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ABSTRACT

In 1987, the first Commission on the Future of Independent Higher Education charted a path for independent colleges and universities in New Jersey. Many changes have taken place in New Jersey higher education in the 15 years since this "Boyer" report was issued, and in 2000, a new Commission was formed to review progress since the 1987 report. In 1987, the Boyer Report identified five major challenges facing the State of New Jersey and its independent colleges and universities. Commission findings show that considerable progress has been made toward resolving these challenges over the intervening 15 years. Independent colleges and universities make an important, even irreplaceable, contribution to New Jersey's higher education system. The state has recognized this contribution in the past with financial support, but current fiscal constraints suggest that without a sustained level of adequate support New Jersey's independent colleges and universities are in danger of becoming an underutilized, less effective educator of young people. The Commission has identified three new challenges for independent colleges and universities in the future: (1) preparing to educate thousands of new students; (2) educating an increasingly diverse student population effectively; and (3) determining whether funding will be adequate to serve all New Jersey residents who have the interest and potential to learn regardless of economic circumstances. The report outlines an agenda to address these contemporary challenges. (SLD)

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A REPORT BY THE COMMISSION ON THE FUTURE OF INDEPENDENT HIGHER EDUCATION IN NEW JERSEY

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*“I understand that it is the state
that best educates her children
that will be the most competitive
in the new economy.”*

Governor James E. McGreevey

The New York Times

January 23, 2002

INTRODUCTION

In 1985 the first Commission on the Future of Independent Higher Education charted a path for independent colleges and universities in New Jersey. Chaired by Ernest L. Boyer, Sr., the former United States Commissioner of Education and President of the Carnegie Foundation for the Advancement of Teaching, the Commission completed its work in 1987 with the publication of *Excellence for Service: A Report by the Commission on the Future of Independent Higher Education in New Jersey* (the Boyer Report).

A great deal has changed in New Jersey higher education in the 15 years since publication of the Boyer Report. The changing mix of students and student needs driven by shifting demographics, the labor market's growing demand for worker flexibility and new job-specific skills, and the very way our colleges and universities are governed are affecting our higher education system as a whole and its ability to meet State goals.

To assess these changes, a new Commission was formed in the fall of 2000. This Commission's charge was to:

- ◆ Review the progress achieved since the 1987 report.
- ◆ Develop a factual base for understanding:
 - ◇ the current status of independent colleges and universities, and,
 - ◇ the effects upon them of state policies for planning, finance and accountability.
- ◆ Propose an agenda for independent higher education over the next decade.

The 2002 Commission on the Future of Independent Higher Education in New Jersey is chaired by Robert E. Campbell, Chair of the Robert Wood Johnson Foundation. Its executive director is Francis J. Mertz, President Emeritus of Fairleigh Dickinson University.

FIVE MAJOR CHALLENGES: PROGRESS ACHIEVED SINCE THE 1987 REPORT

The Boyer Report identified five major challenges facing the State of New Jersey and its independent colleges and universities. The 2002 Campbell Commission has found evidence of significant progress in meeting them.

THE FIRST CHALLENGE: STRENGTHEN THE QUALITY OF COLLEGIATE EDUCATION AMONG THE INDEPENDENT COLLEGES AND UNIVERSITIES.

The independent colleges and universities strengthened core programs through the Governor's Challenge Grant program. Under the leadership of Governor Thomas Kean, this innovative grant program supported efforts that dramatically increased academic excellence.

THE SECOND CHALLENGE: KEEP THE STATE OF NEW JERSEY ECONOMICALLY COMPETITIVE IN NATIONAL AND WORLD MARKETS.

New Jersey's economy has experienced enormous economic growth since 1987; in fact, New Jersey today ranks first in the nation in per capita income. One of the biggest reasons for this expansion, according to the State Department of Commerce, is the strength and depth of the State's workforce. The NJCommerce website proclaims that "New Jersey's workers are one of the State's biggest assets. They are among the most highly talented, well-trained employees in the United States." These educated New Jersey employees, according to the website, are 25 percent more productive than the national average.

Indeed, much of the economic growth of the past decade has been powered by graduates of independent colleges and universities who serve in leadership roles throughout the State in business, government, science, education and community service.

The independent sector enrolls 17 percent of all students in New Jersey's higher education system, but it awards disproportionately large numbers of degrees in fields that are vitally important to New Jersey's economy. The independents graduate 33 percent of the business majors, 32 percent of the engineering majors and 30 percent of the physical science majors in the State. Today more than 270,000 alumni of independent colleges and universities contribute to economic growth in New Jersey and the nation.

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The Governor's Challenge was first directed to the State college sector, then to the community colleges. In 1989, following publication of the Boyer Report, the Challenge Grant program was extended to New Jersey's independent colleges and universities. The program's challenge grants enabled independent colleges to incorporate new technologies, build on their individual strengths and broaden graduate offerings. As a result, independent colleges such as Rider and Monmouth achieved university status. Today, in fact, universities comprise half the independent sector and all but one of the 14 offer graduate education.

The role of the independents in educating graduate-level professionals is even more significant. Today, independent institutions award the majority of advanced degrees in business, psychology and physical science in addition to more than 45 percent of the master's, doctoral and first-professional degrees in law, engineering and social sciences.

Over the past decade the corporate sector and the State government have recognized the indispensable role of the independents in maintaining New Jersey's competitive advantage by investing hundreds of millions in the State's independent colleges and universities.

Clearly, New Jersey's technology-driven, knowledge-based economy relies on the State's independent colleges and universities to remain competitive.

THE THIRD CHALLENGE: EDUCATE MINORITY STUDENTS MORE EFFECTIVELY.

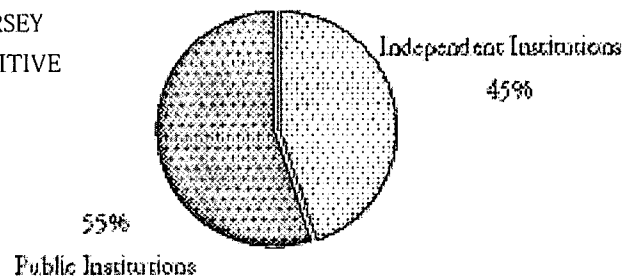
Since publication of the Boyer Report in 1987 New Jersey's independent colleges and universities have continued to focus considerable resources on programs to attract and retain minority students. During this period, the number of African-Americans enrolled at New Jersey's independent colleges and universities has doubled; the number of Hispanic students has tripled.

According to a report by the American Council on Higher Education entitled *Minorities in Higher Education 2000-2001*, the national graduation rate for African-

Americans decreased from 40 percent in 1997 to 37 percent in 1998. However, African-Americans continued to post higher graduation rates at independent institutions than at public institutions. Fifty-six percent of African-Americans at independent institutions in 1998 graduated compared with 34 percent for those enrolled at public colleges and universities.

Similar to other ethnic minority groups, Hispanics also had significantly higher graduation rates at independent institutions than at public institutions. Nationally, the graduation rate for Hispanics at independent institutions was 68 percent in 1998, while the rate at public colleges and universities was 42 percent. The difference of 26 percentage points was the largest among the four major ethnic minority groups.

KEEPING NEW JERSEY COMPETITIVE



Independent colleges and universities today award more than 45% of the master's, doctoral and first-professional degrees in law, engineering and social sciences.

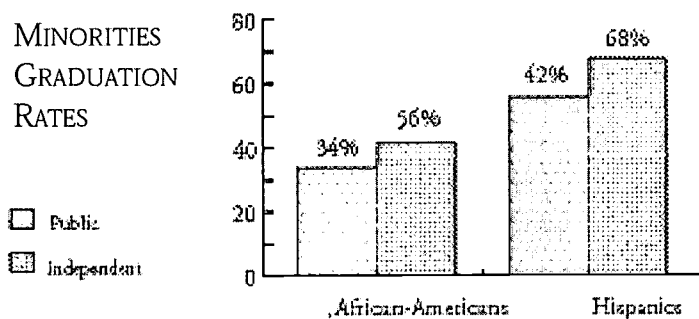
THE FOURTH CHALLENGE: PREPARE BETTER TEACHERS FOR BETTER SCHOOLS.

New Jersey is facing a critical need for teachers. As urban school districts struggle to fill teaching posts, educators, parents and businesses have urged colleges to produce more highly-trained teachers.

Governor James E. McGreevey has acknowledged the need for stronger basic skills — proposing to place “reading coaches” in each of New Jersey’s school districts to improve the reading skills of the State’s students.

The independents graduate 30 percent of the State’s teachers. As a result, independ-

MINORITIES GRADUATION RATES



At independent institutions nationally, minorities have significantly higher graduation rates compared to public institutions.

ent schools have established links with virtually every school district in the State. Through more than 200 outreach programs, the independents have worked to recruit strong teacher candidates, improving the education of tens of thousands of New Jersey students. Clearly, New Jersey’s independent colleges and universities should be viewed as full partners in any and all efforts to improve teaching.

THE FIFTH CHALLENGE: REAFFIRM SOCIAL AND CIVIC VALUES BOTH ON THE CAMPUS AND BEYOND.

New Jersey’s independent colleges and universities have worked hard to instill in their students the need to become full

participants in the State’s communities. Both on and off campus, thousands of students throughout the State perform community service projects each year — ranging from feeding the hungry in soup kitchens, to protecting the environment, to improving the quality of urban education. Alumni of independent institutions serve as leaders of government and community service agencies. In fact, fully one-third of all New Jersey State legislators graduated from the State’s independent colleges and universities, including Albio Sires, the Speaker of the General Assembly, Richard J. Codey, the Democratic President of the State Senate and John O. Bennett, the Republican President of the State Senate.



*Albio Sires, the
Speaker of the General
Assembly*



*Richard J. Codey, the
Democratic President
of the State Senate*



*John O. Bennett, the
Republican President
of the State Senate*

INDEPENDENT COLLEGES AND UNIVERSITIES: A VITAL RESOURCE TODAY AND FOR THE FUTURE

Independent colleges and universities make an important, even irreplaceable, contribution to New Jersey's higher education system. Long before the State of New Jersey took an active role in the development of higher education, the State's independent colleges and universities were vital resources for our State. For more than 250 years, independent higher education has contributed dramatically to the intellectual, cultural and economic life of New Jersey.

The oldest institution in New Jersey's independent tradition is Princeton University, which was founded in 1746 as the College of New Jersey in Elizabeth. In 1766, New Jersey's second higher learning institution, Queens College, opened its doors. Designated a land-grant college a century later, it remained private until 1945 when it was transformed into Rutgers, The State University.

Today, New Jersey's 14 independent colleges and universities vary in size, financial resources, program offerings and tuition. The sector remains an indispensable educational resource for New Jersey and exerts an enormous positive influence on its economy:

- ◆ More than 75 percent of the independent sector's 58,700 students are New Jersey residents. By educating these students, the independents save the State of New Jersey more than \$175 million a year.
- ◆ Collectively, the independent colleges and universities are one of the largest private sector employers in the State with nearly 15,000 employees. Institutional and student expenditures in the year 2000 totaled more than \$2

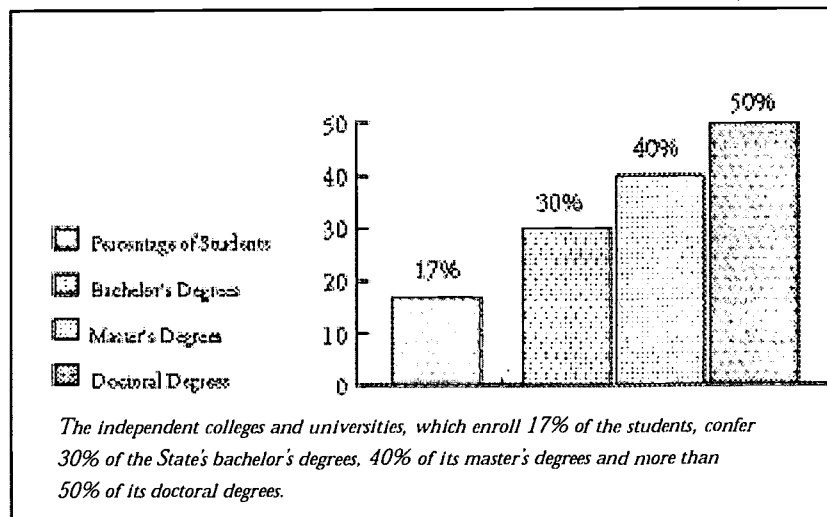
billion. Using an economic multiplier of 2.5, the independent sector's total economic impact for that year was over \$5 billion.

- ◆ The replacement value for independent college and university facilities is approximately \$1.5 billion.
- ◆ The independent colleges and universities, which enroll 17 percent of the students, confer 30 percent of the State's bachelor's degrees, 40 percent of its master's degrees and more than 50 percent of its doctoral degrees. The independents also grant nearly a third of all minority baccalaureate and graduate degrees.

It is no wonder, then, that in the recent past the State of New Jersey has viewed its independent colleges and universities as worthy of significant investment.

EVOLVING STATE SUPPORT FOR HIGHER EDUCATION.

State support for higher education in New Jersey has evolved slowly. With the passage in 1966 of a \$250 million higher educa-



tion bond issue (worth well over \$1.5 billion in today's dollars) and creation of the Department of Higher Education in 1967, the State took its first serious steps to improve its system of higher education.

As the State developed its public institutions, the independent colleges and universities continued to be viewed as vital to the State's overall higher education plan. In fact, for nearly four decades, the State of New Jersey has had one of the nation's most successful partnerships with its independent colleges and universities. The contribution of the independent colleges and universities was recognized by the State

and universities through the preservation of the vitality and quality of independent institutions of higher education in the State.

Two years later, in its 1981 *Statewide Plan for Higher Education*, the State of New Jersey reaffirmed its commitment:

The State should continue to provide New Jersey residents, regardless of socioeconomic status, a reasonable opportunity to attend independent institutions by maintaining an evenhanded fiscal policy with respect to public and independent institutions to insure that independent institutions have a chance to compete.

More than 75 percent of the independent sector's 58,700 students are New Jersey residents. By educating these students, the independents save the State of New Jersey more than \$175 million a year.

Legislature in the Independent College and University Assistance Act of 1979:

The State remains committed by law and public policy to the development and preservation of a planned and diverse system of higher education which encompasses both public and independent institutions.

Independent institutions make an important contribution to higher education in the State and it is in the public interest to assist these institutions in the provision and maintenance of quality academic programs.

The provisions of the act will serve the cause of higher education in the State by assuring maximum educational choice among colleges

New Jersey's commitment to its independent colleges and universities was further demonstrated by their inclusion in the Tuition Aid Grant and Educational Opportunity Fund programs, the programs of the New Jersey Educational Facilities Authority and various Commission on Higher Education grant programs.

Over the last decade, the governor and the legislature have also provided valuable capital support (the Equipment Leasing Fund, the Higher Education Facilities Trust Act, the Capital Improvement Fund and the Technology Infrastructure Fund) to finance state-of-the-art technology and enable the independent colleges to meet the State's workforce needs.

The members of this Commission believe it is more important than ever for the state to sustain this enlightened and cost-efficient approach to higher education.

THE 1994 RESTRUCTURING ACT: A SEA CHANGE IN GOVERNANCE.

In the mid-1990s a sea change swept through higher education in New Jersey. In 1994 the State eliminated the Board of Higher Education and the Department of Higher Education and replaced them with a new three-part, shared governance structure that included 1) the Presidents' Council (representing the State's college and university presidents); 2) the New Jersey Commission on Higher Education (composed of business and legislative leaders); and 3) the individual institutional trustee boards. The measure also eliminated a cabinet position for higher education.

In a 1999 legislatively-mandated assessment five years after its enactment, The Restructuring Act was deemed by The New Jersey Commission on Higher Education to be a "partial success." While Commission members pointed to positive improvements in innovation, decision making and accountability, the Commission also found that the Restructuring Act harmed:

- ◆ Statewide coordination of academic programs.
- ◆ A budget development process.
- ◆ Coordinated system-wide advocacy.
- ◆ Progress toward statewide master planning.

According to the assessment, these failings led to diminished resources and a lack of institutional coordination for the State's higher education system. The New Jersey Commission on Higher Education concluded that coordination of educational resources within the context of a statewide master plan is vital to the success of New

Jersey's education system. Such coordination is necessary to maintain maximum access and affordability for students of higher education.

In his inaugural address this year, Governor James E. McGreevey identified several goals for the State of New Jersey, including: a highly educated, skilled workforce prepared for the demands of the State's new economy; a reinvestment in our cities; access to quality, affordable health care; and, most importantly, educating our children to be responsible citizens. However, the State's current long-range master plan for higher education is not linked to these, or any, State goals. In the same address Governor McGreevey said: "We need universities actively engaged in the priorities of the State." But no mechanism exists for the State's higher education system — both public and private sectors — to develop the most effective solutions to the challenges faced by the State. Whether it's creating new programs, expanding campuses, or allocating financial resources, no entity is currently charged with ensuring that the goals of higher education are aligned with the goals of the State.

As a result, this Commission fears that without a sustained level of adequate support New Jersey's independent colleges and universities are in danger of becoming an underutilized, less effective educator of our young people. We raise this concern because the State's education system as a whole — both private and public colleges and universities — is facing significant challenges, including a major influx of new, more diverse students and increased competition for limited public resources.

PUBLIC POLICY: NEW CHALLENGES FOR THE NEXT DECADE

Unless and until a framework is in place to coordinate planning and make funding predictable, New Jersey's ability to achieve higher educational excellence, access and affordability for its citizens and an educated workforce for its economy is at serious risk.

The members of this Commission firmly believe that the future success of New Jersey's higher educational system (and, indeed, the State's economy) rests on addressing three major challenges:

1. ARE WE PREPARED TO EDUCATE THOUSANDS OF NEW STUDENTS?

Between 2000 and 2010, New Jersey's population is projected to increase by 460,000 (to 8.6 million). New Jersey will grow by nearly as many people as New York and Pennsylvania combined. Its projected 5.6 percent growth rate is more than four times the growth rate expected in those other states.

of 22,000 students, according to a recent report by the *Philadelphia Inquirer*. For example, in 2008 (only six years from now), New Jersey's entering freshman class will increase by 6,770 students.

We believe the implications of this population explosion are clear. New Jersey's colleges and universities must be prepared to educate thousands of new students.

The influx of new students has already placed stress on the State's primary and secondary schools, colleges and universities. Educational institutions at all levels are searching for the capital to construct dormitory and classroom space to accommodate these students.

The New Jersey Commission on Higher Education has estimated that more than \$4.8 billion is needed over the next seven years to meet the capital requirements for all of New Jersey's colleges and universities. The Commission concluded that "these issues directly affect New Jersey's economic recovery and ongoing competitiveness."

*In the four years between 2005 and 2008,
New Jersey colleges will see an overall increase
of 22,000 students*

More alarming, New Jersey's traditional college age 18- to 24-year-old population is expected to grow by over 15 percent this decade — one of the highest projected growth rates in the nation.

In the four years from 2005 to 2008, New Jersey colleges will see an overall increase

The projected population increases will only exacerbate the problem over time. The effects are already being felt on individual campuses across the State. What New Jersey lacks is a coordinated and equitable plan that responds to State needs. Any capital expenditures should be made only in the context of a plan that coordinates the available resources for both public and independent institutions.

2. CAN WE EFFECTIVELY EDUCATE AN INCREASINGLY DIVERSE STUDENT POPULATION?

New Jersey's expanding population includes a large number of foreign-born residents. The 2000 census revealed that 18 percent (1.5 million people) of the State's population was born in another country, placing New Jersey third in the nation in this demographic category.

Nearly 25 percent of New Jersey residents live in households in which English is not the primary language spoken.

Minority populations are expected to rise over the next decade. New Jersey's Hispanic population will increase by 29 percent (304,000 residents) — becoming the largest ethnic group in the State. The State's Asian population is projected to jump by 44 percent (200,000), and the black population will rise by 12 percent (128,000).

Access to higher education today is a national goal. Yet New Jersey's educational institutions are now hard-pressed to offer the services necessary to meet the needs of these increasingly diverse students, many of whom come from financially and academically disadvantaged backgrounds. These students often need additional support to overcome economic, ethnic or language barriers that affect their ability to complete college.

Independent colleges and universities are well-positioned to provide opportunities to the State's growing minority population. In fact, many independent colleges and universities were founded with the expressed

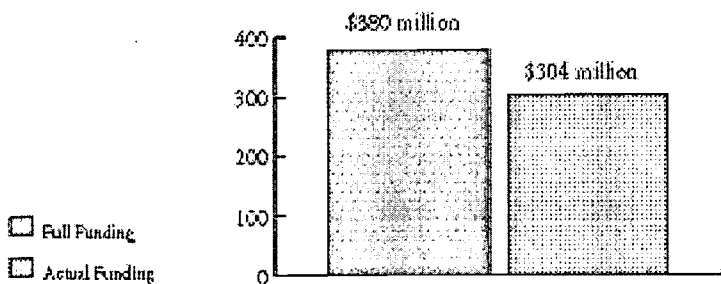
mission of serving first-generation college students. However, increased funding will be needed to expand programs to maintain and improve graduation and transfer rates among these students.

This Commission remains convinced that providing these new, more diverse students with access to an effective, affordable higher education is a key to enhancing the nation's and the State's economies. It is worth noting that although we have experienced over the past decade the best economic times in State history, driven largely by the presence of an extremely well-educated workforce, higher education's share of the State budget over this same period has declined.

New Jersey's income would increase by \$11 billion if the State could equalize educational opportunities for minority students.

The Educational Testing Service reports that if opportunities for higher education were equalized, the nation's income would receive a boost of more than \$270 billion, generating an additional \$80 billion in new tax revenues. New Jersey's income would increase by \$11 billion if the State could equalize educational opportunities for minority students. The question, of course, is what would it take for the State's higher education system — public, private, or both — to achieve such equality?

INDEPENDENT COLLEGE AND UNIVERSITY ASSISTANCE ACT (SINCE FY 1988)



Since FY 1988, the Independent College and University Assistance Act has been underfunded by \$76 million.

3. WILL INADEQUATE FUNDING PREVENT THE STATE OF NEW JERSEY FROM ACHIEVING ITS VISION OF "SERVING ALL RESIDENTS WHO HAVE THE INTEREST AND POTENTIAL TO LEARN, REGARDLESS OF THEIR ECONOMIC CIRCUMSTANCES?"

Providing an equal and affordable education for all has long been a goal of the State of New Jersey. As a result, the State has become a national model for programs that award student financial aid on the basis of need.

The Commission absolutely affirms the importance of need-based financial aid programs.

Financial assistance to students — whether federal, state or private — should be concentrated on students from low- and moderate-income families. It is these students for whom financial aid makes a difference in the decision to enroll in and complete college.

We concur with the findings by the Higher Education Policy Institute that in recent years this commitment to low- and moderate-income families increasingly has not been the case. Public policy in other states has diverted revenues away from stu-

dents and families with the greatest financial need. New Jersey should not follow this trend.

Despite the State's commitment to help students through the Independent College and University Assistance Act (ICUAA), this legislation has never been funded to the level called for by the statute. In fact, since FY 1988 the ICUAA has been underfunded by \$76 million, or on average more than \$5 million per year. As a result, the choice of private higher education has become more difficult, if not impossible, for economically challenged students — although these are the very students who are most likely to succeed at private institutions.

According to the Educational Testing Service, nearly 80 percent of high school graduates from high-income families nationally went directly to college in 1997, while only half the high school graduates from low income families did so.

Without intervention, this educational gap will only worsen over time. Of the tens of thousands of additional students projected to seek a college education in New Jersey by 2010, most will come from groups that will be poorer on average than the population at large, greatly increasing the demand for need-based financial aid if higher education is to be affordable for all.

A similar dilemma applies to part-time students, since the State provides only minimal financial assistance for part-time study.

A CALL FOR ACTION: CREATING AN AGENDA FOR THE NEXT DECADE

Through debate and discussion over the past two years, our Commission has sought to find the right mix of enlightened public policies to ensure that independent colleges and universities remain a viable partner with the State's public sector of higher education.

While the 1994 Restructuring Act produced some improvements, we believe it is time to revisit the State's three-part higher education governance structure and address the gaps that still exist.

We also believe that the demands of the State's educational system calls for much more collaboration between the State Department of Education and the New Jersey Commission on Higher Education.

During debate and discussion on how best to propose an agenda for higher education over the next decade, our Commission concluded that no one sector alone can meet the three major challenges discussed earlier. To respond to the needs of New Jersey's expanding student base, the State can maximize resources only when all sectors work together in a united effort. Greater collaboration among the public and private sectors of education, government and business is vital to the State's economy. Currently, no State policy provides incentives for all these sectors to work together more closely.

In the past, the most significant progress in higher education was achieved when all sectors concerned — public and private institutions, government and business — worked together. We believe that the future of higher education and New Jersey's economy are at risk when these sectors fail to work collaboratively.

Therefore, this Commission strongly urges the governor and legislature to support a summit of leaders from government, business and education to enhance understanding and collaboration among the sectors and provide serious, results-oriented solutions to the challenges cited in this report as well as others that need to be addressed.

If the State's colleges and universities are to be actively engaged in meeting the priorities of the State, the leadership summit should particularly address these key questions:

- ◆ How will we handle the increase of new, more diverse students?
- ◆ How will we eliminate duplication and preserve our limited resources?
- ◆ How can we improve access to need-based financial aid?
- ◆ How can public and private colleges and universities forge new partnerships with the State and business to solve these problems and others like them?
- ◆ What should New Jersey's goals be for ensuring access to the new generation of students (e.g. increasing college-going rates, reducing inequities among ethnic sub-groups both in freshman enrollment and baccalaureate attainment?)
- ◆ How can we establish the roles and responsibilities and accountability measures for all stakeholders (e.g. education leaders, state policymakers, and leaders of the business community) in the pursuit of these goals?

LEADERSHIP SUMMIT PARTICIPANTS

The leadership summit would include key leaders in New Jersey's higher education system, including presidents, regents and trustees of New Jersey's two- and four-year public and private institutions, elected officials, business and civic leaders, as well as other groups directly concerned with the State's higher educational needs.

TASK

The leadership summit participants would be charged with crafting a public agenda for higher education that is based on the needs and priorities of the State as a whole. This long-range agenda will define the public purposes to be served individually and collectively by all of higher education, including New Jersey's two- and four-year public and private institutions. The public agenda will include clear expectations for each stakeholder and generate commitments for each to do its part.

FORMAT

The leaders of different institutions should present their current and future needs and negotiate short- and long-term solutions. To guide this process it is vital to employ an objective third-party facilitator who would possess extensive experience in higher education planning and implementation. Upon request, the Commission on the Future of Independent Higher Education can supply a list of organizations that meet these qualifications.

TIMEFRAME

Based on the experiences of other states which have undertaken this task we estimate that developing the State's long-range

agenda for higher education will take several months. Activities during the leadership summit process will include:

- ◆ Identifying and meeting with key leaders to discuss strategies.
- ◆ Assembling a steering committee, which will work with the facilitator to explore the concepts of both a public agenda and a leadership summit.
- ◆ Drafting an assessment of the State based on interviews and data from the steering committee and other leading educators, policymakers and business people, as well as data on the current condition and future outlook of the State.
- ◆ Conducting a leadership summit at which participants, through a series of round-table discussions, small group meetings and plenary gatherings will be asked to comment, debate and come to consensus on the draft public agenda for higher education and implementation process.
- ◆ Writing a second public agenda draft for subsequent review and approval by the steering committee.

SPONSORSHIP

This Commission firmly believes that the success of this venture depends on the backing of the governor's office and the legislature in full partnership with the business community and higher education. We urge New Jersey's elected officials to support this effort through their participation and assistance in securing funding through federal, state, foundation and corporate sources.

ACKNOWLEDGMENTS

In 1985, a commission was established by the Association of Independent Colleges and Universities (AICUNJ) and its sister organization, the Independent College Fund of New Jersey (ICFNJ), to study the future of independent higher education in New Jersey. Completed in 1987, *Excellence for Service: A Report by the Commission on the Future of Independent Higher Education in New Jersey*, helped identify and explore the major challenges then facing independent higher education in the state. As a follow-up to its report, a new study was requested by the presidents of New Jersey's independent colleges and universities to assess the findings of the original report and propose the agenda for independent higher education in the next decade.

This report reflects the dedicated work of many people. Robert Campbell served as the Commission's chairman with Francis J. Mertz as Executive Director. Together they shepherded this process over the last 18 months, working tirelessly with Commission members who not only contributed their expertise but also their passion for higher education.

I am most appreciative of the support provided to the Commission by the staff of AICUNJ and ICFNJ. The cooperative and thoughtful responses from the presidents of the independent colleges and universities were enormously helpful. I also wish to acknowledge the cooperation and support of Dr. James Sulton, Executive Director of the New Jersey Commission on Higher Education, and Mr. Scott Freedman, former Executive Director of the New Jersey Higher Education Student Assistance Authority.

The work of this report was made possible by the generous contributions from five outstanding institutions: The Fund for New Jersey, Schering-Plough Foundation, Inc., Fleet Bank, The Sallie Mae Fund of the Community Foundation for the National Capital Region, and The UPS National Venture Fund of the Foundation for Independent Higher Education.

John B. Wilson
President and CEO
AICUNJ/ICFNJ
May 2002

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- ◆ **Centenary College** Founded 1867
Hackettstown
Dr. Kenneth L. Hoyt, President
- ◆ **College of Saint Elizabeth** Founded 1899
Morristown
Sr. Francis Raftery, S.C., President
- ◆ **Drew University** Founded 1866
Madison
Gov. Thomas H. Kean, President
- ◆ **Fairleigh Dickinson University** Founded 1942
Teaneck and Madison
Dr. J. Michael Adams, President
- ◆ **Felician College** Founded 1923
Lodi and Rutherford
Sr. Theresa Mary Martin, C.S.S.F., President
- ◆ **Georgian Court College** Founded 1908
Lakewood
Sr. Rosemary Jeffries, RSM, President
- ◆ **Monmouth University** Founded 1933
West Long Branch
Dr. Rebecca Stafford, President
- ◆ **Princeton University** Founded 1746
Princeton
Dr. Shirley Tilghman, President
- ◆ **Rider University** Founded 1865
Lawrenceville and Westminster
Dr. J. Barton Luedeke, President
- ◆ **Saint Peter's College** Founded 1872
Jersey City and Englewood Cliffs
Rev. James N. Loughran, S.J., President
- ◆ **Seton Hall University** Founded 1856
South Orange
Msgr. Robert Sheeran, President
- ◆ **Stevens Institute of Technology** Founded 1870
Hoboken
Dr. Harold J. Raveché, President

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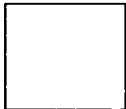


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