

Spring 1992

# The Academic Workplace (Spring/Summer 1995): Today's College Students: Myths and Realities

New England Resource Center for Higher Education at the University of Massachusetts Boston

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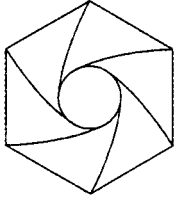
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## Recommended Citation

New England Resource Center for Higher Education at the University of Massachusetts Boston; Gamson, Zelda F.; and Levine, Arthur, "The Academic Workplace (Spring/Summer 1995): Today's College Students: Myths and Realities" (1992). *The Academic Workplace*. 9.

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# The Academic Workplace

New England Resource Center for Higher Education

Spring/Summer 1995 Volume 6, Number 2

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## Today's College Students Myths and Realities.

by Arthur Levine,  
President, Teachers College  
Columbia University — page 6

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### Letter from the Director

**I**t is easy to forget about students nowadays. Harried, burdened by jobs and families and worried about economic uncertainty, students today are seen but not heard. But they are here, all around us, as we faculty and administrators cope with our equally burdened lives.

It has been curious how little one hears about — let alone from — students in current discussions about U.S. higher education. As we carried out our research on general education reform, my colleagues and I rarely heard about students as active agents of reform, although we were told often that students were the reason for tightening requirements or introducing “skills” courses in writing and thinking. In our studies of the academic labor market, we learned about the recruitment, retention and promotion of faculty without anyone breathing a word about the connection of these matters to students. Students, in these discussions of the academic workplace, were little more than background noise.

Even current calls for restructuring higher education, a hot-button item in the states, national associations and foundations, neglect to mention students except in the most generalized terms, in connection to costs, access, and financial aid. It is only among those faculty and administrators who occasionally get together at a special meeting, workshop or conference on teaching and learning that one hears much concrete talk about students.

It is strange indeed that an industry should pay so little attention to its main clients/constituents/products. It is only when those clients/constituents/products make trouble for us, by not turning up in adequate numbers, or presenting us with their personal problems, or creating media disasters that we notice them — and, even then, in embarrassingly simple-minded ways:



Susan Levin

Continued on page 2

# Events

## CALL TO THE CONFERENCE ~

Fall, 1995:

*Service Learning - Professional Service: Building Collaboration*



W I N G S P R E A D

*Next fall, NERCHE will co-sponsor a meeting on "Service Learning - Professional Service: Building Collaboration" with the American Association for Higher Education and Campus Compact. This gathering will convene leaders from the fields of service learning and faculty professional service to discuss opportunities for collaboration and partnerships. It will take place at the Wingspread Conference Center in Racine, Wisconsin.*

*Letter from the Director From page 1*

They are too consumer oriented; they are emotional basket-cases; they are enforcers of politically correct ideas.

This issue of *The Academic Workplace* is focused squarely on students. From time to time, we will turn our attention to students in this Newsletter. We need to remind ourselves at NERCHE, and perhaps our friends and colleagues around the country as well, that we begin with our students and we end with our students. They are the past, present, and future. **Arthur Levine's** featured essay reports on a survey of the present generation of students and concludes with a mixed picture of students' pessimism about the world they have inherited and optimism about their ability to improve it — modestly. **Victoria McGillan** gives us a trenchant and rather frightening picture of the emotional and social problems among our students caused by societal breakdowns. **Jack Warner's** review of Paul Rogat Loeb's book, *Generation at the Crossroads*, asks us to extrapolate accounts of contemporary student activists and those engaged in service into the future. Student service has become popular among students on campuses across the country. Activism is rarer. With a little help from Washington, both may become more common in the next years. Will we be ready?

*Zelda F. Gamson*

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The New England Resource Center for Higher Education 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.

# Funded Projects

## *Program on Faculty Professional Service and Academic Outreach*



**T**he new Program on Faculty Professional Service and Academic Outreach is well underway. The early activity that focused on establishing the Program, producing and acquiring materials, and col-

lecting resources has given way to defining a national presence in the area of professional service. During the last three months the Program has had on-going contact with key organizations and individuals in service-learning and outreach including the American Association for Higher Education (AAHE) and Campus Compact.

**Catherine Burack, Zelda Gamson, Deborah Hirsch, and Ernest Lynton** presented at the AAHE's Forum on Faculty Roles and Rewards in Phoenix and at the national conference in Washington, "The Engaged Campus."

This spring, we conducted the first systematic look at faculty professional service in New England, mailing inventories of the structures, policies, and activities that support faculty professional service to New England area colleges and universities. Once we have compiled the results, they will be available for dissemination.

We are also getting the word out about faculty professional service over the Internet through a higher education service-learning gopher site maintained by the University of Colorado at Boulder ([gopher.csf.colorado.edu](http://gopher.csf.colorado.edu)).

Future plans include site visits to regional campuses, workshops, and conference presentations. If you would like to be on the mailing list call: (617) 287-7740 or eMail: [nerche@umb.edu](mailto:nerche@umb.edu).

## *New AAHE/NERCHE Monograph on Professional Service*

**T**he AAHE Forum on Faculty Roles and Rewards, in collaboration with the NERCHE Program on Faculty Professional Service and Academic Outreach, announces a new monograph, *Making the Case for Professional Service*, by Senior Associate **Ernest Lynton**.

**Russell Edgerton**, President of AAHE, in his Foreword calls this publication "a new map of the terrain (of professional service)" that provides "grist and guidance . . . both for campus leaders who make policy as well as for individual faculty who do outreach and who seek and deserve more recognition for this work."

The monograph makes the case for greater emphasis and better rewards for professional service by faculty based on their professional expertise. It shows how faculty engagement in such service can be an intellectually challenging activity that can benefit the teaching and research vitality of an academic institution if properly conceptualized, performed, evaluated, and rewarded. *Making the Case for Professional Service* uses examples of actual projects to illustrate how faculty members can "make their case" by documenting their work, and how measures of

quality can be applied. The monograph also suggests an Action Agenda for a college or university.

*Making the Case for Professional Service* will be useful to any college or university interested in enhancing professional service. We urge institutions to acquire multiple copies for distribution to academic administrators, department chairs, and senior faculty members so as to stimulate wide discussion.

Order copies from AAHE for \$10 for members; \$12 for non-members. Send check, Visa/Mastercard number or institutional P.O. to Box LY, AAHE Publication Orders, 1 Dupont Circle, Washington, DC 20036-1110; fax (202) 293-0073. For more information, call (202) 293-6440, Ext. 11.



## *Cultures of Success: A Study of Community Colleges with High Transfer Rates*

**I**n 1993, Senior Associate **Howard London** received funding from the Ford Foundation for a four-year study of community colleges around the country that are unusually successful in preparing "at-risk" students for transfer to four-year institutions. Now in its second year, the project has produced rich data from which emerged a portrait of community college students.

Perhaps the only generalization that can be made about today's urban community college students (and it too is riddled with exceptions) is that most come from groups that in previous generations

*Continued on page 4*

# Funded Projects

## *Cultures of Success: A Study of Community Colleges with High Transfer Rates* continued from page 3

were "educationally disenfranchised," or "marginalized." Whatever term one wishes to use, they are students who until recently would not have attended any institution with the word "college" in its title. Increasingly concentrated in the two-year sector are American Indians, Asian, and Pacific Islanders, Hispanics, and African-American students. In comparison with undergraduates at four-year colleges, community college students are older (with a median age in the upper 20's), more likely to have families, to be single parents, to receive public assistance, and to have jobs ranging from half to full-time employment. College is not always the central part of their complex lives, leading to discontinuous enrollment patterns. It is common for urban community college students to vary in the number of courses they take each term or to temporarily

"stop out." As a result, these students may take many years to achieve their educational goals.

Students who wish to transfer face additional challenges. Urban community colleges have stubbornly low transfer rates owing to structural factors, such as inadequate articulation agreements between two and four-year colleges and the scarcity of financial aid. Moreover, transfer students often have difficulty moving into a more middle class environment with which they have little familiarity.

Community colleges have a history of innovation in response to changing economic conditions and the needs of business and industry. While they must continue to be responsive to these factors, the challenge for contemporary urban community colleges is to develop innovative

strategies for assisting new student populations to achieve their diverse educational goals.

The project has just been awarded an additional grant from the Spencer Foundation to extend its work.

For more information about the project, contact **Kathleen M. Shaw** and **Howard B. London** at Bridgewater State College, (617) 332-8830, eMail: [hlondon@bridgew.edu](mailto:hlondon@bridgew.edu).



Mark Corliss

# NERCHE's Second Regional Conference Report

## *Changing Faculty Roles and Rewards: Moving to the Next Stage*

**D**uring the weekend of May 5–6, in conjunction with the American Association on Higher Education, NERCHE held its Second Regional Conference on Faculty Roles and Rewards at the New England Center in Durham, New Hampshire. In this gracious setting, faculty and administrators took the challenge to rethink institutional priorities and find ways that are satisfying and productive for faculty to work. Conference presenters and participants accepted this challenge in the spirit of collaboration with a commitment to action.

On Friday afternoon, keynote speaker, **Eugene Rice**, Director of the Forum on Faculty Roles and Rewards at AAHE, inaugurated the conference with his thought-provoking look at what it means to be a scholar, framing many issues that were echoed in subsequent conference sessions. He spoke especially about images of faculty in the future, as the "New American Scholar."

Participants then selected from among concurrent sessions that approached faculty roles and rewards from the perspectives of teaching, professional service, service learning, research, and assessment.

**Pat Hutchings**, Director of the AAHE Teaching Initiative, discussed the implications of teaching as a scholarly activity for prevailing conceptions of teaching, institutional evaluation and reward policies, and student learning.

NERCHE Senior Associate, **Ernest Lynton**, made the case for the benefits of direct professional service and outreach to the larger community, the intellectual life of

colleges and universities, and the scholarly challenges of faculty.

Elaborating on the notion of service, **Deborah Hirsch**, NERCHE's Associate Director, discussed the role of faculty in students' learning and presented a model of "Professional Public Service" that joins faculty and students in collaborative academically-based service.

**Donald Harward**, President of Bates College, talked about the role of research in teaching-oriented colleges and universities, its relationship to the teaching institution's mission, and how teaching and research can be mutually reinforcing.

**Philip Friedman**, Provost of Bentley College, described the evolution of specific teacher/scholar assessment models for faculty performance, beginning with the relationship of faculty activities to institutional missions and expanding to include customized expectations for individual faculty and cross-departmental, programmatic contributions.

**Leslie Flemming**, Dean of the College of Arts and Humanities at the University of Maine, examined the issues institutions face in creating standards of faculty productivity while responding to diverse constituencies, rapidly changing technologies, and redefinitions of teaching, scholarship, and outreach.

After a full and productive afternoon, participants "brought the information home" in discussion groups constructed to reflect the perspectives of their institutions.

Day two opened with a plenary address by **Donald Schön**, Ford Professor Emeritus of Education and Urban Studies at the Massachusetts Institute of Technology, highlighting issues critical to setting the stage for individual and institutional innovation: creating momentum and support for change. The three concurrent sessions that followed introduced additional voices to the fertile discussion of faculty work.

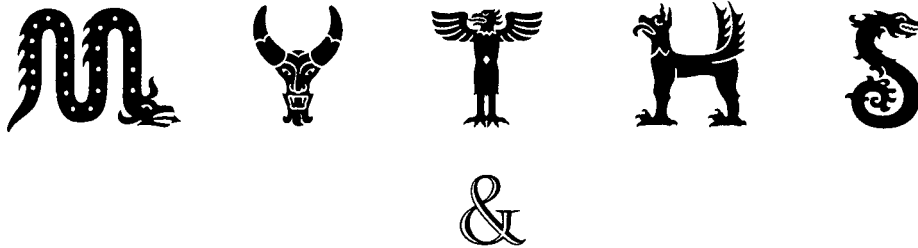
Scholarly and professional associations have begun to realize that the present reward system fails to recognize those faculty activities that require a high level of disciplinary expertise. **Robert Diamond**, Assistant Vice Chancellor of Syracuse University, talked about how statements of faculty work drawn up by disciplinary groups, can inform institutional faculty reward systems. A panel of respondents, **Carla Howery**, Deputy Executive Officer, the American Sociological Association; **Julian Off**, Professor, University of Massachusetts/Amherst; and **H. Lee Schlorff**, Dean of the Faculty and Undergraduate College, Bentley College, offered perspectives from the disciplines

At the departmental level, reform in faculty roles and rewards translates to changes in departmental cultures. **Jon Wergin**, Professor of Education at Virginia Commonwealth University, explored the pressures for change that departments face and the subsequent challenges for departmental leadership.

Moving the discussion to the arena of governance, **Philip Quaglieri**, Chair of the Faculty Council at the

*Continued on page 1:*

# TODAY'S COLLEGE STUDENTS



## Reality

by Arthur Levine  
President, Teachers College  
Columbia University

“It used to be that those of us who grew up in the 80’s belonged to a generation without a name or even a press agent. But no longer. Ever since *Time* discovered the “Twenty-something generation” in the summer of 1990, every major cultural institution from Taco Bell to the Clinton Campaign has tried to devise a twenty-something contraption.” Alexander Star

We like to name generations in the United States. In choosing an appropriate sobriquet, we tend to look for distinctive generational characteristics, the ways that the current generation seems different from the last. Every generation of young people since World War I has been so memorialized by writers and the mass media. The youth of the 1920s, stamped into history wearing raccoon coats, drinking from hip flasks and dancing the Charleston, were anointed the “lost” generation. A decade later, young people who were out of work and out of luck were christened the “depression” generation. The post World War II youngsters, viewed as having donned grey flannel suits and hurrying to rebuild lives interrupted by the war, were named the “silent” generation. Then came the babyboomers of the 1960s, the generation of “sex,

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*This generation of undergraduates is angry that they are being forced to face social problems that are not of their own making*

drugs, and rock and roll," forever pictured demonstrating in bell bottoms, love beads, and tie-dyed T-shirts. The late 1970s and '80s produced the "me" generation, where males were pictured as clones of the Michael J. Fox television character Alex Keaton — well-coiffed, well-dressed, and striving to be well-off.

The 1990 *Time* article was an early try at naming the current generation of young people. Cover stories on today's youth produced an impressive array of potential names for today's young people, rooted in all sorts of salient generational characteristics. The first of these names, "twenty-somethings," focused on their age. Then came a grander notion, based on their place in American history — the "thirteenth generation" or, more colloquially, "thirteeners." The small size of this generation led to "babybusters," or the even more popular "busters." Perceived cultural tastes were celebrated in the "MTV Generation."

Personality traits, depending upon whether one liked them or not, yielded "slackers" or, alternatively, the "repair generation," the former stressing social disengagement and the latter emphasizing social involvement. There were directional names — the "upbeat" and the "downwardly mobile" generation. There was a "we don't have a clue" name — "Generation X," and a "we

only have a small clue" name — "posties." (This was short for "post-yuppies.")

Even more confusing than these names have been the generational portraits in which they have appeared. *Fortune* magazine, in an article entitled "The Upbeat Generation," described today's young people as optimistic about their personal futures, with expectations of doing as well as their parents. They were satisfied with their career prospects and rejected the claims of the "me" generation, despite being pessimistic about the future of the country. They saw education as a path to personal growth as well as money.

In contrast, the same youngsters were described as shut out, angry, neglected, and pessimistic about their personal futures. A *Business Week* article entitled "Move Over Boomers: The Busters are Here and They're Angry," portrayed today's young people as destined for "mundane and marginally challenging work that provides a paycheck and little else."

They were more likely than past generations to be unemployed, underemployed, and living at home after completing school. This was a generation that resented the baby boomers for blocking their career paths. Not only were they economically at risk, but their world was emotionally unstable. They shared little in common

beyond a collective sense of foreboding as they faced AIDS, crumbling families, and a sinking economy.

After reading these accounts, one is forced to conclude that this is either a Jekyll and Hyde kind of generation, careening between optimism and pessimism, satisfaction and despair, or alternatively, that we have not yet pinned down who they are.

There is probably some truth in both conclusions. The images we have formed of past generations of young people are caricatures. For example, the commonly held image of the youngsters of the '60s as activists is one part of the reality. In 1969, at the height of the youth protest, less than a third of all undergraduates (28 percent) had participated in a demonstration. In 1970, during the week of the most widespread campus unrest in U.S. history following the shooting of students at Kent State and Jackson State Universities, 43 percent of the nation's colleges and universities were apparently unaffected. Moreover, student political attitudes in the '60s were middle-of-the-road to conservative. A third of the undergraduates in 1969 described themselves as liberal or left of center. Most students (59 percent) came to college in 1969 for the same reasons

**"MOVE OVER BOOMERS:  
THE BUSTERS ARE HERE  
AND THEY'RE ANGRY"**

ing school. This was a generation that resented the baby boomers for blocking their career paths. Not only were they economically at risk, but their world was emotionally unstable. They shared little in common

*Continued on page 8*



*Almost two out of three students (64 percent) say they are engaged in service activities.*

students always had, to get training and skills for an occupation. Half (49 percent) saw the chief benefit of a college education to be increasing their earning power.

The generational images we form grow out of the shifts in the attitudes, values, and behaviors of young people. For the most part, these shifts are quite small. Nonetheless, the media capture the nation's attention by sharpening the changes from one generation to the next. We then adopt them to define and label generations and, with time, the labels become more real than the generations themselves. They evolve into stereotypes and cartoons which eclipse the diversity that exists within every generation. This is what happened with our image of the young people of the '60s and generations before and after them and the continuity among them.

The Jekyll-and-Hyde characterizations of the current generation by *Fortune* and *Business Week* are, in this sense, both accurate. Each captures a different slice of the generation, but neither describes the generation as a whole. We are yet to take an accurate picture of the current generation of young people.

### ***A Portrait of Today's College Students***

I have just completed a study of current undergraduates. We surveyed a representative sample of 9,100 college students, carried out focus group interviews on 30

campuses, and surveyed 300 chief student affairs officers. Here is the picture that is emerging of a generation that is deeply pessimistic about the world they have inherited but surprisingly optimistic about their own capacity to make things better.

The key events which influenced this generation are the Challenger Explosion, the Iraq War, the fall of the Soviet Union, the Exxon Valdez accident, the Rodney King trial, and AIDS. Each event is perceived as ultimately negative. Even the fall of the Soviet Union is seen as having negative consequences, such as the instability of Russia, the war in Bosnia, and the lack of control over the former Soviet nuclear arsenal.

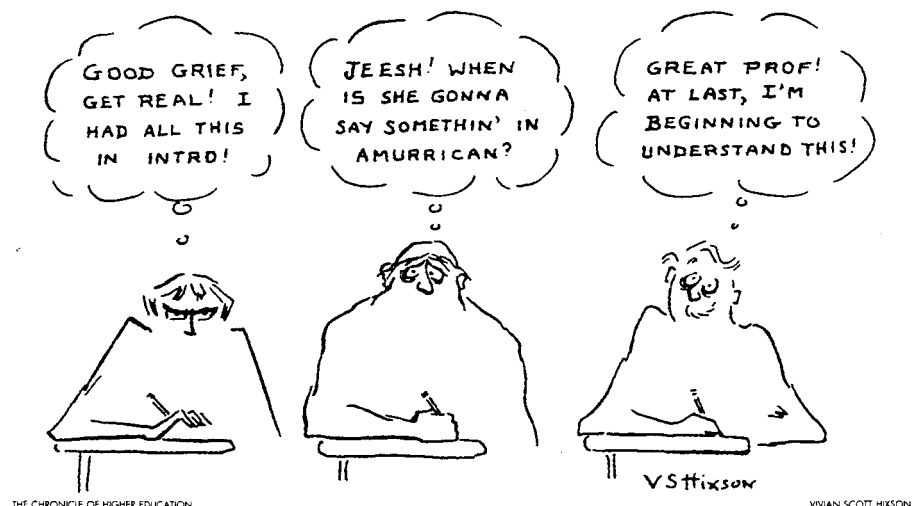
The majority of students believe that our nation is in deep trouble. Most think our key social institutions — government, health care,

corporations, media, the schools, and families — are not working. Their greatest distrust is reserved for politics, politicians, and government. They do not believe government is part of the solution.

This generation of undergraduates is angry that they are being forced to face social problems that are not of their own making. Because the problems are large and growing larger, the students feel they do not have the luxury of withdrawing from them and focusing on themselves, as they perceive the "yuppies" to have done.

Although students feel they have to solve problems ranging from poverty and pollution to AIDS and the economy, they reject quick fixes and broadscale solutions. They have chosen to focus on local problems. Almost two out of three students (64 percent)

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THE CHRONICLE OF HIGHER EDUCATION

VIVIAN SCOTT HIXSON

# Think Tanks

One of NERCHE's hallmarks is its Think Tanks for faculty and administrators from New England schools and colleges. Think tanks meet five times a year for intense discussions of the most serious issues facing higher education.

## Student Affairs Think Tank

The Student Affairs Think Tank this year has been guided by the theme, "The Challenge of Change." Under the leadership of **Jack Warner**, Dean of Student Affairs at Bristol Community College, the group began with a discussion of future trends in the larger society, with particular emphasis on demographic changes in New England. The group asked whether they should accept the premise that New England's economic future requires a higher rate of participation in higher education. Having accepted this premise, it then turned to the question of how to increase attendance in the region's colleges and universities, with special attention to potential students from underrepresented groups, such as first-generation students from poor families, students of color, and older students. Discussion then turned to how to overcome cultural barriers and insure success for students with these characteristics.

In its second session, the group examined the impact of technology on higher education and student affairs. With **Daniel DiBiasio**, Interim Vice President for Student Affairs at the University of New Hampshire as discussion leader, the Think Tank discussed a number of professional and popular readings about the role of computers and related technologies. All members of the group described how new technologies had affected their offices and staff. Several told interesting stories about the positive effects of technology. Electronic mail, for example, has increased students' access to student affairs staff members and to other students, in many ways

strengthening rather than weakening community, as others argued.

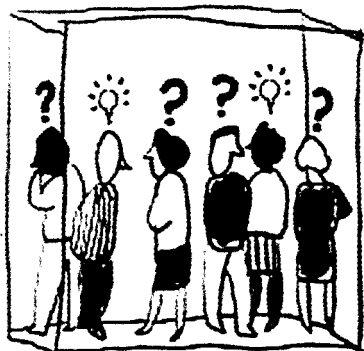
The third and fourth sessions of the Think Tank focused on models and strategies for change. **Delina Hickey**, Vice President for Student Affairs at Keene State College, described a system for improving links among student affairs offices at her institution that was introduced several years ago and how that system has changed. Discussion turned to anxieties about change among staff members and ways to overcome those anxieties. **Susan Brady**, Vice President and Dean of Student Development at New England College and **Zelda Gamson**, Director of NERCHE and a coordinator of the Think Tank, continued the conversation about change by posing questions about restructuring. How do leaders initiate change, they asked, that maintains the commitment to doing the best for students and institutions? How do they reassure and sustain the commitment of their staffs? How do they engage the faculty in change? The closing session of the Think Tank, led by **Lynn Willett**, Vice President for Student Affairs at Bridgewater State College and a coordinator of the Think Tank, drew up conclusions of the year's series on change for publication.



## Members of the Student Affairs Think Tank 1994-1995

Susan Alexander, Dean of Students, Wheaton College; Rosalind Andreas, Vice President for Student Affairs, University of Vermont; Doris Arrington, Dean of Student Services, Capital Community Technical College;

Think Tanks continued on page 10



Susan LeVonn

## Today's College Students - Myths & Realities

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say they are engaged in service activities.

This is a generation that is deeply worried about the future after college. "Will I get a **good** job?", they ask. "Will I be able to repay my loans?" They also worry about having happy marriages. Many have never witnessed a successful adult, romantic relationship. They desperately want to be happy...and fear they won't be. Nonetheless, they are more optimistic about the future than their predecessors. Three out of five are convinced tomorrow will be better than today. They attribute the improvement to the commitment of their generation.

At bottom, this is a generation that wants to do well and do good. Three out of four say it is essential that they be very well off financially, yet five out of eight want a job that will make an important social contribution. Current college students don't want to be Donald Trump, but the thought of being Mother Teresa isn't all that appealing either.



# Think Tanks

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## *Members of the Student Affairs Think Tank 1994-1995 continued from page 9*

Robert Bongiovanni, Vice President of Student Affairs, Thomas College; Susan Brady, Vice President & Dean of Student Development, New England College; Evelyn Clements, Dean of Student Development, Middlesex Community College; Daniel DiBiasio, Interim Vice President for Student Affairs, University of New Hampshire; Raymond Ferland, Vice President for Student Affairs, Community College of Rhode Island; Zeldia Gamson, Director, New England Resource Center for Higher Education; Paula Gagnon, Dean of Student Affairs, Lyndon State College; Barbara Hazard, Dean of Students, University of New England; Delina Hickey, Vice President for Student Affairs, Keene State College; Deborah Hirsch, Associate Director, New England Resource Center for Higher Education; Joyce Hopson-King, Assistant to the Dean of Students, University of Connecticut; Joseph Horton, Dean of Students, St. Anselm College; Joan Apple Lemoine, Dean of Students, Douglass College, Rutgers University; Susan Lincoln, Dean of Student Services, Gateway Community-Technical College; Martha Mathis, Dean of Students, Norwich University; John McCray, Vice President for Student Affairs, University of Rhode Island; Robert Minetti, Vice President for Student & Administrative Services, Bentley College; Sheila Murphy, Dean for Student Life, Simmons College; Dwight Rideout, Assistant Vice President & Dean of Student Services, University of Maine; Karen Rigg, Vice President for Student Affairs, Northeastern University; Robin Rose, Dean of Student Life, Brown University; Neil Severance, Vice President for Student Affairs, Rhode Island School of Design; W. Gregory Swett, Dean of Student Affairs, Eastern Maine Technical College; Jack Warner, Dean of Student Affairs, Bristol Community College; Lynn Willett, Vice President for Student Affairs, Bridgewater State College

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## *Associate Deans Think Tank*

The Associate Deans Think Tank, led by **Milton Kornfeld**, Associate Dean of Academic Affairs, Brandeis University, and **Deborah Hirsch**, Associate Director of NERCHE, focused this year on the delivery of academic support services for students. This fall, they discussed how to help faculty address and respond to an increasingly visible population of disruptive and/or disturbed students. In December, **Lanny Kutakoff**, Acting Vice President

for Academic Affairs at Dean College and **Jean Woodbury**, Associate Dean of Academic Affairs at Framingham State College, led a discussion on student retention. The group shared organizational and programmatic efforts that have been effective in reducing student attrition. Some of these included: commitment and support from institutional leaders, a process that is long-term and inclusive of all members of the institutional community, resources to implement programs targeted at reducing attrition, and the importance of accurate and on-going data on student retention and academic standing which is correlated to measures of program effectiveness and impact. Not surprisingly, the group cited faculty as critical to any program's success and discussed ways to involve them in retention efforts.

Several of the NERCHE Think Tanks have explored the importance and impact of technology in our workplaces this spring. **Lois Nunez**, Associate Dean of Academic Affairs at Sargent College, Boston University and **Milton Kornfeld**, Associate Dean of Academic Affairs at Brandeis University, surveyed Associate Deans Think Tank members about the ways they use technology on their campuses and in their jobs. Among respondents, there was little uniformity in the use of tools such as eMail and the Internet, software packages for word processing and database management, and voicemail. In addition to sharing information about specific programs, the group discussed some of the broader philosophical issues that the introduction of new technologies has created on their campuses. These include: assuring equal access to both commuting and residential student populations, limiting information overload and its impact on workload and productivity, training faculty and staff to use ever-changing systems, decentralizing information

systems, and monitoring inappropriate communication.



## *Members of the Associate Deans Think Tank 1994-1995*

Dorothea Alexander, Assistant Dean for Academic Affairs, Northshore Community College; Zeldia Gamson, Director, New England Resource Center for Higher Education; Carol Hurd-Green, Associate Dean, Boston College; Jean Herbert, Dean of Freshmen and Sophomores, Tufts University; Deborah Hirsch, Associate Director, New England Resource Center for Higher Education; Milton Kornfeld, Associate Dean for Academic Affairs, Brandeis University; Lanny Kutakoff, Acting Vice President for Academic Affairs, Dean College; Susan Lane, Associate Dean, Massachusetts College of Art; Dorothy Laton, Associate Dean for Undergraduate Studies, Assumption College; Myra Lerman, Director of Undergraduate Affairs, Suffolk University; David Levinson, Associate Dean for Liberal Arts & Business, Massachusetts Bay Community College; James McCroskery, Associate Dean, Faculty of Arts & Sciences, Rhode Island College; Victoria McGillan, Dean, Wheaton College; Lois Nunez, Associate Dean for Academic Affairs, Sargent College, Boston University; Sr. Mary Daniel O'Keefe, O.P., Associate Dean, College of Arts & Science, Boston College; Sarah Rockett, Assistant Academic Dean, University College, University of Rhode Island; Gwendolyn Rosemond, Associate Dean for Academic Affairs, Salem State College; Ray Sickinger, Assistant Dean, Faculty of Undergraduate Studies, Providence College; Voncile White, Dean of First-Year Students, Wellesley College; Jean Woodbury, Associate Dean for Academic Affairs, Framingham State College

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## *Student Affairs/Associate Dean's Dialogue*

Occasionally, NERCHE brings together members of different think tanks to discuss topics of mutual interest. Members of the Student Affairs Think Tank and Associate Deans Think Tank met this winter to discuss how to help faculty respond to students' psychological problems as manifested in the classroom. In the following essay, **Victoria McGillin**, Dean,

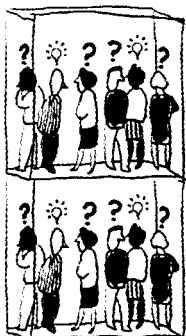
## Student Affairs/Associate Dean's Dialogue continued

Wheaton College, describes the origins of this problem and outlines several actions that academic and student affairs administrators can take. In addition, NERCHE developed resources on this topic which are available to campuses through our consultation and outreach activities.

### Opening the Pandora's Box: Classroom Responses to a Changing Student Population

Higher education has evolved, at times awkwardly, in response to the changing profile of our students. In this article, I will briefly sketch several critical historical trends over the past forty years and focus on their consequences for the present. Through the 1950s, the nature of the classroom changed little. No matter their own social background, students who arrived on our campuses shared a common set of expectations for the college classroom based upon a value system rooted firmly in the middle classes. Assumptions concerning the "natural" division of power both inside and outside the classroom were rarely questioned. *In loco parentis* ruled. From the perspective of academic affairs, students appeared in the classroom, took notes dutifully, asked (when expected) compelling questions, completed (for the most part) all assignments and graduated. Alternatively, if they could not handle the demands of the classroom, they flunked out.

Faculty responded to the occasionally disturbing, creative writing assignment as "text" or by a quick call to the Dean of Students. Behavior problems, when they occurred, manifested themselves outside



the classroom and were the sole responsibility of the Dean. In either case, problems most often resulted in a student suddenly and permanently disappearing from our classrooms. These students were sent home for the good of the academy.

The 1960s brought both student activism and student diversity to our campuses. Students began to demand important changes in the classroom. While most of these changes focused on the content of the curriculum ("relevance" in course work; area studies; experiential learning), classroom etiquette also began to change. With the rejection of *in loco parentis*, students began to call the faculty by their first names, attendance became increasingly optional and students felt greater freedom to question and debate "received" knowledge. Many faculty rejected authoritarianism in favor of an egalitarian classroom. While institutions threw out formal codes of behavior, an unstated "classroom etiquette" remained. If a faculty member became concerned about any student's behavior, the advent of extensive campus mental health services provided for a speedy referral. Students unable to respond to increasingly minimal institutional demands would find themselves quickly dealing with an expanded student affairs staff. Severely problematic students continued to "disappear" from the classroom, now more often into residential treatment facilities.

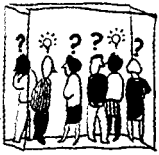
Throughout the 1980s, the erosion of classroom etiquette continued. Students no longer arrived on our campuses with shared expectations about classroom behavior. The faculty began to struggle with increased disruptiveness in the classroom. Students strolled in and out of classes as the spirit moved them, carried on extemporaneous conversations in the back of classes, and challenged or ignored as-

signments. As students arrived on our campuses from ever more dysfunctional family backgrounds, they brought with them heavier "baggage." In an era of disclosure—as-good-for-the-soul, more and more students felt less and less discomfort in sharing that "baggage." For example, in her application to a selective university, one young woman described with great pride the fact that the women on her ward in the mental hospital had voted her to be their spokesperson, even though, at 17, she was the youngest individual there. With excellent grades and very high SATs, the college accepted her.

As illustrated by the last example, declining enrollments throughout the 1980s also meant that institutions admitted students who met their academic profile but who represented a greater social risk. The **Americans with Disabilities Act** also made manifest the fact that institutions could no longer discriminate against a student "otherwise qualified," purely based on a history of behavioral or psychological problems. A highly skilled and qualified schizophrenic had as much right to a college education as any student. Retaining qualified students now meant more than just providing good social and academic support services, sufficient to either resolve the issues or result in a medical leave. As lengthy hospitalizations were replaced by short term, crisis stays (designed to return the student to his or her "normal" regimen as quickly as possible), we could no longer count upon disturbed students to simply "disappear" from the classroom. The "refer and run" approach by faculty does not work when that student is likely to return to the classroom the following week. Institutions had to address the question of how to accommodate these students in the classroom.

Think Tanks

Continued on page 12



*Student Affairs/Associate Deans Dialogue continued from page 11*

To say that our faculty are feeling overwhelmed is to put it lightly. Raised in an era of shared (if unstated) classroom values, faculty now find themselves facing classrooms where those values are not only unknown, but where their own sense of safety and control feels challenged. The Pandora's box (once firmly held in the hands of student affairs staff) has been opened. Over—or under—reactions by untrained or unguided faculty are a likely consequence. For example, one faculty overreaction resulted in a faculty member granting permission for a student with Attention Deficit Disorder to play with a yo-yo throughout class, so long as the yo-yo did not hit the floor or furniture. While this novel "accommodation" helped that young man maintain his focus on the calculus lesson, it proved very disturbing for others in the class. Another faculty member under-reacted by ignoring a young person's repeated suicidal verbalizations (in the hopes that they would go away) until that young man began to self-mutilate during the class itself (stabbing himself with a pen until he drew blood). As both faculty felt these problems concerned the classroom, they tried to manage their problems on their own. Retaining this traditional division between student affairs and academic affairs clearly proved less than functional.

Several responses are called for. First, academic affairs and student affairs must begin to engage in a healthy dialogue. Receiving a one-shot workshop on campus referral services is no longer sufficient for faculty. Faculty need to be better educated about students' behavioral styles and appropriate classroom responses. Collaboratively they should design teaching/learning programs to address the full range of faculty classroom behavior concerns.

Second, faculty need to feel empowered to exert control in the classroom. This means that faculty must involve themselves in shaping a code of conduct for the classroom, and institutions must take responsibility for teaching it to incoming students. To create a classroom environment in which learning occurs, faculty must expect certain minimal standards. What expectations should a faculty member set? Simple. That which contributes to (or at least does not detract from) an environment of learning for **all members of a class** is acceptable. That which interferes with learning is not.

I am not referring to the old, rigid, authoritarian model that explicitly or implicitly proscribed everything from dress to speech. The new code does need to be explicit about the minimal expectations necessary to make a college classroom work for all students (e.g., policy on attendance, participation, preparation, classroom "decorum," etc.). These codes need to be incorporated into institutional documents (e.g., the catalog) as a part of the institutional contract with admitted students. With years of experience in struggling with students around acceptable behavior, student affairs staff possess valuable expertise in these issues. Academic affairs and student affairs staff need to collaborate on the development of the contract to ensure consistency inside and outside the classroom.

Third, it is critical that faculty differentiate between behavior and diagnosis. Too often, faculty respond to a student's label, rather than to a student's behavior. The most frequent consequence is that they do not hold the student accountable for his or her own behavior. Student affairs staff, particularly mental health consultants, can help with these

distinctions. Let us return to the student who was self-mutilating in the classroom. The faculty member believed that both the most sympathetic and most "accommodating" response was to ignore the student. The instructor's kindness, combined with the intimidation she felt about "suicidality," resulted in behaviors that were not only more dysfunctional for the student, they **interfered with the learning environment for all students in the classroom**. In this instance, the faculty member met with a college psychologist. All three met to discuss the problem of the student's classroom behavior and its impact on the class as a whole. They discussed the fact that his suicidality was an issue for the student and the college's mental health services, not the student and the faculty member. The faculty member and psychologist drew up a behavioral contract for the student to sign. He agreed no longer to discuss his suicidality with the faculty member, to discuss those feelings with a counselor and to cease self-mutilation in class. What he chose to do outside class was his decision but if he failed to abide by the in-class contract, he agreed that he would be withdrawn from the class. If he felt so out of control that he could not sign the contract, then he would have to be withdrawn from the college and sent home on a medical leave. The student signed and abided by the contract. He finished the course (and the semester) without further incident.

The Pandora's Box will not close on its own. Even a return to a more selective admissions picture in the next 10 years will not address the loss of classroom culture. Faculty must accept the fact that the classroom has changed, perhaps irrevocably. They, in turn, need to adjust their pedagogic responses. Faculty cannot do this alone. It is time for a serious

collaboration between the two primary divisions of the academy. Academic affairs and student affairs must create and enforce a set of expectations for the learning environment of the present to best determine the shape of the classroom for the 21<sup>st</sup> century.



## *Academic Affairs Think Tank*

The Academic Affairs Think Tank, convened by **Ernest Lynton**, NERCHE Senior Associate, and **Michael Baer**, Provost and Senior Vice President for Academic Affairs, Northeastern University, focused this year on the topic, "Accountability and Accreditation." At its first meeting in September, **Sandra Elman**, Associate Director of the New England Association of the Schools and Colleges (NEASC), summarized the current debate about the role of regional accreditation and its emphasis on the implications for the 1984 Amendments to the Higher Education Act. The Act includes requirements for the structure, operating procedures, and standards of accreditation agencies. Requirements to assess student outcomes and conduct unannounced visits to institutions substantially increase the regulatory dimension of accreditation. The amendments also set up so-called SPREs (State Postsecondary Review Entities) in each state that will monitor educational institutions. Failure to meet any one of eleven criteria can trigger intervention, for which the SPRE will turn to a contracted agency. Whether NEASC should contract with any of the SPREs in the region was the focus of a spirited discussion.

At the December meeting, **Louis Esposito**, Provost at UMass/Boston, led the group in a discussion of the topic, "Accountability or Intrusion: Where is the Boundary?" Because the subject is both broad and complex and the issue of institutional assessment still lacks systematic exploration, the group agreed to continue the discussion in subsequent meetings.

At the February meeting, facilitated by **Deborah Hirsch** of NERCHE, the group focused on accountability on campus: where it is found, how it is and is not measured, and how factors such as changing economic circumstances, evolving accreditation standards, and eroding public confidence in higher education's effectiveness and value affect our common work. The group defined several "standards of quality" for a campus, whatever its size, mission, or heritage, along with how each standard can be measured and sustained. They emphasized the critical role of chief academic officers in defining and preserving quality on their campuses. The participants then divided into three smaller groups, each charged to outline three standards of quality with measurements to assess it. A summary of the outcomes, prepared by **James Martin**, Provost of Mount Ida College, was the basis for discussion at the final meeting of the Academic Affairs Think Tank this year.



## *Members of the Academic Affairs Think Tank 1994-1995*

Michael Baer, Provost & Senior Vice President for Academic Affairs, Northeastern University; Karen Beyard, Vice President, Central Connecticut State University; Patricia Crosson, Provost & Vice President of Academic Affairs, University of Massachusetts/Amherst; Theodore DiPadova, Dean, College of Arts & Sciences, University of New England; Walter Eggers, Provost & Vice President for Academic Affairs, University of New Hampshire; Sandra Elman,

Associate Director, New England Association of Schools and Colleges; Louis Esposito, Vice Chancellor for Academic Affairs, University of Massachusetts/Boston; Philip Friedman, Vice President of Academic Affairs, Bentley College; Zelda Gamson, Director, New England Resource Center for Higher Education; Hannah Goldberg, Provost & Vice President for Academic Affairs, Wheaton College; Arthur Harris, Dean of Academic Affairs, New Hampshire Technical Institute; Deborah Hirsch, Associate Director, New England Resource Center for Higher Education; Robin Jacoby, Dean of Academic Affairs & Planning, Lesley College; David Kale, Academic Dean, Eastern Nazarene College; Mark Lapping, Provost & Vice President for Academic Affairs, University of Southern Maine; Jonathan Lawson, Sr. Vice President for Academic Affairs, Dean of Faculty, University of Southern Maine; Gordon Laversee, Interim Vice President for Academic Affairs, Keene State College; Cathy Livingston, Dean of Academic Affairs, Lasell College; William Lopes, Sr. Vice President for Academic Affairs, Westfield State College; Ernest Lynton, Senior Associate, New England Resource Center for Higher Education; Peggy Maki, Vice President & Dean of the Faculty, Bradford College; James Martin, Vice President for Academic Affairs, Mt. Ida College; Jane Milley, Provost, Simmons College; Barbara Murphy, Acting President, Community College of Vermont; Raymond Rodrigues, Vice President for Academic Affairs, North Adams State College; Mark Schlesinger, Vice President for Academic Affairs, University of Maine at Machias; Carl Schilling, Vice President for Academic Affairs, Middlesex Community College; Lee Thornton, Academic Dean, Norwalk Community Technical College; Thomas Trebon, Provost & Vice President for Academic Affairs, Sacred Heart University; John Weston, Vice President, Endicott College

## *Liberal Learning Think Tank*

This year, the Liberal Learning Think Tank, convened by **Sandra Kanter**, NERCHE Senior Associate, took a comprehensive look at the definitions, goals, and the myriad expectations of general education.

At its first session in September, Think Tank members explored

*Think Tanks Continued on page 14*

# Think Tanks

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*Liberal Learning Think Tank* continued from page 13

discrepancies between the aims of general education and of an increasingly diverse student population facing changing economic realities. Themes that emerged for reconciling educational goals with students' needs were the increased use of technology, expanded institutional awareness of workplace expectations, and the integration of skill building in course content.

At the December meeting, members responded to a thought-provoking essay written by **Richard Weeks Jr.**, Vice President for Academic Affairs at Franklin Pierce College, identifying the major as a model for reformed general education. Think Tank members, in a conversation moderated by **Howard London**, Professor of Sociology at Bridgewater State College, approached the issue of models from the standpoints of relevance, curricular coherence, and community.

In March, the conversation continued and was marked by lively exchanges about values, community, and curriculum. Members considered the role of general education in instilling students with skills and knowledge to prepare them to live successfully as citizens of the world. The transfer of values, one member observed, was once the purview of general education, while currently that function has all but disappeared due to the disparate expectations of the general education curriculum. Another wondered whether the question of values should even be raised in this context: there is no consensus within institutions about values and there is resistance to courses that address them. Other intriguing issues, such as general education's role in inculcating knowledge and skills and determining realistic agendas for the curriculum, fueled a vigorous exchange of ideas.

Over the summer, Think Tank members will prepare an article for publication from the fruits of their discussions.



## *Members of the Liberal Learning Think Tank 1994-1995*

Charles Combs, Chair, General Education Department, Berklee College of Music; Patricia Davidson, Dean of Undergraduate Education, College of Arts & Sciences, University of Massachusetts/Boston; Zelda Gamson, Director, New England Resource Center for Higher Education; Maureen Goldman, Associate Undergraduate Dean, Bentley College; Clark Hendley, Dean, College of Arts & Sciences, Bridgewater State College; Susan Holton, Associate Vice President for Academic Affairs, Mt. Ida College; George Humphrey, Director of Arts & Sciences, Massachusetts College of Pharmacy & Allied Health Sciences; Sandra Kanter, Director, General Education Project, New England Resource Center for Higher Education; Andrea Leskes, Vice Provost for Undergraduate Education, Northeastern University; Gordon Laversee, Interim Vice President for Academic Affairs, Keene State College; Howard London, Senior Associate, New England Resource Center for Higher Education; Joseph Mark, Academic Dean & Interim President, Castleton State College; Loretta Shelton, Associate Dean of the College of Arts & Sciences, Roger Williams University; Sharon Singleton, Executive Assistant, New England Resource Center for Higher Education; Diane Strommer, Dean, University College, University of Rhode Island; Shirley Ann Wagner, Dean of Curriculum & Instruction, Fitchburg State College; Richard Weeks Jr., Vice President for Academic Affairs, Franklin Pierce College

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## *Department Chairs Think Tank*

**O**n April 13, the newest of the NERCHE think tanks met for the first time. Thirteen department chairs gathered for an introductory and exploratory meeting led by **Janice Green**, NERCHE Senior Associate. The chairs, serving at public and private comprehensive colleges and small universities in Massachusetts,

New Hampshire, Maine and Connecticut, represented a spectrum of disciplines in the humanities and social and natural sciences.

Members explored the increasingly difficult role of faculty chair, citing excessive dependence on adjunct faculty and the related inability to hire full-time faculty even in institutions experiencing growth of the student population. Administrative downsizing and the resultant shifting of tasks to departments has increased the burdens on academic departments. Combined with the admission of large numbers of unprepared students, efforts to help students become employable after graduation and mandates for change from the state and federal governments, the burdens on the department have become mammoth.

Increased demands have left faculty, who for the most part are promoted on their scholarly output, feeling powerless, left out of institutional decision-making and subject to contradictory demands on their time and effort. Solutions discussed by the group included a collective departmental approach to tasks and responsibilities, broader definitions of scholarship and a revised reward and recognition system.

The Department Chairs Think Tank will meet three times during the next academic year. At the fall meeting, **Raquel Halty**, Chair, Foreign Language Department, Simmons College and **Janice Green** will lead a discussion on the "whys" and "hows" of mentoring both junior and senior departmental faculty. We are interested in additional chairs of humanities and social and natural sciences departments in comprehensive colleges and small universities in the New England states. Potential members should contact **Janice Green** at (508) 689-8494.



# NERCHE Consultation & Outreach

## *Department Chairs Think Tank*

*continued*

### *Members of the Department Chairs Think Tank 1995-1996*

Donna Beers, Mathematics, Simmons College; Kenneth D. Bergman, Biology, Keene State College; Walter Carroll, Sociology & Anthropology, Bridgewater State College; Daniel Connerton, History & Political Sciences, North Adams State College; James Cullen, Geology, Salem State College; Sharon Davis, Music, Central Connecticut State University; Nona Fienberg, English, Keene State College; Janice Green, NERCHE Associate; Raquel Halty, Foreign Languages, Simmons College; David Langston, English/Communications, North Adams State College; Edward Malin, Social & Behavioral Sciences, Sacred Heart University; Jerry Melaragno, Biology, Rhode Island College; Harriet Miller, Sociology, Framingham State College; James Phillips, Biology, Westfield State College; Joel See, Social & Behavioral Sciences, University of New England; Anita Shea, Biology, Salem State College; Jerry Smosky, Biology, North Adams State College

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### *NERCHE's Second Regional Conference Report*

*continued from page 5*

University of Massachusetts/Boston, approached campus decision making from the perspective of faculty governing boards and **Karl Diller**, Past President, American Association for University Professors chapter and Incoming Chair, Academic Senate at the University of New Hampshire, provided a case study that featured the challenge of establishing a faculty senate in an atmosphere of competing interests.

At the closing plenary, NERCHE's **Zelda Gamson** invited participants to bring the fruits of the conference back to their respective colleges and universities to stimulate action and move to the next stage. She urged them to pay attention to building collaboration for change among faculty and between faculty and administrators. Taking the time to do this would lead to effective, and lasting, change.



**T**hrough its outreach activities, consultants affiliated with NERCHE have been providing workshop and evaluation services to a number of New England colleges and universities, as well as institutions in other parts of the country. NERCHE prides itself on working closely with campus contacts to determine whether the institution's concerns are within our purview and either recommend an appropriate NERCHE service or intervention, or suggest other sources of help.

This fall, as part of the Program on Professional Service and Academic Outreach, NERCHE will offer a workshop for individual institutions, *Institutionalizing Faculty Professional Service*, designed to help institutions define, document, and evaluate professional service.

Most recently, NERCHE consultants and workshop leaders have worked with a number of campuses, providing the following services:

**Jan Civian** and **Martha Stassen** conducted an evaluation of the General Education Cluster Program at the University of Massachusetts/Lowell.

**Mary Ella Feinleib** helped the University of New England develop an academic program review process.

**Zelda Gamson** addressed the Colloquium on Teaching and Learning at Bristol Community College about collaborative learning nation-wide and, in particular, strategies for student collaboration.

**Zelda Gamson** and **Victoria McGillan** spoke to faculty at Middlesex Community College's Professional Day about the increasing population of disruptive students on campuses today.

**Sandra Kanter** assisted the California State University-Northridge with revitalizing its general education curriculum. Sandra also assisted Roger Williams University with plans to revise its General Education Program.

**Margaret Waterman** helped faculty members develop teaching portfolios at Central Connecticut State University.

If you are interested in learning more about NERCHE's consultation services please contact **Martha Stassen**, Outreach Coordinator, (617) 287-7740 or (413) 545-5146.





## Book Review

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### *Generation at the Crossroads — Apathy and Action on the American Campus*

Loeb, Paul Rogat. New Brunswick, NJ: Rutgers University Press, 400 pages.

Reviewed by Jack Warner, Dean of Student Affairs, Bristol Community College, Fall River, MA.

**W**e are all pretty tired of the over-generalized stereotypes of the student generation attending college in the 1980's and early 1990's. Much has been written about their low motivation, cynicism, and poor academic preparation. We have heard about their emotional detachment and lack of idealism. And we have been told about their low expectations, skepticism about the future, tolerance for dishonesty and violence, and economic dependency. Even the descriptive label, "Generation X," reveals our puzzlement.

Paul Rogat Loeb is disturbed about the oversimplified stereotypes of this generation of students. An independent journalist, Loeb spent seven years visiting over 100 colleges on campuses in 30 states to discuss with students their values, backgrounds, ideals, and involvements. His extensive interviews have resulted in a compelling book. Loeb seeks to understand where the stereotypes come from and what has produced the detachment of recent college students from social and political activism.

Loeb himself is concerned with promoting social justice, the conditions which create upward mobility, and opposing the forces that perpetuate inequality. Yet he shows much sympathy toward a relatively apathetic and non-political generation.

His analysis of the reasons for this political withdrawal constitutes the great strength of his work. Instead of condemning today's students for failing to measure up, Loeb seeks to understand the forces which impede student involvement and those that encourage it.

After introducing the myths which plague this generation, Loeb organizes his book into three major sections: Book I: "I'm Not That Kind of Person," Book II: "I Had to Take a Stand," and Book III: "The World in Motion." The first section describes the major barriers today's students face in becoming socially and politically active. These barriers include the desire for success in the face of a limited job market, reluctance to voice unpopular ideas, and lack of politically active role models. Another barrier is the stereotyping of the 1960's, which has trivialized achievements of the civil rights, anti-war, and women's movements. Perhaps the most overwhelming barrier to current student involvement comes from a prevailing sense of powerlessness. His chapter, "You Don't Have a Say," speaks eloquently to how students perceive their lack of power in influencing today's political structures.

Loeb moves from discussing uninvolved "Adapters" to describing those who are actively involved in politics. He shows how several contemporary students began successful social movements: Barb Meister formed the group Farm-Action Concerns Tomorrow's Society (FACTS) to counter the family farm crisis her own family had experienced. The Greeks for Peace movement at the University of Michigan and the successful anti-apartheid efforts of the mid-1980's resulted in the divestment of funds in South Africa in more than 150 colleges and universities. Student protests at City University of New York opposed tuition and fee increases there. He describes

the brief but intense student activism which accompanied the equally brief Gulf War. And he cites recent trends toward greater political activism and demonstrations among today's high school students.

Loeb finds encouragement in the community service movement and students' increasing concern for the environment. He writes of the formation of the Campus Opportunity Outreach League (COOL), which now has chapters on over 1,000 campuses. He believes that community service can be used to stimulate political action, as students experience up close the effects of poverty, homelessness, and the diminished prospects of the poor and racial/ethnic minorities and environmental degradation.

Anyone who wants a nuanced and sympathetic perspective on today's college students should read this book. In contrast to the dismissive portraits of the current generation, he offers the hopeful stories of individuals and groups who are able to overcome prevailing cynicism and make themselves and their issues heard. He points us to the future by asking how the vision of involvement exemplified by these students can be sustained after college through continuous service and activism. It is a challenge to us all.



## Interstate Interchange

### The Second Annual Symposium on General Education in the Professional College Curriculum

On April 7, the General Education Department of **Berklee College of Music** sponsored a symposium exploring the relationship of general education to professional schooling. Presenters used case studies to describe various efforts to create coherent and substantive approaches to general education, paying special attention to "Objectives and Obstacles" and "Strategies and Solutions."

### Conflict Management in Higher Education

In today's world, colleges and universities are competing for scarce resources, struggling with "downsizing," and unable to support multiple departments and divisions. Conflict is a reality with which we must contend. In order to know how conflict is managed at campuses throughout the country, **William Warter**, of the **National Association of Mediation in Higher Education**, and **Susan Holton** of **Bridgewater State College** have prepared a survey of conflict management programs at institutions of higher education for the compilation of a forthcoming directory from Jossey-Bass.

For a copy of the survey please call **Susan Holton**, Department of Communication, Theatre Arts and Communication Disorders, Bridgewater State College, Bridgewater, MA at (508) 821-2034 or send an eMail message to [sholton@bridgew.edu](mailto:sholton@bridgew.edu).

### Coping with the Disruptive Student In and Out of the Classroom

The Massachusetts Vice Presidents/Deans Council of Student Affairs of the Massachusetts Community Colleges, NASPA Region I, and NERCHE sponsored a professional development day for faculty and college administrators on Friday, April 7 featuring **Gerald Amada**, author of *Coping with the Disruptive College Student: A Practical Model*. Amada offered practical suggestions for systematic and legally acceptable procedures for dealing humanely with students' disruptive behavior, a problem that has reached alarming proportions in colleges and universities.

### Volunteer Opportunities Grow at the University of New Hampshire

During the 1993-94 year, staff in the **University of New Hampshire's** Division of Student Affairs created the Partnership for Social Action, a campus-wide community service component to co-curricular activities. The service initiative has included the revitalization of a student service organization, a Habitat for Humanities Project, Alternative Spring Break trips, a service hotline to alert student to volunteer opportunities, and a tutoring program with area public schools.



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## Visiting Fellows

In addition to **Janet Zollinger Giele** Brandeis University; **Brad Rose**, Brown University; **Fuad Safwat**, University of Massachusetts/Boston; **Jack Warner**, Bristol Community College; **Patricia Wilkie**, University of Massachusetts/Boston, NERCHE has welcomed two Visiting Fellows for the spring term.

**Mary Ella Feinleib** is Visiting Scholar at the Harvard Graduate School of Education and Professor of Biology at Tufts University. For the past two decades she has dedicated herself to academic administration. At Tufts she has served as chair of the Biology Department, Dean of the Colleges of Liberal Arts and Jackson, and Acting Dean of the Faculty of Arts, Sciences, and Technology. During her years as Chair and Dean, Tufts saw a substantial increase in the number of women professors and departments chair; and progress was made in appointing faculty and administrators of color. Mary Ella has also served as both Vice-Chair and Chair of the New England Commission on Higher Education.

**Jean Woodbury** is the Associate Dean for Academic Affairs at Framingham State College. Entering the field of education as a teacher for the Hawaii Department of Education 25 years ago, she has been specializing in collaborative efforts to support underprepared and other at-risk students at Framingham State College since 1978. Jean was instrumental in developing the Center for Academic Support and Advising at the College as well as its freshman assessment/placement program and is completing a four-year study documenting the strength of developmental reading instruction for at-risk freshmen. During the past 10 years she has conducted an historical study of the origin and implications of censorship on instruction in American public education.

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**Congratulations to:**

**Kathleen Assar**, *Academic Affairs Think Tank*, has left her position as Provost and Senior Vice President at Bunker Hill Community College to assume the position of Campus Vice President/Dean of Educational Services at Pima Community College in Arizona.

Student Affairs Think Tank member, **Daniel BiBiasio**, will leave his position as Interim Vice President for Student Affairs at the University of New Hampshire to become president of Wilmington College in Ohio.

**Clark Hendley**, of the *Liberal Learning Think Tank*, has accepted the position of Provost of the College of Saint Benedict and Saint John's University in Minnesota, leaving Bridgewater State College, where he was formerly Dean, College of Arts and Sciences.

**Jean Kim**, former member of the *Student Affairs Think Tank*, has moved from her position as Vice President for Student Affairs and Dean of Students at the University of Hartford to Vice Chancellor for Student Affairs at the University of Colorado at Boulder.

**Sandra Kurtinitis**, *Academic Affairs Think Tank*, leaves her position as Dean of Academic Affairs at Berkshire Community College to become president of Quinsigamond Community College.

Student Affairs Think Tank member, **Joan Apple Lemoine**, has left her position as Dean of Students at Western Connecticut State University to become Dean of Students, Douglass College, Rutgers University.

**Lee Thornton**, of the *Academic Affairs Think Tank*, has become president of Columbia Basin College in Washington State, leaving Norwalk Community Technical College where he was Academic Dean.

**Rosalind Andreas**, *Student Affairs Think Tank* member, will be stepping down as Vice President for Student Affairs at the University of Vermont at the end of August. She will continue her affiliation with the University of Vermont with the College of Education and Social Services and the Higher Education and Student Affairs graduate program.

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**Sponsors**

Support for the New England Resource Center for Higher Education comes from the Graduate College of Education, the Office of Graduate Studies and the Division of Continuing Education at the University of Massachusetts at Boston. The Pew Charitable Trusts, the Exxon Education Foundation, the Andrew W. Mellon Foundation, The Education Resources Institute and an anonymous gift have provided funding for special projects.

# Reader Survey

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**NERCHE** encourages discourse, discussion and development of new ideas and initiatives in the organizational life of colleges and universities. It does this through its think tanks, workshops, conferences, outreach activities and newsletter. To enable us to help you better, we would like you to take a few minutes to fill out the following reader survey and return it to us by July 15, 1995. Please mail responses or fax them to (617) 287-7747.

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Title

Institution

Member of Think Tank    Yes    No

(above questions are optional)

Which article or section of this newsletter did you read first?

Letter from the Director

Events

Funded Projects

Conference Report

Featured article

Think Tanks

Consultation & Outreach

Book Review

News

Is this the section you usually read first?    Yes    No

If no, which section do you usually read first?

Which section(s) do you find the most useful to your daily work? To your long term professional goals?

Daily                      Long term

Letter from the Director

Events

Featured article

Think Tanks

Book Reviews

News

Do you pass this newsletter along to other people?    Yes    No

If yes, please specify title(s) of those you send it to (if you include their names and addresses we will add them to our mailing list):

What would you like to see more of?



# Working Papers

## General Education Series

### **Working Paper #5:**

Sandra Kanter, Howard London  
and Zelda F. Gamson  
*Implementing General Education:  
Initial Findings*  
Fall 1990

### **Working Paper #9:**

Sandra Kanter  
*The Buck Stops Here: Outside Grants and the  
General Education Curriculum Change Process*  
Fall 1991

### **Working Paper #14:**

Sandra Kanter  
*Case Study #1 — Weservall University*  
Fall 1991

### **Working Paper #15:**

Sandra Kanter  
*Case Study #2 — Littleton State College*  
Fall 1991

### **Working Paper #16:**

Sandra Kanter  
*Case Study #3 — Mystic College*  
Fall 1991

## Faculty Labor Market Series

### **Working Paper #2:**

Zelda F. Gamson, Dorothy E. Finnegan  
and Ted I.K. Youn  
*Assessing Faculty Shortages in  
Comprehensive Colleges and Universities*  
Fall 1990

### **Working Paper #6:**

Dorothy E. Finnegan  
*Opportunity Knocked: The Origins of  
Comprehensive Colleges and Universities*  
Winter 1990

### **Working Paper #7:**

Sandra E. Elman  
*The Status of Black and Hispanic Faculty in  
Massachusetts Colleges and Universities*  
Spring 1991

### **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*  
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## *The Academic Workplace*

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