THE *ACADEMIC* WORKPLACE

NERCHE New England Resource Center for Higher Education

Leveling the Field

By Cathy A. Trower, principal investigator with the Study of New Scholars at Harvard University's Graduate School of Education

I am writing this piece on December 31, 2002, a day of reflection. As I think back over the academic conferences I attended this year, and all the articles I read about higher education in journals, newsletters, and magazines, I am struck by the consistency of the findings on faculty diversity: women and minorities are less likely than white males to enjoy a successful academic career, a fact as true today as twenty-five years ago. Why is that? Because, quite simply, the academic playing field is not level. The "game" was invented before women and minorities were even allowed to play; they weren't considered when those who ruled made the rules. And those rules, barely tweaked over the last century, are now so deeply entrenched in the culture of the academy as to be orthodoxy.

The New England Resource Center for Higher Education at UMass Boston is devoted to strengthening higher education's contributions to society through collaboration. It does this by working on a continuing basis with colleges and universities in New England through think tanks, consultation, workshops, conferences, research, and action projects.

Academic Culture

While many academics blame the supply side (the pipeline), that only partly explains the shortage of minorities and does not explain the underrepresentation of women. A much greater problem is a deeply-rooted academic culture that (1) does not necessarily suit the needs, values, and beliefs of a new generation of scholars, women and men, majority and minority, and (2) advantages white males while it disadvantages women and persons of color, thereby making what appear to be "choices" made by women and minorities not really choices at all.

Sexism and racism were built into the system long ago and their remnants have not been eradicated. The scholarly

philosophy at the turn of the twentieth century, especially in the sciences, maintained that women weren't cut out for the academy and that minorities weren't interested or capable; thus, white males created the academic rules of the game, including tenure, and called it a meritocracy. It certainly looks like a meritocracy, but here's what happens.

> Selection can take place on a seemingly meritocratic basis by organizing the process according to cultural criteria that fit and therefore select for members of one group but are incompatible with, and therefore deselect, members of the unwanted group. Thus, the normal operation of the academic system will insure that reproduction of the profession occurs in a way that selects for people with similar social, cultural, and economic characteristics to those already in the profession. Those eliminated will have little grounds for protest since the selection has seemingly been made according to universalistic standards. (Etzkowitz et al. 2000, 52)

That the academy is a perfect meritocracy is a myth[i] and a primary problem with unexamined myths is that they "have a subterranean potency; they affect our thinking in ways we are not aware of, and to the extent that we lack awareness, our capacity to resist their influence is undermined" (Keller 1995, 76). A true meritocracy calls for a level playing field and rules that are known by and fair to all.

Faculty Women

Despite the fact that more women than ever have doctoral degrees (women earned 44 percent of those conferred in 2001), they (1) remain in lower ranks (80 percent of full professors are men); (2) are less likely to be tenured (60 percent of full-time male faculty; 42 percent of full-time female faculty); (3) are more likely to be employed part-time (women represent 36 percent of the full-time faculty and 45 percent of the part-timers); (4) are more often employed at institutions of lesser prestige (women comprise 23 percent of the total full-time faculty at public research universities and 45 percent of the full-time faculty at public two-year colleges); and (5) are underrepresented in science and engineering (10 percent of the full professors are women).

The accumulation of advantage and disadvantage helps explain why women have not achieved parity with men in the academy.[ii]

Creating Community, Collaboration and Change in Higher Education

This issue of the *Academic Workplace* looks at faculty and offers a frank appraisal of how well institutions of higher education are meeting faculty needs—especially those of women and minorities. Despite the fact that these groups now account for a significant number of conferred doctoral degrees (women earned 44 percent of doctorates and racial minorities earned 16 percent of doctorates in 2001), the campus climate remains chilly to these newcomers to the academic workplace. The additional stresses that women and minority faculty face have been called the "cultural, racial, gender or class 'taxes' that are exacted from non-traditional faculty." (Moody, J. *Junior Faculty: Job Stresses and How to Cope With Them*. New Haven, CT: The University of New Haven Press, 1997)

Our colleges and universities have made great strides in reviewing and altering their recruitment and hiring practices, along with their faculty development and diversity programs. But, as **Cathy Trower** writes in our featured article, policies are meaningless unless they are implemented. Still, she identifies a number of forces for change. The most powerful one may well be the turnover in our faculties that is currently underway in colleges and universities across the nation. In fact NERCHE began to document this phenomenon several years ago in our think tanks where we heard reports that as many as one-third of the faculty was newly hired on campuses in response to retirements and increased enrollments. We know something about these new faculty from recent research. A recent study of the American faculty in transition conducted by Martin Finkelstein, Robert Seal, and Jack Schuster portrayed this new generation as different from their predecessors in important ways (Finkelstein, M., R. Seal, & J. Schuster. *The New Academic Generation: A Profession in Transformation*. Baltimore: Johns Hopkins Press, 1998). They tend to be older, with previous work experience either in other professions or as part-time or adjunct faculty. More of them are female, and they are racially and ethnically diverse. An increasing number of new faculty are non-native born, especially in the physical sciences. The survey indicated that the new entrants to the academic profession were less satisfied with their jobs—a finding that was particularly salient for women and minorities.

Finkelstein, Seal, and Shuster speculate that, like the baby boomer generation, this large cohort of new faculty will invariably influence their workplaces in ways we can only imagine. In fact, Trower's Study of New Scholars Project, which seeks to publicize the best places for new faculty to work, will give this cohort an opportunity to play an influential, long-term role in how the academic workplace will evolve. In addition, large numbers of newcomers to the faculty will require institutions to think systemically about how to support the successful transition of these scholars to the campus. We are already beginning to hear from our think tank members about some of these new practices. They include: (1) orientations that take place over the course of the academic year versus the one-shot, one-day programs that consist largely of nuts and bolts instructions for how to obtain a parking pass or file a grade report; (2) mentoring systems in which experienced faculty provide feedback and encouragement to new faculty to help them meet institutional expectations; and (3) a larger role for department chairs to protect new faculty from being pulled into time-consuming committees that can detract from their ability to make progress toward tenure.

Ultimately, though, the transformation of the academic workplace will require the joint efforts of all of the stakeholders—new and older faculty, administrators, boards of trustees, and legislators. In her review of *New Academic Compact*, **Hannah Goldberg** describes one such effort of the Association of New American Colleges (ANAC) to examine the nature of faculty work. The ANAC campuses share a frustration with a one-size-fits-all approach to faculty roles and rewards that overvalues one area—research—in relation to the many faculty activities. Using Ernest Boyer's and Gene Rice's notion of the new American scholar, the project proposes a broader view of faculty work that is more collaborative, student focused, and service oriented. The colleges that participated in this project offer an array of innovative strategies to make this change.

While there are many forces for change on the horizon, it will require a shared commitment and shared strategies such as those that the members of ANAC have made to challenge and subvert the status quo. As Hannah Goldberg puts it we need "to skate to where [we] think the puck is going to be rather than where it is now." The costs of misjudging the puck's direction are great. We owe it to the next generation of faculty—and of students—to join with them to transform the academic workplace to *anticipate* the needs of the future, while honoring the past.

Deborah J. Hirsch

Deborah Hirsch, Director

According to sociologists, accumulation of advantage occurs when certain groups receive greater opportunities and are then rewarded in accord with those contributions, while disadvantages accumulate to those who receive fewer opportunities and fewer rewards. Even small differences in treatment can, as they pile up, result in large disparities in salary, promotion, and prestige (Valian 2000, 3). Here's how it works.

Academic women:

- Are excluded from social networks in graduate school and the "old boy" formal and informal networks in the academic workplace;

- Are less likely to get a postdoctoral position or be included in ongoing funded research;

- Have fewer mentors who are connected to networks, leaders, and the power structure;

- Are normed against males and trapped by sex-role stereotypes where masculine traits are valued over feminine;

- Teach more, serve on more committees, and spend more time with students—doing academic "women's work";

- Have less time for research;

- Publish less, in part as a consequence of sex-role stereotyping and in part as a matter of personal style, values, and socialization; but, are cited more;

- Have lower self-confidence about their place in the academy, due in part to isolation and exclusion;

- Are more likely to experience the negative consequences of tokenism, by virtue of being the only woman in a department or program;

- Experience bias in hiring, peer review, pay, and other rewards;

- Are more adversely affected by dual careers when choices have to be made;

- Bear more familial responsibility, which can affect scholarly productivity and conflict with the tenure clock;

Sexism and racism were built into the system long ago and their remnants have not been eradicated.

- Feel more stressed;

- Experience lower self-efficacy— less control over career and outcomes which, in turn, affects motivation, morale, and productivity[iii];

- Are less satisfied in the academic work place; and ultimately, are more apt to leave the academy[iv].

Faculty of Color

As recently as January 2003, *The Chronicle of Higher Education* stated:

> Today the ideology of black intellectual inferiority is expressed not only in the interactions between students and faculty members, irrespective of political orientation, but also vividly and with considerable force in the media, which inserts itself into all aspects of our lives. (Perry 2003, B10)

And yet, against the odds and in spite of lingering racism, US racial minorities earned 16 percent (4,254) of all doctorates conferred in 2001—a majority (1,604) were earned by African Americans. Like women, though, minorities are at the periphery of the academy. Minorities (1) remain in lower ranks (89 percent of full professors are white; approximately 30 percent of minorities are lecturers or instructors); (2) are less likely to be tenured (54 percent of full-time faculty are white, 49 percent are Asian American and Hispanic, 44 percent are African American, and 29 percent are American Indian); (3) are more likely to be employed at institutions of lesser prestige (only 5 percent of the full-time faculty at public research institutions are African American, Hispanic, or Native American compared with 9 percent at public two-year colleges); and (4) are underrepresented in science and engineering (6 percent of full professors are African American, Hispanic, or Native American).

Like women, faculty of color are seriously affected by accumulated disadvantages of being of color in an academy designed as White and Western.[v]

Research shows that minority faculty:

- Experience overt and/or covert racism including being stereotyped and pigeon-holed;

Think Tank Members Discuss A Good Place to Work for New Scholars

Early-career faculty have a lot to say about the academic workplace in general and about their own institutions as places to work in particular. At our spring All-Think-Tank Event on April 30, **Cathy Trower**, principal investigator, the Study of New Scholars Project based at Harvard University, shared the results of focus group discussions with junior faculty at colleges and universities from around the country. The interactive discussion, based on this research study in progress, was framed by the following questions: What do you think your faculty would say about what it is like to work at your institution? How has it changed over the last decade? What kinds of institutional environments will attract and retain the best and brightest scholars for the future success of individuals, institutions, and society? The event was held at the College of the Holy Cross in Worcester, MA.

FUNDED PROJECTS

NERCHE Staff

Deborah Hirsch, Director
Cathy Burack, Associate Director
CasSandra Eni, Office Manager
Sharon Singleton, Editor and Researcher
Thara Fuller, Program Coordinator

Contact Information

The Academic Workplace
Editor, Sharon Singleton

617-287-7740
www.nerche.org
nerche@umb.edu

NERCHE
Graduate College of Education
University of Massachusetts Boston
100 Morrissey Blvd.
Boston, MA 02125-3393

Reversing the Telescope:
Community Development From Within

Community outreach has become a recognized and entrenched part of the agenda for higher education on the local and national levels. Thus far, the concept of community development has only been applied to reaching out to the community beyond the campus. Colleges and universities can do a lot of good looking outside their campuses; however, they need look no farther than into their own campuses for members of the external community— many of whom are employed in the lower paid service jobs. They clean our classrooms, prepare and serve food in our cafeterias, manicure our grounds, and process our paperwork.

With a grant from the Annie E. Casey Foundation, NERCHE will chart the domain of the "civic microcosm" within the university community. Project activities include (1) hosting an organizing meeting in late spring 2003 of faculty, staff, and community contacts within the Boston area to develop a conceptual framework for a national conversation; (2) holding two national conversations of key stakeholders with the capacity to leverage and redirect resources to support institutions of higher education in addressing the community within their institutions; (3) developing written materials to increase awareness of the issues raised by the project, including concrete programmatic examples of best practices of colleges and universities that are working on community development within; and (4) developing strategic partnerships with influential groups and allies that can mobilize institutions to develop innovative programs that are responsive to local needs. In addition, we will work to create a national award such as the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach to give visibility and incentive for colleges and universities to develop exemplary campus programs.

New England New Presidents Network

This winter, with support from The Andrew W. Mellon Foundation, NERCHE began conducting interviews with first-time and seasoned presidents in the region, along with academic leaders nationwide, in order to solicit their advice on how to shape a program for new presidents in the Northeast. Among the primary goals of the New England New Presidents Network (NENPN), directed by **Adrian Tinsley**, are to strengthen the leadership capacity of first-time presidents and maintain institutional momentum during leadership transitions. Most importantly NENPN intends to provide new presidents with ongoing confidential and objective guidance from seasoned academic leaders. In the spring NERCHE will invite participants to attend the program scheduled for inauguration in the fall of 2003.

Informing Policy with Practice

We are now in the fourth year of NERCHE's Informing Policy with Practice, funded by the Ford Foundation. The project is designed to strengthen the Center's role in contributing the voices of reflective practitioners to policy-level discussions and deepen NERCHE's commitment to facilitate issue analysis and proposals for change in every arena of our work. Each semester we publish *NERCHE Briefs*, distilled from think tank discussions, which represent the collaborative work of faculty and administrators who depend on our think tanks to provide an environment for reflection, discussion, and debate. The *Briefs* are available on our web site (www.nerche.org).

Kisa Takesue and Gail Cohee, Brown University, and Gail Bouknight-Davis, Williams College, at the Multicultural Affairs Think Tank.

Cathy Burack, NERCHE, Melvin Wade, University of Rhode Island, Donnie Perkins, Northeastern University, T. Abraham D. Hunter, Bryant College, Ralph Brooks, Mass Bay Community College at the Multicultural Affairs Think Tank.

NERCHE *Briefs*

The *Briefs* distill policy implications from the collaborative work of members of NERCHE's ongoing think tanks for administrators and faculty in the New England region, as well as from NERCHE projects. With support from the Ford Foundation, NERCHE disseminates these pieces to an audience of legislators; college and university presidents and system heads; heads of higher education associations and State Higher Education Officers; and media contacts. The *Briefs* are designed to add critical information and essential voices to the policy decisions that leaders in higher education make. A listing of *Briefs* published to date follows. A complete set of *Briefs* can be downloaded from the NERCHE web site (www.nerche.org).

January 2000	**The Technology Challenge on Campus from the Perspective of Chief Academic Officers**
April 2000	**Benchmarking from the Perspective of Chief Financial Officers**
July 2000	**Making Assessment Work**
January 2001	**Department Chairs Discuss Post-Tenure Review**
February 2001	**For Funders of Multi-Institutional Collaborations in Higher Education: Support Partnership Building**
March 2001	**The Merit Aid Question: How Can We Attract Promising Students While Preserving Educational Opportunity for All?**
May 2001	**Preparing for the Next Wave of Faculty**
May 2001	**Graduate Preparation for Student Affairs Staff: What's Needed from the Perspective of Chief Student Affairs Officers**
October 2001	**Practices and Policies for Dealing with Students with Mental Health Issues**
November 2001	**Lessons on Supporting Change Through Multi-Institutional Projects**
January 2002	**Partnering for Accountability: The Role of the Chief Financial Officer at an Academic Institution**
March 2002	**Global Citizenship: A Role for Higher Education**
May 2002	**The Critical Connection: Department Chairs' and Associate Deans' Strategies for Involving Faculty in Outcomes Assessment**
September 2002	**Managing Risk**
November 2002	**Developing Students: Associate Deans Weigh In**

- Have a heavier teaching and service load than white males;

- Experience isolation and exclusion and the resultant lack of colleagueship, networks, and mentors, leaving them less attuned to the rules that affect academic work life, including promotion and tenure;

- Are marginalized and find that their research is discredited, especially if it concerns minority issues;

- Bear a tremendous burden of tokenism, including feeling like they must be an exemplar of their entire race, and feeling they have to work twice as hard to get half as far;

- Are more "culturally taxed," that is, feel more obligated to show good citizenship by representing one's race or ethnicity on multiple committees that help the institution but not necessarily the individual, and to mentor and advise many same-race students—a huge hidden work load that goes unrewarded in the promotion and tenure system;

- Place greater emphasis than whites on the affective, moral, and civic development of students, and are much more likely to enter the academy because they draw a connection between the professoriate and the ability to effect social change;

- Suffer from negative, unintended consequences of being perceived as an affirmative-action or target-of-opportunity hire;

- Find that their teaching and scholarship do not necessarily match what is required for tenure;

- Are more apt to hold joint appointments that are problematic in terms of having multiple chairpersons or deans and earning tenure;

- Are less satisfied in their academic careers and more likely to leave academic employment[vi].

> As the academy hires more faculty—in fact, cohorts of faculty in many cases—to fill vacancies left by large numbers retiring and to meet increasing enrollments, new scholars will have more power, in shear numbers alone, to begin to affect change.

Academic women of color have an especially difficult time because they face both racism and sexism, although most say racism is the more salient.

The Dilemma of Difference

"Neither separation nor integration can eradicate the meaning of difference as long as the majority locates difference in a minority group that does not fit the world designed for the majority" (Minow 1990, 25). If we organize around difference, we risk perpetuating it and do nothing to change the power structure of the majority. If we integrate but without power sharing, equal participation, and leveling the playing field, we still have not resolved the dilemma of difference (Minow 1990).

Women and people of color are adversely affected by the traditional academic model as well as an academic culture that says there is only one way of knowing (through proving or disproving and competition rather than cooperation); one way to conduct research (independently, in a disciplinary silo, undistracted by teaching or service that take time away from traditional scholarship); one way to "fit" into a department and be a good colleague (by assimilating to the dominant culture and sacrificing family or other personal obligations); one way to prove oneself in the academy (by peer review of almost certainly white males); one way to earn tenure (by publishing in the "appropriate" academic journals refereed by white males); and one way to achieve full professorship (by peer review of tenured colleagues) (Trower 2002).

Women and minorities, further disadvantaged by holding fewer leadership positions and lacking a critical mass in academe, have little leverage to reduce or eliminate cultural barriers or to change the status quo. To compound the problem, some members of the majority, for reasons of self-interest or self-defined notions of "quality," are reluctant to grant newcomers a toehold, making it difficult even for young white males to change the status quo, a formidable and seemingly intractable force (Trower and Chait 2002).

Window-Dressing Policies

The fact that faculty diversity seems frozen in time begs the question, "Why?" Surely there is enough qualitative and quantitative evidence of a problem, one requiring action. But perhaps taking action would mean admitting a problem—one that doesn't make the academy look very good—one that cuts to the core of the academy's supposed meritocracy. "After decades of scholarly research, hundreds of campus committee reports, and scores of disciplinary and professional commissions on faculty diversity, the needle has scarcely moved and the numbers have hardly changed. The history of the academy on the matter of faculty diversity strongly suggests that self-reform has not worked—and probably will not work" (Trower and Chait 2002, p. 37)—goodwill on the part of many notwithstanding.

Indeed, the academy is not lacking for policies aimed at recruiting and retaining women and minorities on our faculties—numerous policies on a range of issues (e.g., diversity, stop-the-clock, affirmative action and EEO, flexible appointments, harassment, research leave) have been in place for many years and still

the picture is bleak. Why? Essentially because a policy on paper is not the same as a policy in practice. Policies alone do not change underlying beliefs or behaviors. It is likely, thus, that change will come either from outside, perhaps initiated by trustees who span the corporate and academic worlds, or from inside, through grass-roots efforts of new faculty who bring with them different and diverse views, values, and beliefs about work.

Forces for Change

Governing Boards

Board members bring a view from the business world—one where competition, markets, and profits drive much of what happens. Many businesses have learned the impact of diversity on the bottom line and the competitive value of hiring and retaining employees and managers that reflect our diverse population. As the boards of more public universities become increasingly diverse and more focused on diversity as a campus and national issue, it is likely that they will push institutions to hire, promote, and tenure more women and faculty of color. Trustees play a pivotal role in the selection of college and university presidents (Glazer-Raymo 1999); therefore, they have enormous power to push a social, political, or economic agenda. However, women are still underrepresented on boards— more often clustered on the boards of community colleges rather than in four-year colleges and multicampus systems (Glazer-Raymo 1999). And minorities are grossly

underrepresented, with no increase in their numbers between 1977 and 1991 (Glazer-Raymo 1999). There is hope that this lack of trustee diversity may change as corporate governance begins to recognize the need for greater oversight and ethics (with female whistle-blowers at WorldCom, Enron, and the FBI) that might find its way to academe. This is not to say that women hold the key to integrity, but where women are the majority of board members (at women's colleges), "presidents cite the refreshing lack of personal agendas and ego involvement" (Glazer-Raymo 1999, p. 150).

In addition, the *New York Times* (January 29, 2003) recently reported that numerous companies concerned about their ability to recruit women and minority applicants have backed the University of Michigan's affirmative action policy. More than thirty companies "argued that diversity in college was essential because future employees need the experience of working with people from different backgrounds." A loss by Michigan would, said one corporate attorney, "have a very detrimental effect on companies and others trying to have a diverse work force." In their pivotal role, then, trustees may help colleges and universities see that change must occur.

Shifting Values of Knowledge Workers

Outside the Academy

There is an increasing national recognition that by competitive necessity we must change our workplaces to be more agreeable to today's knowledge worker. "As we

THE CHRONICLE OF HIGHER EDUCATION   MARK LITZLER

"*It was around midnight, as I finished the Hughes proposal, when it occurred to me I had lost the balance between work and family time.*"

enter the 21st century, U.S. jobs are growing most rapidly in areas that require knowledge and skill stemming from a strong grasp of science, engineering, and technology. In some quarters—especially information technology—business leaders are warning of a critical shortage in skilled American workers that is threatening their ability to compete in the global marketplace" (Congressional Commission 2001, p. 1).

To attract, hold, and motivate knowledge workers, we must satisfy their values by giving them social recognition and social power (Drucker in Florida 2002, p. 87). In addition, quality of life matters a great deal to today's knowledge worker—more so than ever before (Florida 2002; Project on Faculty Appointments 2000). Perhaps we cannot have it all, but we seek more than

professional achievement. Home life and work life should be harmonized and not counterposed. If the academy cannot provide a high quality of life for its faculty, the best and brightest—of both genders and all races—may choose other career options, especially if they feel those other options also provide a more level playing field. Men and women alike share the desire for a harmonious life that allows them to work at that which is rewarding and fulfilling as well as to find peace and relaxation at home.

Within the Academy

A prior research project of which I was a part, called the Project on Faculty Appointments, revealed that many doctoral students and early career faculty hold views that differ vastly from those

THINK TANKS

Associate Deans Think Tank

As colleges develop strategies for helping students succeed, many are revisiting the notion of mentoring. In the past mentoring was thought of as the development of a personal relationship that forms when faculty members recognize something in students, such as a passion for a specific area, that reminds them of themselves. On the whole, though, these relationships extend to a limited number of students and cannot necessarily be structured into each student's experience. They will flourish only when that spark is struck. In December **Sue Atherton**, Suffolk University, and **Chris Thompson**, Johnson & Wales University, led a discussion on mentoring students and faculty.

At the core of mentoring, however, is the intention to improve students' academic experience by challenging them to work hard and develop strengths as students. This condition can be brought about in a variety of ways, which can include opportunities for faculty, academic administrators, and peers to form mentoring relationships with students. By providing students with many options for mentoring, the institution can build a comprehensive "net of mentorship" that helps students develop the skills and habits to become scholars in their own right as they embark upon their major field of study as upperclassmen.

It is at that point that they begin to work closely with an academic advisor. Good advisors can be created, but the behaviors of good mentors are difficult to codify. The successful mentoring relationship grows and changes, not only for the student, but for the faculty member as well. As the emphasis on mentoring in colleges becomes more pronounced, expectations for faculty must be made clear. New faculty will no doubt benefit from guidance about the process of student mentoring, stopping well short of reducing mentoring to the formulaic. Good mentoring can be understood in much the same way as teaching is understood in Boyer's scholarship of teaching. In order to become effective mentors, individuals must first be able to describe, reflect on, and analyze the process. To effect a cultural change, mentoring priorities need to count in the reward system as well as in hiring.

Institutionalizing mentoring means challenging received wisdom. The institution is responsible to set up space and resources that allow for growth of *all* individuals, not only students. Such a structure bucks an entrenched academic belief in the "culture of experts," which holds that the further one moves up in the organization, the less frequently one should ask for help. A key institutional goal is to acculturate people into asking for and offering assistance appropriate to the work of the academy. From this standpoint, rich mentoring relationships have ground in which to grow.

Associates deans tackled advising issues and how to deal with troubled faculty at other meetings during the year.

Student Affairs Think Tank

Are communities taking colleges and universities for granted? Have they come to expect regular donations of anything from buildings to defibrillators? Perhaps the situation has not reached these extremes, but forming consequential relationships with representatives of the community—from the police and fire departments to members of the planning and zoning boards—is a top priority among Chief Student Affairs Officers (CSAOs). A six-month delay in a residence hall construction timeline can force a college to take fewer students for the coming academic year. But more than that are the day-to-day issues of life in a broader community that make relationships with the key figures in the community good policy. As part of the year's theme "Student Affairs' Role in Planning and Strategizing," in February **George Larkin**, Southern New Hampshire University, facilitated a session on roles that Student Affairs can play in city and community relations.

Many CSAOs oversee individuals and units that frequently deal with members of the external community. Recognizing that good relationships can manage and even forestall crises, CSAOs are making sure that the appropriate connections are made and sustained. Health Services, for example, works in tandem with the local hospital to develop coordinated processes to ensure that a student released from the ER does not fall through the cracks.

Public relations is more than just about presenting a good image. It is critical to establishing solid and honest bonds. It is important to develop these connections before they are needed. Vigilant unit directors can anticipate situations that can become problematic. If the city's chief of police retires, the chief of the campus police will know about it in plenty of time to prepare ways to orient the successor to the campus.

Finding themselves involved in a building boom on campuses, CSAOs in rural areas must be prepared for the idiosyncrasies of small-town life—a building inspector who works part time, a select-man with an axe to grind. Many of these CSAOs are regulars at City Hall in order to get to know key people and schedules. Whether and how approval for projects occurs can depend heavily on individual personalities. Issues are multiplied for institutions that operate in more than one community.

Some institutions have created cabinet-level positions geared toward attending to all aspects of community relations. It can also serve a campus well to develop a team of on-campus contacts and external consultants who know their way around politics. Campus committees, which consist of such individuals as the director of the physical plant, the Chief Financial Officer, and the CSAO, can meet regularly to keep communication flowing about existing and potential issues. Campus representatives who are also members of the external community can be priceless.

This year the Student Affairs Think Tank also addressed assessment issues,

long-term crisis management, and life after student affairs.

Department Chairs Think Tank

Since 1970 the number of temporary or adjunct faculty has doubled. In the Boston area alone, 59 percent of faculty teach at more than one institution. It is becoming clear that this is not a temporary situation but a condition that is likely to persist for quite some time. From this point of view, it is important to take seriously the issues related to integrating adjunct faculty into the institutional community and to take a long-term view in setting policies rather than stop-gap measures. In January **Evelyn Pezzulich**, Bridgewater State College, and **Mirtha Crisostomo**, Emmanuel College, led a discussion about the ways in which chairs can support the integration of adjunct faculty into the departmental community.

Departments hire part-time faculty for a variety of reasons, ranging from an unexpected surge in enrollments to a need for a professional with particular expertise in an emerging field to a hiring freeze on tenure-track faculty. Clarity about the reasons for hiring is important for setting reasonable expectations both for the adjuncts and for the department in terms of how to integrate the adjuncts into the community.

It is often the case that departments have very little flexibility in the resources they can provide adjuncts, because of institutional or union policies, but chairs can focus on other ways in which they could reward adjuncts and make them feel respected members of the community, such as trying to honor their preferences in scheduling classes.

One of the concerns about the use of part-time faculty is ensuring consistency of material covered and standards for assessing students across a program. If students will be required to pass a standardized test or certification requirements, then it is particularly important that all

instructors provide the same material. Departments can designate an administrator to supervise adjuncts and ensure that everyone follows the guidelines for the curriculum and student outcomes.

Adjuncts are generally not invited to participate in faculty meetings, which is one of the factors that may make them feel "out of the loop" and not fully a part of the department. Adjuncts, however, may only be with a department for a short period and their interests are not always congruent with the long-term interests of the department. This makes the issue of granting them votes in faculty decisions rather tricky. An alternative may be to involve adjuncts in a program review process or to appoint them to advisory boards. Those with considerable experience in a program would have important contributions to make and would appreciate being asked to do so.

Topics discussed at other Department Chairs Think Tank meetings include building effective learning communities for students and building community in times of scarce resources.

Academic Affairs Think Tank

Is education more successful when it is serendipitous, or should it be driven by intentionality? It is difficult to predict what will inspire an incoming student, yet at the same time, they need to be able to create connections between their education and their lives. Thus colleges are uniquely positioned to provide a potent mix of serendipity and structure in the service of student learning. **Katie Conboy**, Stonehill College, facilitated a discussion on educating students for life and work at February's meeting.

A primary function of an institution is to increase opportunities for students while at the same time helping them to link their experiences together in meaningful ways. For a great number of students, employment is an aspect of their

day-to-day lives, and keeping work separate from education is not only impossible, it may even be bad pedagogy. Some of the most effective tools for bridging work and education are not necessarily the most obvious—such as courses in particular professional fields. The tools may be gained in philosophy or science classes that help shape a discerning view of the world.

Poorly-prepared students will rely on the institution to help them develop study- and time-management skills and, in some cases, aspirations that will help them take full advantage of their education. They may also need a description of the responsibility that students have in courses beyond a list of assignments. But it is also clear that a good percentage of students need to learn what is required of them to participate in a college education.

With various commitments competing for students' time and attention, it is essential that educators preserve the seriousness of the educational enterprise. One of the promises of higher education is that students will learn independently, a point made in part through homework requirements that are too often given short shrift by students. Limiting out-of-class obligations benefits no one in the long run. Neither do assignments that virtually guarantee success. Well-intentioned efforts to create successful experiences can come at the cost of quality. In recent times, the value of failure as embedded in the process of learning has all but vanished—which can compromise students' ability to sustain their focus until the next educational oasis.

The emphasis on structure over serendipity is evidenced in some of the goals of the assessment movement. Some view assessment as attempting to put on transcripts everything that is valuable at the expense of the process. It is dangerous to lose sight of serendipity and moments of insight that cannot be measured in conventional ways. We in higher education need to get better at demonstrating that when they leave,

students are at a different place from where they came in. This presents a formidable challenge for assessment, especially when we are trying to measure something as big as that.

At other meetings this year, members discussed collaborating with Chief Financial Officers (see below).

Chief Financial Officers Think Tank/Academic Affairs Think Tank Joint Meeting

With more and more institutions facing severe budget cuts—especially public institutions whose fortunes are tied to the state economy—the answer to the question, What is fair? is not easily found. While a 15 percent cut across the board is the mathematical answer, in practice this means that some areas will absorb a 10 percent cut while others face 20 percent. While some analytical tools are available, there is never an objective way to target areas for reduction; it is always a matter of judgment. Ideally, such judgments consider perspectives from both the academic and financial arenas. In November, members of the Academic Affairs Think Tank and the Chief Financial Officers Think Tank met together in a meeting, led by NERCHE's **Larry Ladd** and **Hannah Goldberg**, to discuss bridging the gap between chief academic and chief financial officers.

On the surface it seems logical that budget decisions are most effective when linked to the strategic plan and to the mission. Yet by reifying the mission statement, we fail to understand the institution as an organic entity. If the institution is conceived as organic, we are able to think diagnostically and ask, Are we healthy or are we sick? The conversation should center on the question, What kind of institution should we be? Answering that question may include cutting high-quality programs that just don't fit and retaining schools or departments that do not

support themselves, but are critical to the institution's identity.

Academics sometimes believe that money will materialize for additions to the curriculum if they steadfastly hold to their positions. The perception that the CFO hides money drives much of that behavior. But in the end, there is no substitute for openness: CFOs need to hide money in plain sight in order to develop attitudes of collective responsibility. Success comes when people are able to look around the corner and plan for it.

Some structures in the institution, however, make for bad planning and budgeting. It can be difficult for department chairs to adopt a strategic stance and think institutionally because they often rotate in and out of their positions. Yet from the CFO's perspective, department chairs need to become their own budget managers. There should be a self-reflective process in, for instance, adopting a new major. Unintentional growth can be just as dangerous as low enrollments.

CFOs may argue that tenure-track faculty are too expensive over the long run. What they may fail to see is that long-term faculty are of tremendous value to the institution, even though their worth is difficult to quantify. Thinking in terms of investment, the cost of hiring these faculty can be considered a start-up cost. Whether the relationship is continued is discussed at the time of tenure.

In order to make change, there has to be a willingness to assume a risky honesty when CAOs and CFOs talk with one another. This forms a sturdy foundation for conversations to come.

Chief Financial Officers Think Tank

For the Chief Financial Officer (CFO), public relations issues emerge both in the normal course of events, such as announcing tuition increases, and in unexpected events, such as budget shortfalls. When the

headlines are about financial issues, it is often the CFO who has the relevant knowledge and understanding. Therefore, the CFO may be called to write the script for the president or the communications office. NERCHE's **Larry Ladd** led a discussion on managing public relations at January's meeting.

At state colleges all financial information is available to the press according to the Freedom of Information Act, making it crucial to maintain good relationships with reporters. It is also important for the CFO to work in tandem with the communications person to develop information for the media, often in the form of a sound bite.

In addition to cultivating relationships with press contacts, CFOs should establish and maintain good relations with local officials, board members, and other constituents. The press is usually in attendance at board meetings, and trustees are often the target of inquiries. It is especially important to work with trustees with regards to financial information and make sure any inquiries from the press to the board are funneled to the board chair, helping to ensure a consistent flow of information.

A public relations strategy that designates particular spokespersons for particular constituencies should also be built into campus crisis plans. Creating a basic set of relationships with a broad set of constituents precludes having an incident define the relationships.

Overall, it is worthwhile to plan for various scenarios and possible responses. By being proactive, the CFO can pose the important questions about goals and values instead of just responding to queries.

Future meetings will address presenting financial information to the board and faculty and tuition discounting.

Associate Student Affairs Think Tank

The thrust to identify learning outcomes, spearheaded by accrediting bodies, has raised new questions about assessment for Student Affairs. Many Student Affairs divisions find that the process of identifying and measuring learning outcomes compels them to come to terms with their own identity: educators or service providers or both? **Tony Esposito**, Bridgewater State College, led a discussion in February on assessment.

Rather than starting with an across-the-board assessment of learning outcomes for student affairs, a more reasonable approach is to begin by assessing specific programs. It can be difficult to get staff buy-in on assessment, especially because of the tendency to conflate assessment with evaluation, making it important that the focus be on ongoing improvement. Another obstacle can be how assessment is typically talked about. Abstract discussions can fail to engage action-oriented people, so it makes sense to start with something concrete, such as the use of space, as a practice exercise.

If possible, a pilot program should be tested on two or three programs. Those involved in the pilot should gather data that can be acted upon in areas where program directors know they can make change and work with staff to spell out outcomes that make sense for their particular programs. They can refer to statements from the American College Personnel Association (ACPA) and the National Association of Student Affairs Administrators (NASPA) to develop local outcomes that are meaningful in a broader context. They can also use items from existing national assessment instruments to facilitate the process. A challenge is to identify something that makes sense for the institution that can also be used for comparative purposes in order to understand what is important to the profession.

Once staff are more familiar with assessment, a larger conversation can take place about assessing developmental and learning outcomes. A number of good assessment instruments, which can be adapted to the needs of Student Affairs, have been developed for service learning. It is important to bear in mind that none of this work can be done in isolation. For assessment to be meaningful, it must be linked to institutional goals and have support from the top. When that call comes from the president's office regarding a recent student incident, staff should talk to the president in terms of student development, noting, for example, opportunities for helping a student learn to manage conflict. The conversation could introduce the outcomes that student life is working toward. If the institutional goal is to assess learning outcomes, the groundwork should be laid early in the process by teaming up with Academic Affairs.

Other topics covered by the Associate Student Affairs Think Tank this year were developing honor codes and issues related to spirituality in higher education.

Deans Think Tank

On many campuses expectations for faculty performance are imprecise, which can allow for flexibility in their application, but can also elevate anxiety and frustration on the part of those facing evaluation. Expectations are also determined by the type of institution, and locally by the mission and focus of the department. Due in part to the appeal of flexibility, faculty tend to resist clearly drawn criteria, especially those in writing. Many approach evaluation in general with a great deal of skepticism. In December **Angela Renaud**, Johnson & Wales University, led a discussion on faculty evaluation and development.

Rhetorically, the academy speaks to a community of scholars, whereas most of the work continues to be accomplished in silos. Introducing a process by which departments are evaluated collectively on how they manage teaching and research, as well as how they meet student outcome goals, can begin to shift the silo mentality. Such a change in focus may diffuse some of the faculty resistance to evaluation in general.

In terms of faculty evaluations, acknowledging some of the unspoken realities of faculty development can create a meaningful context for evaluation. A word from an administrator that newly-minted faculty will probably score lower on evaluations than their more experienced counterparts can go a long way toward alleviating their unease. It also serves to open new faculty up to productive and formative evaluation geared to facilitating their development as scholars and teachers. Protecting those faculty who take risks to create or redesign a course conveys a value placed on creativity. Formative evaluations may be appropriate for those trying innovation. Departments can encourage other faculty to participate in a post-mortem of a course that was shaped by experimentation in order to help with fine-tuning. Judging student evaluations on trend lines rather than on averages is a way to mine them for useful information in determining whether a faculty member can benefit from assistance. Overall it is important to stress many data points and have individual faculty contribute their own measures to the process.

Enlightened faculty development programs that emphasize growth should accompany evaluations. Even top-performing faculty can find ways to change and improve. Currently, many campuses are undergoing significant changes in student demographics, which apply pressure to faculty to find new ways to teach. Rather than leave faculty to struggle on their own with the new circumstances, institutions will need to make faculty development an institutional priority.

The academic deans also discussed dealing with troubled faculty, general education, and program review this year.

Multicultural Affairs Think Tank

The Multicultural Affairs Think Tank, directors of multicultural affairs programs and centers from campuses throughout New England, held their inaugural meeting in February. The theme for this year is "Institutionalizing or Embedding a Multicultural Agenda Within a Campus Culture." **T. Abraham D. Hunter**, Bryant College, led a discussion on building bridges in which think tank participants used their own campuses as case studies through which to demonstrate bridge building to other members of their institutions.

Operating from the perspective that diversity is the responsibility of the entire institution, one director launched a door-to-door campaign to solicit information from faculty about their relationships with the multicultural affairs office. A short-term goal was to develop a program for international education week in November. Once a committee comprised of representatives from various areas of the campus was formed, it chose program ideas that could be combined with the academic structure. The event was planned in plenty of time for faculty to build the content into their classes.

In order to make her office's work more visible on campus, another director initiated a series of conferences that brought in professionals from different fields to talk about the importance of culture. By involving a sweeping cross-section of the internal and external community—faculty, students, big name corporations, and the community—the conferences for such constituents as women, Latinos/as, and Asian Americans got wide exposure.

At a third campus where students and alums of color had long felt disenfranchised, the director, with the support of the vice president for Student Affairs, carved out a more visible role for the multicultural center. The college did an institutional audit and formed a diversity task force. With the assistance of students, the director reframed divisive issues into teachable moments.

Through discussion of these and other cases, members extracted key points to building bridges and effecting change that included: (1) Reporting structures matter, in that they impact how easily and directly one can exert influence; (2) Be strategic about building relationships, for example by serving on committees to get additional resources and validation/credibility for the office and its role; (3) Understand the mission of the college, and where there is shared commitment (e.g., student success), there are levers for change; and (4) Building and maintaining relationships is a constant process.

Other topics discussed this year included the impact of the University of Michigan decision, assessment, and evaluation.

Ernest A. Lynton Award for Faculty Professional Service & Academic Outreach

2003 Award Winner and Honorable Mentions

Ernest A. Lynton championed a vision of faculty professional service that embraced collective responsibility, a vision of colleges and universities as catalysts not only in the discovery of new knowledge but also in its application throughout society. Now in its seventh year, the award's winner and honorable mentions are noteworthy in the diversity and scope of activities with which they are involved. This year we received nominations for faculty members who represented every type of academic institution and multiple disciplines. The service of these faculty members not only benefits the community outside academe, but also has a real and lasting impact on their institutions through the development of courses and curricula and collaborative research ventures with colleagues. Perhaps most impressive is the clear connection between the outreach activities of these faculty and the involvement of their students. The award winner and honorable mentions exemplify the connection between extending their own knowledge to enhance the lives of others in our society and to motivate their students to follow their lead.

Award Winner **Joseph A. Gardella** Jr**.** is a full Professor in the Chemistry Department at SUNY Buffalo. He is also Associate Dean for External Affairs within the College of Arts and Sciences, where he coordinates and leads the College's outreach programs to industry, community organizations, government, and the local schools. Joe has received numerous awards for research and teaching, including the SUNY Chancellor's Medal for Excellence in Teaching in 1996. At UB he juggles faculty and administrative roles. He directs the UB Materials Research Instrumentation Facility, serves as a visiting scientist and program officer at the National Science Foundation, and chairs numerous campus committees including the university-wide general education curriculum committee. In all of these roles, Joe strives to make the university more responsive and accessible to students, including non-science majors, and to the community. He incorporates innovative pedagogies, including case-study method, collaborative learning and service learning. He also works with undergraduates, graduates, and faculty across disciplines on solving community problems in environmental pollution. He and his students have developed new models of community participation and shared decision-making in environmental research that have impacted policy development and practice. His work reflects his philosophy that "the best way to view education as a scientist is to consider that science education is liberal education and that it is a seamless enterprise."

Honorable Mentions

Richard Eberst, Ph.D., Director, Community-University Partnerships, Professor and Past Chairs, Health Science and Human Ecology at California State University San Bernardino. His projects include "Focus 92411," a community outreach partnership among the residents of the 92411 zip code involving the community hospital, public health department, the university, and many local community-based organizations to improve the overall quality of life for those who work and live in that zip code; and the "African-American Health Initiative" to address the health disparities that exist between African-Americans and other groups in the county.

Ira Harkavy, Ph.D., Associate Vice President and Director, Center for Community Partnerships at the University of Pennsylvania. From the formation of the Office of Community-Oriented Policy Studies in the early 80's, to the development of the Penn Program for Public Service in the School of Arts and Sciences, and the creation of the Center for Community Partnerships in the Office of the President, he has helped Penn shape an infrastructure to support the scholarship of engagement by faculty and students. He has written extensively on the issues of engaged scholarship for more than a decade, helping us all think more clearly on the "why" as well as the "how" of civic engagement.

Kathleen A. Staudt, Ph.D., Professor of Political Science and Director, Center for Civic Engagement (CCE) at the University of Texas at El Paso. We honor her for her work with schools, families, and numerous institutions in the El Paso area. Through her work at CCE, she has aimed to create a model for the engaged university, providing opportunities for faculty members and students to partner with the community through community-based research and service learning. She has also consistently invited graduate and undergraduate students to present with her at local state and national conferences.

Francisco H. Vázques, Ph.D., Professor, Hutchins School of Liberal Studies and Director, Hutchins Institute for Public Policy and Community Action, Sonoma State University. He is honored for his work on democratic citizen participation among Latinos. He created the Latino Student Congress the objective of which was for high school students to go beyond discussing the issues that they confronted and formulate policies that would address them. He co-authored *Latino/a Thought: Culture, Politics and Society* (2003), a book for young people which addresses issues of public citizenship and the rights of people, regardless of their geographical or cultural locations.

held when the rules of the game were created. These emerging views challenge numerous academic traditions. Some of the most prevalent emergent views (Trower and Chait 2002) are that:

- Open promotion and tenure processes may be more likely to ensure equity, as well as impose greater accountability on evaluators;

- Merit is socially rather than empirically constructed and contextual rather than absolute;

- More is achieved through collaboration than competition. An academic community thus created results in a healthier work environment by averting the poisonous effects of ruthless rivalry, which rarely occurs on a level playing field anyway;

- Serious scholarship concerns important social questions as well as scientific problems—breakthroughs often occur when colleagues span discipline lines;

- Teaching, advising, and service to the campus, the community, and the profession matter, along with research. The value of these activities should not be discounted because they are more nurturing, less visible, not easily documented, or disproportionately assigned to women and faculty of color. Citizenship should mean more than self-investment, self-advancement, and free agency.

- Personal life matters—a lot. Work-life balance is important to productivity, health, and well-being. The days of working men with stay-at-home wives are over, having been replaced by dual career families, single parents, and same-sex households where both partners work.

Perhaps as more new scholars enter the academy, bringing new values, institutions will pay heed and rethink and reshape structures and cultures to better suit the times and the faculty.

The Study of New Scholars

With support from the Ford Foundation and the Atlantic Philanthropies, researchers at the Harvard Graduate School of Education are currently working on the Study of New Scholars project with two purposes: (1) to make the academy a more equitable and appealing place for new faculty to work in order to ensure that academic institutions attract the best and brightest scholars and teachers; and (2) to increase the recruitment, retention, status, success, and satisfaction of women and minority faculty members. Our process is also twofold: (1) We will create a junior faculty survey (to be piloted this year at twelve institutions) that measures professional work-life factors that enable productive and successful careers, and seek the participation of research universities and liberal arts colleges; and (2) We will gauge and compare institutional policies and practices; assess satisfaction levels of junior faculty across participating institutions; and identify the

institutional characteristics and personnel practices of the best places to work, with a special focus on women and minorities. We believe that conducting the survey will create a constructive competition among the preeminent institutions to create a more hospitable place for junior faculty, especially women and minorities. Junior faculty will, in turn, have important and heretofore unavailable data to inform decisions about where to work.

As the academy hires more faculty—in fact, cohorts of faculty in many cases—to fill vacancies left by large numbers retiring and to meet increasing enrollments, new scholars will have more power, in sheer numbers alone, to begin to affect change. Studies have shown that a critical mass of scholars with new ideas can shift institutional thinking and ultimately impact structures and cultures.

Place Your Bets

It would appear that there are three possible scenarios regarding the status of women and minority faculty: (1) that the status quo will prevail and not much will change, (2) that market forces will compel the academy to act, and (3) that newcomers will unite and bring about change from within.

Status Quo

Perhaps the safest bet would be on the status quo, the one circumstance faculty cannot veto, to paraphrase Clark Kerr. The traditions and values of premier colleges and universities are not easily altered, whether for better or worse. With respect to the

work environment for women and minorities, it's difficult to imagine that either senior professors or senior managers at top-tier institutions will be overcome by an urge for self-reform. The rule makers are unlikely to be the rule breakers. As long as these pacesetters adhere to the status quo, so too will most other institutions because imitation enhances legitimacy, especially where one paradigm predominates. Were that not the case, we might expect to see radically different tenure policies, procedures, and practices at, say, women's colleges, Historically Black Colleges and Universities, or distinguished universities with female presidents and provosts. Yet there are few differences and even fewer experiments with new approaches.

Market Forces

The marketplace has fundamentally transformed the relationship between colleges and students. Where admission was once essentially a process by which colleges selected students, today consumers comparison shop among vendors, and then negotiate the best deal. By the same token, on the demand side, students, parents, legislators, and other resource providers may place greater weight on the very activities now often discounted in the tenure process, i.e., teaching (especially at the undergraduate level) and advising. A shift of consumer preferences along these lines could induce some changes in the relative values assigned to faculty activity which, in turn, could change the very nature of faculty work. On the supply side, as academic labor markets

improve—whether by a net increase in the number of positions or a net decrease in the number of doctoral recipients attracted to academic careers—"business necessity" may demand that colleges and universities create a culture where a diverse array of faculty can prosper. At the very least, a comparative advantage may accrue to institutions that earn a demonstrable reputation as great places for new scholars to work.

New Voices Become the New Majority

Perhaps the longest shot is for an internal revolution that could occur as more young scholars with different values are hired, tenured, and promoted into leadership positions to replace the retiring old guard. This shift is occurring across the country; for example, the University of California System predicts that it will hire more ladder-rank faculty in the next ten years than it currently employs. At numerous campuses, as many as 75 percent of the current faculty members were not there just ten years ago. Perhaps these new faculty can lead the academy in undertaking a careful examination of the academic culture, making systemic changes to that culture and then reinventing faculty employment

policies and practices to reflect the new values and better suit today's scholars, who live in a very different world from their more senior colleagues.

Ultimately, where you place your bet depends on if you think that market forces and new voices can coalesce in a strong enough fashion to overcome the inertia of the status quo. But we know from years of experience that the status quo wakes up when challenged, and depending on what's at stake, the greater the push, the greater the push back. There will be resistance to these changes. However, I'll bet with my heart on this one, and when you bet with your heart, you've played a long shot. But when a long shot wins, the payoff is huge!

Cathy A. Trower, principal investigator with the Study of New Scholars at Harvard University's Graduate School of Education

References for Quotes and Endnotes *(not listed elsewhere)*

Bandura, A. 1982. "Self-efficacy mechanisms in human agency." *American psychologist*. 37:2, pp. 122-147.

Deci, E.L. 1975. "Effects of externally mediated rewards on intrinsic motivation." *Journal of personality and social psychology*. 18:1, pp. 105-115.

Etzkowitz, H., C. Kemelgor, and B. Uzzi. 2000. Athena unbound: *The advancement of women in science and technology*. Cambridge, England: Cambridge University Press.

Florida, R. 2002. *The rise of the creative class*. New York: Basic Books.

Glazer-Raymo, J. 1999. *Shattering the myths: Women in academe*. Baltimore: The Johns Hopkins University Press.

Keller, E.F. 1995. *Reflections on gender and science*. New Haven: Yale University Press.

Minow, M. 1990. *Making all the difference: Inclusion, exclusion, and American law*. Ithaca: Cornell University Press.

Perry, R.P., R.A. Clifton, V.H. Menec, C.W. Struthers, and R.J. Menges. 2000. "Faculty in transition: A longitudinal analysis of perceived control and type of institution in the research productivity of newly hired faculty." *Research in higher education*. 41:2, pp. 165-194.

Perry, T. 2003. "Tackling the myth of Black students' intellectual inferiority." *The chronicle of higher education*. (January 10): B10-12.

Project on Faculty Appointments. 2000. *Faculty recruitment study: Statistical analysis report*. By J. Bleak, H. Neiman, and C. Sternman Rule. Senior Researcher, Cathy Trower. Cambridge, MA: Harvard Graduate School of Education.

Trower, C.A. 2002. "Why so few minority faculty and what to do?" *Connection: The journal of the New England board of higher education*. (Fall) XVII:2, pp. 25-27.

Trower, C. and R. Chait. 2002. "Faculty diversity: Too little for too long." *Harvard magazine*. 104:4, pp. 33-37, 98.

Valian, V. 2000. *Why so slow?* Cambridge, MA: MIT Press.

*For a complete list of references, visit NERCHE's web site (www.nerche.org)

[i] See Blackburn and Lawrence 1995; Caplan 1995; Jones 2002; Menges and Exum 1983; Ng 1997; Prentice 2000; Villalpando and Bernal 2002.

[ii] See Acker 1990; Clark and Corcoran 1986; Currie et al. 2002; Fox 1995; Johnson and Sadeo 1998; Kanter 1977; Park 1996; Trower 2002; Valian 2000; Zuckerman 2001.

[iii] See Bandura 1982; Deci 1975; Perry et al. 2000.

[iv] For a list of references about women in the academy used in this article, see NERCHE website (www.nerche.org).

[v] See de la Luz Reyes 1997; Johnsrud and Sadao 1998; McKay 1983.

[vi] For a list of references about faculty of color used in this article, see NERCHE website.

New Academic Compact:
Revisioning the Relationship Between Faculty and Their Institutions

Linda A. McMillan and William G. (Jerry) Berberet (Eds.), Bolton, MA: Anker Publishing Company (2002). 235 pps.

Dwindling resources, ratcheting costs, grade inflation, the student search for a credential rather than an education, faculty frustration and alienation, the loss of public confidence, competition from the for-profit sector—these woes and more comprise the backdrop against which the Associated New American Colleges (ANAC) came together to discuss the roots of their discontent and to conceptualize a new understanding of faculty work.

This volume, *New Academic Compact*, is the result of a two-phase project on the nature of faculty work. Based on deliberation and discussion among faculty leaders and academic administrators from the member institutions of the ANAC, it covers work carried out over a five-year period and supported by the Pew Charitable Trusts. More than a deconstruction of faculty work, the project sets itself the important task of "revisioning the relationship between faculty and their institutions." ANAC is a consortium of twenty-one private colleges and universities that consider themselves comprehensives, offering both liberal arts and pre-professional courses of study and focused on student learning.

Phase one of the project deals with the nature of faculty work and the problems with current definitions of that work. Much of the frustration and alienation that faculty feel is a result of the "one size fits all" approach to faculty roles. The conventional method of measuring such work is by the number of courses taught, thus ignoring the complexity of what faculty actually do. Student advising, research, institutional governance, and service to the institution are all part of the rich tapestry of teaching in the twenty-first century. The obvious omission in the conventional calculus of faculty work is the differentiation and individualization that should characterize the increasingly complicated roles faculty play in the life of the institution. Institutional citizenship is the most neg-

lected aspect of faculty work when the rewards of tenure, promotion, and merit pay are considered, while research is often seen as the most prestigious faculty activity.

The growing complexity of faculty roles without the commensurate rewards can be attributed to lack of communication between faculty, academic administrators, and governing boards and to the increasing commodification of higher education, which sees institutions behaving more and more like corporations and faculties more and more like trade unions.

None of this sounds terribly new. What is new is the concerted effort to open the lines of communication between faculty and administration with the intention of introducing significant changes. Using Ernest Boyer's *Scholarship Reconsidered* as inspiration, the ANAC working groups proposed a new, differentiated understanding of faculty work which promotes collaboration within and across departments and schools, perhaps providing reduced teaching loads to faculty who are involved in other work considered beneficial to the shared enterprise. The deconstruction of faculty work, the act of defining the "compact" that should exist between the various constituencies of the academy, and the serious consideration of what is involved in institutional citizenship are excellent examples of the philosophy underlying Boyer's work.

The very notion of an academic compact is a bold one, predicated on the concepts of intentionality and mutuality. As Jerry Berberet, Executive Director of ANAC, suggests in his chapter on the new compact, "the meaning of compact implies that the well-being of the whole as well as that of each partner to the compact, depends on faculty and institution fulfilling essential obligations to the other related to the mission that defines their reason to exist. The mission-strategic nature of the compact suggests that these obligations are ongoing and organic, responsive to changing needs and opportunities as they affect the institutional community." In order for the new compact to succeed,

institutions must commit to an extensive program of faculty development which will last throughout a faculty career, changing as the needs of the individual and the institution change.

Predicting the future is never easy, yet institutional success often depends on how well an institution plans for an uncertain future and anticipates needs not yet identified. A commitment to faculty development must involve the development of institutional and faculty expertise in areas not yet needed or fully realized. In fact, it means preparing faculty to skate to where they think the puck is going to be, rather than where it is now.

One of the strengths of this volume lies in the practical examples that are given throughout. Brief examples on a variety of subjects, ranging from the use of "Faculty Improvement Groups" at Belmont University to a description of the Provost's seminar at Mercer University are found in the first section of the book, which deals with the need for a new academic compact. The work groups that participated in phase one of the project demonstrate convincingly that collective introspection can serve multiple functions. When faculty and administrators combine forces to study a particular situation like the nature of faculty work, they not only engage in problem solving, but they experience the benefits of collaboration. Faculty achieve a much-needed institutional view, but they also feel heard for perhaps the first time and increasingly sanguine about the outcomes of this collective work.

The "Compact in Action" describes phase two of the project, the implementation phase. As such, it is enormously successful in demonstrating that each of the participants is unique and will implement the theoretical discoveries in different ways, while at the same time building on the discoveries and recommendations achieved collectively. Not surprisingly, some of these chapters are more successful than others. Particularly noteworthy is the chapter "Workload Differentiation at

WORKING PAPERS

These are selected titles. Visit www.nerche.org to view the complete catalog and abstracts.

Many papers may be downloaded in full.

INSTITUTIONAL TRANSFORMATION SERIES

Working Paper #23
Nancy Thomas
An Examination of Multi-Institutional Networks
Fall 1999

PROFESSIONAL SERVICE SERIES

Working Paper #3
Abram B. Bernstein
"Knowledge Utilization" Universities: A Paradigm for Applying Academic Expertise to Social and Environmental Problems
Spring 1994

Working Paper #17
Deborah Hirsch and Ernest A. Lynton
Bridging Two Worlds: Professional Service and Service Learning
Fall 1995

Working Paper #18
Edward Zlotkowski
Does Service Learning Have a Future?
Winter 1995

Working Paper #19
KerryAnn O'Meara
Rewarding Faculty Professional Service
Winter 1997

Working Paper #20
Sharon Singleton, Cathy Burack, and Deborah Hirsch
The Status of Faculty Professional Service & Academic Outreach in New England
Summer 1997

Working Paper #21
Sharon Singleton, Cathy Burack, and Deborah Hirsch
Organizational Structures for Community Engagement
Winter 1997

Working Paper #22
Nancy Thomas
The Institution As a Citizen: How Colleges and Universities Can Enhance Their Civic Role
Winter 1999

Working Paper #25
KerryAnn O'Meara
Scholarship Unbound: Assessing Service as Scholarship in Promotion and Tenure
Winter 2001

FACULTY LABOR MARKET SERIES

Working Paper #10
Ted I. K. Youn
The Characteristics of Faculty in Comprehensive Institutions
Spring 1992

Working Paper #12
Ted I. K. Youn and Zelda F. Gamson
Organizational Responses to the Labor Market: A Study of Faculty Searches in Comprehensive Colleges and Universities
Spring 1992

GENERAL EDUCATION SERIES

Working Paper #24
Janice Green
Reviewing and Renewing General Education: A Practical Guide
Spring 2000

Working Paper #9
Sandra Kanter
The Buck Stops Here: Outside Grants and the General Education Curriculum Change Process
Fall 1991

HOW TO ORDER

To order Working Papers, send your request with a check for $5.00 per paper.

Checks should be made payable to: NERCHE [Federal ID #043167352].

Mail to:
NERCHE
Graduate College of Education
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125-3393

OCCASIONAL PAPERS

Visit our web site (www.nerche.org) to download:

Reclaiming Our Soul: Democracy and Higher Education by Arthur Chickering

Fostering Financial Accountability by Larry Ladd, Amelia Koch, and Janyce Napora

Plain Talk About The Scholarship of Teaching and Learning: The Community College Context by Charmian Sperling

OUTREACH

Evaluation of the Institutionalization of Learn and Serve Programs

In 1993 the National and Community Service Trust Act (P.L. 103-82) established the Learn and Serve America (LSA) program to support efforts in schools, community-based organizations, and higher education institutions to involve young people in community service and service learning. In 2000 the Corporation for National and Community Service contracted with Westat, the Center for Youth and Communities at Brandeis University's Heller Graduate School, and NERCHE to conduct a study of the institutionalization and sustainability of service learning among LSA grantees. The evaluation was completed this winter. Below are some of the principal findings from the study.

The data from the Learn and Serve surveys indicate that to a large degree the Learn and Serve program met its goal of supporting new and expanded service learning efforts. The team found that the grants did in fact promote service learning, as well as indications that service learning will probably continue in the large majority of institutions whose programs had persisted to 2000-2001. Factors such as prior service learning experience, initial grant size and the funding mechanism used, and a mix of policy and institutional supports are associated with the persistence of service learning in the sites in the study.

Community Service Coordinators Think Tank

What stops you from accomplishing all that you want on a day-to-day basis? Throughout the course of the day the one thing that *can* be anticipated is that there will be interruptions: the Internet server is down for hours; troubled students demand attention; crises, small and large, wrench you from the morning's planned focus. These events are heaped on top of the seemingly endless scheduled meetings and heavy teaching loads, leaving you feeling overwhelmed and at a loss for solutions. Embedded in this year's theme, "Promoting Cultural Change about the Value of Service," is the notion that campus service directors have to accomplish a lot often with very little. In February **Shuli Arieh**, Simon's Rock College of Bard, and **Jennifer Greer**, Emerson College, led a discussion on how to balance work and life.

Members divided themselves among four groups to discuss strategies for managing the multiple situations that make up their work lives. At the top of the list was the recommendation for community service coordinators to frankly assess their capacities and limits and determine what can be delegated to others and what must be put on hold until a more suitable time. They should focus first on those issues over which they have some control. Whether the campus server functions is out of their hands, and they may need to find other ways in which to contact people until it is back online. Another suggestion for them was to seek out those with whom they can collaborate to solve problems. For example, counseling centers can provide support to a troubled student. Much discussion was given to setting priorities and resisting the temptation to let others' needs displace their own. When prioritizing, however, it is important to keep in mind long-term goals as well. They should consider whether failure to address a short-term crisis will have long-term implications.

The Community Service Coordinators Think Tank also covered assessment, developing leadership capacities, and engaging policymakers during the academic year. The Community Service Coordinators Think Tank is sponsored by the Massachusetts Campus Compact.

BOOK REVIEW

Ithaca College" which provides an excellent example of what is meant by reconceptualizing faculty workload. It describes the journey from the "one size fits all" model of faculty work to a new model "which optimizes faculty collaboration across the range of departmental work and encourages thoughtful planning and development, while advancing the teaching and learning mission of the college." By telling us how one institution accomplished this feat, the book demystifies this Herculean task and encourages others to get on with it. Equally helpful is the chapter on workload rebalancing at St. Mary's College of California. The final section of the book seems superfluous. It consists of essays by a number of experts who had worked with ANAC on the faculty workload projects. While some of the essays are interesting, none really illuminates either the general topic under consideration or the various earlier sections.

Some of the implementation plans described in the book seem excessively bureaucratic and may not last long, but on the whole the attention to praxis makes this volume more than just a report on a faculty work project. It teaches by example, and because of the broad range of institutions encompassed by ANAC, many colleges and universities not part of this consortium will find the book useful.

Finally, kudos to Jerry Berberet and Linda McMillan, editors of the volume, for dealing successfully with chapters so different in subject matter and tone. This is a book from which every constituency in higher education can benefit. The willingness to deliberate and learn together, to collaborate within and across departments and schools as well as with administrators and governing boards, and to plan carefully and be prepared to take risks can yield positive results for institutional mission, student learning, and faculty satisfaction.

Hannah Goldberg,
NERCHE Senior Associate

NERCHE Counts On You

Fifteen years ago, higher education leaders recognized the need for a center that would focus on the quality of academic work life for faculty and administrators in colleges and universities. Since that time, NERCHE has emerged as a regional and national leader in providing professional development and related policy initiatives for higher education. What distinguishes NERCHE from other centers of higher education across the country is its grounding in the authentic experience of faculty and administrators at diverse institutions of higher education. No other higher education center or institute provides a direct link between the people with firsthand knowledge of higher education issues and the policy-makers. We have built a strong reputation for research and advocacy programs that respond to the needs of practitioners and inform policy-level discussions.

In order to offer quality programs including think tanks, technical assistance and consultation, and research and advocacy projects, NERCHE depends on grants, program fees, and the generous support of friends and colleagues. We invite you to become a member of NERCHE at an annual rate of $35.00. As a member you will receive our biannual publication, *The Academic Workplace*, and our series of email NERCHE *Briefs*, based on think tank discussions that inform both policy and practice. Those who choose not to become members will still be able to access *The Academic Workplace* online at (www.nerche.org). Please consider making an additional donation to help support the work of NERCHE. Your gift will enable us to continue to provide first-rate programs that link the worlds of policy and practice in higher education.

NERCHE can count on me!

[   ] $35.00 for a one-year membership to NERCHE

[   ] Additional donation of $_____

Name: _____

Title: _____

Organization/Institution: _____

Address:_____

City: _____State: _____Zip: _____

Phone: _____Email: _____

Please make checks payable to:

The New England Resource Center for Higher Education
Graduate College of Education, University of Massachusetts Boston
100 Morrissey Blvd.
Boston MA 02125-3393

FID# 04-6013152
(Your gift is tax-deductible to the extent allowed by law.)

THE LAST WORD

We need to talk about failure as embedded in the process of learning. You have to sustain your focus until the next oasis.

– Academic Affairs Think Tank

You just have to lead the charge; you don't have to create it.

– Deans Think Tank

It should be personally troubling for a faculty member to assign an F.

– Associate Deans Think Tank

An academic plan that isn't cognizant of resources is narcissism. A business plan that doesn't include the centrality of the mission is just numbers. The president must insist that the CAO and CFO work it out.

– Joint Academic Affairs and Chief Financial Officers Think Tank Meeting

Sometimes the fuss is part of the learning.

– Associate Student Affairs Think Tank

The power of the peer culture is that students capture the imaginations of other students. Honors students shouldn't be segregated from the others.

– Academic Affairs Think Tank

Educating, educating, and re-educating students is the core of our work.

– Multicultural Affairs Directors Think Tank

The point of college is to be able to learn independently, a point made in part through homework requirements.
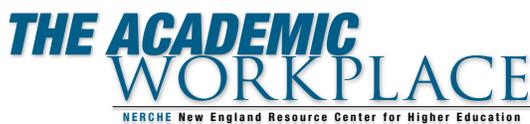
– Academic Affairs Think Tank

Adjuncts can provide checks and balances against complacency.

– Department Chairs Think Tank

THE ACADEMIC WORKPLACE
NERCHE New England Resource Center for Higher Education