

**1994 AAHE RESEARCH FORUM**

**A Research Agenda for Envisioning  
the 21<sup>st</sup> Century Academic  
Workplace through Responsive  
Academic Citizenship**

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

This 10<sup>th</sup> *Anniversary Research Forum* explores the future dynamics of academic work, learning, and contribution. Forging pathways to “restructuring” means rethinking our assumptions together. Responsive academic citizens use “upside down thinking” to visualize new organizational models. They question institutional missions in light of new standards for students and societal expectations for graduates. They commit to reinventing communities that lessen isolation and build creative, collaborative strategies. They capitalize on faculty and student diversity in viewpoint and background to enrich learning and teaching. They extend academic citizenship off-campus through service learning and volunteering. They shape new information technologies to lift barriers to effective teaching and productive learning. They anticipate changes with insight and take collective responsibility for meeting challenges.

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**What is the Purpose of the Research Forum?** Involvement and critique from educators in dialogue with researchers is a critical element for achieving clarity about what research will benefit educational policy and practice. The AAHE Research Forum is convened annually to involve individuals committed to research and scholarship in higher education. The Forum stimulates educators' involvement in creating a research agenda that speaks to current educational concerns. Each year's agenda is developed around the conference theme. Thus, educators and researchers can continually rely on the Forum agenda as an up-to-date source of common research questions that flow from the year's most central educational issues. The Forum enables educators to provide leadership and support for those researchers who share educators' interests, who speak clearly to educators about their findings, and who actively respond to educators' most pressing questions.

Since 1985, the AAHE Research Forum has provided leadership from educators for bridging the gap between research and practice, and has enabled educators and researchers to define the kinds of contexts that need to be reshaped within colleges and universities for research findings to benefit students.

**Why AAHE?** AAHE has traditionally brought together a wide range of interested educators, and has been successful in defining current issues that stimulate a broad spectrum of higher education constituencies. A recent survey shows the AAHE annual conference to be the most stimulating meeting of its kind. There are other forums where research results are presented and discussed, but many of them are not regularly attended by or directed toward higher education administrators and educators. AAHE membership has the desire and potential to stimulate research among its members, and to engage the research community in continual dialogue about research questions and findings that directly relate to educational practices for governance, for teaching and learning, and for student development.

### **What is the Forum Process and Product?**

- 1. The invitational pre-conference session.** Educators (selected from conference presenters) generate research questions on topics that emerge as central to the conference theme through a specially designed group process. Experts on each topic serve as group leaders and synthesizers. Each topic group reviews the current issues around their topic and dialogues with those who currently, or are likely to, research the year's agenda. Questions are synthesized in each group, and two session leaders edit and prepare them that evening for distribution the next day. For the 1994 agenda, 55 conference presenters who work in one of six topic areas generated questions for the agenda on March 23.
- 2. The all-conference Forum and panel.** Forum leaders bring the questions generated in the pre-conference session to the attention of the conference membership and involve the larger audience in discussion. Forum leaders also elicit discussion of research questions by a panel comprised of experts on the year's conference theme. The 1994 theme was *The 21st Century Academic Workplace*. The panelists were **Robert Zemsky**, Professor and Director, Institute for Research on Higher Education, University of Pennsylvania, and Chair and Convener, The Pew Higher Education Roundtable, and **Lauren B. Resnick**, Director and Senior Scientist, Learning and Development Center, University of Pittsburgh. Group discussions on each topic follow the panel and allow for more focused critique and discussion of the pre-conference questions. Experts on the topic serve as leaders and synthesizers in each group. In 1994, 325 persons attended this session. Of these, 149 participated in the topic groups, for a two session total of 204 individual contributors to the final agenda.

3. **The research agenda.** Following the session, two Forum leaders edit and integrate questions from topic group syntheses and individual worksheets for a final agenda. Thus, AAHE's annual research agenda is a timely, collaborative product of interactive, on-the-spot discussion. It is another way of knowing about the professional interests of a wide range of educators. The research agenda is a product of a process that captures and articulates the informal conversation that occurs at AAHE meetings about what should be researched. Conference presenters generate research questions on emerging topics in higher education, elicit questions from their colleagues, and then synthesize all questions. Dissemination and discussion of the agenda with researchers follows.
4. **Dissemination.** The agenda is disseminated to all contributors; participants are credited. Advisors to the Research Forum process and other associations/groups in higher education also receive the agenda. The history and rationale for the American Association for Higher Education Research Forum are described in M. Mentkowski and A. W. Chickering, "Linking Educators and Researchers in Setting a Research Agenda for Undergraduate Education," *The Review of Higher Education*, 1987, 11(2), 137–160. The 1987 agenda, *The Classroom Researcher's Research Agenda*; the 1988 agenda, *A Research Agenda in Support of Our Highest Calling*; the 1989 agenda, *Improving the Odds for Student Achievement: A Research Agenda*; the 1990 agenda *The Future of the Professoriate: A Look in the Mirror*; the 1991 agenda, *Achieving the Promise in Diversity: A Research Agenda to Inform the Issues*; the 1992 agenda, *Reclaiming the Public Trust: A Research Agenda to Explore the Validity of the Criticisms*; the 1993 agenda, *Reinventing Community: A Research Agenda to Create Common Purposes, Build Commitment, and Sustain Improvement*; and *A Research Agenda for Envisioning the 21<sup>st</sup> Century Academic Workplace Through Responsive Academic Citizenship* are available from Marcia Mentkowski, Alverno College, 3401 South 39th Street, P.O. Box 343922, Milwaukee, WI 53234-3922, Phone: (414) 382-6263.

## 1994 RESEARCH FORUM LEADERS

*Arthur Chickering*  
George Mason University

*K. Patricia Cross*  
University of California,  
Berkeley

*Catherine Marienau*  
DePaul University

*Marcia Mentkowski*  
Alverno College

## PATHWAYS TO RESTRUCTURING

Institutions across the country are changing their educational assumptions about what makes for good education, and many of them are following these new insights with a rethinking of the policies and structures that shape experiences for students and faculty. True, some examples of restructuring are stimulated by a budget squeeze and consequent efforts to improve productivity with fewer resources. But there are other causes: changing student demographics, demands for immediate application of learning, and public concerns about higher education's payoff in a global economy. Still other examples of restructuring are a result of the educational reform movement that is now playing out at the institutional and system level. Thus, restructuring has evolved in a wide variety of private and public institutions and in state-wide systems. Restructuring is similarly occurring at the advising, classroom, and department level, as faculty and academic staff search for new ways to design classroom climates—and even the architecture of the classroom itself.

Restructuring, therefore, has a number of meanings and characterizes quite different experiences for those involved at different levels in the educational system. At each level, participants are concerned with making changes that energize the academy, without so upsetting the campus or classroom culture for students, faculty, and administrators so that restructuring becomes an exercise in “turf-defending” rather than an opportunity to energize the academy. What do we need to know to engage in restructuring? What are the pathways? How have institutional planning, quality improvement efforts, and institutional research and assessment contributed to restructuring? What has been the role of faculty/staff governance in the restructuring process? What should institutions do to assess the results of institutional restructuring for student learning and development?

### On Definitions and Dimensions of Restructuring

In order to learn from the past, avoid its mistakes and gain from its successes, what has been the history of restructuring in modern American (since 1876) higher education?

We seem to speak of restructuring as a new idea, yet it has been continuous in the postwar era. What does the history of the emergence of teachers' colleges to comprehensive universities teach us about the process? What does the emergence of community colleges teach us?

How does the literature of restructuring throughout society contribute to a theory of restructuring that seems appropriate to higher education institutions?

How can public and private institutions engage *together* in revising the role of higher education?

Should restructuring be defined as involving the fundamental inner-workings and values of an organization, rather than as a primarily cosmetic enterprise.

How does the language of restructuring limit its effectiveness? For example, restructuring is a value-neutral engineering phrase. By accepting that term, do we not accept its connotations/limitations? Should we be more value-oriented regarding what is it we are trying to do, whom we are attempting to influence, improve, engage and how?

Genuine restructuring involves an examination of basic norms and values. Is the proper order in effective restructuring to have such an examination occur before any physical/external restructuring takes place?

If Handy has accurately portrayed the cyclical process of change with overlapping and sigmoid curves, how do we institutional participants recognize the crucial point—while still highly successful—to begin restructuring? i.e., is it too late if restructuring is triggered by an outside (or inside) imperative?

Should we be talking about transformation rather than just restructuring? Where has restructuring gone beyond “tinkering around the edges” to transformation? What was the process and results of this transformation? What difference has the transformation made in the life of the institution and its constituents?

In communities, there is a growing movement toward inter-professional collaborations and service integration initiatives—associated with schools, community agencies, neighborhoods. What are the analogues for universities and colleges for this kind of restructuring in communities?

What are the various meanings of restructuring (e.g., cuts, downsizing, a combination of the two)?

What is the distinction between downsizing and restructuring? What is the compatibility of these activities, e.g., can they be done together?

Where in the country and at what kinds of institutions is real restructuring going on?

### **On Reasons for Restructuring**

To what extent is the impulse to restructure a result of both historical and contemporary intellectual forces (i.e., millennialism—fear and expectation of change, and postmodernism—deconstruction as a cultural value)?

How can higher education work together to de-rail politically forced, but surface, restructuring while encouraging real restructuring to respond to a changing world?

What are the motivations for restructuring (e.g., crisis, mandates, mission)? Do some institutions change proactively?

Have institutions restructured to address needs, problems and wants of the growing number of vulnerable children, youth and families? Are these people identified in institutional mission statements? In which institutions? Why?

In what ways is restructuring in higher education influenced by societal restructuring?

How can the internal academic community redefine its purpose to reflect the needs of the external community?

How can restructuring become a response to purpose and need rather than institutional survival?

How does “where the impetus for change is coming from” affect the shape and direction of restructuring?

### **On Other Players and Partners in Restructuring**

What are the opportunities for academic institutions to explore collaboration, mergers and alliances?

How can we in higher education restructure the broader tiered structure of university/college/community college to a more unified system which would cause further restructuring throughout?

What role are accrediting agencies playing in helping their members anticipate the need for change?

Higher education must restructure to develop new forms to engage and enroll more citizens who will need lifelong learning for lifelong learning. How are the “unrepresented” represented in higher education restructuring?

How might interprofessional education and training facilitate restructuring and its relationships with community collaboratives, service learning, and access to diversity—for teaching and learning?

What is the most beneficial role for a Board of Trustees to play in the restructuring process?

### **On Institutional Characteristics**

What institutions are engaging in fundamental restructuring in terms of discipline-based organization? How are they doing it? With what problems and successes?

What assumptions about system roles need to be challenged for restructuring to occur?

Do different parts of the institution see restructuring differently? (e.g., top administrators positively? middle managers with terror? faculty as irrelevant to their lives?)

What are the institutional characteristics that inhibit or assist restructuring? What barriers do institutions set up that inhibit revisioning at the grassroots level? How can they overcome these barriers?

Do pathways to restructuring differ across different kinds of institutions?

Do imperatives in restructuring vary across institutional types?

Can restructuring come from the bottom up?

How can institutions develop visionary leadership that is not positional?

What role does size (e.g., smallness) play in effective restructuring?

## On the Process of Restructuring

What are successful pathways to restructuring? Real restructuring would typically involve some culture change. How can the pathway chosen help facilitate this change?

How can restructuring become a continual part of the cultural norms and values of the institution (rather than an event which causes cynicism and turf protection)?

What leadership models have been successful in producing thorough transformation?

What leadership strategies help to promote healthy restructuring? What is the role of administrative leadership in restructuring? What rewards and “threats” promote restructuring?

What key power relationships are involved in restructuring?

Is there a right pace for restructuring? How do we help people keep up the pace and stay with and commit to the long term process? What is the proper balance between moving toward change and maintaining stability?

In what ways can institutions identify and utilize faculty expertise in the restructuring process?

How can faculty and staff be motivated and assisted in restructuring? What is the mindset of the individual faculty member which can lead to embracing, rather than rejecting, change?

How can we involve students more in the dialogue and processes of restructuring?

How can restructuring be oriented toward self-assessment and learning strategies which facilitate organizational and personal renewal?

How does restructuring interact with investing in and experimenting with new programs? e.g., put it on hold? hurry it along?

What gets protected in restructuring (e.g., older core disciplines, certain units)?

How can disciplinary structures be transformed into interdisciplinary structures? Who should be the driving force behind this?

What is the influence of technology on institutional structure and change?

## On the Impact of Restructuring

How profound has restructuring been (i.e., fundamental, transformation, or tinkering)?

When transformation occurs, what are the standards of this transformation process? How does it get evaluated?

How might restructuring affect academic freedom?

Why does restructuring usually breed mistrust, fear or cynicism?

What creative ideas and practices emerge from restructuring?

What roles are accrediting agencies playing in monitoring change to ensure continuity of standards?

What kinds of reconnections are occurring (e.g., across disciplines, between faculty and students, among schools and institutions) that represent important advances?

Does restructuring save money or cost money?

What is the psychological cost of restructuring?

Interdisciplinary structures are commonly seen as constructive ways to shift resources. What, then, are the educational outcomes of interdisciplinary study?

When we restructure, do we significantly (positively or negatively) impact the ability and degree to which students are able and encouraged to learn? Does the act of restructuring better enable us to measure if the learning we provide students is significantly meaningful to them personally and to society in general?

Experience and research in the corporate world indicates that only about 5% of businesses succeed in transforming themselves from the inside, 15% survive change that is forced and shaped from the outside, and 80% go under/out of business. Will higher education have a similar experience? What do the 5% look like? How did they carry it off?

## MISSION STANDARDS AND THE MEANING OF DEGREES

As accreditation processes undergo dynamic changes, most of us in higher education are likely to be affected. What can we anticipate in the future? If accrediting is located at the state or regional levels, what might this mean for the institutions involved? And how might criteria for accrediting be shaped and applied?

There are still other pressures for a clearer articulation of an institutional mission in relation to outcomes. Does an institution's mission fit the needs of those it serves? What about the school, work, college connection, and how do proposed systems of standards, certificates, and degrees help these connections? More and more disciplinary and professional departments are looking to compare their own requirements for graduation to standards that are evolving in disciplinary associations. What is the potential impact of these new standards as frameworks for college level and professional school curricula? If institutional and departmental assessment procedures yield new information that can illuminate the meaning of degrees for life after higher education, the standards themselves could continue to evolve. Some educators hope the emphasis on standards will result in a renewed focus on expectations for college-level learning, and related learning and assessment processes that can enable institutions to "raise" standards incrementally. They hope that as students begin to benefit from explicit, public standards that help them negotiate their instruction, they can make the kinds of fundamental gains in knowledge and abilities needed for future work and civic life.

### On Mission and the Meaning of Degrees

The challenge of mission statements and standards make explicit the connection between public expectations and private transformations. Education as mission statement is a public signification of a private transformation. At what institutions does having a mission statement make a difference? How do we know? How does being aware of mission affect how we assess ourselves?

Are there more robust ways to think about the meaning of degrees? Are there basic requirements and levels of mastery we could agree upon despite our differences?

Is it folly to try to come up with a single definition regarding the meaning of a degree?

Is degree giving obsolete? Why do students come to the university? How is what we do related to what students are doing in other parts of their lives? Most students do not come with the degree as the goal. Could we recategorize goals and develop standards for those goals?

What is the meaning of the baccalaureate degree?

How have missions, standards changed over time? Have limited resources lowered standards?

Despite claims of uniqueness, can we identify large commonalities in goals and missions across institutions? How do we assess the impact an institution has on its own community? Given many new mission statements that address this impact, how do we assess it?

How can institutions test complementarity of their mission with local or national needs? How might they change it if necessary?

Stating the “diversity issue” as multicultural implies that it is a matter of categories, rather than a matter of multidimensional individual differences. What is the result of this framing decision?

What are the linkages between diversity and quality; between effectiveness and/or consequences of institutional efforts to address diversity and multiculturalism?

### On Standards and Expectations

How can the study of acceptance of ideas, such as the sociology of science, philosophy of science, inform changing standards and missions, and, for example, how faculty change?

How can faculty be won for standards, assessment? What do we really know about the competition for faculty loyalty and effort? Who has responsibility for student outcomes? How much?

How can we know the extent to which various sets of standards are mutually reinforcing (or redundant) or in conflict? How can harmony, complementarily be achieved? How, at the institutional level, can competing expectations for student learning become mutually reinforcing? How can students be included as creators of standards?

What should be the intersection of the establishment of national standards with faculty governance? How might standards be enforced? By whom?

Standards do not account for diversity very well. How do we develop standards that do? What are the links between diversity and quality?

What implications do absolute standards for certificates of initial mastery have for two and four year institutions?

Is the bachelor’s degree a foundation for lifelong learning? Or, is it an ending point?

Why is lifetime earnings the only metric used in evaluating the effect of degrees? What might be better standards?

What implications for higher education credentials will the coming systems of school-to-work transitions have?

### On Assessment

Does switch of emphasis from input to outcomes neglect the change that is seen only by looking at process?

To what extent are old models of assessment and evaluation (e.g., based on selection models, associationist models of learning, and behavioral models for defining understanding) inhibiting the evolution of new standards?

Can institutional and program assessment accommodate revolutionary change in educational delivery and awarding credits?

What effect at an institutional level do assessment processes have on quality of programs? How can assessment get at local impact?

What are appropriate indicators and appropriate vocabularies for assessment that move beyond simply resources? Can we move beyond FTE's?

Is there utility in thinking about assessment through a comparative, international lens? What might we learn?

### On Accreditation

How can we coordinate the information gathering that is useful for program review; requests from state commissions, board of trustees, and legislatures; and accrediting boards (whether disciplinary or institutional)?

What do institutions really learn from accreditation? Can we shift from primarily resource issues to educational ones?

What is the meaning/impact of accreditation on different types of institutions? As a treat? As a bother? What should its purposes be? How well does it fulfill its purpose(s)?

How might we look at efficiency, effective use of resources, and the role of cost in accrediting?

How does the public see issues of accreditation? The common process is arrogation of personal view to public sentiment.

How can we reconcile regional accrediting with national benchmarks?

### On Productive Relationships

What do we know about change in faculty? Do studies of social innovation inform our approaches to overcoming resistance and promoting change?

To what extent do disciplinary societies, representing the interests of departments, need to be studied as promoters or retarders of change?

What are effective models for facilitating collaborative relationships among "the faculty" and "the administration" to build relationship between the two?

One of the major issues administrators have is how to bring about lay-offs (downsizing) without destroying morale. What are examples of what is being done? What works? What doesn't?

Assuming that higher education serves individuals, employing organizations, the nation and the world, what happens when the interests of these entities conflict, rather than converge?

## **On Connections between Mission, Standards, and Restructuring**

What is the role of assessment in hindering/benefiting restructuring?

How is technology effecting the work force? What is the degree really for?

What is productivity? Whose standards?

How raise quality with less cost and higher efficiency?

Is restructuring really financially readjusting?

## **On Relevance to the World of Work**

What are appropriate entrepreneurial skills students need to succeed with the “braided” life?

What evidence do we have that employers are turning away from credentials to competence for entry-level employment?

How effective are college-educated mindsets in empowering workers?

What are people studying when they come back to school in later life? What patterns emerge? With an ever-increasing friendliness and simplicity of technology, how much does the world labor market really require advanced knowledge credentials?

Have we ratcheted up workplace entry requirements to be MA level?

What if we produced the number of knowledge workers envisioned? Where are they going to go? Is there employment for them?

What are the effects of job simplification and technology on the preparation of students for work?

## COMMUNITY AS COLLABORATIVE AND RESPONSIBLE

The concept of academic citizenship is getting renewed scrutiny as Clark Kerr's concept of a "new academic culture" paradigm evolves across institutions of higher education. Critics question faculty commitment to the local academic community. They wonder if faculty orientation to their disciplines or to individual concerns and special interests interfere with their commitments to the overall welfare of the academic institution. What defines "professional civic virtue" and the academic's "inner ethic?" How might we renew our "hard-won reputation for devotion to duty and integrity of conduct?" Academic citizenship also suggests new tasks and challenges for institutions.

What new insights, bold experiments, and lines of inquiry will enable us to explore academic citizenship and to also cross the divides that separate colleagues from each other? For starters, it may also help to reexamine our models of community—as well as academic citizenship—and how these are evolving. What images of community do academics use, and how effective are these images in enabling educators to meet the challenges posed by the higher expectations society seems to have of its institutions? What are the connections between the principles of learning communities and of academic citizenship? What new perspectives can break the barriers to community in academic life?

What, then, does it mean to create a community that engages in learning and inquiry through collaboration, and that also takes up the responsibilities of academic citizenship? Critics argue that educational institutions are too aloof from societal needs, that they are not responsive enough to students, and that they often ignore the very communities that support them. Is this criticism valid? What aspects of the academic culture command responsiveness to its own members, as well as to the broader community of which the institution is a part? Is collaboration a means to building community, or is collaboration the hallmark of an academic community that has met the challenges of building trust and commitment? And, what does it mean to shape community as academic citizens in ways that are inclusive of all its members and that also build common purposes?

### On Fostering Collaboration

If higher education does not "push the agenda" to define and implement collaboration who will?

What types of collaboration take place at various levels of the educational system (e.g., among international higher education institutions, intra-institutional, inter-institutional, among faculty, among students, in the classroom, between faculty and administrators)?

Why do the different groups and individuals collaborate? What is the particular history(ies) and context? What are the common and divergent goals and agendas? What underlying structures and values support the process?

What motivates individuals to move toward collaboration? What is the impact of "individual style" on people's response to and willingness to participate in collaborative efforts?

What key variables cut across diverse environments that foster successful collaboration? How is collaboration learned? What are successful strategies for developing collaboration?

What kind of strategies assist faculty to develop pedagogy and assessment toward achieving a standards-based academic system at all levels of education? What are effective ways for faculty to develop their skills in implementing collaborative learning?

What is involved in the change process towards collaboration?

What are the ways to decrease competition and increase collaboration amongst stake-holders?

What factors promote or hinder changing toward collaboration? What are the barriers (e.g., systemic, values, rewards, tradition) to collaboration? How can we learn to get over/under/and through the barriers to achieve collaboration?

### **On Collaborative Learning**

How can a framework be established to examine collaborative learning (e.g., in terms of underlying assumptions, implications for practice, barriers for faculty and students)?

How are issues of power, culture, gender and expertise acknowledged and approached in fostering collaborative learning?

What institutional values and assumptions promote or hinder implementation of collaborative learning?

How might student to student collaboration (especially in graduate programs training future professors) improve the climate for collaboration in the future? What conflicts are likely to arise?

### **On Models of Collaboration**

What are the successful models of collaboration?

What are the replicable good practices that foster successful collaboration?

How might new models of relationship between Latin America and the United States best be fostered? (e.g., through scholarship programs for Latin American faculty to attend American universities, joint research projects between institutions, joint degree-granting programs.)

What kinds of exchange programs could help extend educational communities across boundaries?

How can models be created that bridge the gaps between faculty and administration, particularly in times of stress?

How can we model collaboration in our classrooms for collaboration within departments and across departments?

Are there developmental factors that have an impact on the effective use of various collaborative models such as cooperative learning and collaborative learning?

How do we develop a model for collaboration that is systemic in nature, across K-16?

How is “shared governance” the same as and different from collaboration?

### **On Outcomes of Collaboration**

What are the predictors of successful collaboration?

As collaboration occurs (e.g., in the disciplines), how should the group be assessed? how should the individual be assessed?

What will be accomplished in a collaborative process of education, which would not be accomplished in a more common/traditional model?

What possible benefits do participants in a successful collaboration experience that they cannot achieve on their own?

Does the collaborative educational process assume a different path for ego identity development? for moral development? for cognitive development?

How does a collaborative approach interact with matters of ethnic or gender identity?

What are the positive results of collaboration? What are the negative results of collaboration?

In what ways does social learning (through collaboration) foster individual empowerment? In what ways does social learning inhibit or constrain the individual?

### **On Institutional Support for Collaborative Inquiry**

How might the collaborative research process gain greater recognition and valuing at the institutional level?

How can graduate education and faculty rewards change to include collaborative learning as an institutional value?

What can be the mechanisms for rewarding collaborative scholarship for faculty? for graduate and undergraduate students?

How might the institution support students’ involvement in collaborative inquiry?

How can we develop an institutional reward system that values collaboration and acknowledges its contribution to responsible academic citizenship?

### **On Understanding Community**

How is community defined? Between educational institutions, within an institution, between faculty and administration?

What are useful frameworks for understanding community—e.g., assumptions about sameness, difference?

What definition(s) of community might promote more productive conversations? Who defines community, and how?

What are the values inherent in collaboration that build to community? How does Internet/electronic communication reconfigure and redefine collaboration and community?

How will our notions of community and collaboration change as a result of advances in communications technology (i.e., information superhighway).

How can we balance collaboration and individualism within our “new” academic communities?

### **On Responsible Community**

Who becomes responsible in a collaborative process or environment?

What authority goes with the responsibility of each segment of that community?

What structures are needed to support responsible collaboration in community?

What is the responsibility of the institution to educate students for what they need to know and be able to do in society?

What is the responsibility of the institution to participate in solving problems in the local community?

How can a climate be built in academic settings that promotes examination of practice with respect to teaching and learning?

## TEACHING, LEARNING, AND DIVERSITY

Teaching and learning “across the curriculum” and the many faces of multiculturalism have made major differences in approaches and practices in higher education. However, these concepts alone may not be powerful enough to help educators confront challenges inherent in such terms as 1) *productivity* (e.g., enhanced teacher/learner contributions using fewer resources); 2) *accountability* (e.g., ensuring that all students achieve desired outcomes); 3) *access* (e.g., ensuring diversity in student body and faculty); and 4) *relevance* (e.g., preparing students for careers and also for participation in a global, multicultural, and ethical society).

The new challenge is to merge the concept of *learning-centered pedagogy* and its attendant focus on the student’s learning with these four imperatives. For example, how might multicultural approaches in teaching, along with recruitment of minority faculty and students, make for more inviting, inclusive, and innovative teaching practices? How might collaborative approaches in and outside the classroom and experimentation with interactive multimedia enhance assessment of student progress toward outcomes of learning? How might experiential learning and academic advising become integral to curriculum—ensuring relevance and access along with degree completion? Bringing these elements together may have the potential to enhance teaching and learning as well as to drive policy-making aimed at continuous quality improvement. What does it mean to make these kinds of educational connections? What do we need to know to clarify these connections and put them into practice?

### On Definitions

How does “global perspective” as a term create a context for applying teaching and learning to diversity?

Does the term “pluralism” help us to a new definition of diversity or multiculturalism?

Should we let the definition of diversity change with the “unit of analysis” in the particular topic being studied?

Can we ground multiculturalism more firmly in a broad conceptual framework? Is there a theoretical/conceptual base for “multiculturalism?” Can we define it more concretely? Until we do, we may not be able to come to terms with our multicultural reality. How can we better ground discussions of multiculturalism in disciplinary theory and research? Is our agenda to find theoretical models that address teaching, learning, and research?

How critical is diversity in teaching and learning—is it more critical for faculty than for students?

How should we respond to the difference between multiculturalism as a means of helping everybody get along better and *critical* multiculturalism, which examines concepts such as ethnicity, race, gender, and class and their relation to the power structure as an intellectual activity at the center of education?

What are the relative weights of social class, race, ethnicity, and other factors in the multicultural equation in determining the ways in which “diversity” is defined and the outcomes in curricular change, pedagogical innovation, and student learning?

Does the evidence suggest that multiculturalism succeed in higher education only to the extent that the multicultural diversity of the society at large is represented in critical numbers at all levels of the higher education enterprise?

### On Disciplines and Access

What changes in how we deliver higher learning are required in order to provide meaningful access to all segments of our multicultural population? Do we have an “access deficit?” Is the capacity of our higher education system sufficient to meet the growing student demand, especially among low income students? Must the diverse discourses of the academic disciplines strive for multicultural restructuring?

How much do we need to address lifelong learning, from kindergarten through professional training or retraining, in order to solve the problems of pluralistic access?

How should we respond to the “diversity” introduced by increasing access to higher education by students with disabilities?

How can isolated disciplinary discourse become more sensitive to or even make room for multiculturalism?

How do we broaden our ways of knowing to incorporate a broader spectrum of world views?

If there are multi-disciplines, what is the problem with multicultural world views?

How do we integrate diversity and a range of knowledge into the whole?

How do we address differences in thinking rather than just the expression or products of thought?

At what point in academic training are methods for dealing with diversity introduced?

How can collaborative pedagogy be promoted in a way to honor diverse points of view, while also assuring “intellectual safety” for students?

Should the goals of disciplinary teaching reflect changes in the student body?

How will the goals of education in specific disciplines change in the face of the infusion or inclusion of multicultural issues and the increasing pressure to provide student-centered education? Can material drawn from other cultures help to teach disciplinary courses indirectly? (e.g., looking at Arab-Israeli negotiations can be a way of teaching negotiation concepts rather than reading about them in a textbook).

How do power dynamics affect the balance of challenge and support for emerging majorities in order to assure genuineness of our efforts?

Is the capacity of our higher education system sufficient to meet growing student demand, especially among low income students?

To what extent are our colleges and universities responsive to the needs of immigrants? How do immigrant students needs differ from those of other students?

What are the benefits and limits of moving instructional development closer to the disciplines, particularly as it relates to multiculturalism? What are the implications of diversity for teaching biology or history or composition? Is the department an appropriate/productive context to provide faculty development in multiculturalism?

### On Goals and Purposes

Is the research agenda in the area of diversity biased by the political agendas, stereotypes, exclusionism and other attitudes of the researchers?

What are our goals in the area of multiculturalism and how will we know when we've attained these goals?

What happens when multiculturalism becomes the norm, rather than the exception?

What are the measurable learning outcomes of curricular requirements and policies in the area of multiculturalism?

With the recognition of many knowledges, not one objective reality of knowledge, how can and will standards be established?

What do *students* think multicultural is? Can a longitudinal study of their thoughts about this concept inform our curricular and pedagogical efforts?

How do you address the fundamental issue of diversity with faculty? What makes them change?

How can we overcome faculty reluctance to deal with the confrontations that arise in the course of diversity discussions?

How do we move to individualized student assessment that is inclusive of cultural differences? Do we send a mixed message when teachers address multiculturalism but do not assess the learning outcomes produced?

How can we make assessment more student-centered to maintain high standards that are individualized to meet the needs of the learner?

How can community organizations or service learning collaborators provide individualized support for diverse learners?

What specific aspects of a college course (e.g., curriculum, size, structure, instructor, peer group, etc.) affect students' learning, and how? Which increase the courses' inclusiveness? What are the costs and benefits involved? What are the productivity issues?

Answering the above question will undoubtedly require the involvement of individual faculty in individual classrooms. How might these individual efforts be coordinated? Might an attempt to coordinate such a research effort itself have an effect on student's learning and their access to learning experiences?

How will research findings be used? Recognize that we are not likely to find "the answer" but that faculty and administrators will need to develop ways to use research findings to make their own decisions, which will involve *at least* assessing their own efforts, and *probably* involve adding to the body of research findings. We must be concerned both with generalizable results and with individualized decision-making models.

What are effective methods to assist faculty who work with diverse students in experiential contexts, service learning as well as classroom settings?

What are the goals of teaching about inequality and how do we know when we've them? How assess goals of multiculturalism?

### On "Diversity" as the "Ethnographic Present"

How can we make the increasing influx into higher education of immigrants and of previously neglected linguistic and cultural minorities work *for* multiculturalism rather than causing the whole concept to splinter into a thousand segregated pieces? (This point grew out of the observation that the intra-group diversity among immigrants who are all labeled "Asian" or "black" or "Hispanic" makes a shambles of our multicultural taxonomy.)

Can we let our diverse student population become *our* teachers? Can they serve as learning resources in the case of multiculturalism? How can we use students as resources in teaching about cultural differences without putting them on the spot, subjecting them to abuse or stereotyping?

How can faculty be helped to feel more comfortable turning confrontations to good effect as learning opportunities?

Are there typological commonalities among cultures that can guide our efforts to teach about and measure the learning outcomes of that teaching?

How can a campus with a relatively homogeneous student body deal with issues of pluralism? Could partnerships between institutions of differing composition help? Could the supposedly homogeneous group explore its own micro-diversity backgrounds to achieve the desired enlightening effects of multicultural teaching?

How do we sort out the balance of ethnic differences and those that result from power, class, and the range of "isms" (e.g., sexism, classism, ableism)?

### On Restructuring to Achieve Flexibility in Our Shaping of the Academic Workplace

What measures of productivity and achievement can we devise to replace the long-outmoded FTE's, credit hours, and letter grades?

## SERVICE LEARNING AND VOLUNTARY SERVICE

How do we find a new balance between the rights and responsibilities that form the basis of the contract between society and its educational institutions? What kind of support should educators expect, and what should they be prepared to provide in return? What is the nature of the contract, and why are we asked to reexamine it now? Educators are looking for new ways to bridge boundaries, cross cultures, and use off-campus collaboratives to energize campus teaching initiatives. They are rethinking their disciplines for new ideas about meeting public responsibilities. At the same time, educators are expected to contribute more directly to the local communities they serve as well as to the larger society. This means taking a new look at civic education, and probing the successes of community colleges for new insights.

As we consider the role of service nationally in developing community and advancing social goals, the role of higher education in community building becomes crucial. Part of rewriting the contract means examining the role of service in the curriculum as the campus shifts away from producing new knowledge in isolation from community. The Wingspread Research Agenda for Service-Learning noted, “As a philosophy of education, service-learning reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some meaningful way.” Can higher education provide excellent learning and service? Can research justify the argument that, at base, service-learning is simply good education? Can service-learning promote social responsibility in the communities of the future? Can educators rewrite the contract so that communities are active partners in the learning process as well as the beneficiaries of “learning products?” The national service agenda seems to connect with the education reform agenda. But what does it mean to develop active, community linked, problem based learning? And can we demonstrate that service learning makes a difference in society?

### On Conceptions of Service Learning

What are institutions doing with respect to service learning?

How do we conceptualize service learning and voluntary service?

What are problems associated with *requiring* service learning?

What kinds of activities constitute service?

What is the relationship between students, especially adult students, already involved in community service and “service learning?”

What assumptions and values are held by the supporters of the service learning concept?

### On Potential Outcomes of Service Learning

Does service learning become intrinsically motivated?

What are the pedagogical implications of service learning?

What is the educational value, if any, of service?

What are the outcomes we expect our students to achieve?

What criteria do we use to determine whether and what outcomes have been achieved?

How might the challenges raised by service learning enhance efforts to restructure and transform colleges and universities?

What might be the impact of service learning/service on students' future service activities and career choices?

Do alumni who had service learning experience in college volunteer or serve on committees more than those who did not?

What impact will an emphasis on service have on existing community service activities?

### **On Supportive Environments for Service Learning**

What kinds of academic supports are needed for service learning?

What incentives, benefits and risks are associated with participation in service learning projects—for faculty, students, institutions, and community groups?

Does the label attached to the service learning project make any difference in acceptance of the project by all concerned?

How do we assess the quality of the community organizations who offer service learning opportunities for our students?

What locales work best for service learning experiences? For example, is it possible to engage in service activities in a for-profit organization?

How might universities best deal with the financial support for service learning? If the expectation is that work study funding should support service learning, what are the implications?

### **On Service Learning and the Curriculum**

How are service learning projects integrated into the curriculum? What are the goals? How are they measured? Under what conditions, if any, can service learning be required in a curriculum?

What is the relationship between multicultural curriculum and service learning?

Is there an optimal place to incorporate service learning into the curriculum?

Is service learning best done as part of a course or as a course itself?

How much service credit should be given toward a degree?

Is service learning a more effective pedagogy than traditional teaching modes? Does the answer vary by type of school or by discipline?

How can service learning be distinguished from internships?

How can we prepare faculty to handle the issues that will be brought back by the students from their service experience?

What mechanisms are needed to ensure that we capture the multi-cultural benefit of students' experiences in service learning?

### **On Faculty Service**

If the warrant for service learning is application in the community, what are implications for faculty? research? How might faculty transform their concepts of research to lead to more socially useful outcomes?

How can more faculty be engaged in discussion and implementation of service learning? What are good incentives for them?

## INFORMATION TECHNOLOGY AND RESOURCES FOR TEACHING AND LEARNING PRODUCTIVITY

Learning productivity has become a key issue in the last year. Concerns that learning productivity will be discussed only through a quantitative, economic, product-oriented analysis are giving way to a more serious attempt to focus on the learning ethic of students, the ways institutions serve learners in meeting their goals, and on shifting the argument to a discussion of “mastery learning” as well as graduation rates. Along the way, several concrete options are the center of debate: the three-year degree; year-round study; alternative time-frames.

In this context, the information superhighway is being viewed as a necessary component for envisioning how teaching and learning might become more productive. But how, critics ask, can any institution afford new technology and can it deliver more than a faster, although interactive, perusal of the information available to a student for learning? What can technology really deliver and to whom? How can technology become more than access to more information, and how does interactive software become interactive learning? Faculty and students alike take to the new possibilities. They hope that courseware can fit into the activities and structures of a learning community such that the focus on knowledge can extend to better ways to apply it, and learning productivity becomes a synonym for enhanced performance.

### On Directions for Information Technology & Resources

How long will it take (ten years or fifty years) to reach a virtual learning environment on a global dimension?

What models of productivity need to be developed around the use of technology and information resources that will be acceptable to both legislatures and campus personnel?

What is the range of literacies now needed to prepare students for lifelong learning?

To what degree are changes in professions in the workforce being tracked so as to allow for the changing definition of that range? How can students learn to use information with discrimination?

What infrastructures need to be developed to facilitate faculty and students becoming aware of existing information technology and resources? What is the role of the college store? of faculty development? of librarians? of Academic computing personnel?

As technology becomes more important, what happens to the traditional purposes of higher education institutions, e.g., how does the academy function as critic of society?

### On Uses of Information Technology & Resources

What is the ultimate application of technology? Is it virtual reality or something else? What options do we have? How do we go about choosing?

What are faculty and students actually doing and how are they using information technology and resources?

How can we accomplish the processing of information as well as the transfer so that real learning is involved?

How can information technology and resources help K–16 deal with remedial education more effectively and efficiently? What should be higher education’s expectation for information literacy for incoming freshman?

What are the effective models for academic use of intellectual property that protect owners’ rights but still make the materials available in a timely and cost efficient manner?

How are campuses investing in information technology and resources? Who is being involved in such decision making? What are their expectations?

What is the nature and component parts of a “learning community” which is not based on a college campus, but based “in” a learner and mediated and facilitated in a variety of ways, including technology?

How might information technology effectively bring nonformal educational institutions (e.g., museums) more into the role of education?

### **On Support for Information Technology & Resources**

What needs to be done to encourage faculty and students to integrate information technology and resources into their work and learning?

What are new roles for faculty and students in light of the resources that information technology makes available to enhance productivity of teaching and learning?

How might we investigate sources of resistance to technology and the nature of that resistance?

How do we establish a culture that respects the traditional values of education as the impact of technology and availability of information resources increases?

At what level and in what ways are institutions expecting students to invest in information technology and resources? How does this change scholarship needs?

### **On the Impact of Information Technology & Resources**

How will the integration of information technology and resources transform the traditional curriculum?

What do various disciplines perceive as the most successful application of technology and information resources? How do gender, age, and institutional support affect that perception? What are we doing well now through the use of information technology and resources that we could not do earlier or could not do as well?

How are information technology and resources providing better access to learning for specific groups (e.g., nontraditional students, students with disabilities)?

Are information technology and resources equalizers or are they widening the gap between the haves and have nots?

How can we evaluate both faculty and student performance as related to information technology and resources?

How can information technology enhance K–12-higher education collaboration to increase overall educational productivity and effectiveness?

How will institutions redefine themselves or identify their “added value” given the blurring of line that information technology makes?

How will information technology and resources facilitate restructuring of space and time for learning?

How is technology driving restructuring?

Would interactive video courses, featuring “superstar instructors,” provide quick access and feedback for students? What problems might occur in developing such a program?

What learning styles would be best served by this form of technology?

What would be the cost of developing such interactive video courses?

What would be the overall learning outcomes? How would these outcomes differ from more traditional forms?

How best could interactive video courses be designed so students are not dehumanized and are made comfortable with this form of learning?

## INVITATIONAL PRE-CONFERENCE SESSION PARTICIPANTS

*Diane Balestri*  
Princeton University

*Betsy Barefoot*  
University of South  
Carolina

*Trent Batson*  
Gallaudet University

*Estela Bensimon*  
Pennsylvania State  
University

*Milton Blood*  
American Assembly of  
Collegiate Schools of  
Business

\**Patricia Senn Breivik*  
Towson State University

*Barbara Cambridge*  
Indiana University-Purdue  
University at  
Indianapolis

*Carol Cartwright*  
Kent State University

*Jaime Chahin*  
Southwest Texas State  
University

\*\**Arthur W. Chickering*  
George Mason University

*Terence Collins*  
University of Minnesota

*Frank Connolly*  
The American University

*Ruth B. Cowan*  
Organization  
Development  
Associates

*Josephine D. Davis*  
York College, CUNY

*Althia deGraft-Johnson*  
Mankato State University

*Deborah DeZure*  
Eastern Michigan  
University

*Maureen Doyle*  
LaGuardia Community  
College

*Richard Dunham*  
Florida State University

*Scott E. Evenbeck*  
Indiana University-Purdue  
University at  
Indianapolis

*Beverly K. Firestone*  
DePaul University

*Joseph G. Flynn*  
SUNY College of  
Technology at Alfred

*Judith J. Goetz*  
Pennsylvania State  
University

*Virginia Gonzalez*  
Northampton Community  
College

*Francis A. Griffith*  
University of Northern  
Colorado

\**Lee E. Grugel*  
University of Wisconsin  
Centers

*Jay A. Halfond*  
Northeastern University

*Brian Harwood*  
AAHE

*Dennis Hinkle*  
Towson State University

*Charlene S. Hurt*  
George Mason University

*David Imig*  
American Association of Colleges  
for Teacher Education

*Maryann Jacobi Gray*  
RAND

*David Justice*  
DePaul University

*Fred Kemp*  
Texas Tech University

*David A. Lutz*  
American College Testing

\**Terrence J. MacTaggart*  
Minnesota State  
University System

*Barbara A. Macaulay*  
Quinsigamond  
Community College

\*\**Catherine Marienau*  
DePaul University

\**Roberta Matthews*  
LaGuardia Community  
College, CUNY

\**Sharon A. McDade*  
Columbia University

\*\**Marcia Mentkowski*  
Alverno College

*Janina Montero*  
Princeton University

*Deborah Morris*  
University of Oregon

*Stanley Muschett*  
Universidad Santa Maria  
La Antigua

*Martin Nemko*  
Nemko and Associates

*William H. Newell*  
Miami University

*Paul Nichols*  
American College Testing

*John O'Connor*  
George Mason University

*Ann M. Palkovich*  
George Mason University

*Michael Pavel*  
University of California,  
Los Angeles

*\*Jane Permaul*  
University of California, Los  
Angeles

*Felicenne Ramey*  
California State University,  
Sacramento

*James L. Ratcliff*  
Pennsylvania State  
University

*Michael Reardon*  
Portland State University

*Judith Reisetter Hart*  
Alverno College

*Helen R. Roberts*  
California State  
University System

*\*Greta Salem*  
Alverno College

*Linda Scheible*  
Alverno College

*\*Karen Maitland  
Schilling*  
Miami University

*\*Gary Shapiro*  
National Association of  
College Stores

*Charles W. Sorensen*  
University of Wisconsin,  
Stout

*\*H. Stephen Straight*  
SUNY, Binghamton  
University

*Roberto Villarreal*  
The University of Texas,  
El Paso

*\*Barbara E. Walvoord*  
University of Cincinnati

*William Whipple*  
Bethany College

*Franklin P. Wilbur*  
Syracuse University

*\*Ralph Wolff*  
Western Association of  
Schools and Colleges

*Barbara Wright*  
University of Connecticut

*\*Leaders/Synthesizers*  
*\*\*Session Leaders*

## PARTICIPANT LIST

<i>Dorothy Abrahamse</i> California State University, Long Beach	<i>Virgie Chattergy</i> University of Hawaii	<i>Doug Easterling</i> Sinclair Community College
<i>Cliff Adelman</i> US Department of Education	** <i>Arthur Chickering</i> George Mason University	<i>Richard Evans</i> Plymouth State College
<i>J. Asbury</i> Lynchburg College	<i>Ann Clapper</i> Valley City State University	<i>Mary Everley</i> University of Oklahoma
* <i>Luke Baldwin</i> Lesley College	<i>David Clifford</i> Eastern Michigan University	<i>Joseph C. Flynn</i> SUNY of Alfred
<i>Bernice Bass de Martinez</i> Mills College	<i>Howard Cohen</i> University of Wisconsin, Parkside	<i>Thomas F. Flynn</i> Millikin University
<i>Paul L. Beasley</i> University of South Carolina	<i>Michael Connaughton</i> St. Cloud State University	<i>Harriet G. Friedstein</i> University of North Texas
<i>Robert Becker</i> Western State College	<i>Rhonda O. Covington</i> North Carolina State University	<i>Susan Frierberg</i> DeVry Institute of Technology
<i>Jerry Berberet</i> North Central College	** <i>K. Patricia Cross</i> University of California, Berkeley	<i>Robert Gabrotier</i> City College of San Francisco
<i>Dympna Bowles</i> CUNY	<i>Dalton Curtis</i> Southeast Missouri State University	<i>Fred Gaigne</i> Pennsylvania State Berks Campus
<i>Jerrilyn A. Brewer</i> Western Wisconsin Technical College	<i>Sonia Cowen</i> New Mexico State University	<i>Sharon Gallagher</i> SUNY Training Center
* <i>Nevin C. Brown</i> AAHE	<i>Joan Deppa</i> Syracuse University	<i>Larry Gladirux</i> College Board
<i>Tim Brubaker</i> Miami University	* <i>Deborah DeZure</i> Eastern Michigan University	<i>Robert Golden</i> Shippensburg University
<i>Beverley Byers-Pevitts</i> University of Northern Iowa	<i>David Dickerson</i> Judson College	<i>Charles W. Green</i> Hope College
<i>Lesley K. Cafarelli</i> Minnesota Private College Council	<i>Sandra Douglas</i> University of California	* <i>Francis A. Griffith</i> University of Northern Colorado
<i>Bill Cathey</i> University of Nevada, Reno	* <i>Richard Dunham</i> Florida State University	* <i>Lee Grugel</i> University of Wisconsin Centers
		<i>Stephen J. Handel</i> University of California

<i>Lynne Haven</i> University of Michigan, Ann Arbor	<i>*Terrence MacTaggart</i> Minnesota State System	<i>Martin Nemko</i> Nemko & Associates
<i>Rachel Hendrickson</i> National Education Association	<i>Richard W. Malcolm</i> Chandler/Gilbert Community College	<i>Liz Newport</i> The Evergreen State College
<i>Dennis Holtschneider</i> Harvard University	<i>**Catherine Marienau</i> DePaul University	<i>Mavis Noze</i> DeVry Institute of Technology
<i>John Houghton</i> St. Edward's University	<i>Georgianne Mastera</i> Nebraska Wesleyan University	<i>Morgan Odell</i> Consultant
<i>George E. Humphrey</i> Massachusetts College of Pharmacy	<i>*Roberta S. Matthews</i> LaGuardia Community College	<i>Deborah Olsen</i> Indiana University, Bloomington
<i>Fleda Mask Jackson</i> Spelman College	<i>*Sharon A. McDade</i> Teachers College, Columbia University	<i>Yvonne Palka</i> Antioch University, Seattle
<i>Parker C. Johnson</i> Gettysburg College	<i>Gail Mellow</i> Quinebaug Valley Community College	<i>Paula Peinovich</i> Regents College
<i>Barry Johnston</i> Indiana University	<i>**Marcia Mentkowski</i> Alverno College	<i>Susan Peverly</i> University of Illinois, Chicago
<i>Norman Jones</i> Utah State University	<i>Greg Merritt</i> Michigan State University	<i>James A. Pietrovito</i> New Hampshire Technical College
<i>Joyce B. Justus</i> University of California	<i>Jacqueline Mintz</i> University of California, Berkeley	<i>Margaret Porciello</i> SUNY, Farmingdale
<i>Louanne Kennedy</i> California State University, Northridge	<i>Janine Montero</i> Princeton University	<i>José A. Quiles</i> Kean College of New Jersey
<i>Martha Kirker</i> Southwest Missouri State University	<i>Joe Moore</i> Vermont State Colleges	<i>Neal Raisman</i> Rockland Community College
<i>*Morris Keeton</i> University of Maryland, University College	<i>Keith Morton</i> Campus Compact	<i>*Judith Ramaley</i> Portland State University
<i>Pauline Lambert</i> University of St. Thomas	<i>Carol B. Muller</i> Dartmouth College	<i>Judith Reisetter Hart</i> Alverno College
<i>Hal A. Lawson</i> Miami University	<i>*Patricia Murrell</i> Memphis State University	<i>***Lauren Resnick</i> University of Pittsburgh
<i>Steve Levinson</i> City College of San Francisco	<i>Alice Nakahata</i> City College of San Francisco	<i>William Eddie Richardson</i> Wofford College

<i>Karen M. Ristau</i> University of St. Thomas	<i>Cindra Smith</i> Community College League of California	<i>Faye Vowell</i> Emporia State University
<i>J. B. Ritchie</i> Brigham Young University	<i>Constance K. Smith</i> Purdue University Calumet	<i>Patricia Wainwright</i> Los Angeles Harbor College
<i>Ruth Carlson Robertson</i> University of Maryland System Administration	<i>Dwight Smith</i> Southern Illinois University, Edwardsville	* <i>Barbara Walvoord</i> University of Cincinnati
<i>Marie Rosenwasser</i> Shoreline Community College	<i>Hoke L. Smith</i> Towson State University	<i>David L. Warren</i> National Association of Independent Colleges
<i>Robert Roxby</i> Saint Mary's College	<i>Joyce E. Speas</i> Elon College	* <i>Morris Willey</i> Frostburg State University
<i>Carole A. Sack</i> Rochester Institute of Technology	* <i>H. Stephen Straight</i> SUNY, Binghamton University	<i>Mary Durkin Wohlrahe</i> Eastern Illinois University
<i>Doreen St. Clair</i> Franklin College	*Leaders/Synthesizers **Session Leaders	<i>Anna Quan Wong</i> City College of San Francisco
<i>Paulette St. Ours</i> University of New England	<i>Dan Tompkins</i> Temple University	* <i>Frank Wong</i> University of Redlande
<i>Donald Sargeant</i> University of Minnesota, Crookston	<i>Martha Townsend</i> University of Missouri	* <i>Barbara Wright</i> University of Connecticut
* <i>Karen Maitland Schilling</i> Miami University	<i>Alexandra Turkington</i> City College of San Francisco	<i>Jere E. Yates</i> Pepperdine University
<i>Randy Scott</i> Weber State University	<i>Dwayne D. Van Rheenen</i> Pepperdine University	<i>Orville Yoder</i> Mennonite Board of Education
<i>Cynthia Secor</i> University of Denver	<i>David M. Van Slyke</i> Regents College	<i>Michael D. Young</i> University of California, Santa Barbara
<i>Donna Shavlik</i> American Council on Education	<i>Eleanor M. Vander Haegen</i> Keene State College	*** <i>Robert Zemsky</i> University of Pennsylvania
<i>Raelene Shippee-Rice</i> University of New Hampshire	<i>Angela E. Vicenzi</i> Southern Connecticut State University	* Leaders/Synthesizers ** Session Leaders *** Panelists