

2005 AAHE Research Forum

# **Innovation and Action for Success in Challenging Times**

**A Research Agenda for Higher Education**

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

The AAHE Research Forum annually involves individuals committed to scholarship on prominent issues at the National Conference. The 20<sup>th</sup> Research Agenda addressing this year’s conference themes was generated by participants at a pre-conference session and was distributed at an all-conference session. *Arthur Chickering* and *Marcia Mentkowski*, originators of the AAHE Research Forum, reflected on the role of the Research Forum over the past twenty years in integrating theory, research, and practice. *Clara Lovett*, AAHE President, discussed directions for the role of research in AAHE’s evolving agenda for higher education.

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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 at which research results are presented and discussed, but many of them are not regularly attended by or directed toward higher education administrators and faculty. 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 experts) generated research questions on topics that emerged as central to the conference theme through a specially designed group process. Discussion topic introductions were prepared by session leaders. Participants in each topic group reviewed the current issues around their topic and discussed with those who currently, or are likely to, research the year's agenda. Questions were synthesized in each group and session leaders edited and prepared them for distribution at the All-Conference session.
- 2. The All-Conference Forum and Panel.** Forum leaders brought the questions generated in the pre-conference session to the attention of the conference membership. *Arthur Chickering* and *Marcia Mentkowski*, originators of the AAHE Research Forum, reflected on the role of the Research Forum over the past twenty years in integrating theory, research, and practice. Then, *Clara Lovett*, AAHE President, discussed directions for the role of research in AAHE's evolving agenda for higher education.
- 3. The Research Agenda and Its 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 agenda from March 2003 was published in *Arts & Humanities in Higher Education*, 2003, 2(3), 313–328.

### **Prior Agendas:**

- *The Classroom Researcher's Research Agenda*, 1987
- *A Research Agenda in Support of Our Highest Calling*, 1988
- *Improving the Odds for Student Achievement: A Research Agenda*, 1989
- *The Future of the Professoriate: A Look in the Mirror*, 1990
- *Achieving the Promise in Diversity: A Research Agenda to Inform the Issues*, 1991
- *Reclaiming the Public Trust: A Research Agenda to Explore the Validity of the Criticisms*, 1992
- *Reinventing Community: A Research Agenda to Create Common Purposes, Build Commitment, and Sustain Improvement*, 1993
- *A Research Agenda for Envisioning the 21<sup>st</sup> Century Academic Workplace Through Responsive Academic Citizenship*, 1994
- *The Engaged Campus: A Research Agenda to Serve Society's Needs*, 1995
- *Crossing Boundaries: A Research Agenda Toward Productive Learning and Community Renewal*, 1996
- *Learning, Teaching, and Technology: A Research Agenda for the Way We Work*, 1997
- *Taking Learning Seriously: A Research Agenda for Learning*, 1998
- *Organizing for Learning: A Research Agenda*, 1999
- *Diversity and Learning: A Research Agenda*, 2000
- *Private Gain and Public Good: A Research Agenda for Achieving Balance*, March 2001
- *Enacting a Scholarship of Assessment: A Research Agenda*, June 2001
- *Learning in Context: Who are our Students? How do they Learn? A Research Agenda*, March 2002
- *Supporting a Shared Commitment to Assessment: A Research Agenda*, June 2002
- *Good Work in Challenging Times: A Research Agenda*, March 2003
- *A Richer and More Coherent Set of Assessment Practices: A Research Agenda*, June 2003
- *Rethinking the Role of Research in Higher Education: A Research Agenda*, April 2004
- *Connecting Assessment that Supports Learning to Multiple Stakeholders A Research Agenda*, June 2004

Previous agendas are available from Marcia Mentkowski, Educational Research and Evaluation, Alverno College, 3400 South 43<sup>rd</sup> Street, P.O. Box 343922, Milwaukee, WI 53234-3922.

## **2005 RESEARCH FORUM LEADERS**

**Diane Dean**, Assistant Professor for Higher Education & Policy, Illinois State University

**Catherine Marienau**, Professor, School for New Learning, DePaul University

**Judith Reisetter Hart**, Senior Research Analyst, Educational Research and Evaluation, Alverno College

**H. Stephen Straight**, Professor of Anthropology and of Linguistics, Vice Provost for Undergraduate Education and International Affairs, Binghamton University, State University of New York.

## ACCESS AND SUCCESS FOR LOW AND MIDDLE INCOME STUDENTS

The concern for all students having access to college now includes concern for their success—usually defined as graduation from community or four-year colleges. Most states express dissatisfaction with graduation rates for their high school students. Society’s compelling interest is that those who do graduate from high school enter community or four-year colleges, particularly when they are from low and middle income families. What needs to be studied in order to maximize the opportunity to learn and persevere to degree for students who make up the largest share of state-supported campuses? Controlling rising college costs and providing scholarships and grants are part of the equation at the administrative level. Finding more successful ways to deal with differences in family background, preparation, English as a second language, minority status, and other demographics are another part of the issue. In the classroom, faculty want student equity in opportunity to learn, but class size, inadequate support for learners unfamiliar with college study, or lack of appropriate resources work against success. Students who work long hours fear the personal costs of repeat coursework, failure, and huge loan balances.

There is no lack of research identifying the problem. Findings have made their way to the professional press. Claude Steele identifies the negative effects of stereotype threat on test-taking (as cited in Miller, 2005). Bensimon (2004) offers an equity index to probe for discrimination that persists beyond admissions. Chang, Witt, Jones, and Hakuta (2003) re-examine the evidence on racial dynamics in colleges and universities, and underscore the compelling interest we all have in multiplying the ways we confront racism. UCLA’s survey shows that more students plan to work to help pay for college and record percentages of freshmen expect to take on high debt (Farrell, 2005). What is needed is research that points to a range of solutions. Many educators have designed instructional services centers, advising that goes beyond scheduling classes to fostering persistence, learning communities that ensure supportive relationships, peer mentoring and tutoring that bridge learning problems, and placement that assigns students to classes where they are most likely to succeed.

What do we need to know now that will push our understanding forward to create new strategies and policies?

Bensimon, E. M. (2004). The diversity scorecard: A learning approach to institutional change. *Change*, 36(1), 45–52.

Chang, M. J., Witt, D., Jones, J., & Hakuta, K. (Eds.). (2003). *Compelling interest: Examining the evidence on racial dynamics in colleges and universities*. Stanford, CA: Stanford University Press.

Farrell, E. F. (2005, February 4). More students plan to work to help pay for college: Record percentages of freshmen also expect to take on high debt [Electronic version]. *The Chronicle of Higher Education*, p. A34.

Miller, M. C. (2005, February). Questions & Answers. *Harvard Mental Health Letter*, 21(8), 8.

## On Student Characteristics

What are the characteristics of low- and middle-income students/learners?

What routes have low- and middle-income students taken to complete the baccalaureate? What are the characteristics of the students, environments, supports, etc., for these completers? What are the bottlenecks/leakages points in the pipeline?

Looking at examples of “high-risk low- and middle-income students” who did succeed? What happened?

What are the incentives for low- and middle-income students to enroll and persist?

What are the effective benefits of higher education for low- and middle-income students? How do we communicate these benefits?

## On Influences on the Campus

What impact do various institutional environments have on success for “middle- and low-income” students?

What curricular/instructional models support success for “low- and middle-income” students?

What resources are necessary to provide access and support?

What support services (e.g., day care, transportation, various delivery times, etc.) tend to help low- and middle-income students persist and succeed?

What is the impact of current emphases on accountability on access and success for low- and middle-income students (e.g., time-to-degree, graduation rates, etc.)?

How do identify the settings more clearly in which individual versus collaborative support, instructional, learning is most effective?

Which types of financial assistance best serve various populations within the low- and middle-income students?

What impact has the growth of majority and minority institutions had on the access and success of various low- and middle-income student populations?

## On External Influences

What is the impact of Welfare Reform of 2005 on the access of low-income women to higher education?

What is the impact on changes in financial aid policy on access of “low- and middle-income students” to instruction?

What geographic barriers exist for access for low- and middle-income students? What models of delivery systems best serve low- and middle-income students well?

What is the role of parents/parents substitutes/families/stakeholders in student access and success? What models of working with students and families have proven to be successful partnerships for access and success?

What outreach models in middle and high school help with access and success for various low- and middle-income groups? How do we communicate that access and success are a possibility?

What are the influences that bring different populations (within low- and middle-income students) to higher education?

What are conflicts between the demands of a consumer society and working to meet those demands, and trying to be enrolled in higher education at the same time?

## DEFINITIONS OF STUDENT SUCCESS AND INSTITUTIONAL EFFECTIVENESS

For a learning centered institution, the success of its students and graduates will be the ultimate criterion for assessing institutional effectiveness. Higher education institutions usually will track student retention rates, graduation rates, and the percentage of recent graduates that are employed and that go on to graduate school. Some concern will be addressed to how these indicators of success differ by different populations and majors. But, the outcomes assessment movement has created new expectations for using student learning as an indicator of both student and institutional success. This learning outcome expectation has most pointedly arisen from the point of view of state legislatures—where the conclusion persists that they do not have evidence for the effectiveness of student learning across the various campuses (Callan, 2004)—but also from reform-minded faculty and administrators in higher education interested in improving teaching and learning (Maki, 2004). Foremost among the expectations may be a concern about what students know and can do (e.g., Hersh & Benjamin, 2004).

But, as student learning has come to define student success, previously hidden assumptions have come to the fore to reveal considerable breadth in the range of student learning outcomes that might be assessed. For example, Mentkowski and Associates (2000) identified metacognitive and developmental learning processes that transformatively connect four domains of growth (a) thinking and disciplinary knowledge skills, (b) the whole person's capacity to make meaning, (c) self-reflection and identity, and (d) capacity to perform in work, family, and civic settings (cf. Pascarella & Terenzini, 2005). In addition, student learning outcomes may be articulated differently by departments or at different places in the curriculum. What do students learn from the general education core? What do they learn within their discipline? How are disciplinary and general education outcomes related? What kind of learning do students carry with them into work, civic, family, and continuing education settings, and how do these post-college contexts shape new learning? These questions raise further ones for assessment practitioners. How well do external publics understand the range of higher education outcomes? And, how can assessment scholarship contribute to defining student success?

Callan, P. M. (2004). A ten-year perspective: Higher education stalled despite high school improvements. In National Center for Public Policy and Higher Education, *Measuring up 2004: The national report card on higher education* (pp. 8–9). San Jose, CA: Author.

Hersh, R. H., & Benjamin, R. (n.d.). *Value added assessment of undergraduate liberal education in the United States: A feasibility study*. Unpublished manuscript, RAND's Council for Aid to Education.

Maki, P. L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus.

Mentkowski, M., & Associates. (2000). *Learning that lasts: Integrating learning, development, and performance in college and beyond*. San Francisco: Jossey-Bass.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: Volume 2. A third decade of research*. San Francisco: Jossey-Bass.

### **On Establishing Common Definitions**

How do we establish a working definition of student success, assessment, and evaluation to give higher education a common language for discussing these concerns?

What is the value of qualitative assessment? What models or tools are available for use in evaluating student success and institutional effectiveness? If qualitative measures address what students can do, how do we communicate effectiveness to stakeholders?

### **On Determining Focus and Standards**

How has the movement from demonstrating what students know to what students can do changed the assessment and evaluation of institutions? How do we communicate this change internally and externally?

To what extent do outside stakeholders influence standards used to demonstrate student success and institutional effectiveness? Who are they? What is the impact of funding linkages?

### **On Creating Alignment**

What is the alignment between assessment of student achievement and the institutional strategic plan? Is it important that they align? Which constituencies devise the strategic plan? How familiar are these constituencies with the definitions of student success and institutional effectiveness?

## THE FUTURE OF ACADEMIC ORGANIZATIONS AND ACADEMIC PROFESSIONALS

Much like Mark Twain's remark on the rumors of his death, there has been considerable speculation about the future and transformation of higher education while the institution itself seems robust and durable, as well as increasingly varied. Over the last decade, various communities of scholars and researchers—such as the Forum for the Future of Higher Education (2004) and the Project on the Future of Higher Education (Guskin & Lieberman, 2002)—have examined the issues likely to influence the future of higher education, often shaped by broad concerns for economics, policy, learning, and technology (Altbach & Gumport, 1999). But in the midst of concerns regarding digital scholarship, trends in enrollment, new horizons for curriculum, and funding policies, there are persistent concerns about leadership, governance, and the emerging life of educators in the face of current and future challenges. What roles are expected for faculty, staff, and administrators? How will they be affected by the changes ahead and how will their contributions shape those futures?

In the current context, the higher education community must be ready to consider the complex wealth of its human resources and to use these with courage and imagination. We need to address critical questions regarding policies and program designs at the same time that we examine models in practice. Specific questions need to be raised regarding how institutions are engaged in significant discourse at a range of levels. How do faculty and staff bring a diversity of viewpoints and expertise to complex problems, and illumine the controversies that deepen public understanding? How are future faculty members prepared for the breadth of roles that they may have as well as adapting to new roles? To what extent can educators contribute as commentators to the media that support educational practice? What roles do professional and disciplinary organizations have to play in the emerging futures? And, how does a developing higher education field lead to new understandings of the professionalism of university and college educators?

Altbach, P. G., & Gumport, P. J. (Eds.). (1999). *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore: Johns Hopkins University Press.

Forum for the Future of Higher Education (2004). *2003 forum futures*. Cambridge, MA: Forum Publishing.

Guskin, A. & Lieberman, D. (2002). New higher education models. In D. Lieberman (Ed.), *To improve the academy* (Vol. 21). Bolton, MA: Anker Publishing.

## On the Future of Academic Organizations

What would an effective college or university look like if it started from scratch today?

Given the demand for higher education, in that it increases yearly, what should higher education do in terms of structures, faculty, program quality, etc. to meet this need and serve our students?

Is the organization of academic institutions demand-based?

What is the role of women in higher education? Do they yet have equity? If women are more collaborative, are they valued as “less than?” Is this also true for minority groups?

How do we transcend silos? How do we become student-centric, not faculty or administrative-centric? What are the evolving roles of faculty, their various new forms of faculty roles and responsibilities?

What institutions are practicing shared, collaborative leadership? How do we facilitate and sustain the cultural changes required to support such leadership styles?

What are the risks of changing? What are faculty perceptions of loss from change? Risks to power and privilege? What are the risks to higher education if we don't change?

## On the Future of Academic Professions

What are the dimensions of the academic role? Is it changing? What evidence demonstrates this change?

Are we creating a two-tiered system where the apprenticeship is too grim for the payoff? What role does power and prestige play in the decision to become a faculty member?

Are the values of the professorate changing? Does the tenured, full professor epitomize the values of the institution?

How do faculty view themselves as academic citizens of their institutions? Does academic citizenship predict faculty satisfaction?

What are the mobility patterns of faculty?

Are the numbers of academic leaders who hail from non-faculty backgrounds increasing or decreasing?

Adjunct professors include retired individuals, studio artists, business professionals, full-time parents, etc. How can we not lump them all together as all being the same?

How do we shift from a focus on knowledge creation to teaching?

How do you measure faculty engagement in relationship to faculty productivity and student learning?

How do faculty members perceive their advising role? Are students more successful with “professional” advising or faculty advising?

How do we define faculty engagement, internally as well as externally? How does it impact the institution?

## PLANNING FOR THE FUTURE OF DEMOCRATIC, KNOWLEDGE-BASED COMMUNITIES

What is higher education's identity and responsibility as a consortium of democratic, knowledge-based communities?

*A democratic community.* Much has been written in recent years concerning higher education's value and responsibility as a public versus private good. As a public good, colleges and universities produce knowledge, engage in service, and provide education for the benefit of society. The democratic ideals and benefits to society are the philosophies underlying the foundation of state systems of higher education, tax legislation, financial aid programs, and many forms of private philanthropy.

Yet the rhetoric does not always match the reality. In a capitalistic society, people use education as a tool to better themselves and their children through training and credentials, at the expense of others (Lorenzen, 2002). Public colleges and universities have sorted themselves into tiers of quality and prestige (Niddifer & Bouman, 2001), where access may be the policy, but the practice fails to meet the ideal. Likewise the products of academe—knowledge, services, training, education and credentials—are currencies of exchange for private or commercial gain fueling upward drift and academic careerism. Colleges and universities have a responsibility to renew their public engagement and democratic commitments.

*A knowledge-based community.* Knowledge and learning have become the new strategic imperative of public and private organizations across many sectors and countries (Allee, 2000). An emerging information economy has supplanted an industrial economy. Knowledge was once a hoarded form of power. In the new economy, knowledge is shared freely so that it multiplies (ibid). Organizations who fail to adapt to the new economy may ultimately be surpassed and replaced. Yet organizations who seek to launch knowledge initiatives find that, without attention to creating the culture necessary to support this change, their efforts fail.

In higher education, the primary producers and purveyors of knowledge—the faculty—align themselves more closely with their disciplinary identities rather than their organizational identities. Those disciplinary cultures reward individualism, individual production of knowledge, and individual amassing of expertise—behavioral norms that are antithetic to those in a knowledge sharing community. What is an engaged, democratic campus? Can colleges and universities create true democratic cultures of shared learning? Can academic professionals embrace new ethics and values conducive to a knowledge community? What measurable results are produced, and how is work rewarded?

Allee, V. (2004). Knowledge networks and communities of practice. *OD Practitioner: The Journal of the Organization Development Network*, 32(4). Retrieved from <http://www.odnetwork.org/odonline/vol34n4/knowledgenets.html>.

Kezar, A. J., Chambers, A. C. Burkhardt, J. C. (2005). *Higher education for the public good: Emerging voice from a national movement*. San Francisco: Jossey Bass.

Niddifer, J. & Bouman, J. P. (2001). The chasm between rhetoric and reality: The fate of the "Democratic Ideal" when a public university becomes elite. *Educational Policy*, 15(3), 432–451.

## Definitions

How are institutions currently engaged in the process of building d/Democratic-Knowledge Communities?

How is community engagement defined in different institutional contexts? What are the goals of engagement in each of those contexts?

What is knowledge acquisition and how is this defined differently from content acquisition? What is higher education uniquely positioned to provide in terms of both/either?

What can higher education learn from cognitive science and an understanding of the role of affect, spirituality, psycho-motor abilities, and other arenas?

Democracy toward what end? Is the American ideal of individual success at odds with the building of “d/Democratic” Knowledge Communities? Can they be mutually reinforcing?

How can the missions of liberal learning and education for professional preparation be aligned to address the needs of building d/Democratic Knowledge Communities?

What lessons can be learned from pre-school, kindergarten through grade-12 education about education for democracy?

How is community defined? How should it be defined?

## On Roles

What should the role of higher education be in developing d/Democratic-Knowledge Communities?

What are higher education’s new sources of legitimacy as they relate to developing d/Democratic-Knowledge Communities?

How does institutional engagement in communities connect to and compete with other trends in higher education? In what ways can engagement be strategically connected to other trends?

What is the conversational entry point higher education can use to engage with the body politic about its community engagement role? How can this conversation resonate as it did with the influx of immigrants in the late 19<sup>th</sup> century and the return of soldiers following World War II? How can this conversation move beyond strict vocationalism?

How should responsibilities for building d/Democratic-Knowledge Communities be divided among the various levels of education? What should happen when?

Can and should students be active and effective citizens during college?

Are student, staff, faculty, and administrator roles defined in such a way as to facilitate higher education’s partnership in the building of “d/Democratic” Knowledge Communities?

Are faculty and staff training processes aligned with institutional engagement missions?

Do communities value engagement by institutions of higher education? For what? What type?

What is the role of education in newly democratic countries?

## On Process

What is the role of reflection in learning toward helping build d/Democratic-Knowledge Communities?

How can this process be internationalized and include a discussion of America's role in the global community's definition of knowledge and of a democratic society?

How can students, faculty, staff, and administrators be engaged in building "d/Democratic" Knowledge Communities within the context of academic disciplines?

## On Infrastructure

How are grants and other non-public sources of funding shaping institutional missions? Are these missions conducive to/contradictory with community engagement?

How is moral exclusion continuing to play a role in structuring higher education, within and across institutions?

Are institutions of higher education d/Democratic-Knowledge Communities themselves?

What kind of change is needed to facilitate institutional partnership in the building of d/Democratic-Knowledge Communities?

## On Impacts

Is the increasing trend in institutional engagement in communities contributing to, coincident to, or ameliorating the effects of loss in public support as evidenced by decreased public funding to higher education?

What internal and external impacts have resulted from the democratization of higher education? What lessons can higher education use from the democratization of public education?

What are the potential consequences of higher education opting out of the partnership to build d/Democratic Knowledge Communities?

## On Assessment

What can be learned from institutions that have successfully defined and operate themselves as partners in the building of d/Democratic Knowledge Communities?

How is quality engagement measured? Who measures it? How are the results disseminated?

Are assessment and reward structures in place to facilitate institutional partnership in the building of d/Democratic-Knowledge Communities?

How can the impacts of knowledge acquisition versus content learning be effectively measured?

Can powerful stories of higher education's role in the building of d/Democratic-Knowledge Communities be used to facilitate its involvement in this enterprise?

## LEARNING FROM INNOVATORS OUTSIDE THE UNITED STATES

The emergence of global higher education as an intellectual enterprise and a “service industry” of staggering proportions in countries around the globe has major implications for the future of the United States and the world. Consider the following trends:

- 1) In the Western world, the European Union has created new forms of collaborations and partnerships. European universities are allying to create a unified European postsecondary education consortium, with postsecondary education increasingly characterized as open, flexible and accessible. Like the United Kingdom’s Open University and the Open Universiteit Netherland, various postsecondary providers have developed sophisticated and varied strategies of distance learning.
- 2) Nations around the world have shifted to an information economy, and we are now in a period of cultural lag as the major institutions of society transform themselves to adapt to this change. For example, the Lisbon Strategy seeks to position the EU as the world’s leading knowledge-based economy, challenging colleges and universities to transform courses and curricula to create unconventional educational tracks, and to reach performance levels surpassing any previous records (Bang, et al., 2004). Similarly, the Bologna Declaration pushes a transforming agenda for increased access and individualized degree programs.
- 3) At the same time, developing and middle-income countries are experiencing rapid change in their economic, political and socio-cultural affairs. Their systems of postsecondary education are expanding and changing in reverberation. This rapidly changing state of affairs has thrust faculty work lives into flux. Faculty roles and responsibilities, salaries and benefits, security and status—even academic freedom—all are evolving (Altbach, 2003).
- 4) In the United States, changing government regulations in the era of Homeland Security are subtly but significantly altering the composition of faculty and student bodies. International students and top scholars are increasingly headed elsewhere to research, teach and learn. For some, regulations bar their admittance, while some head to other countries to avoid what is perceived as unwelcoming environment.

For many decades, the United States has led the world in the quality of its higher education. What can we learn today from innovators outside the U.S. that can be harnessed to improve our institutions and systems of higher education? What are the major categories of change that are affecting countries outside the U.S. and their systems of higher education? What are colleges and universities doing in response to these changes? Do we understand those implications?

Altbach, P. G. (Ed.). (2003). *The decline of the guru: The academic profession in developing and middle-income countries*. New York: Palgrave Macmillan.

Bang, J., Henderiks, P., & Mulder, F. (2004). *Heerlen message*. Heerlen, Netherlands: European Association of Distance Teaching Universities.

## **On Students Characteristics and Their Learning Experiences**

What do we know about the access of students internationally to US and EU universities? What demographic data is available on the composition of student bodies based on class, gender, or nationality?

Among major fields, where do we see an oversupply or undersupply of students? Are there critical fields where there are shortages of students of certain demographics?

Are US students across all demographics receiving international experiences and perspectives?

## **On the Global Landscape of Higher Education**

Does the global landscape of higher education promote social justice and access to opportunity?

How are the social contracts between governments and higher education institutions shifting (decreasing?) and what are the social/global consequences?

What outcomes related to civic engagement are we seeking to accomplish internationally in higher education?

How are admissions procedures, policies, and outreach programs related to issues of social justice, and patterns of inclusion and exclusion, at universities internationally?

## **On Teaching and Research**

Do we take advantage of international education through citing and establishing relationships?

How has academic freedom and independent scholarship coexisted with the agendas of state, regional, and national governments in EU and US universities? Is higher education tailored to suit particular political agendas?

How does information technology provide us with new possibilities for international education?

## PARTICIPANTS

**Holly Breitreutz**  
University of Wisconsin-Extension

**Christopher Brown**  
American Educational Research  
Association

**Kris Bulcroft**  
Western Washington University

**Linda Catelli**  
Dowling College

**Mari Cini**  
City University

**John Danisi**  
Wagner College

**Diane Dean**  
Illinois State University

**Karen Desotelle**  
Marquette University

**Sarah Doire**  
Center of Women Policy Studies

**Catherine Embree**  
Teachers College, Columbia University

**Ellen Flint**  
Wilkes University

**Eric Fountain**  
Berry College

**Dianne Gardner**  
Illinois State University

**Jean Henscheid**  
University of South Carolina

**Henry Ingle**  
University of Texas at El Paso

**David Jones**  
University of Wisconsin-Eau Claire

**Joan Leichter Dominick**  
Kennesaw State University

**Carol Long**  
Willamette University

**Jennifer McClure**  
DeVry University

**Linda McMillin**  
Susquehanna University

**Laura McNeal**  
Illinois State University

**Jennifer Meeropol**  
Campus Compact  
Brown University

**Marcia Mentkowski**  
Alverno College

**Elizabeth Miller**  
Northern Illinois University

**Peg Miller**  
University of Virginia

**Dorothy Minear**  
Florida Department of Education

**Antigoni Papadimitriou**  
University of Macedonia

**Judith Reisetter Hart**  
Alverno College

**Terrel Rhodes**  
Portland State University

**Marion Roydhouse**  
Philadelphia University

**Catherine Ruvolo**  
United States Military Academy

**Neal Topp**  
University of Nebraska at Omaha

**Jennifer Tucker**  
Center of Women Policy Studies

**Liesbeth von Welie**  
Netherlands Higher Education Directorate