federal law protecting the privacy of individuals can limit the free exchange of data between institutions. Second, matching individual students across institutions is difficult because there is no common identifying student number. Matches must be made on the basis of name and date of birth. Third, the perspective of the public schools and that of the community colleges may differ. Ensuring that each is adequately and fairly represented is challenging. And, finally, offices and individuals conducting the research must maintain a politically neutral stance. At times these projects can become mazes of political landmines to be negotiated, from which institution takes the lead on project design and analysis to which institution takes first billing on the final product. Despite these difficulties, the collaborations have survived and succeeded. Projects which began as collaborations of researchers have grown into larger partnerships that include curricular and student service personnel from the school systems and the colleges. The goal of each of the collaborations is to develop programs and policies aimed at improving student success and creating a seamless transition from high school to college.

Montgomery College

The first SOAR report was released to the press in the summer of 1993.¹ It contained information on the college performance of the Class of 1991 high school graduates. The data showed that over 40 percent of the local high school graduates required remedial work in math and nearly as many required remedial work in reading. The following year showed a similar need.² Montgomery County is located just outside Washington, D.C. It has a highly educated (59 percent of its population over the age of 25 holds a bachelor's degree or higher³) and well-to-do (1996 median household income, \$65,840⁴) citizenry. Education receives more than 50 percent of the tax-supported budget, spending over \$8,000 per pupil in FY1999.⁵ The County has long enjoyed a national reputation for the excellence of its school system.⁶ Not surprisingly, the SOAR results generate controversy each year.^{7 8} In July 1994, the President of Montgomery College (MC) and the Superintendent of the Montgomery County Public Schools (MCPS) discussed the SOAR report data over a breakfast meeting. They agreed that improving the transition from high school to college required a more detailed understanding of the students themselves. They directed

- 1 Maryland Higher Education Commission. (1993). *Maryland Student Outcome and Achievement Report 1992 High School Feedback for Public High Schools Statewide*.
- 2 Maryland Higher Education Commission. (1994). *Maryland Student Outcome and Achievement Report 1993 High School Feedback for Montgomery County Public Schools*.
- 3 Maryland National Capitol Park and Planning Commission Research Center. (1999, February). *Montgomery County at a Glance*. Reporting from the 1997 Census Update Survey.
- 4 Maryland National Capitol Park and Planning Commission Research Center. (1999, February). *Montgomery County at a Glance*. Reporting from the 1997 Census Update Survey.
- 5 Office of Management and Budget, Montgomery County, Maryland
- 6 Deutsch, J. S. (1995, October 13). Montgomery's schools rated 18th in nation. *Montgomery Gazette*.
- 7 Beyers, D. (1995, April 30). Remediation rate at college alarms educators, county. *Washington Post*.
- 8 Barrett, S. (1996, October 11). Local grads fail to SOAR. *Montgomery Journal*.

the research units of their respective systems to collaborate on developing a profile of the students attending the college who came directly from the local high schools.

The research team began working together that fall, September 1994. They selected two cohorts of students, those enrolled at the College who had graduated from an MCPS high school in 1) 1992 or 2) 1993. At the time of this study these students could have had two to three years experience at MC. The research involved matching data from MCPS with data from MC. Since each system used different student identification numbers, matching student records had to be accomplished by matching student name and date of birth. Despite this difficulty, an 86 percent matching rate was achieved. A unique database was created which contained both high school and college academic data as well as information on whether or not a student received special education or English as a second language services while in high school and one measure of the socio-economic level of the student's family: eligibility for the federal Free and Reduced Meals program (FARMs).

The final report was released in May 1996.⁹ In addition to providing the context for the research, the nationally documented need for remedial work among recent high school graduates, it contained a profile of the students entering MC compared to that of the entire high school graduating classes; an estimation of the need for remedial work among all the high school graduates; and an examination of their first year's success at MC. Not surprisingly, the students coming to MC tended to be less well prepared academically and were more likely to speak English as a second language and to come from families struggling economically. MCPS was interested in determining a remedial placement rate for the entire senior class based upon course-taking and testing data. Their analyses showed that racial/ethnic differences in remedial placement were significantly reduced when course-taking patterns were taken into account. Student success during the first year of college built upon the academic successes of high school. During their first year at MC, these recent high school graduates tended to enroll on a full time basis but were successful in

9 Larson, J. C., Garies, R. S., & Campbell, W. E. (1996). *A Profile of MCPS Graduates and Their Performance at Montgomery College*. ERIC Document Number ED41299

only approximately $\frac{3}{4}$ of the hours they attempted. Students who had completed rigorous high school courses were more likely to be successful their first year at MC. Students from families who had qualified for FARMs completed fewer of the hours they attempted than did their more affluent peers.

This report highlighted the need for early high school intervention to encourage students to plan for college and the need for stronger ties between the faculties at the two institutions. Even before it was published, collaborative work had begun. A joint steering committee was formed for this effort, now termed the MC–MCPS Partnership Program. Discipline faculty meet to discuss the objectives of their courses and expectations for incoming students. Curricular alignment for better high school to college transition is a goal. Shared professional development for faculty extends the collegial activities. MC and MCPS give 10th graders an opportunity to take the college's placement test so that they have a better conception of the academic skills required. Tenth-graders who need additional work in English and reading have completed enrichment courses team-taught by high school and college faculty. Subject faculty (e.g., history) from the high schools have taken courses taught by MC reading instructors to learn ways to improve the reading skills of students in their classes. Current research projects include completion of a follow-up report on the first cohorts, the 1992 and 1993 high school graduates, and a replication and expansion of the first study using 1996 and 1997 graduates.

This collaborative effort has presented numerous challenges. First, despite the fact that MC and MCPS both serve the same county, indeed the same students, we found that we needed to learn much more about each other. For example, the high school researchers seemed dumbfounded that the college had to deal with part-time, drop-in/drop-out students. Second, twice during the early years of the partnership, eager reporters from the local press have written stories that threatened the continuation of the work. Without strong support from both chief executives the partnership could have dissolved. Third, the project must be a priority among high level administrators. Otherwise, competing demands for time and resources will take precedence. And, finally, the logistical and technical difficulties encountered in testing high school students during the school day are daunting. Some high schools tested their students within their facilities, others wanted the students to travel to the campuses, while others lacked the level of

technical equipment to test the students anywhere but on the campuses. the project frustrates and drains the most enthusiastic supporters.

Anne Arundel Community College

Anne Arundel Community College (AACC) embarked upon a joint research project to provide insight about the public school graduates attending AACC the following fall. The project was envisioned to result in policies and programs to aid in the seamless transition from high school to college. In addition to providing a general profile of students attending AACC, the study examined differences among students based upon their taking the SAT or ACT; based upon their high school curricula; and based upon their need for developmental work at the college.

There were 989 graduates from 12 high schools in the study population. Fifty-seven percent were women; 43 percent were men. Members of various ethnic groups comprised over 16 percent of the students. In high school, approximately 46 percent had taken one or more advanced placement or honors course.

When they entered AACC, over 80 percent (797) of the students indicated they wanted to earn an associate's degree. This figure includes 451 (over 45 percent) who intended to transfer to a four-year school. The majority (76.9 percent, 761) attended on a full-time basis; 90.7 percent (897) as daytime students. Half of the full-time students had taken an honors or advanced placement course in high school. This compares to less than one-third of the part time students.

Taking the SAT or ACT is considered an indication that the student is planning to enroll in college. Comparing students who submitted test scores (n=440) to those who did not (n=549), significant differences exist:

- 60 percent of those with scores took AP or honors courses compared to 34 percent of those who did not.
- 11 percent of those with scores attended part-time compared to 33 percent of those who did not.
- 52 percent of those with scores had no developmental requirements compared to 73 percent of those who did not.

Students whose high school course choices met the University System of Maryland core requirements were more likely to avoid developmental course requirements. Those whose course choices did not meet the core requirements were more likely to need developmental work.

Among the 611 students who needed developmental work, over 82 percent took at least one developmental course in the fall. The following spring, 78.6 percent returned to AACC where 98 percent of those with remaining developmental work enrolled in at least one of those courses. The mean GPA of these students for the first year was 1.96. Among the 378 students who entered with no developmental work required, 73.5 percent returned to AACC in the spring. Their mean first year GPA was 2.08.

In the second year after high school graduation, 63.5 percent returned to AACC. Sixty of them petitioned to graduate or graduated by the end of the following spring (1998). Over 50 percent of the students who had developmental work to complete had done so during the first year. An additional 22 percent had only math developmental work to complete.

Students who had SAT or ACT scores were retained (fall to fall) at a higher rate than were those who did not have these scores, 71 percent and 57 percent, respectively. Similarly, students who had met more rigorous high school course programs were retained at higher rates than those who did not. In contrast, students with developmental needs were retained at the same rate as those without developmental needs.

As a result of these findings, Anne Arundel Community College has created a student success course for incoming students and made mandatory student orientation for new full-time students. The college's advising system has changed to a caseload basis and a summer "bridge" program has been piloted.

Common Findings

In the research presented here and in the other projects mentioned, several common experiences have emerged. First, invariably everyone involved learns more about their students, their own institutions, and the other institutions with which they work. School systems learn about the colleges, the colleges learn about the school systems, and both learn more about their students. They identify areas in which the

transition between high school and college can be improved and work to bring about the changes needed. Second, since the “typical” community college student exists only as a statistical creation, flexibility and diversity are key in meeting the needs of this growing population. Some community college students have completed rigorous high school programs with honors and advanced placement courses on their transcripts; others have slipped through high school taking the least challenging courses that will still meet graduation requirements. Third, reaching students early in their high school years is critical to improving their success in post-secondary education. Intention to attend college is a consistent predictor of placement and success.

Also coming from among the common experiences are several tips for success in collaborative research: Avoid inter-organizational politics as much as possible. Keep the project a priority. When negative events occur, assess the situation and avoid trying to place the blame. Keep the long-term picture in mind, focusing on creating a better transition for all the students.

The Larger Context

The impetus for much of the collaborative research has been the evidence that too many high school graduates require developmental course work. Many communities are questioning whether they are getting the most for their tax money. They are asking who should pay for the education that developmental college students were supposed to have gotten in high school? What can we do to ensure a better quality of education? Accrediting agencies are examining how the teaching and learning process are impacted by the needs of the underprepared students and what institutions are doing to address their needs. State and federal accountability measures, such as Perkins, Workforce Investment Act (WIA), and SOAR, include graduation and completion rates which fail to consider the additional time to completion required by students lacking college level skills at entrance.

Beyond accountability issues, the critical need to improve the skills of our workforce compels us to examine the educational system. Education beyond high school, for a 13th and 14th year, is seen as essential for today’s youth. The skills required for even entry level positions are increasing. Additional training, though not necessarily a postsecondary credential, inevitably forms part of each worker’s career. On a larger level, the economic development of a region or state

depends on a readily available and trained workforce. Future economic strength relies upon the education and skills our workforce possesses.

The SOAR reports and early collaborative research highlighted the inconsistencies in the assessment processes used by the community colleges. A significant improvement in this situation has been undertaken. Maryland's community colleges have agreed to use the same testing instruments and the same cut-off scores to place students in remedial courses. During the first years of this effort, the remedial placement rates reported on SOAR will be affected. Some schools have had to realign their cut scores to meet the new standards, resulting in more students placed in remedial classes. As a result of the consistent testing policies students may no longer "shop" for "more lenient" schools and the argument that the community colleges use the placement policies to increase their revenues is defused.

A further outcome of the collaborative research between high schools and colleges is the identification of a gap between the requirements for high school graduation and those for entry to college-level classes. Closer relationships between the high schools and the colleges will help students identify their goals, recognize the need for education beyond high school, and prepare for further training. The impact of proposed high school competency or exit exams remains to be assessed.

Finally, collaboration between high schools and colleges is not dependent upon a state reporting process. The catalyst to undertake such work may be strong public opinion, accountability issues, federal legislation such as the Student Right to Know, or faculty concerns over the integrity of the courses taught to students unprepared for college level work. However the collaboration may begin, having one person on each side committed to the work is essential. There can be many unforeseen difficulties that will require their dedication and determination. Without such people, completing a worthwhile project becomes much more difficult if not impossible.

College, Corporate, and Community Partnerships

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F.I.T. University/Corporate Partnerships

[Presented by Jacqueline R. Lakah]

The Fashion Institute of Technology was founded in 1944 in response to the recognized needs of the fashion industries for professionally prepared men and women. FIT is a State University of New York college of art and design, business, and technology. Today, the college's educational outreach extends to fashion's more broadly defined industries by offering career preparation in more than 20 related fields in over 30 majors.

Programs of study lead to the Associate in Applied Science, Bachelor of Fine Arts, and Master of Arts degrees. The college is an accredited institutional member of the Middle States Association, the National Association of School of Art and Design, and the Foundation for Interior Design Educational Research.

FIT's location in New York City at the center of the fashion, advertising, business, and design worlds offers an unparalleled opportunity for instruction that enriches the students and widens their career horizons. Visits by students to design studios, show rooms, production and distribution centers, and retail establishments as well as

visits from leaders within the fashion field to the college make possible a bridge between the classroom and the industries.

FIT's full-time faculty is encouraged, if not required, to maintain active involvement with industry. Moreover, FIT relies on a large core of industry professionals as adjunct teachers bringing currency to the college's cutting edge curriculum.

Our New York City location and industry connections provide our programs with an understanding of current trends, new developments, and technological changes. These industry connections drive all curricular development and curricular review.

I have chosen a few practical examples of FIT's University/Corporate Partnerships to discuss, and I will illustrate from current projects.

Advisory Boards

Each program has an industry advisory board. These boards meet a few times each year, and work with FIT faculty to keep the curriculum current and identify new technology and equipment needs. Some interesting activities started under the advice of these boards are shadowing and mentoring. In shadowing, students can choose to spend a day in a corporation of their choice, shadowing an entry-level position to experience what it would be like to work for the corporation. Some students took this opportunity more than once to "sample" a few corporations. In mentoring, members of the advisory boards would volunteer some of their corporate employees to be mentors to students throughout their education, giving them advice and coaching.

Industry Critics of Student Projects

Another aspect of the University/Corporation Partnership is industry critics of students' projects. This has been possible for particular courses or projects students are taking as part of their programs. For example, students in the Fashion Design program worked with notable designers from the fashion world who worked with faculty in their classes throughout the fall semester. This year's critics were Bob Mackie (Tailored Garments), Anthony Muto (Design Studio), Chompol Serimont (Current Scene), and Yeohlee (Sportswear).

Approximately 100 prospective Fashion Design graduates showcased their creative designs for spring 2000 in four areas of specialization on December 2, 1999. The runway show was the final project for Fashion Design students who have completed a two-year program and will receive their associate degrees in December. A critic award was presented to one student in each of the four areas of specialization.

In the Advertising, Marketing and Communications Program, a new elective course that has been in effect since spring 1998. AC423 requires students to work on special events outside of the college. Some of the recent events in which the students participated are:

Spring 1998:

Oscar Party at Open-I Media in Tribeca
Fashion Show for Fabrizo Modina at The Langdon Gallery in NYC

Fall 1998:

Fashion Planet Trade Show Event, Javits Center;
Art Exhibit Opening Night Party, Open Eye Media

Spring 1999:

Mode Magazine Design 2000 at FIT
Totem Design Gallery Artist Openings

I am proud to say that in every case, our students received high marks for their efforts by the industry sponsors.

Industry Sponsored Competition

In the Advertising, Marketing and Communications program students have the opportunity to compete in industry sponsored events. For example, in the National Student Advertising Competition (NSAC), sponsored by the American Advertising Federation, students compete in District II against over 20 schools. Students are required to complete a plans book for an integrated marketing communications program and present a 20-minute "pitch" to a panel of industry judges. The sponsoring organizations for the event over the past three years have been Toyota Echo (1999), Hallmark Cards (1998), and Pizza Hut (1997). FIT students have consistently placed in the top five in the competition. The Public Relations Student Society of America (PRSSA) sponsors several competitions for public relations students which are judged by a panel of industry professionals. The competitions range from theoretical proposals to implementation of actual events.

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The sponsoring organizations for the various competitions have included the following:

Jergens Corporation (1995): FIT won “Best Creative Campaign”

Florida Orange Juice (1996): FIT placed third nationwide

National Donor Awareness Program (1998): FIT placed first nationwide

Campaign for Tobacco Free Kids (1999) is the current competition.

In a contest linking art and industry, 41 Textile Surface Design students entered a design competition sponsored by the maker of Woolite Fabric Wash to create a signature print for Woolite. The competition was designed to focus the students' talents on real world applications. For the students, the Woolite contest offered the challenge of creating a unique print while maintaining the brand identity of the product. Four design students had winning entries and received prizes. According to the contest judges, “Narrowing down the students' entries to a handful of winners was incredibly challenging”.

Sometimes community-oriented contests offer opportunities for our students, such as the 1999 Interior Design semester-long project involving the UNITE housing project related to “Aging and Urbanization.”

Another example of a community program is the 34th Street Partnership with FIT to provide merchants with dazzling holiday windows. Students got real-life experience and opportunity to showcase their talents. In all, 15 businesses, both large and small, along 34th Street, between Fifth Avenue and Herald Square, benefited from the students' talents. The students, enrolled in FIT's Display and Exhibit Design program, designed the windows to reflect the “movement of time” as we approach the cusp of the millennium. Following weeks of preparation, they installed their displays on November 18. The project was financed and supported by the 34th Street Partnership, a business improvement district. This program is an example of FIT's mission to integrate real-world projects into the curriculum.

Internships in Industry

Internships are an important part of a student's education. They are often the only opportunity a student has to explore the field in which they would like to have a career. Approximately 75 percent of students complete an academic credit internship in their senior year. These involve 120 hours of work during the semester. Internships combine work experience with an academic component. The Internship Center has a current and active sponsor base of over 2,500 participating companies. Almost 1,000 students are taking advantage every year of the program which provides them with exposure to major fashion and fashion-related companies.

Benefits

For the institution, the diverse aspects of the University/Corporate Partnership brought FIT recognition. Students gained exposure in the professional world and they were able to apply their skills and creativity to a project. Students could form networks and have the opportunity to receive recognition, both artistically and monetarily, through travel and employment. The college departments gained recognition for their excellence in teaching; this, in turn, was reflected by the continuing support of the industry.

The corporate partners benefited through recognition. They had the opportunity to have an input into development of the curriculum with regards to the needs of business, labor, and the community. They were also able to train future employees.

Strategies for Optimizing the Partnership

The strategies used for optimizing the partnership were creation of a college-wide formal set of standards which defined goals, responsibilities and conditions. Schedules for assignments and meetings also have to be set carefully. Rewards for students and coordinators must be defined.

The approval process goes from department chairs to divisional dean, and vice president of academic affairs. College counsel is also involved for legal matters and college relations as well.

Guidelines are set for the faculty and project sponsors, such as providing students with outstanding opportunities to apply their studies

and creativity to a design, or business or marketing challenge to gain exposure. Monetary awards, employment, travel, production display and publication are additional benefits. A constant reevaluation of the guidelines has occurred through the years.

Two Successful Collaborations for Frederick Community College

[Presented by Patricia Stanley]

To meet the workforce needs of our county, Frederick Community College (FCC) has established two distinct, successful, innovative, and replicable examples of successful economic development partnerships with private training companies and county agencies. One partnership is a Virtual One-Stop Center built on a longstanding Workforce Development Board's exemplary and forward thinking collaboration for which the college is a full partner and facilitator. The other partnership involves contracting for non-credit technology certificate training with private training providers that offer much needed programs that the college faculty are not currently certified to offer, with equipment and facilities the college cannot currently afford.

The Virtual One-Stop Center

The first example involves governmental agencies in a Virtual One-Stop Employment Partnership (OEP). The OEP customers are job seekers and employers; the OEP partners are the Maryland Department of Labor, Licensing, and Regulation; the Division of Rehabilitation Services; Frederick County Department of Social Services; Frederick Community College; Frederick County Public Schools/Adult Education; and the Job Training Agency. The OEP is jointly funded by the partners and is managed by an OEP Council. The purposes of this collaboration are to move families to financial self-sufficiency, establish coordinated services among the agencies, and develop innovative methods and services which cultivate and promote a skilled workforce. Frederick County is creating a "virtual" OEP by sharing an electronic network through the county intranet, sharing costs of a webmaster, developing a common electronic intake form, and sharing common databases.

Figure 1 is a graphic portrayal of the One-Stop Employment Partnership. It describes the continuum of services available to both customers, and it indicates the college's involvement in each of the eight areas.

The I/Tech Center

The second example is collaboration with private enterprises at an off-campus site called the I/Tech Center. Frederick Community College's I/Tech Center partners provide advanced computer training with I/Tech Services LLC and telecommunications and fiber optics training with Wrightco Technologies, Inc. The resources/services provided by I/Tech are classrooms, instruction, program management processes, business development, sales, and marketing. The resources/services provided by FCC are student services, tuition and payment processing, advertising and media support, plus facility and operations support.

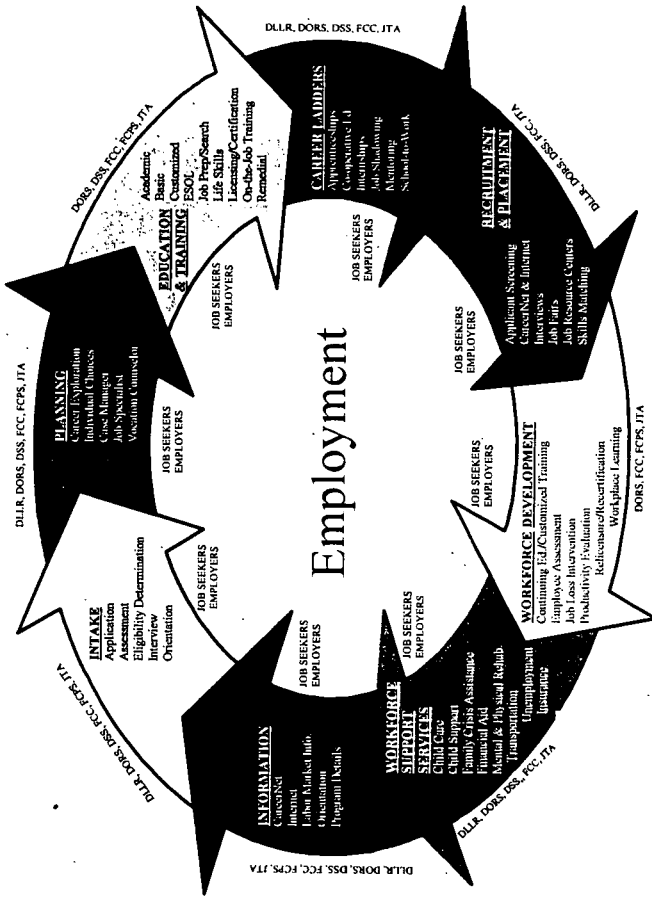
I/Tech Services LLC believes this collaboration works well for I/Tech because the partnership provides them with a pre-determined minimum enrollment prior to facility investment, pre-positioned student registration to help reduce I/Tech's administrative and overhead costs, a source for hardware, software and training materials at reduced prices, and a volume-enhancing relationship with an established educational institution of high reputation that has good relationships with local schools, businesses, and other community resources.

FCC also finds this collaboration very workable for the following reasons:

- Little or no initial capital investment
- On-demand dedicated IT classrooms
- Greater community involvement and exposure
- Enhanced FTE credits/resulting revenues
- Broader course offerings covering the full IT professional spectrum
- Increased industry presence as an educational delivery partner with major software and systems manufacturers
- Revenue with minimal or no incremental costs

Figure 1

One-Stop Employment Partnership (OEP) Frederick County, Maryland



Programs made available by I/Tech LLC include A+ computer training, Microsoft authorized training, and Cisco Systems vendor certifications. Through this collaboration with I/Tech LLC, the college has added 10 new high-tech classrooms, saved taxpayers over \$1.5 million, increased our ability to offer new IT programs, and has increased our access to qualified and experienced instructors who are supplied on demand.

While smaller in scale, the collaboration with Wrightco Technologies, Inc., to provide fiber optic and telecommunications training is described as positive by this corporate partner because it provides a link in the school-to-work program, is a feeder source of students through articulation agreements, provides customized training for labor and industry, provides job placement assistance for graduates, and is a feeder source for lifelong learning.

Conclusion

Typically, five partnership issues must be addressed by colleges before such collaborations can truly be win-win. The college must:

1. Develop the partnerships with full participation from both academic and continuing-education/customized-training stakeholders;
2. Be prepared for culture clashes between the college, business, and governmental agencies' methods of operations, motivation, accountability measures, and communication;
3. Establish collaborative relationships early, nurturing trust-building and resource sharing prior to responding to requests for proposals;
4. Tie partnerships to strategic initiatives in the college plan; and
5. Expect successful partnerships to take much time and demand many resources, particularly human resources.

A Three-way Partnership Model among Education, Business, and Government

[Presented by Karen Wiley Sandler]

Abington Township, a Philadelphia suburban community, has been pro-active in promoting economic development over the past decade. Noting a slight but steady decline in the economic base of this largely residential township in suburban Philadelphia, the township management implemented, in 1993, an Economic Development Committee. This committee's efforts have included creative approaches to tax abatement, area revitalization, low-interest loans for renovation and retrofitting, and careful marketing of these concepts to the township business base.

Penn State Abington, a branch campus of The Pennsylvania State University, has long served as a training and development outreach wing of the university in the region. A small campus of approximately 3,200 students, Penn State Abington provides credit and non-credit on-site education and training to industries and corporations in the area. With the ability to bring any of the resources of Pennsylvania's only land-grant university to bear on local needs, Penn State Abington sought to assist in Abington's economic development efforts. The dean and CEO of Penn State Abington joined Abington Township's Economic Development Committee in 1995. In 1997, she and the Assistant Township Manager took concrete steps to begin to implement their idea of a business incubator project for the township.

At the same time, the Eastern Montgomery County Chamber of Commerce also refocused efforts and interests on this concept. The Chamber has approximately 400 members representing a broad spectrum of business interests. The time was right for a three-way partnership, and a working committee was formed with representation from all three partners. This working committee collaborated to launch and sustain the Business Resources Incubator Center (BRIC), a small business incubator in the eastern Montgomery County region. The partnership among business, government, and education seemed particularly ideal in this case, given the need for workforce training, mentoring, and local support from local government.

Strengths of the Partners

The Eastern Montgomery County Chamber of Commerce brings obvious strengths to the partnership. In addition to a 400+ membership, the Chamber also maintains a series of topical seminars each year and sponsors one of the most extensive business-focused events of the region each fall. The Chamber's membership was seen as the best source for volunteer professional advisors and mentors, given its diversity and strength of membership. The Abington Township leadership is, as has been mentioned, already involved in actively promoting the business health of the area. Further, as partners in this endeavor, the Township can assist in negotiating all the procedural issues faced by start-up businesses, as well as being able to locate significant low-interest funding both for the incubator clients and the incubator project itself. Penn State Abington, as a campus college of The Pennsylvania State University, already has links to some of the most extensive outreach and training programs in the state and from its own campus already serves many local businesses in their training, development, and planning needs.

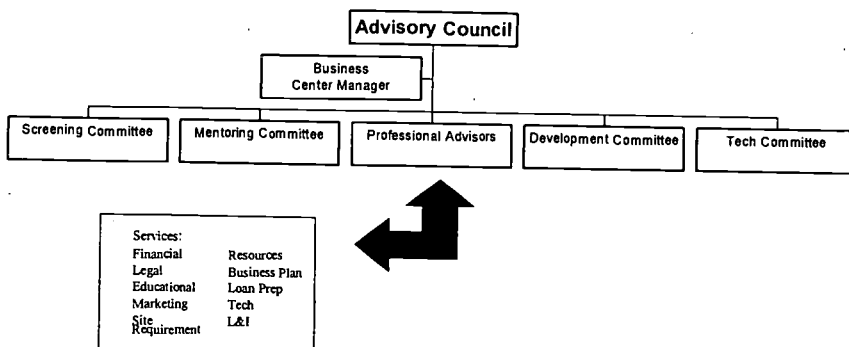
Governance and Structures for the Partnership

The mission of BRIC has been worked out carefully with all partners participating.

The mission of the Business Resource Incubator Center of Eastern Montgomery County is to advance economic development in the Eastern Montgomery County region through community resource partnering and the distribution of professional assistance to small business start-up engines and existing business expansion. BRIC will enrich the business environment, create a support structure, and match area resources with area business needs.

BRIC will focus primarily on small business start-up operations but also work with existing businesses that need assistance to make a next move to a new level of productivity and effectiveness, perhaps through technology or partnering with existing business or organizations. An Organizational chart follows.

Business Resource Incubator Center - Organizational Chart



The planning committee for BRIC has written a business plan, established procedures for its clients, including an application procedure, and set up a governing board and operating committees. All of this material is available on-line, since BRIC will begin as a “virtual incubator” until space is identified and funded. Mentoring contracts have been designed and mentor training is being planned. Representation on the board is equal among the three partners.

The incubator will provide support to business in three ways, depending on the amount of assistance desired and the stage of development of the client business. The simplest level of service will permit access to professional advisors at a reduced cost (the first 50 hours will be without charge) plus access to Penn State resources, such as technology training. The second level will add to these services the opportunity for the client to work with a designated mentor for a period of time. Mentors can assist with business plans, with monitoring progress, and with linking the businesses with appropriate advisors. Mentors and advisors will be drawn from volunteers from the Chamber membership. The third level of support will involve all services mentioned above plus actual building occupancy, once a building is available.

Challenges and Obstacles the Partnership Faces

The two most challenging problems are time and money. All those involved with the planning committee are busy professionals with demanding positions. The planning committee, originally nine in number, is now down to a group of four committed members (one each from the Township and Penn State and two from the Chamber), all of whom will be represented on the board in some capacity. Much of what has been accomplished has been done in half-day retreats, from which all carry assignments to complete before the next meeting. In addition to this challenge, the Chamber has recently engaged in intense restructuring, honing its vision and mission and re-engineering its board, its committees, and its executive leadership to match the changed mission. The same individuals are involved in both the restructuring of the Chamber and the BRIC project and have had to abandon their intensive focus on the incubator launch for about six months. Work will resume in January 2000. However, in the meantime, BRIC has accepted its first application and has put the client in touch with a funding source for its business expansion plan.

Funding is needed before we go much further, in particular funding for space and for an executive director. Using resources provided by the Township and by several local banks, BRIC engaged a grant writer, who has been submitting proposals to government and private agencies on behalf of the partnership. We have agreed that our next action should involve a creative approach to supporting the grant-making efforts, perhaps through more community support (township, local businesses, etc). Our local legislators have been helpful, but we need to expand our legislative contacts before going further in seeking funds.

Another challenge is to coordinate our efforts with those of other groups since we wish to serve as a means of matching needs with existing resources whenever possible. Finally, we wish to emphasize the need for good communication and trust among the partners. Given the press of time, even after working together for so long, we still do not have a complete picture of each partner's potential contribution to the partnership. In the absence of knowledge, frequently trust has had to be the glue. We have found that our use of half-day retreats, as opposed to more frequent but shorter meetings, is quite productive in terms of accomplishing our tasks while building team spirit.

Benefits

The benefits to the region are evident: increased visibility for the region and enhanced economic vitality. The benefits to the partners are also many. The Chamber finds an excellent means to fulfill its mission. The Township promotes the kind of healthy economic climate that makes an area attractive. The college increases its visibility while fulfilling its outreach mission. The college also finds an opportunity to assist students in understanding the entrepreneurial approach, an educational benefit beyond measure. For instance, the local chapter of Students in Free Enterprise (SIFE) has offered to assist with the planning and organization of BRIC. Inviting student observers to participate in our planning committees and on the BRIC board provides an essential educational experience.

The partners believe that the ultimate beneficiaries are the businesses whom we assist and the college students whose interaction with business people can now increase. For these reasons, we consider our partnership to have been already a win-win-win.

Accountability and Assessment: Developments in Maryland

Patricia S. Florestano

Secretary, Maryland Higher Education Commission

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. Maryland public colleges and universities are required by the law to submit annual performance accountability reports to the Maryland Higher Education Commission. The Commission reviews these reports and presents them with recommendations to the Governor and the General Assembly.

In 1996, the Commission approved a new accountability system for public higher education which measures campus performance on a series of key indicators that respond to concerns often expressed by lawmakers. The heart of the accountability report is this series of key indicators that measure institutional accountability in five areas:

Quality—to show whether campuses are doing a good job.

Effectiveness—to demonstrate whether students are progressing and performing well.

Access—to show whether Maryland's higher education institutions are accessible and are meeting the needs of students in all regions.

Diversity—to evaluate whether students, faculty, and staff reflect Maryland's gender and racial make-up.

Efficiency/allocation of resources—to determine how productively funds and facilities are being used.

There are separate sets of indicators for Maryland's community colleges, comprehensive/liberal arts institutions, and research universities. For each indicator, the campuses were required to develop benchmarks or goals to measure their performance. These benchmarks were prepared through a "bottom up" process, meaning that each institution had responsibility for identifying its set of goals. The goal must be achievable, indicative of progress, based on the performance of similar institutions where possible, and reflective of funding. All benchmarks have been approved by their institution's governing board.

As part of each board-approved institutional performance accountability report submitted to the Commission in July, the public campuses supplied four years of trend data for each indicator and discussed the progress they have made toward the achievement of their benchmarks, including providing responses to questions raised by the Commission staff. Maryland's state-supported independent institutions are not covered by the accountability law.

The Commission staff reviews the institutional performance accountability reports submitted by each public college and university and prepares a consolidated report. This document represents the fourth report presented to the Commission under the new system. Beginning this year, the report appears in two volumes. Volume 1 contains an overview of the history and major features of the accountability process; trend analyses of how well higher education is serving the needs of Maryland and how well the state is funding its public colleges and universities; an examination of cost containment activities at the public campuses; the assessment and recommendations of the Commission regarding the outcome of the year's accountability effort by the public campuses; and one-page profiles for each public college and university, containing a short campus profile and data and benchmarks on key indicators.

Volume 2 contains a short description prepared by each public institution, unedited by the Commission staff, on its progress toward meeting its benchmarks for the various indicators; a complete set of trend data and benchmarks for each of the indicators for each public college and university; a listing of each indicator, along with the source and an operational definition; guidelines for benchmarking the indicators; and the formats for the institutional performance accountability reports of the public campuses.

Commission Assessment of the Institutional Performance Accountability Reports

Campuses are expected to achieve their benchmarks by fall 2001 or FY 2002. The Commission makes specific assessments about the performance of each campus on various indicators and asks the institutions to address the reasons for lack of progress when noted. The campuses gave more detailed explanations than were given last year and provided responses even when it was optional to report on an indicator. The institutions focused on meeting their self-established benchmarks, and few requested revisions in their goals.

These are highlights of the 1999 accountability report, which the Commission will send to the governor and General Assembly this month:

1. Overall, the reports submitted by the institutions were satisfactory and many were excellent. All public campuses prepared a complete report and described steps they are taking or planning to achieve their goals.
2. The community colleges and public four-year institutions demonstrated that they are making progress toward the achievement of their benchmarks on most indicators. The community colleges have either achieved or are within 10 percent of their benchmarks on three-quarters of the indicators.
3. The public four-year institutions have attained the same status with respect to more than two-thirds of their indicators. Nearly all the public colleges and universities addressed and provided adequate explanations to all the questions raised by the Commission staff regarding lack of progress toward their benchmarks on certain indicators. Many institutions have developed and implemented plans of action to improve their performance.

The Commission has asked that the accountability report include "campus-level assessments...that will identify the progress, or lack of progress, that specific public colleges and universities are making toward the achievement of their benchmarks." The Commission staff identified 64 indicators at the community colleges and 59 at the public four-year institutions. Although explanations were optional for those indicators that were flagged last year, the vast majority of institutions addressed all of the measures whether required or not.

The most frequently targeted indicators for the community colleges related to racial diversity in faculty and executive staff employment and transfer/graduation rates, particularly for minorities. The indicators which were flagged most often for the public four-year institutions were graduation rates, off-campus credit enrollments, and fundraising from private sources.

Institutions provided a comprehensive and detailed report on cost containment. Nearly every public institution provided detailed descriptions and specific dollar amounts showing how they have reduced waste, improved the overall efficiency of their operations, and achieved cost savings. More than \$45 million was realized by Maryland public campuses from cost containment ventures this year.

The Commission has the authority to decide whether or not a college or university can change its benchmark, and institutions have been encouraged to make a good faith effort to achieve their goals and not seek to lower them without good reason. The institutions need to make a particularly compelling case for change at this point, since the process is more than halfway to the benchmark year. Accordingly, the Commission staff has reviewed carefully each requested change in an institution's self-established goals. Four community colleges and three public four-year institutions have sought changes on a total of 18 benchmarks. All but one involved a downward revision.

The accountability report, with specific performance indicators and measurable benchmarks, will provide the governor and the General Assembly with a sense of the progress that Maryland's public campuses have made more than halfway through the benchmark period toward achieving their self-established goals.

Student Learning Outcomes Assessment Reports

The governing boards of the public campuses have the primary responsibility for monitoring the assessment of undergraduate student learning outcomes. However, the Commission has asked for progress reports on this subject. The institutions and the Commission agreed that Maryland's public colleges and universities would provide the Commission with a report on their progress in improving student learning, instructional effectiveness, and curriculum every three years beginning in 1998.

In the first of these reports, the institutions described specific ways in which the assessment process at their campus has produced innovations and changes in undergraduate learning and teaching, the quality of programs and curriculum, academic planning and decision making, and the allocation of resources. The report also focused in depth on one particular assessment activity: the evaluation of writing competencies.

For the Assessment of Writing Competencies, three general areas were addressed:

Writing Competencies Expected of Freshmen.

In 1995, instructors of freshman writing, representing Maryland's two- and four-year public institutions, formulated a Statement of Expectations regarding English composition. With few exceptions, the Statement of Expectations has been accepted and incorporated into freshman English courses, and it represents the expected writing competencies of freshmen.

Methods for and/or Results of Assessing Competencies.

Portfolio assessment has become a common method of assessing writing competencies. In those institutions where it is not already in place, it is frequently being evaluated for development and implementation.

Methods for and/or Results of Assessing Activity Beyond First General Writing Course

Many institutions have implemented programs to encourage faculty in all disciplines to use writing assignments in their courses and to grade students in part on their writing ability.

Overall, the reports demonstrated that all of the public institutions have adopted assessment measures and are actively using these results to improve teaching, learning, and the quality of academic programs and services. Several institutions noted that full support from faculty is necessary for assessment measures to succeed. Many institutions have put additional resources into faculty training and now include faculty at all levels of assessment planning. Another area frequently mentioned is the impact information technology and high tech course offerings are having on student outcomes. Distance learning, self-paced courses, interactive video, and course offerings on the Internet are all being incorporated into the curricula. Another recurring idea at both two- and four-year institutions is the implementation of an introduction-to-

college course for entering freshmen. These courses, which integrate assessment information collected at the campuses, attempt to assist students in adjusting to college life, thereby increasing retention and graduation rates.

Emerging Issues in the Expansion of Continuing Education Programs

Stephen M. Curtis

President, Community College of Philadelphia

My earliest formal experience with continuing education was as the chair of a small humanities department at my college in St. Louis. As the head of the music program, I was approached by several residents of our immediate neighborhoods and by several of my own faculty about efforts that our department could make to become more active with our community. Specifically, I was being asked to establish a piano program for children. We did indeed initiate such a program; and it allowed us to reach out in a highly urban environment and provide an enriching experience for children of our students as well as children from many surrounding neighborhoods.

Our second departmental experience with the non-credit, continuing education arena was at the other end of the age spectrum, in this instance assisting men and women already employed and working in the music field. One of the areas of workforce need in the St. Louis music community was piano tuning and repair. There was no program anywhere in the metropolitan region which provided certification or training in piano tuning and repair; yet it was a service which was in great demand both by institutions and by area residents. Again, we developed a piano technician program one year in length, limited to six persons at a time, and run by a certified technician in the area. This was not an issue of access, as was the children's piano program; instead, it was a workforce issue which met a particular need in the community.

Fees—and revenue—for the children's program were small. It was viewed as a service to the community and a direct response to our mission. Fees—and revenue—for the piano technician program were high, in part because of the limited enrollment and in part because the

training was at such an advanced level. The technician program too was a direct response to a component of our mission.

My experiences with those programs were a preview of the issues I have encountered in continuing education in succeeding years: institutional mission, connection to the community, entrepreneurship, flexibility and responsiveness, revenue generation, faculty workload, and links between credit and non-credit programs.

Continuing education has held a primary place in the lifelong learning scheme of all of my colleges, most of which have been in the community college sector. Our community college mission is often described in a tripartite way: the transfer component, the career or vocational component, and the lifelong-learning/continuing-education component. In my sector, increasingly the continuing education piece has begun to blur the distinction between credit and non-credit instruction and credit and has become a major priority in the context of mission.

I want to cite a few examples at Community College of Philadelphia that will speak to mission, to partnerships, to fiscal constraints, and to some of the issues that I think continuing education faces in the next century. At our institution, for the past three years our credit FTEs have been more or less stable. In contrast, for the past five years, our non-credit FTEs have increased by 50 percent. During the past fiscal year, 1998–99, we saw an overall enrollment of about 19,000 FTEs; and fully one-third of that total was non-credit. That includes literacy programs, workforce development initiatives, etc. The emphasis on and interest in continuing education programming is a direct response to the nature of our student body. At my college, the median age of our students is 27. The average age is even higher. Our adult students come to us with specific work-related expectations and constraints, and that factor impacts directly both credit and non-credit instruction.

One of our core enterprises within the continuing education division is our Center for Business and Industry training. Like many of our sister institutions, we conduct computer training both for area small businesses and also for large entities like the American Bar Association or Philadelphia Gas Works. We take on other kinds of certification and training as well. For AMTRAK, we provide industrial electricity and national electrical code courses. For Lucent Technologies, we are preparing their employees for the National Electrical Code exam. For the City of Philadelphia, we work with various agencies, such as the Streets Department, the Water Department or the Fleet

Management Group, providing courses in general education, leadership training, or even specific electrical, welding, or other trades skills.

Within our community services division, we also offer a range of literacy programs—including adult basic education, GED, and ESL—and, for the many companies representing the greater Philadelphia region, customized job training, often in partnership with the State of Pennsylvania. The nature of partnerships is implicit in what we do in continuing education, and that is one of the primary factors that I believe will determine our success as we enter this new century.

Partnerships can take many forms. Back at my St. Louis college, we had a mass communication program that, among other things, prepared students for broadcast journalism. In some instances, that led directly into broadcast engineering as a career. Once our students were placed in those positions, it became clear in our work with local television stations that there were additional training issues involved. When a station purchased a new camera, training personnel on the new equipment was inevitably an additional expense. It was apparent that if stations could approach the training issue in a consortial manner, not only could they address their individual training needs, but they could do so in a cost-effective fashion.

My community college facilitated a consortium to accomplish those goals. Our continuing education division, in collaboration with station managements and the IBEW local leadership, established an ongoing training program. The consortium would purchase a sample piece of all new equipment, house it at the college, and conduct all training on the campus. This arrangement also permitted the college to keep our degree program updated.

At Community College of Philadelphia, there is another kind of partnership which is quite unique. It is the so-called Shipyard College, or in its current nomenclature, the Collegiate Consortium for Workforce and Economic Development. This is a partnership established specifically in response to city and state needs. It began as a collaboration between Community College of Philadelphia, Drexel University, Camden County College, and Delaware County Community College to assist laid-off and displaced workers from the Philadelphia Naval Shipyard. The Shipyard had closed in the early 1990s, and the City of Philadelphia sought, first, to address the issue of laid-off and displaced workers and, second, to look for ways to support economic development initiatives in the Shipyard.

The Consortium, working with the Philadelphia Industrial Development Corporation, offers a vast range of unique and shared expertise that can meet the needs of an equally wide range of companies. In addition, for prospective companies who take up residence in the Shipyard, it presents a single point of contact with all of the educational partners involved and for all of the various processes that we are famous for—admission, registration, financial aid, billing, etc. All details can be handled through the single point of contact. A recent example has been United Parcel Service's nationwide effort, "Earn and Learn." The UPS program is an attempt to attract and retain employees, but it also builds a pool of workers who can be promoted into management. The "Earn and Learn" initiative provides assistance to UPS employees for tuition and expenses, and it provides that assistance to students registered in any of our degree programs. Even part-time employees are eligible. UPS's goal is to have one-half of their workforce enrolled in college.

Here in the Philadelphia area, UPS has chosen to approach this initiative via our Collegiate Consortium. Again, it provides a single point of contact with multiple educational institutions and facilitates this particular company's workforce goals. The range of other programs that exist and can be developed through the Shipyard Consortium is broad: entrepreneurial education, incubator programs, a truck driving academy, environmental hazards or waste programs—the list goes on and on. That kind of partnership benefits the region, benefits the companies, and benefits us as educational institutions.

Another continuing education issue in our community college sector is the decreasing distinction between credit and non-credit courses. In two of the colleges where I have worked, specific internal articulation agreements were developed between our own non-credit and credit programs. Such agreement is modeled on transfer curricula at our institutions, where articulation is the core of the relationship between two- and four-year colleges. As one example, a non-credit child care certificate can be articulated with a credit program in early childhood education, thus awarding students credit in introductory level courses based on the completion of the non-credit certificate. It means that the faculty in both areas met, evaluated the skills and knowledge acquired in the non-credit certificate, and then accredited it appropriately in the relevant degree program.

A second example in Philadelphia is PhAME, the Philadelphia Area Accelerated Manufacturing Education program. This is yet another collaboration involving regional industrial firms, educational institutions, and community and government agencies. Among the partners are Crown Cork and Seal as one of the major industrial sponsors, and Lehigh University as well as ourselves as educational partners. This initiative responds to the need in the southeastern Pennsylvania region for qualified manufacturing workers, particularly those with precision machine expertise. The program is 61 weeks in length; combining credit, non-credit and laboratory experiences. Its goal is to provide a “learning through manufacturing” factory experience. This kind of approach represents a continuum that can lead to non-credit certification, an AAS degree in Manufacturing Technology, and, ultimately, a baccalaureate at Lehigh University.

The blending of credit and non-credit experience as a structured approach to career training can also be seen elsewhere. Cascadia Community College, the newest community college currently under construction in Washington state, has developed a divisional structure in which the dean of allied health programs, for example, will oversee not only credit programs, which is the traditional model at most colleges, but the non-credit programs in the allied health field as well. That structure allows for numerous opportunities for articulation, well defined opportunities for meeting the needs of an individual at various points along the career continuum, and exemplary options for the student. Such flexibility has been a hallmark of the continuing education spectrum, but it will be even more apparent and more necessary in the coming century.

One other aspect that both the Shipyard College and the PhAME examples suggest is the emergence of a regional context for our mission. Community colleges are fairly traditional—and precise—when it comes to service areas, but collaborations like the Collegiate Consortium or PhAME suggest a regional approach to common problems and a regional approach to possible solutions. Pennsylvania’s Virtual Community College Consortium is yet another example of a regional response to access.

Still another related example at Community College of Philadelphia is our workforce training initiative with CSX. We undertake, by contract, railroad conductor training for prospective CSX employees. This program too is regional in scope. We recruit students from Virginia, Maryland, Pennsylvania, West Virginia, New Jersey, New York, and

Massachusetts. CSX provides housing for all students near the college campus. We then take these candidates through an intensive training program, at the conclusion of which their eligibility for employment is based on a successful final examination.

Finally, a brief summary of emerging issues will necessarily carry an air of familiarity. One such issue is that of competition. We know that the major auditing firms are aggressively in the marketplace promoting many of the same kinds of training that we ourselves are providing. We can read about Motorola University or Virtual Temple, the new for-profit entity in which Temple University will offer courses via the Internet. There is considerable pressure from for-profit entities as well, as they too seek to meet the needs of those looking to improve themselves or to change careers. Competition will, in part, drive our decisions about our own continuing education programs.

Staffing is also an issue. In some fields, we are competing with industry as well as with each other. An obvious example is in computing. We can barely retain some of our own computing staff, particularly given the salaries that they can attract in private industry; and that makes it difficult for us to offer competitive programs and competitive training opportunities. I find that in some areas, we as educational institutions are literally cannibalizing each other when it comes to workforce training and the personnel who can undertake that training for us.

For many of us, another issue is the culture of the institution. Traditional dividing lines have often existed between credit and non-credit programs. That is an important consideration in terms of the articulation examples that I cited earlier. It is an important consideration in terms of faculty involvement in the development of content in non-credit courses. It is an important consideration where there may be contractual constraints that exist in a highly unionized environment like Community College of Philadelphia.

In my sector, another constraint can be service area implications. I've cited some positive examples of collaborations, but there are at times constraints in developing programs based on service area delineations that most of us in the community college sector observe. And, as my panel colleagues have noted, a final issue is validating the quality of instruction that exists in continuing education curricula, just as it does on the credit side of the house.

At my institution continuing education represents an expanding role for us in our community. We look forward to that role and to the opportunities and challenges the coming decades will present.

Distance Learning: Lessons Learned and Lessons to be Forgotten

Artin H. Arslanian

Dean of Faculty and Academic Vice President, Marist College

At least five questions arise when considering an institution's distance learning programs: What led to participation in distance learning? Why do they believe they provide a quality education? Who owns the on-line courses that are offered? What kind of support, incentives and rewards are provided to faculty? What lessons can we learn from these experiences?

Marist College, a liberal-arts-driven comprehensive institution was founded in 1946 in Poughkeepsie, New York. Emphasis on teaching and learning has always been paramount at Marist, which offers 27 bachelor's degree and seven master's degree programs to some 3,600 full-time traditional students and over 1,000 adult graduate and continuing students.

Marist has been distinguished for its commitment to technology to enhance classroom teaching. Marist has had a special relationship with the IBM Corporation for the past 20 years. The Marist/IBM joint study resulted in the development of the Multi-Media Electronic Reserve Instructional Technology, and the Digital Library. Two years ago, Marist entered distance education by offering the first complete on-line MBA program accredited by The New York State Education Department. We are also offering an on-line C++ course to IBM employees. An on-line MPA degree program will begin in the next year. Two on-line certificate programs in Multimedia and Sports Communications are in the planning stages.

The decision to offer on-line graduate degree programs is primarily driven by the commitment to enhance the quality of an already strong traditional undergraduate student body by limiting growth and increasing admissions standards. Being a tuition-driven institution,

Marist plans to generate the additional funds, which would have otherwise accrued because of a rapidly growing undergraduate population, by addressing the needs of a new constituency. This new clientele is primarily composed of professional adults who, for a number of reasons, cannot avail themselves of courses offered on land.

Marist provides quality control for its on-line courses by insisting that the outcomes for these courses be similar or higher to the ones offered on land. These courses are taught by full-time faculty in-load, the same faculty who teach these courses in traditional classrooms. Student satisfaction feedback are monitored after each course and compared to those generated by the same course taught on land (whenever possible) by the same faculty member.

On the issue of intellectual property, Marist has no college-wide policy. There is a general understanding that while faculty own the course material, the college can use whatever is on-line if a faculty member decides not to continue to teach a particular course. Faculty are restricted from using course material developed on-line in competitive program offerings by others while still employed at Marist. The college will negotiate a profit-sharing agreement with faculty developers if it decides to sell or license on-line course material for use outside of the originally intended program.

Participation in on-line courses is voluntary. Faculty are given summer stipends and instructional technology support and a cash bonus for teaching on-line courses in-load. The academic vice president will take involvement in on-line education into consideration for tenure and promotion decisions because distance education plays a prominent role in the college's strategic plan. However, the greatest incentive and reward is the knowledge that participation in on-line education will enhance faculty's professional growth, development and mobility—in addition to enhancing the use of technology in traditional classrooms.

In terms of lessons learned, it is important and fiscally prudent to be conservative in enrollment projections at least in the short term. Create your own courses with your own faculty. Remember that everything takes longer on-line especially if you are committed to a 24-hour e-mail turnaround. Finally, on-line education is not for everybody—definitely not for most traditional student who live on campus. It is also not the first choice of some adults. But it has a definite market niche in meeting the needs of adults who elect on-line as their first and only choice.

The Review of *Characteristics of Excellence in Higher Education: Standards for Accreditation*

The millennium review of *Characteristics of Excellence* occurs at a watershed moment for peer accreditation, the Middle States Commission on Higher Education, and all of higher education. As we enter the 21st century, there is a changing higher education landscape with most institutions in a state of some greater or lesser transition. It is both exciting and unsettling as new educational models and ways of delivering education programs and services evolve at *all* levels of higher education. The Steering Committee believes that the accreditation process, both self-study and external review, must acknowledge and adapt to these realities.

Further, increased scrutiny by *all* higher education consumers mandates that accreditation be more outcomes based, less anecdotal, and more analytical; public policy makers at all levels look at peer accreditation with increased skepticism. In order for peer accreditation to continue serving as a provider of institutional quality assurance, an active agent for institutional improvement, and a mediator between institutions and their various publics, the accreditation process needs to be more thorough, more directive to its member institutions in terms of process, and yielding of more tangible outcomes than it ever has been.

Guiding Principles for the Review

The Steering Committee has developed Guiding Principles to provide the working task forces and the at-large membership with a sense of purpose and direction for the development of both the context and the form of the revised standards. It is also the Steering Committee's objective that significant discussion and debate relative to substantive, philosophic issues take place in the formative stages of the evolution of the revision. Finally, these "Principles" are stated to engender continuity among the task forces in their recommended revisions of the current standards and to stimulate discussion of omissions within the current vision.

These "Principles" directly speak to the importance of standards that are clear, illustrated, measurable, tied to assessment and planning, and reflective of a "higher education" impact on students.

However, it is also important to note that these "Principles" are not intended to limit the work of the task forces. Also, it is evident that these "Principles" will apply in varying extents, depending on the particular accreditation standard under review.

The Guiding Principles

1. Standards must be thoroughly defined and broadly illustrated, citing examples of evidence that could substantiate an institution's achievement of the standards.

Rationale/intent:

Characteristics of Excellence must provide the institution with guidance relative to the achievement of each standard. The intent is to be directive, not prescriptive, while recognizing the diversity of institutions, mission, and educational practices that characterize the Middle States region.

2. Standards must contribute to the demonstration of institutional effectiveness, inclusive of all elements of an institution's mission, but with particular emphasis on student learning outcomes.

Rationale/intent:

Individual institutions, through their mission, goals, and strategic planning, define their uniqueness and their anticipated impact upon students, human knowledge, society, and individual communities. The accreditation process must call upon

institutions to unequivocally demonstrate institutional effectiveness through outcomes-based evidence reflective of these diverse elements of an institution's mission, including those that are not directly related to student learning or the provision of higher education for students (e.g. research, economic development, community service, work force training). Nonetheless, the standards must recognize the centrality of student learning to the demonstration of institutional effectiveness.

3. Standards must acknowledge the diversity of educational delivery systems by which an institution might meet accreditation standards.

Rationale/intent:

Acknowledging the eclectic and evolving nature of educational processes, each accreditation standard must reflect options available for the achievement of such standards.

4. Standards must reflect an expected linkage between individual standards/component assessments and the institution's integrated strategic planning and continuous improvement activities.

Rationale/intent:

There needs to be an emphasis within each standard on the relationship between the outcomes assessment of an activity or element of the educational environment and the institutional, strategic planning process. Such planning, in the context of each standard, should be integrated into an institutional plan.

5. Standards must be consistent and applicable to any component/unit of educational programs included within the scope of an institution's accreditation.

Rationale/intent:

No unit or element of the institution's educational delivery, whether it be systemic, procedural, or physical location, should be exempt from full achievement of each standard.

6. While acknowledging the diverse elements that may comprise institutional mission, standards must affirm institutional capacity to serve students in a higher education context.

Rationale/intent:

Measurement of standards should be consistent with the expectation of demonstrating fulfillment of a higher education mission. This does not, however, preclude the necessity for higher education institutions to provide, consistent with their missions, necessary remediation or developmental learning and support that is directed to the improvement of student success in achieving higher education goals.

7. Standards must reflect the commitment of the higher education community to utilize self-assessment and peer review as agents for institutional improvement.

Rationale/intent:

Each standard must stress the significance of self-study and peer evaluation as a *developmental*, not *punitive*, activity. The elements of the standards need to enable the institution to see beyond a minimal level of achievement and motivate it to strive to do even more.

Structure for the Review

Primary task force responsibilities are designated here, with the understanding that some issues (e.g. integrity, technology, outcomes assessment, planning) may cut across the work of multiple task forces.

Steering Committee

In addition to having overall responsibility for the review process, the steering committee will have specific responsibility for these sections: foreword, eligibility requirements, and federal compliance.

Peter F. Burnham, Chair; *President, Brookdale Community College*

Nancy R. Axelrod, *Consultant, Non-Profit Leadership Services*

Mary Burger, *Vice Chancellor Academic/Student Affairs, Pennsylvania State System of Higher Education*

Elizabeth Chang, *Professor, Hood College*

Cesar D. Cordero-Montalvo, *Professor, University of Puerto Rico-Rio Piedras*

Antoine Garibaldi, *Provost, Howard University*
 Michael B. Greenbaum, *Vice Chancellor, Jewish Theological Seminary*
 Martine Hammond-Paludan, *Executive Director, New Jersey
 Commission on Higher Education*
 Marjorie W. Lavin, *Associate Vice President for Academic Affairs,
 SUNY Empire State College*
 J. Barton Luedeke, *President, Rider University*
 Michael F. Middaugh, *Assistant Vice President, Research & Planning,
 University of Delaware*
 Don Randel, *Provost, Cornell University*
 Ethel Rios de Betancourt, *President, Puerto Rico Community
 Foundation*
 David A. Rubino, *President, Gannon University*
 Martha Smith, *President, Anne Arundel Community College*
 George W. Waldner, *President, York College of Pennsylvania*

Task Force #1: Institutional Effectiveness

This task force will include as part of its work the consideration of these current sections of *Characteristics*: mission, goals, and objectives; outcomes assessment; research and planning; and institutional change and renewal.

Gary A. Sojka, *Chair, Professor of Biology, Bucknell University*
 Pamela G. Arrington, *Director, Planning & Accreditation, Coppin State
 College*
 Pamela B. Bailey, *Vice President of Academic Affairs, Delaware
 Technical & Community College*
 Gregory T. DeCinque, *President, Jamestown Community College*
 Sandra Espada Santos, *Executive Director, Puerto Rico Council on
 Higher Education*
 Jane O. Friederichs, *Assistant to the President for Institutional Research,
 Richmond College, The American International University in
 London*
 Barnett W. Hamberger, *Assistant Chancellor, New York University*
 Linda L. Lamwers, *Provost, West Chester University of Pennsylvania*
 Theodore E. Long, *President, Elizabethtown College*
 Michael T. Nettles, *Professor of Education and Public Policy, University
 of Michigan*
 Paula E. Peinovich, *Vice President for Academic Affairs, Regents
 College*
 J. Elaine Ryan, *President, Charles County Community College*
 Donald E. Simon, *Dean of Institutional Services, Monroe College*
 Patricia Sparks, *Vice Provost/Dean, Thomas Edison State College*
 Rebecca Stafford, *President, Monmouth University*

Charles White, *Director of Institutional Research and Outcomes Assessment, Joint Military Intelligence College, Defense Intelligence Analysis Center*

Steering Committee Liaisons:

Cesar Cordero-Montalvo, Marjorie Lavin, and Michael Middaugh

Task Force #2: Teaching and Learning

This task force will include as part of its work the consideration of these current sections of *Characteristics*: students, faculty, educational program and curricula, and library and learning resources.

- Jane W. Altes, *Chair, President, SUNY Empire State College*
Bessie W. Blake, *Dean of the School of New Resources, College of New Rochelle-Main Campus*
Jo Ann Bradley, *Vice President for Academic Affairs & Executive Dean, Allied Health & Nursing, SUNY Health Science Center at Brooklyn*
Katherine A. Branch, *Director, Truxal Library, Anne Arundel Community Colleges*
Dorothy M. Brown, *Provost, Georgetown University*
Peter V. Deekle, *College Librarian, Wheaton College*
Donald W. Farmer, *Vice President for Academic Affairs, King's College*
Thomas V. Fernandez, *Professor of Physics, Nassau Community College*
John V. Fleming, *Princeton, NJ 08540*
Anita M. Gandolfo, *Director, Center for Teaching Excellence, United States Military Academy*
Cheryl L. Horsey, *Dean of Students, Rosemont College*
Judith L. Hunt, *Dean of Library Services, Montclair State University*
Thomas McCord, *Former Coordinator, Research and Information Services, New York State Education Department*
Paul H. Mosher, *Vice Provost & Director Of Libraries, University of Pennsylvania*
Barry C. Phillips, *Vice President, College Academics, Baptist Bible College & Seminary*
Michael B. Poliakoff, *Executive Director, American Academy for Liberal Education*
James L. Ratcliff, *Director, National Center for Teaching, Learning and Assessment, The Pennsylvania State University*
Nancy A. Willie-Schiff, *Office of Higher Education, New York State Education Department*
Gary L. Wirt, *Vice President, Goldey-Beacom College*

Steering Committee Liaisons:

Mary Burger, Elizabeth Chang, and Martha Smith

Task Force #3: Institutional Support

This task force will include as part of its work the consideration of these current sections of *Characteristics*: financial resources/fiscal planning, facilities, and technology.

- Anthony F. Ceddia, Chair, *President, Shippensburg University of Pennsylvania*
Rita Carney, *Vice President for Planning, Georgian Court College*
Christine M. Haska, *Vice President for Computing Research and Planning, Rutgers The State University of New Jersey*
Thomas R. Hawk, *Vice President Planning and Finance, Community College of Philadelphia*
David E. Hollowell, *Executive Vice President, University of Delaware*
Herminio Irizarry, *Executive Vice President, Caribbean University*
Paul F. Larson, *North Potomac, New Jersey*
Rolin Sidwell, *North Potomac, MD*
Richard P. Vigilante, *Executive Director, Jesuit Distance Education Network*
Ron Wormser, *Vice President, Finance and Administration, The Curtis Institute of Music*
Michael J. Worth, *Vice President for Development and Alumni Affairs, The George Washington University*

Steering Committee Liaisons:

Michael Greenbaum and George Waldner

Task Force #4: Institutional Leadership

This task force will include as part of its work the consideration of these current sections of *Characteristics*: organization, administration, & governance; governing board; integrity; institutional advancement, promotion, & public relations (includes catalogs/publications).

- Carlos Hernandez, Chair, *President, New Jersey City University*
Robert D'Augustine, *Associate Vice President for Faculty Administration, University of Medicine/Dentistry of New Jersey*
Lois B. DeFleur, *President, SUNY at Binghamton*
Manuel J. Fernos, *President, Inter American University of Puerto Rico*
Marvin W. Greenberg, *Cranford, NJ*

Edison O. Jackson, *President, Medgar Evers College - CUNY*
 John A. Martin, *Provost, Roberts Wesleyan College*
 Laurence W. Mazzeno, *President, Alvernia College*
 James McCormick, *Chancellor, Pennsylvania State System of Higher Education*
 Dennis L. Payette, *Vice President for Student & Enrollment Services, Dowling College*
 Juana Segarra de Jaramillo, *Chancellor, Aguadilla University College*
 Stuart Steiner, *President, Genesee Community College*
 James D. Tschechtelin, *President, Baltimore City Community College*

Steering Committee Liaisons:

Nancy Axelrod and David Rubino

Timetable

(Revised & updated 11/99)

1998

February	Steering Committee appointed
June	First Steering Committee meeting
July	Constituent surveys mailed
September	Deadline for return of surveys
October	Second Steering Committee meeting
November	Commission meeting (preliminary survey analysis, discussion of guiding principles, proposed task force structure, & related issues)
December	AQA discussion led by Steering Committee Third Steering Committee meeting (consider input from Commission and AQA participants; set charges and structure for task forces)

1999

January– March	Appointment of Task Forces
April	Orientation & planning session for Task Force chairs & Steering Committee liaisons
June	Initial meetings of the four Task Forces
July– December	Task Forces carry out their charges & meet as needed
October/ November	Task Forces meet individually to reach consensus on 1st draft outlines of standards
December	Task Forces submit 1st draft outlines to Steering Committee for review Presentations/update from Task Forces during AQA (DC)

2000

January	Steering Committee meets to review and coordinate TF first submissions, outline the entire <i>Characteristics</i> , and provide direction to Task Forces as appropriate
February–March 2000	Task Forces work to develop a more complete second submission, working from Steering Committee feedback; Task Forces meet as needed
April	Task Forces submit final draft to Steering Committee
May–June	Staff prepare version #1 of <i>Characteristics</i> based on Task Force final drafts; version #1 is sent to Task Forces for review and comment
July	Steering Committee meets to review and revise version #1 (including Task Forces' comments)
July/August	Staff complete version #2, incorporating Steering Committee suggestions
August	Version #2 sent to Commissioners for review and comment
September	Staff complete version #3, incorporating Commissioners' suggestions
October	Version #3 to membership for comment
November	Steering Committee review of member comments
December	Staff complete version #4 of <i>Characteristics</i> AQA– <i>Characteristics</i> update & discussion

2001

February–April	Regional meetings (to review version #4)
April–May	Steering Committee review of regional input
May	Staff complete version #5
June	Version #5 to Commission (first review)
August–September	Version #5 to membership for comment
November	Version #5 (with any additional changes) to Commission (second review)
December	AQA– <i>Characteristics</i> update (tentative)

2002

January	Constituency approval by ballot
February	Publication, with implementation schedule

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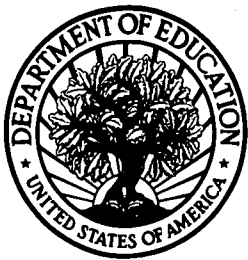
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