

March 29, 1971

MEMORANDUM

To: Deans, Directors, and Department Heads

Subject: Textbook Lists -- Revised Policy

The question has arisen whether department heads and faculty members should supply textbook lists to off-campus book stores and vendors. The policy of the University is that we very much prefer that no such lists be transmitted. The reasons for this policy are quite solid.

In the first place we expect our Student Supply Store to have required textbooks available for our students when needed. We could not properly hold them responsible under a situation in which other vendors had uncontrolled access to the student market.

In the second place, the students would enjoy no offsetting price advantage since the Student Supply Store mark-up is minimal.


In the third place the net profits from the book store all go into badly needed scholarships.

The Administration, therefore, feels no obligation (except as stated in the last paragraph of this memorandum) to supply off-campus vendors with book lists. We see absolutely no advantage in doing so to students or faculty and an undeniable disadvantage to students and faculty. The most important consideration in our policy is to maintain the greatest assurance that each and every student will have a textbook available on a timely basis at a reasonable price. The providing of lists to off-campus vendors would encourage an expansion and inevitably create a situation which could result in out-of-stock conditions through several vendors each trying to anticipate the other. Our policy then is not a matter of "protecting the Student Supply Store from competition." Our policy is a protection to the orderly meeting of faculty-student textbook needs. It also supports our desperate need for scholarship funds.

Notwithstanding the foregoing, you should be advised that the State Attorney General has recently rendered an opinion to the effect that textbook lists constitute "public records" and are, therefore, subject to the following statutory provisions (G.S. 132-6):

"Every person having custody of public records shall permit them to be inspected and examined at reasonable times and under his supervision by any person, and he shall furnish certified copies thereof on payment of fees as prescribed by law."

If you receive any request for textbook lists, it will be helpful to us if you will refer such request to the Business Office in order that all such requests may be processed through that office.


John T. Caldwell, Chancellor

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

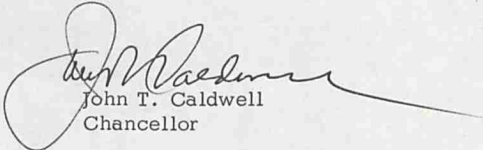
Office of the Chancellor

April 6, 1971

To: Deans, Directors, Department Heads, and Faculty
Subject: Policy Statement on Consulting Activities

Attached you will find a copy of the Policy Statement on Consulting Activities for North Carolina State University. It is recognized that consulting enhances the faculty member's special field of competence both in research and teaching.

The attached policy states some of the general guidelines which are considered appropriate for such consulting activities.


John T. Caldwell
Chancellor

Attachment

CONSULTING ACTIVITIES
NORTH CAROLINA STATE UNIVERSITY

Faculty members of the University, because of their involvement in research and their knowledge and experience with problems relevant to the society, are frequently requested to provide consultant services to meet a variety of needs of both private and public organizations and agencies, for which they are uniquely qualified. A reasonable amount of consulting activity in the faculty member's special field of competence may help to keep him abreast of newer developments, may enhance his competence in solving problems in the applications of his special field and thus improve his competence as a teacher or researcher. Such work also frequently makes significant contributions to the economic development of the State. It may or may not involve extra compensation to the individual or to the University. In certain programs of the University, advice and service to individuals, organizations, and other agencies are an integral part of the staff member's regular duties for which additional compensation would be inappropriate. Rather than establishing a strict set of rules and regulations on the subject, the University relies on its staff members to exercise good judgment and integrity in handling requests for consulting services. The following are some of the general guidelines which are considered appropriate for such activities:

1. Consulting activities which enhance the faculty member's value as a teacher or researcher and which are related to the academic goals of the University are the types considered appropriate for University faculty members to undertake.
2. A consulting obligation should be undertaken only if it does not interfere with full and complete performance of the regular duties to which a faculty member has been assigned, for which he is receiving compensation from North Carolina State University and which is normally expected of full-time faculty members.
3. Duties which a staff member should reasonably be expected to perform as a public service by virtue of his position on the faculty of this publicly supported University should be carried out without extra compensation.
4. In keeping with the exercise of high levels of professional integrity, faculty members undertaking positions as consultants must in no way compromise the position of the University through their consulting activities. Both the fact and the semblance of a conflict of interest must be avoided.
5. If a request for assistance involves the use of the University's labor, facilities, or equipment, it should be performed on a contractual basis with the University rather than on a consulting basis with an individual faculty member.

6. When a faculty member works in a private capacity, he should make it clear to those who employ him that his work is private and unofficial. School or University stationery and forms should not be used in consulting activities or reports. The specific arrangements and compensation rates for such consultation should not subject other professional persons outside the University to unfair competition.

7. At the end of each calendar month, each faculty member shall inform his dean, through his department head, of the amount of time spent in consulting during the previous month. The dean will report to the Chancellor. The department head or other appropriate person must be informed in advance of accepting a consulting assignment as a basis for improving understanding and communication and for avoiding inappropriate consulting responsibilities.

It shall be the responsibility of the school deans, through the department heads, to exercise the necessary control and supervision of consulting activities within their respective fields to the end that such work serves to enhance the employee's value to the University and does not encroach on the time and energy which he devotes to his University work and thus interfere with the full performance of his duties and responsibilities to the University.

D R A F T *

CONSULTING ACTIVITIES
NORTH CAROLINA STATE UNIVERSITY

Faculty members of the University, because of their involvement in research and their knowledge and experience with problems relevant to the society, are frequently requested to provide consultant services to meet a variety of needs of both private and public organizations and agencies, for which they are uniquely qualified. A reasonable amount of consulting activity in the faculty member's special field of competence may help to keep him abreast of newer developments, may enhance his competence in solving problems in the applications of his special field and thus improve his competence as a teacher or researcher. Such work also frequently makes significant contributions to the economic development of the State. It may or may not involve extra compensation to the individual or to the University. In certain programs of the University, advice and service to individuals, organizations, and other agencies are an integral part of the staff member's regular duties for which additional compensation would be inappropriate. The University relies on its staff members to exercise good judgment and integrity in handling requests for consulting services rather than in establishing a strict set of rules and regulations on the subject. Following are some general guidelines which are considered appropriate for such activities:

1. Consulting activities which enhance the faculty member's value as a teacher or researcher and which are related to the academic goals of the University are the types considered appropriate for University faculty members to undertake.

* As recommended by the Research Committee, April 13, 1970.

2. A consulting obligation should be undertaken only if it does not interfere with full and complete performance of the regular duties to which a faculty member has been assigned, for which he is receiving compensation from North Carolina State University and which is normally expected of full time faculty members.

3. Duties which a staff member should reasonably be expected to perform as a public service by virtue of his position on the faculty of this publicly supported University should be carried out without extra compensation.

4. In keeping with the exercise of high levels of professional integrity, faculty members undertaking positions as paid consultants must in no way compromise the position of the University through their consulting activities. Both the fact and the semblance of a conflict of interest must be avoided.

5. If a request for assistance involves the use of the University's labor, facilities, or equipment, it ^{must} should be performed on a contractual basis with the University rather than on a consulting basis with an individual faculty member.

6. When a faculty member works in a private capacity, he should make it clear to those who employ him that his work is private and unofficial. School or University stationery and forms should not be used in consulting activities or reports. The specific arrangements and compensation rates for such consultation should not subject other professional men outside the University to unfair competition.

7. At the end of each calendar month, each faculty member shall inform his dean, through his department head, of the amount of time spent in consulting during the previous month. The dean will report to the Chancellor. Discussion with the department head or other appropriate person in advance of accepting a consulting assignment is ^{necessary} desirable as a basis for improving understanding and communication (and for avoiding inappropriate consulting responsibilities.)

It shall be the responsibility of the School deans, through the department heads, to exercise the necessary control and supervision of consulting activities within their respective fields to the end that such work serves to enhance the employee's value to the University and does not encroach on the time and energy which he devotes to his University work and thus interfere with the full performance of his duties and responsibilities to the University.

April 5, 1974

MEMORANDUM

TO: All Faculty

FROM: Harry C. Kelly, Provost *HCK*

SUBJECT: Guidelines for Transition to the New Grading System

The memorandum approved by the Chancellor on August 8, 1973, describing the new grading system had a paragraph on page 4 discussing implementation. The statement is as follows: "Students currently enrolled at the implementation date and former students who gain readmission are included in the new grading system. At the discretion of the Dean and the department concerned, students who had quality point deficits in the old grading system may be asked to complete successfully work which is judged to compensate for this deficiency. The requirements imposed for graduation for any such student shall not be more stringent under the new grading system than they would have been under the old grading system."

Since so many students transfer among programs and schools, many individuals have suggested that we adopt a University-wide guideline for transition to the new grading system. The guidelines are as follows: "Those students with less than a "C" average at the time of transition to the new grading system will be given their choice of (1) making up the quality point deficit as is now done ("D" grades may be repeated for this purpose) or (2) repeat all "D's" made in courses required for graduation in the program in which the student is currently enrolled. Under (2), courses repeated, or their equivalent, will be extra courses; that is, not counted as free electives."

There is no requirement for the student to choose a method as of the fall semester, 1974. The intent is to provide some way for the students to make up points under the philosophy of the new grading system but not to penalize them unduly. Exceptional cases involving unusual circumstances are subject to review and special consideration.

It should be understood that under the new grading system grades of "A," "B," and "C" are still the equivalent of the present "A," "B," and "C" grades and that the present grade of "D" will be a "no credit" under the new system.

HCK:NW:gj

cc: Chancellor John T. Caldwell
Chairman, Faculty Senate
Deans, Directors, and Department Heads

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

Office of the Chancellor

June 4, 1971


MEMORANDUM

To: All Deans, Directors, Department Heads, Faculty Senate

Subject: Admissions guidelines

After full review of recommended steps to curb enrollment growth beyond authorized levels, the following guidelines, until further notice, will govern admissions policy at NCSU:

1. That all non-resident transfer students have a 2.5 overall average on previous college work. In-state transfer applicants whose grade point average is above 2.5 are to be admitted, if 2.0 to 2.5 are to be reviewed by the dean of the school, if below 2.0 may be admitted only by the Admissions Committee.
2. That transfers be admitted only at the junior or senior level. Exceptions may be made by the dean of the school where transfer at the sophomore level is critical.
3. That foreign undergraduates be required to present higher scores on the Text of English as a Foreign Language (TOEFL). This would raise the minimum score from 450 to 475. Each school to be more selective in reviewing the academic records of these students.
4. That the Graduate School should continue to improve the quality of its admissions standards.


John T. Caldwell
Chancellor

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
Office of the Provost 109 Holladay Hall

March 8, 1971

MEMORANDUM

TO: Deans, Directors and Department Heads
FROM: Harry C. Kelly, Provost *HCK*
SUBJECT: Final Examination Exemption Policy

The Faculty Senate, after consultation with the Student Senate, has recommended that the University revise that part of its final examination regulations concerning final examination in all courses and the procedure for approval in making exceptions. This recommendation is approved and will be effective immediately with the request that Department Heads inform the School Dean of exemptions approved. The new policy is as follows:

1. Final examinations will normally be given in all courses.
2. Exemptions may be granted by the faculty member in charge of the course provided he obtains prior approval of the Department Head.
3. Exemptions may be applied to whole classes, sections, groups of students, or individual students. Exemptions should be applied equitably to students in a particular course, and comparable procedures should apply to all sections of multiple sectional courses.

HCK:ss

cc: Chancellor John T. Caldwell
Faculty Senate
President, Student Government
President, Student Senate
Chairman, Academics Committee

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

P. O. Box 5067, RALEIGH, N. C. 27607

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

June 3, 1975

MEMORANDUM

TO: School Deans

FROM: Nash W. Winstead, Provost *Nash W. Winstead*

SUBJECT: American Council on Education 1976-77
Academic Administration Internship Program

Attached is a letter from Dr. Thomas M. Stauffer of the American Council on Education concerning the American Council's Academic Administration Internship Program for 1976-77. North Carolina State University can nominate one individual. Please let me know by August 15, the name of any individuals that you would like to nominate. You should be aware that the person nominated, if accepted, would continue to occupy his own position and salary. As you will note by the attached letter, we will receive a formal invitation to nominate a candidate; hence, if your nominee should be selected, I will be passing the required forms to you for completion sometime shortly after September 2.

NNW:gj

cc: Assistant Provost Clark
Assistant Provost Downs

Attachment

NOTE TO DR. CLARK AND DR. DOWNS:

Please review this and let me know of your interest.

NNW

AMERICAN COUNCIL ON EDUCATION
OFFICE OF LEADERSHIP DEVELOPMENT
IN HIGHER EDUCATION
ONE DUPONT CIRCLE
WASHINGTON, D. C. 20036

ACADEMIC ADMINISTRATION
INTERNSHIP PROGRAM
(202) 833-4765

May 22, 1975

Dear Colleague:

I am writing to ask your assistance. Shortly, the American Council on Education will announce the 1976-77 Academic Administration Internship Program (AAIP). The Council, as you may know, founded in 1918 and composed of institutions of higher education and national and regional educational associations, is the nation's major coordinating body for postsecondary education. The Internship Program, founded in 1964, identifies, selects, prepares, and evaluates talent for top administrative positions at American colleges and universities.

You can help us by alerting your membership or constituency to the AAIP opportunity. Along with a "Fact Sheet" for your own information, optional news items are enclosed which you may enter, as you see fit, in newsletters or appropriate membership communications. Since formal invitations to nominate a candidate -- to be mailed to ACE member institutions on September 2 -- stipulate an October 15 closing date for an expression of interest, a news item to be effective should appear no later than early October, 1975.

The Council believes that the Internship Program provides a major opportunity for professional achievement, a design to strengthen leadership in American postsecondary education. Of course, I hope you will help make this opportunity widely known. If you have questions, please write or call.

With kind regards and many thanks,

Sincerely,

Thomas M. Stauffer
Thomas M. Stauffer
Director

Enclosures

P.S. Also enclosed is information on the ACE's new Leadership Development Consultation Service. You are invited to make use of the resources listed or to notify your constituency of this opportunity.

AMERICAN COUNCIL ON EDUCATION



ONE DUPONT CIRCLE • WASHINGTON, D.C. 20036

FOR RELEASE
MAY 22, 1975

LONG NEWS ITEM

(The following information is for use at your discretion
in newsletters or other appropriate literature.)

ACADEMIC ADMINISTRATION INTERNSHIP PROGRAM. On September 2, 1975, President Roger Heyns of the American Council on Education will invite member institutions, through their presidents or chief academic officers, to nominate candidates for the twelfth class of ACE Fellows in the Academic Administration. This program is designed to prepare academicians for deanships, vice-presidencies, and presidencies in American colleges and universities.

The Internship Program provides an opportunity for faculty and junior staff (age range: 30-45) to prepare for careers in higher education administration through seminars and a nine-month internship experience. Internships are arranged either at the nominating institution or at a host institution. Each Fellow works under the guidance of mentors, usually the president and the chief academic officer.

Since the program's inception in 1965, eleven classes and 448 men and women from every ethnic background and type of institution have participated. Almost 85 percent of former Fellows have moved into positions of significant administrative responsibility, and 40 have become presidents or chancellors. For the 1976-77 class, 40 Fellows will be chosen.

Candidates are nominated by presidents and chief academic officers. Individual applications are not accepted. The deadline for the acceptance of the Council's invitation is October 15, 1975. A brochure about the 1976-77 Internship Program will accompany President Heyns' September 2 letter. For details, contact Dr. Thomas M. Stauffer, American Council on Education, One Dupont Circle, Washington, DC 20036 (Telephone: 202-833-4765).

AMERICAN COUNCIL ON EDUCATION



ONE DUPONT CIRCLE • WASHINGTON, D.C. 20036

FOR RELEASE
MAY 22, 1975

S H O R T N E W S I T E M

(The following information is for use at your discretion
in newsletters or other appropriate literature.)

ACADEMIC ADMINISTRATION INTERNSHIP PROGRAM. On September 2, 1975, President Roger W. Heyns of the American Council on Education (ACE) will invite its 1400 member colleges and universities, through their presidents and chief academic officers, to nominate candidates for the twelfth class of ACE Fellows in the Academic Administration. This program provides faculty and junior staff with the opportunity to prepare for top level careers in higher education administration through seminars and a nine-month internship experience. For the 1976-77 class, 40 Fellows will be chosen. Detailed information about the program, in which 448 individuals have participated, will be enclosed with Dr. Heyns' September invitation. The deadline for the acceptance of the invitation is October 15. For details, contact Dr. Thomas M. Stauffer, American Council on Education, One Dupont Circle, Washington, DC 20036 (Telephone: 202-833-4765).

LEADERSHIP DEVELOPMENT CONSULTATION SERVICE

AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE
WASHINGTON, D.C. 20036

The American Council on Education (ACE) established the Leadership Development Consultation Service in 1974 as part of its Office of Leadership Development in Higher Education. The Service will assist any college, university, consortium, education association, and state postsecondary system wishing to institute professional development programs for higher education administrators. This may include personnel identification, selection, preparation, and evaluation procedures.

The benefits of preservice and early inservice administrative training have been demonstrated, respectively, in the record of the Council's twenty-year old Institute for College and University Administrators (ICUA) and the ten-year old Academic Administration Internship Program (AAIP). Based on this experience, the Council, working through the Consultation Service, is prepared to encourage and assist the expansion of preservice, early inservice, and continuing education opportunities for many more qualified persons than the AAIP and ICUA themselves can accommodate.

As part of the Consultation Service, the Office of Leadership Development will:

- Provide advice, operational information, and educational materials for new or existing preservice, inservice, and continuing education programs.
- Consult on such leadership preparation methods as reading programs, short courses, internships, seminars and personnel exchanges.
- Serve as an information clearinghouse for programs involving department chairpersons, mid-level and top-level administrators.
- Provide lists of qualified speakers, seminar leaders, and other resource persons.
- Coordinate and publicize leadership development opportunities nationwide.
- Recommend qualified individuals to search committees for academic administrators.

Persons wishing to use the Service should write to those listed below describing plans made to date and the types of assistance required. The Consultation Service can be of maximum help if the plans and questions are phrased in specific terms.

- For *general inquiries*, write Dr. Broadus N. Butler, Director, Office of Leadership Development in Higher Education, ACE. Phone: 202-833-4762. Also consult *A Guide to Professional Development Opportunities for College and University Administrators* (available for four dollars from the Publications Division, ACE).
- For information on *preservice programs*, especially *internship* and *reading programs*, and *personnel exchanges* write Dr. Thomas M. Stauffer, Director, Academic Administration Internship Program, ACE. Phone: 202-833-4765. Also consult *A Directory of Public Service Internships* (available from the National Center for Public Service Internship Programs, Suite 601, 1735 Eye Street, N.W., Washington, D.C. 20036).
- For information on *early inservice* and *continuing education programs* write Dr. Charles F. Fisher, Director, Institute for College and University Administrators, ACE. Phone: 202-833-4780. Also consult the *Calendar of Meetings* (available for three dollars from the National Catholic Educational Association, One Dupont Circle, Washington, D.C. 20036) and the *Professional Calendar* (available from the National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036).

The American Council on Education, founded in 1918 and composed of institutions of higher education and national and regional educational associations, is the nation's major coordinating body for postsecondary education. Through voluntary and cooperative action, the Council provides comprehensive leadership for improving educational standards, policies, and procedures.

F A C T S H E E T

ACADEMIC ADMINISTRATION INTERNSHIP PROGRAM
AMERICAN COUNCIL ON EDUCATION
JANUARY 1, 1975

PURPOSE: The Academic Administration Internship Program (Aaip) is designed to strengthen leadership in American higher education by identifying and training faculty and staff who have shown promise for responsible positions in academic administration. The program was organized in 1964. Underwritten by a grant from the Lilly Endowment, Inc., the Aaip in 1973 was incorporated into the Council's Office of Leadership Development in Higher Education.

PARTICIPANTS: ACE Fellows in Academic Administration (first 10 classes, 1965-66 through 1974-75): 393.
POSITIONS HELD BY THE FELLOWS AT THE TIME OF SELECTION (first 10 classes): full-time faculty - 44%; full-time administration - 31%; combined duties (including chairpersons) - 25%.

SELECTION RATE (first 10 classes): 32.1% (393 selected and completed internships of 1224 nominees).
MEDIAN AGE of the ACE Fellows at the time of selection (first 10 classes): 37.

WOMEN participating in the Aaip (first 10 classes): nominated - 146 (11.9% of all nominees); interviewed - 108 (12.3% of those interviewed); selected and completed internships - 66 (16.8% of all Fellows); minority group women selected and completed internships - 8.

MINORITY group participation in the Aaip: in the last 8 classes (data not available on first two classes), nominated - 92 (10.4% of nominees); in the first 10 classes, selected and completed internships - 44 (11.2% of all Fellows). These 44 Fellows include: blacks - 38, Spanish surnamed - 2, and Oriental extraction - 4.

ACADEMIC DEGREES held by 190 Fellows in the last 5 classes at the time of selection: Ph.D. - 148; Ed.D. - 20; J.D. - 3; other terminal degrees - 7; doctoral candidates - 10; M.A. or M.Ed. - 2.

INTERNSHIPS (first 10 classes) (9-12 month internships) either at the nominating institution or at a host institution: home internships - 157 (39.9%); host internships - 236 (60.1%).

MOVEMENT of the Fellows at the completion of their internships: 61% of the 238 Fellows in the first 6 classes were at their nominating institutions 3 years after completion of their Aaip year.

PROFESSIONAL POSITIONS held by the 353 Fellows in the first 9 Aaip classes as of October 30, 1974: presidents or chancellors - 32 (38 have become presidents but 6 have resigned); chief academic officers - 50; associate chief academic officers or deans - 46; vice-presidents in non-academic areas (e.g., planning) - 40; deans of schools or colleges at large institutions - 29; directors of educational programs - 18; assistants to presidents and chief academic officers - 20; executives in educational associations or governmental agencies concerned with higher education - 8; department chairpersons - 32; miscellaneous involvement in higher education - 7; full-time college or university faculty members and researchers - 49; business, governmental or religious executives - 19; unknown or deceased - 3.

CHARACTERISTICS OF THE 1974-75 Aaip CLASS: the 40 ACE Fellows include 19 women and 6 minority group representatives (4 double counted); 27 from public institutions and 13 from private; 3 two-year institutions and 1 predominantly black institution represented; positions held at the time of nomination: full-time faculty - 37.5%, full-time administration - 12.5%, combined duties (includes chairpersons) - 50%; Fellows with terminal degrees - 39.

PROGRAM COMPONENTS: identification and selection process; internship in academic administration, on the home campus or at a host institution, with mentors, usually the president and the chief academic officer; week-long seminars in September, January, and May; travel to other institutions and visits by the Aaip staff; consultation opportunities; an analytical paper; extensive reading. In addition to general administration, the ACE underwrites the selection process, the seminars (including travel), staff visits, and various supplementary materials; the nominating institution supports the salary of its Fellow and moving costs, if any.

QUALIFICATIONS FOR THE Aaip: (1) 3 years of college teaching experience; (2) 30-45 age range; (3) terminal degree; (4) record of accomplishment indicative of substantial career potential for academic administration; (5) definite interest in academic administration. Persons lacking one or more of the first 3 prerequisites but having other outstanding qualifications may be chosen. Race, sex, type of institution represented by the candidates, or other such factors have no bearing on the possibility of selection.

DATE FOR ANNOUNCEMENT OF THE 1975-76 FELLOWS: March 28, 1975.

CALENDAR for the selection of the 1976-77 Fellows: September 4, 1975 - ACE invites member institutions, through their presidents and chief academic officers, to participate in the 1976-77 Aaip; October 15, 1975 - deadline for Council receipt of invitation's acceptance; November 15, 1975 - deadline for Council receipt of nomination papers; January 6, 1976 - finalists invited to regional interviews to be held in February, 1976; March 28, 1976 - announcement of the 1976-77 American Council on Education Fellows in Academic Administration.

ADDITIONAL INFORMATION: Write or call Dr. Thomas M. Stauffer, Director, Academic Administration Internship Program, ACE, One Dupont Circle, Washington, D. C. 20036. Telephone: 202-833-4765.

November 20, 1974

MEMORANDUM

TO: Academic Policy Committee, Faculty Senate
Executive Committee, Academy of Outstanding Teachers
University Teaching Effectiveness Committee
University Courses and Curricula Committee
School Courses and Curricula Committees
Student Government

FROM: Nash N. Winstead, Provost *N. N. Winstead*

SUBJECT: Distribution of Paper on Educational Equality

Enclosed is a copy of a paper on "The Elusive Goal of Educational Equality" presented at the annual meeting of the American Council on Education in San Diego, California, on October 10, 1974. Without necessarily endorsing every observation or conclusion made by Dr. Cross, but with her permission, I am distributing copies of what I believe to be a comprehensive description and provocative analysis of what has been and is being done in the area of academic innovation. Please consider this distribution for information only and make whatever use of it for discussion purposes you consider appropriate.

cc: Chancellor Caldwell
Academic Deans
Department Heads

The Elusive Goal of Educational Equality

K. Patricia Cross
Senior Research Psychologist
Educational Testing Service, Berkeley, California

If I could have my choice of when to live and work in the world of higher education, I would choose the 1970's as the most interesting and exciting era that has occurred in the past 50 years or is likely to occur in the next 50. For I believe that we now stand at a significant crossroads in the history of higher education. Sometime around 1970, we could look back on a system that took as its major claim to fame a truly remarkable physical growth. Few questioned either the desirability or the direction of that growth.

The final report of the Carnegie Commission (1973) refers to the post-World War II years as the Golden Age of higher education, but I wonder if history won't find those years more akin to the turbulence of adolescence than to the golden years of maturity and wisdom. In many ways, higher education has had a difficult adolescence. We have experienced rapid physical growth-- growth so demanding that we have had little time or energy left

Prepared for the Annual Meeting of the American Council on Education, San Diego, California, October 10, 1974.

for raising more profound questions about our future. We have faced the encouraging, but still adolescent, problems of integrating parts that were growing at different rates. Like most adolescents, we have bumped against the problems of authority in the form of taxpayers and legislators and alumni who felt we may have grown too big for our britches. We have even struggled briefly with the acne of campus eruptions. They were good years in many ways, full of the exuberance and energy and natural optimism of youth, but they were not the golden years, and I am not sorry to see them pass.

The decade of the 70's will not, I think, be the golden years either. They are more likely to be seeking years in which we face the problems of our own identity. Who are we and what does the future hold for us? Like post-adolescents who have attained physical maturity, we are likely to waver between brashness and timidity as we seek to find our place in the world. These will be the years of self-study and evaluation. While it is hard to see what lies ahead for individual institutions, we have great faith in the collectivity that is higher education. Some institutions, like some young people, will make it big; others will teeter on the brink of insecurity and self-doubt. Some of the decisions made in these years will be wrong--some fatally so--but most institutions appear to possess the vitality to profit from errors, to grow in maturity and self-confidence, and to develop uniquely and distinctively--free to establish their own identity.

Such freedom has not been characteristic of higher education

in the past. We are constantly reminded of the increasing homogeneity of higher education (Martin, 1969; Hodgkinson, 1971). Again, like insecure adolescents, we seem to feel more comfortable trying to look and act like everyone else. But things are changing now. Research shows that people perceive real differences in the emphases and priorities of different kinds of colleges (Peterson, 1973), and there is a growing interest in educational innovation as colleges seek distinctiveness. Many colleges are now more interested in what Empire State College or Ottawa University in Kansas or El Centro Community College are doing than they are in what the older prestige models of Harvard or Stanford are doing. The present plateau in physical growth is giving higher education the opportunity to get itself together and to think seriously about goals and purposes. For most colleges, these years of the 1970's are raising profound questions about identity.

Higher education, individually and collectively, derives its identity from three sources: some comes from our heritage; some is a product of the times in which we live, but most of our identity is a function of decisions that we make. If I do say so myself, our inherited identity is good; we come from good stock. There are not many rascals among our ancestors, no incurable heritable strains of disease, and only an occasional eccentric aunt or odd uncle. As to the identity that has been thrust upon us, we can acknowledge that we are the offspring of parents that have been considered pillars of society; people look to us for leadership in solving all manner of problems of

the community. They expect us to be knowledgeable--sometimes beyond our capabilities--and they expect us to be generous--sometimes beyond our resources. For the most part, people expect us to be like the older generation of colleges, preserving their standards in the face of social change which has been rapid enough to make some standards unwise and others impossible.

There is much concern today about the preservation of academic standards. But there is considerable truth in the wisdom that reminds us that we can never go home. Standards we surely need, but the problem lies not so much in the preservation of the old as in the creation of standards more in tune with our emerging identity.

Our problem with identity is this: In the meritocratic era of the 1950's and 60's we had, or quite universally aspired to, an identity of academic excellence. And as long as the demand exceeded the supply and the egalitarian conscience of the public lay dormant, we could select students that would enhance and strengthen our image. The identity crisis came when we could no longer select the student body that created the image we wished to project. The image of the establishment of higher education is threatened, not so much by the highly visible issues of affirmative action and civil rights, as by the relatively quite influx of large numbers of students with poor academic records into open-door colleges. As I talk about New Students today, I am referring not to the ethnic minorities or to women or to older part-time students, but rather to students of any color or age who are ill-prepared for traditional college study. It is this group that presents

the threat to our older image. For educational egalitarianism has a flavor of mediocrity about it that is a jolt to a self-image that aspires to academic excellence.

If we blow away the nostalgia that surrounds the pleasant ring of the words "academic excellence" we will discover the unpalatable truth that our identification with academic excellence was more the result of the work of the admissions office than of the teaching faculty. The lesson we learned during the meritocracy was that if you start with quality you will end with quality if you don't do anything to destroy it. It is a little like cooking or building a house. If you select good materials and approach the task with a workmanlike attitude, then you don't need to be a creative cook or an imaginative builder to turn out a desirable product. But we need to be imaginative educators today because we can no longer select the student body that makes us look good by conforming to what we know how to do.

Education is beginning to place the emphasis on process rather than on selection. We are entering an era that challenges us as teachers and educators. We don't know much about the teaching/learning process, but we are beginning to experiment. There is a new excitement in the air as classroom teachers talk across disciplines with one another about the Keller Plan and PSI and self-paced, modular learning. But underneath a prevailing spirit that shows a new willingness to tackle the means of education, lurks the uneasy feeling that we have lost sight of the ends. What is it that higher education is supposed to do

for everyone who decides to go to college?

As I study various programs designed for new learners, I think I see three quite different assumptions about the ends of egalitarian education. The earliest and still quite prevalent assumption is that equality of opportunity should lead to equality of outcome--that if we can somehow provide the opportunity, the new learners will end up with the achievements and rewards that traditional college graduates have enjoyed in the past.

The means to this end is to provide remediation until the new learners can profit from the same type of education that has been offered in the past to selected student bodies. This mode of thought arises quite naturally from the old meritocratic concept that faculty in the academic disciplines have a right to expect that the students they teach will be selected--or corrected--until they are ready to learn what the faculty member is prepared to teach. Remedial programs today are often segregated educational ghettos with a faculty and a mission quite different from that of the parent institution. By and large, the attitude has been that if remedial programs can get students ready for college, we can go about business as usual, secure in our conscience that we are providing equality of educational opportunity and that academic egalitarianism is just a matter of time.

Model I, the Remediation Model, approaches egalitarian higher education a little embarrassed by individual differences. It attempts to "correct" individual differences at the point of entry into college. This approach to academic egalitarianism is not unlike our earlier

approaches to social egalitarianism in which we tried to blend ethnic differences into the melting pot. The best tactic for the ethnic caught in the melting pot approach to equality was to attempt to "pass" into the majority culture--a task considerably easier for the white or light ethnic than for those of more distinctive color.

Despite its obvious limitations, the melting pot approach was not the total failure that is sometimes assumed from today's perspective. Thousands of immigrants did pass into the majority culture, and many of us are testimony to the fact that equality can be achieved through eradicating cultural differences. But it works only for those who are close to the borderline. The Irish passed more completely than the Jews, who were assimilated more easily than the Chinese, who in turn, faced fewer problems than the blacks.

The analogy for education is obvious. Remedial education will help those on the borderline of acceptable academic achievement to pass into the standard curriculum. But there are some students--from rich homes and poor, from white homes and black, from suburbs and reservations--who cannot or will not be assimilated into the academic mainstream. For these students, remediation is not the answer to educational equality. We have enough experience and enough research now to know that it is not a question of whether remediation works or does not work. Rather, we can conclude that it works for some--to date, a disappointingly small minority--and not for others.

And so we are just starting a second major experiment with egalitarian education. Model II accepts individual differences as an educational challenge. It permits individual differences at entry to college and then attempts to devise multiple processes and treatments that will reduce or eliminate differences upon exit from college.

There are at present two major approaches to our latest frank acceptance of individual differences in learning. One acknowledges differences in the amount of time required by individual learners; the other recognizes differences in learning styles. It is the acceptance of individual differences in learning rates that is promoting innovations such as flexible scheduling, self-paced modules, and mastery learning. Differences in learning styles or preferences are recognized through the introduction of alternatives such as computer assisted instruction (CAI), the use of peer tutors and faculty mentors, and experimentation with a wide variety of learning media and teaching strategies.

These new concerns for individualizing instruction are a direct outgrowth of the search for ways to deal with the increasing diversity of mass postsecondary education. They are understandably popular answers to academic egalitarianism because they concentrate on the elimination of invidious comparisons by varying the treatment and proclaiming eventual equality for all who attain the desired level of mastery. I label Model II the Educator's Model because it comes to grips with the teaching-learning process while striving to preserve traditional academic standards.

I want to spend a little time discussing Model II because it is an important and emerging approach to egalitarian education. While I do not think it is the final answer to equality of educational opportunity, I would like to encourage the growth of this model. As far as I can see, its only problem is that it does not go far enough. Like remedial education, it is unlikely to bring about the equality that it promises, but no doubt it will help another group of people to pass into the academic mainstream.

The concept of mastery learning is the basic ingredient of Model II. Ben Bloom, hailed as the father of mastery learning, claims that "95 percent of the students . . . can learn a subject to a high level of mastery (for example, an A grade) if given sufficient learning time and appropriate types of help (Bloom, 1971, p.51)." The optimistic ring of this kind of statement has tremendous appeal to academic egalitarians, and there is more to mastery learning than idealistic promise. It works--for some students in some subjects.

At the level of higher education, the concept of mastery learning has been incorporated into a more sophisticated learning model known as PSI (Personalized System of Instruction) or the Keller Plan (Keller, 1968). The Keller Plan has been sweeping across the country and across academic disciplines at a phenomenal rate. To the delight of some of us who occasionally grow cynical about the relevance of much of the content of higher education to the practical problems of today, the Keller Plan was devised by a psychologist who simply applied his academic knowledge

about human learning to his teaching. An overly brief synopsis of the Keller Plan would look like this: It breaks the material into small, clearly-defined objectives, permits each student to proceed at his own pace, requires mastery of one unit before proceeding to the next, furnishes immediate positive reinforcement, and provides for the personal-social interactions that we know are important to motivation. Research evaluations are generally positive. Students are enthusiastic, and learning and retention of content is as good or better than that occurring in conventional classrooms. Thus, there are scientific as well as humanistic reasons for promoting PSI and other derivations of modular mastery learning.

Equality through mastery learning is predicated on the assumption that while the time required for learning may vary, the final result will not. Through the simple expedient of diversifying the treatment we can proclaim equality in the outcome. But the time required for learning does categorize people into fast and slow learners, and pragmatic employers, if given a choice between two equally competent people, are quite likely to give the good jobs to the fast learners and the lesser jobs to the slow learners. Furthermore, the dimension of time is as biased as any measure yet devised to categorize learners. What is perceived as equality today because it permits people to reach equal academic attainments may be seen as inequality tomorrow because some must spend five years in college whereas others may graduate in three years.

In the strange world of higher education, it is not these limitations, however, that are impeding the advance of mastery learning. Rather it is the very idea that 95 percent of the students in a course could be worth an A. Ironically, it is the notion of academic equality itself that disturbs us. But even the most thoroughgoing advocate of the traditional educational meritocracy must be bothered by the existing situation in which a student in the top one percent of the college-going population can make a C at a highly selective college while his lowest quarter peer may make an A at a less prestigious institution. Nevertheless, all logic to the contrary, the concept of mastery learning is experiencing rough treatment in some colleges because it comes into direct conflict with grades and the sorting functions traditionally performed by higher education.

More recent than the attempts to vary the time for learning are the attempts to deal with the different learning styles of students. Although research on cognitive styles is at least 25 years old, its application to education is quite new and frankly experimental. Researchers concerned with cognitive styles are studying individualistic ways of perceiving, remembering, thinking, and solving problems. We know, for example, that some learners perceive the elements in a situation, processing information methodically and analytically, while others perceive the whole and take an intuitive approach to problem solving. Such learning preferences are relatively stable throughout life, and their importance to education is obvious. Herman Witkin, an ETS colleague and a pioneer in research

on cognitive styles, maintains that

While relatively little research has been done compared to what is possible and needed, it is already clear that cognitive style is a potent variable in students' academic choices and vocational preferences; in students' academic development through their school career; in how students learn and teachers teach, and in how students and teachers interact in the classroom (Witkin, 1973, p.1).

The notion of learning styles has two highly appealing features that make its emergence now especially welcome. In the first place, it recognizes the fact that teachers, too, have distinctive cognitive styles that affect their teaching. Some outstanding faculty lecturers, for example, are justifiably irate over being told that lectures are "out" and discussion groups are "in" for the New Students. The concept of learning styles permits both students and teachers maximum opportunity to develop the teaching/learning styles that are effective for them. There are some teachers, however, who are challenged by how students learn; we might call them cognitive strategists. Harvard's Jim McKenney, for example, claims that by using cognitive strategy he can help both analytical and intuitive students become competent computer scientists-- a subject that we used to think reserved for analytical engineers.

The second attractive feature of the concept of learning styles is that it is the best answer yet to our quest for egalitarian education. Measuring education on a bell-shaped grading curve is increasingly unpalatable because it condemns half the class to below-average status. The mastery learning approach of permitting time rather than achievement to vary has admirable educational advantages, but it still fails to meet egalitarian demands, since we know that a

fast learner is better than a slow learner. But cognitive styles, for the moment at least, are value free. We can't really say whether an intuitive learner is better than an analytical learner. Each style has its merits.

The point I wish to make, however, is that educators working with cognitive styles or with mastery learning share a common goal-- to attain equality of output through varying the process. In either case, academic standards would be preserved by the expedient of varying time and/or method. This brings me to Model III.

Model III may be labeled the Pluralistic Model for egalitarian education. Whereas Model I recognizes individual differences upon entrance to college and tries through remediation to erase such differences before the end of the first year, Model II permits individual differences throughout the college years, but hopes to certify that there are no differences upon exit from college. Model III, however, proclaims that equality and individual differences can co-exist compatibly--that learners can enter college with differences, can proceed through college in varied ways, and can exit from college with different competencies. To use the melting pot analogy, Model I doesn't care for lumps in the melting pot; if they can't be dissolved in a year, they must be cast aside. Model II doesn't like lumps either, but it recognizes that some lumps can be melted by higher temperatures and some by longer cooking. But Model III likes lumps. It aims, not for the melting pot, but for the salad bowl as an end product; differences in texture and flavor are clear, but they work together to enhance and complement one another in the total product.

We are just starting our experiment with truly pluralistic educational outcomes. The bridge between Model II and Model III is under construction now and is popularly known as nontraditional education. The many experiments classified, for want of a better term, as nontraditional originally came into being in response to pressures for more egalitarian access to higher education. But nontraditional study is more than an access model. With its roots in Model II, it recognizes individualistic learning needs by proclaiming that if the lifestyles of learners cannot be adapted to the lifestyles of colleges, no harm will be done by putting some of the burden for adjustment on the colleges. To date, the majority of the nontraditionalists have concentrated on new ways of making available a rather traditional curriculum to a previously excluded clientele (Ruyle & Geiselman, 1974). This moderate wing of the nontraditional party represents a form of Model II education for it stresses maximum flexibility in the processes and procedures of education while insisting on traditional standards of output. Understandably, many nontraditionalists are especially concerned about the preservation of academic standards, on the probably quite realistic grounds that until their alternative methods are accepted, the quality of their output must be above question.

But once the educational focus is on the learner, as it is in Model II, it is hard not to proceed to Model III. And there is a rapidly growing liberal wing of the nontraditional party that encourages us to go all the way in recognizing individual differences. They point out that society and individuals would

be better served by the development of the widest possible diversity of talent--affective and social as well as cognitive. Experiential education, learning contracts, competency-based education and project learning are examples of approaches that can promote the development of individual talents. While out-of-class learning can be tied to the traditional curriculum by granting credit only for the standard academic components of the learning, such a limitation is not necessary and is more characteristic of Model II than Model III education. Pluralistic education emphasizes individual initiative in setting learning goals, and at its best, it leads the student into lifelong self-directed learning.

Pluralistic education, by its very nature, defies measurement along a single dimension, and the performance of one student cannot easily be compared with that of another. Thus, it is sometimes charged that pluralism has no standards. But comparison is no more essential to educational pluralism than it is to cultural pluralism. There is no need to say that one culture is better than another, only that each strives to be the best of its kind and that it is true to its own nature. The standard for pluralistic education is individual excellence, a goal sadly missing from much of today's mass education. Model I and Model II students are usually urged to meet minimal standards of academic achievement. They can, and frequently do, consider their education completed upon meeting the basic requirements for the degree. But Model III students educated to the pursuit of excellence find that education does not end with the degree. When personal achievement and development are internalized as goals, the motivation for learning is lifelong.

The continuum I have talked about this noon is one of increasing recognition of individual differences in learners. But Models I, II, and III also move along a continuum of institutional change. The Remedial Model demands only that we allocate resources to remedial programs whose task it is to prepare students so that the rest of us can do what we have always done. Model II, the Educator's Model, demands massive change in procedures and in instructional methods, but it leaves academic departments and disciplines intact. Model III, Pluralistic Education, requires all of the changes incorporated into Models I and II, but it also requires new alternatives in the curricula, new measures of achievement, and new standards for individual accomplishment.

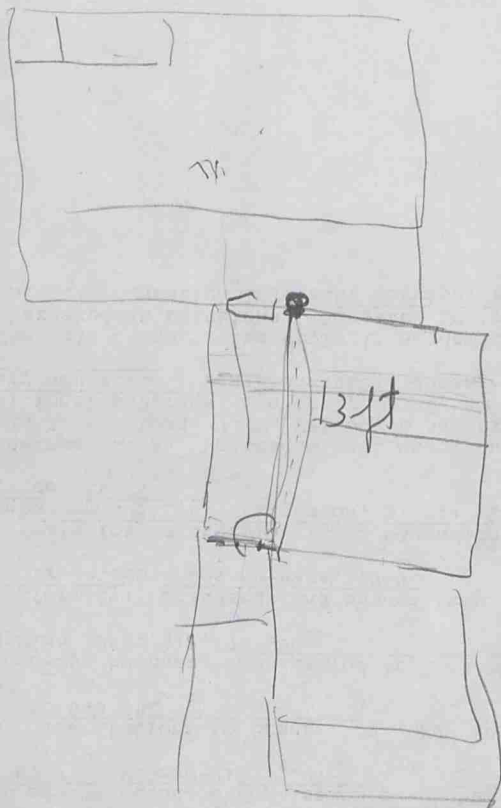
This is a tall order for change, involving profound and difficult questions about the future of higher education. The big questions seem to me always to return to the search for identity. What should we be teaching and how can we develop new standards that will guide us in doing it well? We can't do everything; what are the tasks to which we can legitimately give our attention? How can we offer a curriculum of substance that will give each student a realistic opportunity for self-realization through striving toward some form of high personal achievement? There are no easy answers to the implementation of Model III, but I am convinced that we owe it to ourselves and our world to make a serious study of the alternatives.

The theme of this conference is "The Search for Alternatives," and there are many ways to organize the search. I have chosen to cast the goal of educational equality as the prime mover of educational change. It was egalitarian motives that stimulated the

search for alternate routes of access to college. It is still an egalitarian motive that is pushing the search for alternatives in the instructional process, for it is now apparent that access alone will not result in equal educational opportunity. In the near future, I believe that the search for the elusive goal of educational equality will move us into greater encouragement of alternative outcomes for education.

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