

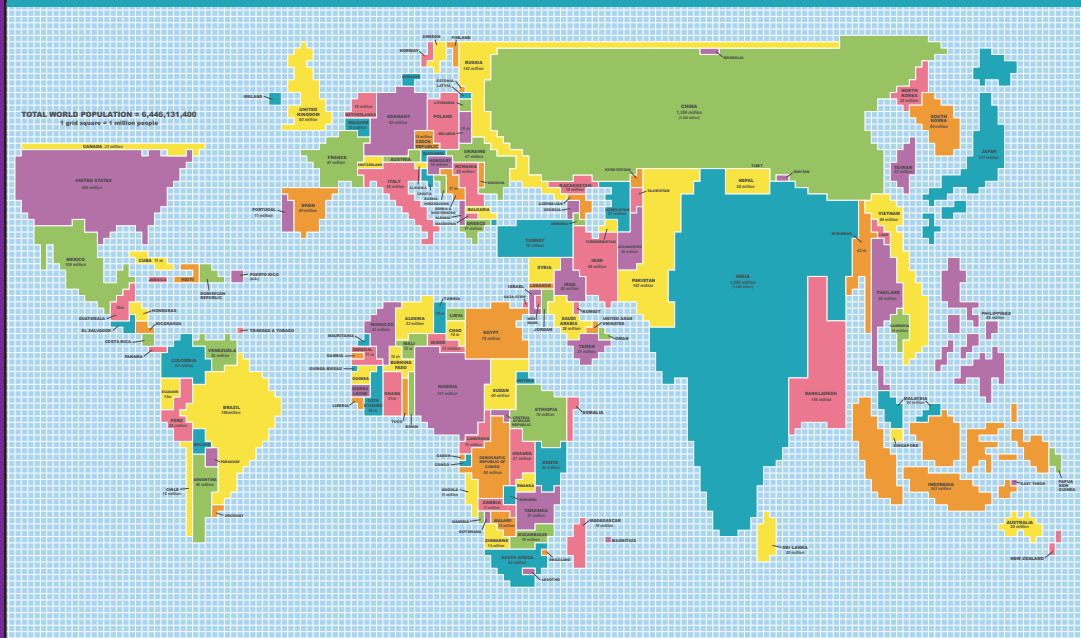
CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION



WORLD READY?

A NEW VIEW OF THE GLOBAL STUDENT MARKETPLACE




VOLUME XXI
NUMBER 2
FALL 2006

Inside:

- New England Higher Education in a Flat World: Expert Views
- What the World Needs Now: Cross-National Student Loan Programs
- Immigrant Education: 1.4 Million Global Assets in New England's Backyard
- Keeping New England Competitive
- Are Education Doctorate Programs Practicing What They Preach on Accountability?



mefa **Easy Access** **More than just a loan.**



The financial aid process can be **overwhelming** for students and parents. MEFA was created by colleges for colleges to help make higher education more accessible. Our only shareholders are the colleges, universities, parents and students of Massachusetts. We work with our **college partners** and **Tuition Management Systems** to provide a low-cost, simplified and streamlined educational financing process.



Massachusetts Colleges and Universities

Through partnership with MEFA and Tuition Management Systems you can offer your students seamless, easy access to college financing, payment and financial planning needs. Plus we've got the expertise – and the programs – to “make the numbers work” for you and your students.



WE MAKE IT PERSONAL.


WE MAKE IT EASY.

WE MAKE IT HAPPEN.



TUITION MANAGEMENT SYSTEMS

*Helping Families Afford Education
Helping Schools Prosper*



Tuition Management Systems provides innovative options for payment of educational expenses.

- Objective affordability planning and counseling
- Interest-free monthly payment options
- Best-in class lending partnerships

mefa


Massachusetts Educational
Financing Authority

MEFA, a not-for-profit state authority dedicated to helping families and students finance higher education costs through affordable and convenient financing options.

- Lowest cost education loan programs offering fixed and variable rate options
- Faster, streamlined loan processing
- College planning programs for high school students and their families



For more information, call 800-842-1531, ext. 502 or visit mefa.org



The more financial choices your institution has today,
the more choices your students have for the future.

Public or private, your institution makes financial choices that affect students, faculty, alumni and the community. Choices that go beyond the administration building – into classrooms, lecture halls, labs, dorms and stadiums. Choices we've helped institutions make for decades.

YOUR CHOICE. YOUR CHASE.

Chase helps many of the country's largest colleges and universities enjoy growth and stability with investment, credit and cash management – options that can take an institution like yours wherever you choose to lead it.

Call Diane M. Genovesi at 212.899.1255.

CHASE 



At TERI, we believe that education is the key to prosperity and well-being for individuals and society.

- Helping students and families pay for their education
- Promoting access to higher education in our community
- Fostering partnerships and reforms to ensure that a college education is achievable for all



Cover maps courtesy of ODT Inc. of Amherst Mass.
Hobo-Dyer Map copyright © 2004, www.odt.org;
The Population Map copyright © 2005, www.odt.org.
(The larger the country, the bigger its population.)

COVER STORIES

- 15** World Ready?
A New View of the Global Student Marketplace
- 15** Why They Come
New England's Lure to the International Student
Allan E. Goodman
- 16** World Community
Middlesex CC Infuses Global Initiatives
into Core Curriculum and Beyond
Carole A. Cowan
- 18** What the World Needs Now:
Cross-National Student Loan Programs
Thomas D. Parker
- 20** Creating Global Citizens
Through Study Abroad
Carol Bellamy and Adam Weinberg
- 21** Foreign Exposure
Lee W. Huebner

- 23** Ambassadors
Students Building Foundations
for a more Peaceful World
Nicholas Fitzhugh
- 25** Immigrant Education
Don't Forget the 1.4 Million Global Assets
in New England's Backyard
Marcia Drew Hohn

COMMENTARY & ANALYSIS

- 29** Keeping New England Competitive
A Call to Better Educate the Changing Region
Blenda J. Wilson
- 31** Accountability
Are Doctoral Programs in Education
Practicing What They Preach?
Martha McCann Rose and Cynthia V. L. Ward

DEPARTMENTS

- 5** Editor's Memo
An International Strategy
John O. Harney
- 7** Short Courses
- 11** Message from the President
A Regional Strategy for Global Success
Evan S. Dobbelle
- 13** Message from the Chair
Asia's Possibilities
Mary R. Cathcart
- 32** Data Connection

Gilbane

Gilbane Building Company

Some projects are smaller than others but no less important. Gilbane's Special Projects Group approach is flexible, scalable and responsive to execute small projects with excellence.



800.GILBANE
www.gilbaneco.com

Building
More Than
Buildings®

Building Responsiveness

into everything we do

Boston, MA | Glastonbury, CT | Manchester, NH | Providence, RI

CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION

CONNECTION: THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION is published five times a year by the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111-1325
Phone: 617.357.9620 Fax: 617.338.1577
Email: connection@nebhe.org

Vol. XXI, No. 2 Fall 2006
ISSN 0895-6405

Copyright © 2006 by the New England Board of Higher Education.

Publisher: Evan S. Dobbelle

Executive Editor: John O. Harney

Senior Director of Communications:

Charlotte Stratton

Design and Production: tpgcreative, Boston, MA

Back Issues: Back issues of CONNECTION are accessible on the World Wide Web at www.nebhe.org/connectionarchives. Hard copies of regular issues may be purchased from NEBHE for \$3.95 each; annual directory issue, \$20.

For advertising information, contact Charlotte Stratton at cstratton@nebhe.org.

CONNECTION is printed in New England.

CONNECTION is indexed and abstracted in EBSCOhost's Academic Search Elite, Academic Search Premier and Professional Development Collection, and indexed in the MLA International Bibliography and ERIC's Current Index to Journals in Education.

The New England Board of Higher Education is a nonprofit, congressionally authorized, interstate agency whose mission is to promote greater educational opportunities and services for the residents of New England. NEBHE was established by the New England Higher Education Compact, a 1955 agreement among the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.



Chair: Mary R. Cathcart, Senior Policy Fellow,
Margaret Chase Smith Policy Center

President: Evan S. Dobbelle

CONNECTION Editorial Advisory Board

Cathryn Addy

President, Tunxis Community College

Katherine Sloan

President, Massachusetts College of Art

Robert Whitcomb

Vice President and Editorial Pages Editor,
Providence Journal

Ralph Whitehead Jr.

Public Service Professor, University of Massachusetts

Robert L. Woodbury

Former Chancellor, University of Maine System

EDITOR'S MEMO

An International Strategy

Memo to Washington: there's a better way to spread democracy around the world ... and boost America's economic competitiveness at the same time. It's a strategy built on college campuses rather than battlefields, and New England has a big role to play.

The keys to this strategy are to aggressively recruit foreign students of all backgrounds to U.S. colleges and universities, expand and diversify study abroad among U.S. college students, and heighten international awareness among all citizens, in part by harnessing the cultural resource of America's growing immigrant populations.

The national professional group called NAFSA: Association of International Educators explained very succinctly in a recent statement why a comprehensive national policy on international education is needed now more than ever:

"First, globalization has reached a point where the United States cannot expect to retain its competitive edge if its workforce lacks strong international and cross-cultural knowledge and skills. Second, as September 11 tragically but forcefully reminded us, it is still as important as it was during the Cold War to understand a dangerous world, to speak the world's languages, and to promote better understanding of the United States by the world's citizens."

NAFSA observed further that "leaders of friendly countries in the Middle East worry about a 'lost generation' of future Arab leaders who will not be educated in the United States because of post-September 11 visa issues. ... These leaders understand that exchange relationships sustain political relationships; if one atrophies, sooner or later the other will too." International students who have spent time on U.S. campuses, NAFSA concludes, are "perhaps our most underrated foreign policy asset."

For New England, where the native college-age population is barely growing, the stakes are particularly high, but so is the potential to turn things around.

Worldwide, 2.5 million college students studied outside their home countries last year, up more than 40 percent from five years earlier, according to UNESCO. But the share of international students choosing U.S. campuses has declined, due in part to post-9/11 visa restrictions and steady growth in quality higher education options elsewhere. New England's piece of the U.S. share, though still disproportionately large, has also been shrinking. Fortunately, the region has some competitive cards to play in this regard.

First, New England's reputation for tolerance should be a major selling point in an age when the possibility of encountering bigotry and harassment are real considerations in the college choices of international students. Any "brand" New England develops to market itself abroad should draw liberally on the region's history of openness and progressive thinking from the Revolution through Abolition to gay rights.

Second, New England's knack for innovation in the student financial aid field could help the region attract a new breed of international student. About two-thirds of foreign students in the United States currently pay for college with their own funds, according to the Institute of International Education—good for the ruling classes but not so good for the world's faster growing lower and middle classes. As veteran student loan innovator Tom Parker notes, "a cross-national student loan program could democratize and expand international student enrollment in the way that the early guaranteed student loan program expanded college opportunity for U.S. students." New grant programs for international students are also needed.

Third, New England organizations from Rhode Island's Glimpse Foundation to Vermont's School for International Training are dedicated to dramatically expanding study abroad experiences for U.S. students. Today, a paltry 1 percent of U.S. college students, most of them white, study overseas, mostly in a handful of Western European countries. New England's corporate human resource professionals could help on the demand side by placing more value on study abroad experiences when making hiring decisions.

Finally, as immigrant education advocate Marcia Drew Hohn observes, New England has a key asset that is too-often overlooked in the shift to globalization: the region's 1.4 million foreign immigrants. These *new* New Englanders—if they are embraced and afforded full educational opportunities—can help provide their longer established neighbors with "the intercultural exposure and international savvy needed to compete in the global economy." Internationalization, oddly enough, begins at home.

John O. Harney is executive editor of Connection. Email: jharney@nebhe.org.

Welcome
to the new
Nellie Mae
Education
Foundation
website!



The Nellie Mae Education Foundation's new website is brighter, easier to navigate, and highlights our research, the work of the organizations we support, and education issues that affect New England.

Our look has changed, but our web address remains the same. Please visit us at www.nmefdn.org.



Nellie Mae
Education
Foundation

Opening Doors to Tomorrow

1250 Hancock Street, Suite 205N • Quincy, MA 02169-4331
Tel. 781-348-4200 • Fax 781-348-4299

Class vs. Race

Campus efforts to increase enrollment of underrepresented minority students do not necessarily encourage *economic* diversity, according to research by the James Irvine Foundation Campus Diversity Initiative.

The initiative, a collaboration of Claremont Graduate University and the Association of American Colleges and Universities, studied 22 private colleges and universities in California where efforts have been underway to expand access to underrepresented minorities. It found that much of the growth in underrepresented minority students on these campuses between 2000 and 2004 involved students who were not low-income, and the average percentage of students receiving need-based Pell Grants on the campuses actually decreased from 26 percent to 23 percent.

“This report shows that, for analytic purposes, race/ethnicity and class should not be conflated if we want to improve college access and success,” said lead author, José F. Moreno, assistant professor of Chicano and Latino Studies at California State University, Long Beach.

Portuguese Studies

At Rhode Island College, enrollment in Portuguese studies has quadrupled over four years from 51 students in 2002 to more than 200 today. Now,

with half a million in grants from the JB Fernandes Memorial Trust and the Luso-American Foundation of Portugal, the college is launching a Portuguese Studies Endowment Fund and an Institute for Portuguese and Lusophone World Studies.

Southern New England is a natural for Portuguese and Luso-American research and scholarship.

More than 10 percent of Americans of Portuguese ancestry live in a swath of 21 cities and towns in southeastern Massachusetts that researchers have dubbed the “Portuguese Archipelago,” and an additional 9 percent live in Rhode Island.

A variety of studies, including a 1989 New England Board of Higher Education report by University of Massachusetts Dartmouth Professor Toby Huff, show Portuguese immigrants in that region have been less likely than other immigrant groups or natives to learn English, finish high school, go to college and move into white-collar jobs [CONNECTION, Winter 1990]. The reasons range from cultural traditions to lack of role models and affordable higher education options.

Learning Service

As the fall term began, 35 Amherst College freshmen, 10 student trip leaders and two trip coordinators left the safe brick and rolling hills of their campus for three days of intense ser-

vice work in gritty downtown Holyoke, 15 miles to the south. There, they built houses, harvested vegetables, sorted donations at a food pantry and hosted an ice cream social for war veterans through organizations ranging from the YMCA to the community development group *Nuestras Raices*. They also attended presentations and interactive workshops focused on community empowerment, poverty and institutional racism.

The idea behind the project, Amherst officials say, is to start a dialogue about how college students can help communities in need.

In July, Amherst received a seven-year, \$13 million grant from the Argosy Foundation to establish a Center for Community Engagement, which will link such action-oriented public service programs to academics at Amherst. In addition to providing paid public service internships for students, the center will help Amherst faculty develop community-based learning courses to connect students’ hands-on service experiences to the college’s liberal arts curriculum.

The Argosy Foundation was created by Boston Scientific founder John E. Abele, a 1959 Amherst graduate.

Speech Impediment

Free speech controversies erupted between two New England governors and campuses in their states as the fall term began. At the end of August, the office of New Hampshire Gov. John Lynch questioned publicly why the University of New Hampshire allowed psychology professor William Woodward to teach. Woodward is a member of Scholars for 9/11 Truth, which believes the U.S. government deliberately allowed the September 11 attacks to occur. A week later, Massachusetts Gov. Mitt Romney slammed Harvard University for inviting former Iranian President Mohammed Khatami to speak at the Kennedy School of Government and refused to provide State Police protection, charging that

Twenty Years Ago in CONNECTION

“The accelerating process that is internationalizing higher education in New England, although innovative, remains characteristically piecemeal and competitively uncoordinated. While traditional campus-abroad programs abound and international studies are expanding, their links to new corporate developments in New England are, as yet, untested. The international programs of state government agencies in tourism, trade missions, manufacturing exports and financial services are unfamiliar to most academic international scholars. ...”

—Former NEBHE President John C. Hoy writing on “Education for a Global Economy,” CONNECTION, Fall 1986





"The best time to start planning for your child's future isn't tomorrow. It's today."

CollegeBound*fund*[®]

888 324-5057

collegeboundfund.com/ri

You should consider the investment objectives, risks, charges and expenses of CollegeBound*fund* carefully before investing. For a free copy of the Program Description, which contains this and other information, visit our website at www.collegeboundfund.com, or call your financial representative or AllianceBernstein Investments at (888) 324-5057. Please read the Program Description carefully before you invest.

If you are not a Rhode Island resident or if you have taxable income in another state, please note that depending on the laws of your or your beneficiary's home state, favorable state tax treatment or other benefits offered by such home state for investing in 529 college savings plans may be available only for investments in the home state's 529 plan. Any state-based benefit offered with respect to this plan should be one of many appropriately weighted factors to be considered before making an investment decision. Please consult your financial, tax or other adviser to learn more about how state-based benefits (including any limitations) would apply to your specific circumstances. You may also wish to contact your home state or another state's 529 plan to learn more about its features, benefits and limitations before investing. Statements in this material concerning taxation are not offered as individual tax advice.

The investments in CollegeBound*fund* are not guaranteed by the State of Rhode Island, the Rhode Island Higher Education Assistance Authority (which established and implemented CollegeBound*fund* and makes rules and regulations governing the program), the Rhode Island State Investment Commission (which oversees the investments of the assets of CollegeBound*fund*), the Federal Deposit Insurance Corporation (FDIC) or any instrumentality thereof. CollegeBound*fund* is managed by AllianceBernstein L.P. and distributed by AllianceBernstein Investments, member NASD.

Investment Products Offered Are Not FDIC Insured May Lose Value Are Not Bank Guaranteed

Khatami's government jailed Iranian students who spoke out against the regime.

* * * *

Terrorism is not the only reason campuses censor speech. In June, Boston College's Office of First Year Experience collected and discarded thousands of copies of a special 20-page edition of the student newspaper, *The Heights*, which contained what the editors say was a lighthearted piece referring to freshman orientation as "long speeches, small group chats, and weird, random roommates all distract[ing] you from the summer of fun you were having back home" but assuring readers "life at Boston College gets much, much better."

Artists create trouble as well. In May, Brandeis University ordered down a controversial exhibition of paintings by Palestinian youths. A few months later, the University of Southern Maine nixed a controversial exhibit of paintings by a man serving a life term in prison for killing a police officer.

Think Links

The New England Board of Higher Education recently unveiled a revamped web-based directory of New England's public policy "think tanks." The website (<http://www.nebhe.org/publicpolicy>) provides a single portal linking web users to approximately 250 public and private, university-based and freestanding, research centers and institutes in New England.

The listed centers and institutes hold conferences and publish studies on policy issues ranging from early childhood education to health care to scientific research.

NEBHE officials say the online directory gives the region's educators, policymakers and business leaders access to a wealth of intellectual resources at the click of a mouse.

NEBHE's website also links web users to New England's approximately 270 degree-granting colleges and universities. To access these colleges and universities, visit: <http://www.nebhe.org/necolleges>.

Lily White

About 67 percent of students at New England colleges are white, compared with 62 percent nationally, according to U.S. Education Department data. But representation of different racial and ethnic groups varies considerably from one campus to another. Following is a list of New England campuses that enrolled the highest and lowest percentages of white, non-Hispanic undergraduates in fall 2003 ...

Highest Percentages of Non-White Students		Lowest Percentages of Non-White Students	
Roxbury Community College	89%	Unity College	0%
Atlantic Union College	84%	Hellenic College	0%
Capital Community College	68%	Bais Binyomin Academy	0%
Pine Manor College	63%	New Hampshire Community Tech College, Berlin/Laconia	1%
Benjamin Franklin Institute of Technology	63%	New England School of Communications	1%
University of Bridgeport	62%	University of New England	2%
Cambridge College	61%	Maine Maritime Academy	2%
Bunker Hill Community College	59%	Saint Anselm College	2%
Massachusetts Institute of Technology	58%	Keene State College	2%
Housatonic Community College	55%	Colby-Sawyer College	2%
Wellesley College	45%	Lyndon State College	2%
Norwalk Community College	44%	Thomas College	2%
Gateway Community College	44%		

Source: The Institute for College Access and Success, www.economicdiversity.org

SPECIALIZING IN THE PROVISION OF TECHNOLOGY SOLUTIONS FOR HIGHER EDUCATION



Vision - As the leading provider of information technology for higher education, **NBH Solutions LLC** is committed to providing a more effective and efficient information technology foundation that supports teaching and learning, while reducing costs.

Expertise- Only **NBH Solutions LLC** offers fixed price contracts that are always delivered on time and on budget.

Services include:

- Administrative Systems
- Custom Development of Web-enabled Education Planning Software
- Smart Classrooms
- Disaster Planning
- It Contract Negotiations
- Data Center Design
- eLearning Deployment
- Help Write Grant & Funding Proposals
- Host & Support Websites
- Telephone/VoIP Solutions
- Consulting

For more information, call Alex Kennedy, V.P. of NBH Solutions LLC, at 1-888.864.2630.




Visit: www.nbhsolutions.com

TOTAL SOLUTIONS

Inspired by **students**, powered by **Nelnet**.

With over 25 years experience in the student loan industry, Nelnet offers cost-saving loan benefits, helpful tools and resources, and the latest in innovative technology campus wide.

We can assist your campus in the following:



Enrollment
management

Student
financial
services

College
planning

Technical
support &
services

Debt
management

And more!

**Visit us at www.CampusSolutions.net or
call 1.800.268.7256 to learn more.**

**nelnet[®]**



A Regional Strategy for Global Success

EVAN S. DOBELLE

Higher education is globalizing like everything else in today's world. New England's higher education enterprise has the resources and talent to compete in this new global student marketplace, but to be successful, we must have a plan. We must act quickly, and we must act together.

Not only did the 9/11 terror attacks and attendant visa complications chill enthusiasm for studying in the United States, but other factors raise questions about whether New England will continue to attract the best students the world has to offer. Many other nations now boast their own world-class higher education systems. And advances in distance learning bring quality higher education to students in far corners of the world. Moreover, some countries, such as Australia, have launched strategic national efforts to market their colleges to Asian students, more than doubling their foreign enrollments since 2001.

For New England colleges and universities, competing successfully in the global student marketplace will require a collaborative regional effort.

In the 1980s, New England's six states became indifferent to the fact that they were bound together by history, demography and economic reality. A dearth of traditional-age students resulting from the "Baby Bust" sparked unprecedented competition for students and resources among institutions and states. Regionalism was nearly swallowed up by budgetary concerns and separate ambitions. In today's world, New England's competitiveness will depend on how well we work together to share strategies and to "sell" the richness of New England higher education. No single state or institution can do that.

Realizing the power of collaboration, the nations of Europe have now overcome centuries of conflict and cultural differences to create a borderless higher education market. New England states and institutions should put aside competitive impulses and work collectively to:

- Make sure young and adult students in our six-state region learn about our global competitors and potential partners.
- Encourage innovative new ways to recruit more undergraduate and graduate international students to New England's college campuses, both private and public.
- Reinforce and redouble efforts to sell New England higher education's "brand" to a worldwide audience.

How can we accomplish this?

First, we must collaboratively promote all of New England's education resources. Students from China, Vietnam, Thailand and India, to name a few examples, want the quality and cachet of an American degree, particularly a New England degree. Yet, except for a handful of elite schools, few of our region's 270 higher education institutions have any name recognition among these young people. Fewer still have any strategy in place to change that. They offer quality programs of study and even have spaces available, but they lack a coherent means of marketing themselves overseas. It is critically important that the entire New England higher education community work collaboratively to promote *all* of our education resources to the world.

Secondly, we need to cultivate personal and professional contacts

with key partner countries. New England should develop relationships with higher education systems in ASEAN countries such as Vietnam, where large numbers of students seek improved higher education options. These relationships will lead to constructive agreements enabling New England students and faculty to interact with counterparts from around the globe, serve as ambassadors through study abroad and faculty exchange, and increase international awareness here at home.

Foreign students would benefit by studying at host campuses in New England and experiencing American culture (while contributing to the critically important global diversity of their host campuses). Many of these international students—potential future leaders of their countries—would form a bond with New England, leading to future global partnerships and business collaborations. New England institutions of higher education—small and large, public and private—would fill open seats. Partner institutions in Asia and elsewhere would directly experience American administrative and academic practices and adapt these practices to their campuses.

If New England is to survive and thrive in an interconnected world, our colleges and universities must redouble their efforts to promote the region's full range of education resources and commit themselves to nurturing relationships around the globe—and they can do that best by working together.

Evan S. Dobelle is president and CEO of the New England Board of Higher Education and publisher of Connection. Email: edobelle@nebhe.org.



MORE THAN A SCHOLARSHIP, MORE THAN AN INTERNSHIP:

AN OUTSTANDING RESEARCH PROGRAM FOR OUTSTANDING STUDENTS

UGSP Scholar Yvette Pittman

B.S., Delaware State University

*Ph.D. Candidate, Rutgers/Univ. of Medicine and
Dentistry of New Jersey Joint Program*



NIH UNDERGRADUATE SCHOLARSHIP PROGRAM

Launch your biomedical, behavioral, or social science health-related research career with the National Institutes of Health Undergraduate Scholarship Program.

- **UP TO \$20,000** per year in scholarship support
- **RESEARCH TRAINING** at the NIH during the summer
- **CONTINUED TRAINING AND EMPLOYMENT** after graduation
- **MENTORING** by leading NIH researchers
- **SKILL ENHANCEMENT** activities for scientific writing, speaking, and professional development
- **SCIENTIFIC SEMINARS**
- **INVALUABLE EXPOSURE AND NETWORKING** at the NIH and beyond

The National Institutes of Health (NIH) is our nation's premier biomedical research and research training institution, located minutes from Washington, D.C.

Visit our Web site, www.ugsp.nih.gov, for qualification requirements, details, and to apply online.

Annual application deadline: February 28th

The NIH is dedicated to building a diverse community in its training and employment programs.

For more information, call 888-352-3001 or email ugsp@nih.gov.





Asia's Possibilities

MARY R. CATHCART

Last winter, I was fortunate to be part of a NEBHE delegation of New England college presidents, education officials and legislators awarded a grant to visit Asian universities.

After nearly a day of flying, we arrived in Bangkok and had our first meeting at Chulalongkorn University. We heard about the university from its president and top administrators, and we told them of New England's many excellent institutions, public and private, and the mission of NEBHE. Later that day, we met with representatives of the Thai Commission on Higher Education and the presidents of other universities. Then it was on to the U.S. Embassy to discuss international exchange programs and visas.

Over two weeks, we traveled to six other Asian cities—Ho Chi Minh City, Hanoi, Hong Kong, Beijing, Shanghai and Taipei. Every one was wonderful and exciting. But the country that seemed to welcome us most, and most wanted our help, was Vietnam.

Ho Chi Minh City ... how that name brings back memories for me. I was in my 20s during the Vietnam War. Now, as I gazed out on a sea of people on motorbikes, my first impression of Vietnam was of how many young people there were: kids carrying Barbie backpacks, business people in suits and high heels, three-wheeled bicycles carrying everything from fruit to lumber.

Vietnam, as a recent *Chronicle of Higher Education* article noted, is at least 15 years behind China in economic development. Though its economy is growing fast, Vietnam has not invested in higher education and does not have a single "world-class" university nor a developed system of academic credit.

In Hanoi, we met with the president of Vietnam National University, which is

more than 1,000 years old. There, and elsewhere, we heard complaints about lack of investment in education and research. Some educators blamed the Ministry of Education, which has been slow to embrace reform. Others complained that the government has money for jet planes, but not for higher education.

As a former state legislator who participated in Maine's struggle to fund its universities and community colleges, I could sympathize with their frustration. I also realized, along with others in the NEBHE delegation, that New England could help. We could offer the Vietnamese vital information about how we established our state higher education systems, including what is required for accreditation. We could create arrangements for exchange students, similar to NEBHE's Regional Student Program, so Vietnamese students could study at our institutions at in-state tuition rates, or slightly higher. This would make education in New England much more affordable for Vietnamese who desperately want their children to get a world-class education and then return to Vietnam.

Members of the Vietnam Overseas Business Club, mainly Vietnamese who had lived abroad then returned to their country, told us Vietnam's low per-capita income was driving young people away and spoke of a need for people with degrees in business who could help bring Vietnam into the global economy.

There are several obstacles to bringing more students from Vietnam to America. Embassy officials told us that many young Vietnamese who want to go to the United States but have no family in America and no means of support are denied visas. A letter from a college saying they have been accepted and will have financial support would make it

easier to get the visa. Another thing we heard was that Vietnamese young people want to learn English, but few do. To attract more Vietnamese students, we must offer English courses that get students up to speed quickly.

In many ways, New England has ignored Vietnam, while countries such as Australia and New Zealand are heavily marketing their universities there. Some of us toured the Royal Melbourne Institute of Technology campus outside Ho Chi Minh City, the only foreign institution the Vietnamese government has allowed to be built. The institute offers programs in English and computer literacy and hopes to grant engineering degrees.

Some New England institutions have made an effort to build exchange programs with Vietnam. In my state, Bates College offers two scholarships to Vietnamese students. The University of Maine enrolls a dozen or so Vietnamese students. We could engage these students, as well as New England's Vietnamese immigrants, to help build relationships between our institutions.

NEBHE's fall 2006 conference, titled "College Ready/World Ready: New England Higher Education in a Global Student Marketplace" will be an important step toward improved partnerships. (See www.nebhe.org/worldready06.) This conference will present an opportunity for us to look at new ways to connect with higher education in other countries—and to bolster New England's place in the new global economy.

Mary R. Cathcart is chair of the New England Board of Higher Education. She is a senior policy associate at the Margaret Chase Smith Policy Center and a former four-term Maine state senator. Email: maryorono@verizon.net.

Plan wisely.



Build smart.



*Massachusetts College of Pharmacy and
Health Sciences, Boston Campus*

The Massachusetts College of Pharmacy and Health Sciences has been preparing the region's top health care professionals since 1823. But with national shortages in the health care workforce, the College needed to expand its student body, its academic offerings, and its physical space. School officials turned to us. We issued a \$51 million tax-exempt bond allowing them to expand and renovate their Boston and Worcester campuses, meeting the College's needs and the needs of the health care community. That's what we do. Our experienced team provides creative business solutions, tax-exempt bond financing, and loans at competitive rates to help nonprofits in Massachusetts grow. So give us a call. Because when it comes to smart financing and business solutions, we're your prescription for a successful project.



MASSDEVELOPMENT
Build. Create. Innovate.

160 Federal Street, Boston, MA 02110
800.445.8030 www.massdevelopment.com

WORLD READY?

A NEW VIEW OF THE GLOBAL STUDENT MARKETPLACE

Many of New England's 270 colleges and universities are truly international institutions—magnets for foreign faculty, scholars and students. But the world is flat, as the popular book says. Nations that once sent their best and brightest to New England for college now boast their own world-class higher education systems. Is New England prepared for the challenges and opportunities offered by a shrinking world? What's the worldwide status of the New England higher education "brand"?

CONNECTION asked a selected group of educators and interested people from New England and beyond to explore these and other crucial issues in international education, globalization, immigration and the future of New England.

Why They Come

New England's Lure to the International Student

ALLAN E. GOODMAN

Recently, a minister of higher education briefed me about a major new investment his government is making in sending graduate students abroad. "We want them to be razor-sharp," he said. "And to go to your top schools, the Ivy League."

While money and qualifications were not necessarily going to be problems, I had to spend some time explaining what the Ivy League was. His definition did not include some schools that are in this group (Cornell and Dartmouth) and did include at least two that are not (MIT and Stanford). He also held some misconceptions about programs of study. He was particularly concerned that each college have a good program in petroleum engineering as well as civil engineering and law.

I often meet officials and students abroad who act like the world is flat and that America has only three top schools ... which I can understand. In most countries, there are only a handful of top state-recognized universities, and it's inconceivable that one would want to have a degree from anyplace else. So, for example, Cairo University, which was built for a maximum of 20,000 students, now has more than 150,000. The story is the same for the mega-universities

in India, China, Indonesia, Turkey and Mexico. The world is seen as flat from many places also because in every list of the world's best universities, New England institutions (including Ivy League ones) occupy most of the top spots.

7.5 percent of the nearly 600,000 international students attending U.S. colleges and universities last year went to campuses in New England.

The Institute of International Education's annual census of academic mobility, *Open Doors*, reveals that 7.5 percent of the nearly 600,000 international students attending U.S. colleges and universities last year went to campuses in New England (down somewhat from 8.3 percent in 2000). Many more than that number applied to New England campuses but were not accepted, so enrolled in another U.S. institution. Rankings help explain that. Seven of the universities ranked among the Top 20 around the world by researchers at the Shanghai Jiao Tong University were New England or Ivy League schools, and only three are outside the United States.

The lure of New England, which has just under 6 percent of America's 4,000 accredited colleges and universities, is not only that the region has so many excellent and welcoming schools—and, therefore, alumni who return home to encourage siblings and friends to come—but also that most people abroad initially are convinced that the region contains the only schools to which one should aspire to attend. Two in three New England colleges and universities are private—a large proportion as compared with other

regions in the United States. Over the years, my colleagues and I have detected an enduring preference for private institutions among those coming from abroad and a perception that equates private institutions with high quality.

Yet in New England and across the United States, state-funded public institutions, especially the large research universities, rank among the world's best in key fields of particular interest to international students. Community colleges—an American invention that is now spreading abroad—also are attracting growing numbers of international students to New England and the United States. In fact, though foreign enrollment in community colleges slowed somewhat after September 11, there was a 20 percent increase in foreign student enrollment in these institutions between 1999 and 2005.

The good news is that as the world becomes a flatter place, and as the nationwide enrollment of international students continues to rebound post-9/11, New England schools too continue to beckon.

*Allan E. Goodman is president and CEO of the Institute of International Education (IIE).
Email: agoodman@iie.org.*

World Community

Middlesex CC Infuses Global Initiatives into Core Curriculum and Beyond

CAROLE A. COWAN

Twenty years ago, Middlesex Community College (MCC) in Massachusetts decided to add a global focus to its programs. Since then, the college has garnered worldwide recognition for the range of international initiatives it has integrated into its curriculum across academic disciplines.

Today, Middlesex offers unique opportunities for international study and professional development for its students, faculty and staff, as well as training programs for foreign businesses, intercultural training for local businesses and programs to help foreign countries modernize their education and economic infrastructures.



LANDMARK CHANGES LIVES.

For more than 20 years, Landmark College in Putney, VT has been the leader in creating successful learning strategies **exclusively for students with learning disabilities and AD/HD.** Our studies lead to an associate's degree in Business or General Studies. More than eight of every 10 of our graduates go on to pursue bachelor's degree studies at top colleges nationwide.



LANDMARK
COLLEGE

www.landmark.edu

Learn More at a Fall Open House

Registration: 8:30 a.m. • Program: 9 a.m. – 2 p.m.

Saturday, October 21, 2006

Saturday, November 18, 2006

Friday, December 1, 2006

For information and to register, contact us at

PHONE 802-387-6718 E-MAIL admissions@landmark.edu

With one campus situated in the traditional gateway immigrant city of Lowell, Mass., and another in suburban Bedford, Mass., Middlesex serves a diverse population that includes many Asian and Hispanic immigrants. It also hosts many international students on both campuses and supports community programs with an international focus.

International awareness

An international perspective is embedded into MCC's core curriculum, which requires students, regardless of major, to take six intensive-value courses, including one with a multicultural or global awareness focus.

The college also funds international student fellowships, in which selected students visit a foreign country and study its history and culture. Once accepted for a fellowship, students enroll in a specially designed, three-credit course featuring lectures, readings and papers focusing on the history and culture of the country they will visit. MCC faculty and staff accompany students overseas during these foreign fellowships.

Since 1992, Middlesex has offered two- and three-week fellowships to China, Russia, Costa Rica, Spain, Ireland and the Netherlands. Many participants report having had life-changing experiences through this intense exposure to another culture. To ensure access for all students, MCC fellowships cover the costs of air and ground travel as well as lodging and meals.

MCC's *Pluralism in Islam* Project will present a series of faculty seminars on the diversity within Islam. Participating professors will then infuse their knowledge into a variety of college courses.

To truly internationalize the curriculum, colleges must internationalize their faculties. Middlesex constantly promotes opportunities for faculty and staff to travel abroad to attend professional development seminars on internationalizing curriculum and to collaborate with other colleges to implement these programs. MCC faculty and staff have participated in educational institutes recently in Africa, Armenia, Cambodia, Ethiopia, South America and Ukraine.

Many Middlesex international programs promote global harmony. The college is now working with the Marishane Senior Secondary School in Limpopo Province, South Africa, to address the high level of violence against women in South Africa. The goal of this State Department project is to create a Community Support Center at the secondary school, train teachers and counselors and create age-appropriate curriculum to reduce violence against women.

Middlesex also recently received a U.S. Department of Education grant to train faculty to teach about pluralism within Islam. MCC's *Pluralism in Islam*

Project will present a series of faculty seminars on the diversity within Islam. Participating professors will then infuse their knowledge into a variety of college courses. *Beginning Arabic* language courses have also been added to the curriculum.

For 17 years, Middlesex has hosted the Wider Horizons program in Lowell, in collaboration with the Lowell Public Schools and the University of Massachusetts Lowell. This unique initiative brings together teachers in training from Northern Ireland and the Republic of Ireland, Protestant and Catholic, to work in the Lowell Public Schools Summer Program and the UMass Lowell National Youth Sports Program.

Link to development

There is no doubt that international education and economic development are firmly linked. Since organizations regularly transcend borders, community colleges are obligated to make their students globally literate and capable of competing internationally.

Middlesex recently completed a three-year State Department-funded project in collaboration with Azov Regional Management Institute in Berdyansk, Ukraine, focusing on workforce development and distance learning. MCC staff helped the institute develop, customize and market its contract-training services to stimulate economic development in the region and also taught institute staff how to create online and hybrid courses.

MCC's Law Center organized and ran a five-year conflict-resolution and mediation training project in Cambodia with the University of Phnom Penh's National Institute of Management. At the time, it was the only U.S.-funded education program in Cambodia.

Community global awareness

Recognizing the rich contributions people from other countries and cultures make to American life, Middlesex supports many local events and organizations that promote and celebrate international awareness in the community. For example, *Cambodian Expressions*, an annual, multi-week Cambodian film and arts festival, is cosponsored by MCC, in partnership with more than 15 local education, businesses and cultural institutions. Events are held throughout Lowell.

MCC's *One World Series* brings authors, educators, public officials, artists, journalists and other notables from around the world to Middlesex to address topics of interest.

By weaving together people and projects that reach beyond traditional educational boundaries and enrich all participants, Middlesex has rapidly become a learning center for the entire community—exactly what a community college should be.

Carole A. Cowan is president of Middlesex Community College. Email: cowan@cmiddlesex.mass.edu.

What the World Needs Now: Cross-National Student Loan Programs

THOMAS D. PARKER

New England institutions have long been in the forefront of recruiting foreign students. Recently, the numbers of foreign students studying in the United States has declined partly as a result of visa problems, widespread perceptions that the United States no longer welcomes foreign students and increasing anti-Americanism abroad. The primary barrier to increasing numbers of foreign students, however, has been, and still is, lack of financing.

If we could solve this problem, foreign students could help substantially in meeting the demographic shortfall of domestic high school graduates facing New England colleges in coming years. The U.S. Department of Education projects very modest growth in 18-year-olds nationally by 2009 and declines in some parts of New England.

A well-engineered cross-national student loan program could democratize and expand international student enrollment the way the early guaranteed student loan program expanded college opportunity for U.S. students.

Foreign students are not eligible for most forms of student financial assistance. The result is that a majority of international students in our colleges come from families that are able to pay full tuition. Studying at an American university has for the most part been a luxury item for non-U.S. families. The rapidly expanding middle class worldwide has largely been shut out of U.S. higher education because of financial constraints.

This could change. A well-engineered cross-national student loan program could democratize and expand international student enrollment the way the early guaranteed student loan program expanded college opportunity for U.S. students. A number of fundamental

changes abroad have made it possible to think about a loan program for foreign students coming to the United States.

Less loan-averse

In the struggle to meet demand, national higher education systems around the world are changing from small elite systems where a few (usually affluent) students who meet rigid admissions requirements receive free tuition, to systems where students are asked to share the cost of their education through paying tuition. No government can afford to maintain free tuition and greatly expand numbers of students.

With the imposition of tuition, student loans inevitably follow. Despite initial objections to tuition, students and their families value higher education so much that they are willing to accept this change and borrow to pay for something they deem so valuable. People who previously would not have considered borrowing to pay for college are now willing to do so. In addition, because growing numbers of people in many countries are transitioning from low- to middle-income status, a much larger number of people are able to repay student loans.

Admissions and financial aid officers at New England colleges tell us if they could finance foreign students, they could reverse the decline in their numbers and begin a period of real growth.

This is good news for New England *if* we can find a way to provide financial support for these new middle-income foreign students and their parents. So far, grants for these students have been quite limited and loan programs virtually non-existent.

Sophisticated infrastructure

One reason we have not been able to meet demand by foreign students for financial aid is that many countries have not had the financial infrastructure to support credit-based aid. To ensure a steady and reliable source of student loan funds, certain financial sureties must be in play. Lenders must be assured of a market for the student loans they make; those who would buy these loans must be assured that default rates will be manageable, and that the loans can be reliably collected. Almost all developed and many developing countries have domestic student loan programs. Therefore, many countries now have reliable ways of evaluating student and parent credit-worthiness, established loan servicing organizations and financial agencies capable of creating a credit market.

A cross-national student loan program is therefore more possible than ever. The demand is there too.

Admissions and financial aid officers at New England colleges tell us that if they could finance foreign students, they could reverse the current decline in their numbers and begin a period of real growth.

What kind of mechanism could make this happen? New England has a rich history of creating public/private partnerships to help students finance their educations. In 1956, a foresighted group of civic leaders created the nonprofit Massachusetts Higher Education Assistance Corp. (now American Student Assistance) which solicited philanthropic donations from private sources to guarantee loans to Massachusetts students. The New England Education Loan Marketing (Nellie Mae) Corp. was founded in 1981, becoming a leading student loan secondary market. TERI (The Education Resources Institute), founded four years later, has become the world's largest non-governmental guarantor of student loans.

A consortium of New England education and financial institutions, possibly under the leadership of NEBHE, could once again make New England a pioneer in higher education finance by devising a workable student loan system for foreign students coming to study in the region. The availability of this type of financing could fuel tremendous growth in enrollments and substantially assist our institutions of higher education as they face projected declines in the pool of U.S. students of traditional college age.

Thomas D. Parker is senior advisor to the First Marblehead Corp. He is also a senior associate at the Washington, D.C.-based Institute for Higher Education Policy and former president and CEO of The Education Resources Institute (TERI). Email: tparker@firstmarblehead.com.

Star in your own REALITY PROGRAM

LSC offers NEBHE eligible programs in:
 Computer Information Systems/Meteorology
 Digital Media
 Graphic Design
 Meteorology
 Natural Resource GIS Mapping & Planning
 Recreation Resource & Ski Resort Mgmt.
 Small Business Mgmt.
 Television Production
 TV News
 Television Studies

Reality programs? Internships, simulations, cooperative education, case studies, field research, conferences, travel and student teaching are just some of the ways we can set you on a successful career path. All of LSC's programs offer rewarding real-world experiences — starting in your first semester.

Have a Lyndon experience of your own. Call or visit us online today.

LSC Lyndon STATE COLLEGE VERMONT
 LYNDONVILLE, VERMONT 1.800.225.1998 WWW.LYNDONSTATE.EDU

ARE YOU READY FOR THE CHANGING FUTURE OF HIGHER EDUCATION?

Drexel ONLINE has everything you need:

ONLINE Master's Programs in Global & International Education and Higher Education

Rigorous online curriculums incorporating the latest trends, knowledge and practical experience

24/7 online access to class materials, group discussion, instructor feedback and exams

**Find out more at www.drexel.com/nebhe
 OR call toll free 866.440.1949.**

Now accepting applications for all terms.



Drexel Online. A Better U.

www.drexel.com/nebhe | 866.441.1949 | info@drexel.com

Creating Global Citizens Through Study Abroad

CAROL BELLAMY AND ADAM WEINBERG

One of the greatest challenges for a student today is how to live as a responsible citizen in a globalizing world. Today's interconnected world cannot afford bystanders or passive participants. It demands confident, skilled citizens who will make responsible choices that take into consideration how we allocate resources and what impact our decisions will have on future generations.

We need citizens who make decisions marked by the following characteristics:

- **Intercultural understanding** that helps people walk across differences to find commonalities and better ways of doing things.
- **Mindfulness** that encompasses the empathy, compassion, understanding, self-awareness and tolerance that enables people to listen, engage, and learn—allowing for better partnerships.
- **Partnerships** with others who bring different experiences and perspectives from our own, thereby enriching us all.
- **Pragmatic hope** that falls between cynicism and idealism, helping people learn how to do what is pragmatically possible to make the world a better place.
- **Social entrepreneurship** that uses innovation, creativity and calculated risk-taking to create social value.

How do we help students develop these capacities? Among other strategies, higher education must increase the number of students who study outside the United States as part of their formal education.

Naana Opoku-Agyemang, an African scholar and dean of graduate studies at University of Cape Coast, leads a group of 10 to 15 American students studying in Ghana each semester through World Learning's School for International Training (SIT) Study Abroad program. The students start the semester with an intense language seminar to learn Fanti. This leads into a series of classes and seminars on the African

diaspora taught by African scholars. During this period, students take a number of excursions, where they spend time immersed in cultural dialogues with Ghanaians—elders, chiefs, healers, scholars, students, families and townspeople—in settings ranging from classrooms to remote villages. Throughout their visit, they live with Ghanaian families and work on community problems. They spend the last four weeks of their semester abroad doing an independent research project, making a deep, field-based exploration of one aspect of their experience.

Years after students return from abroad, they continue to learn languages, are keenly aware of other cultures and are more confident and committed to a sensitive global point of view.

The program is designed with the hope that students will remember that a story is never complete until all sides have been told and heard, says Opoku-Agyemang. Students should leave Ghana understanding how people are shaped by their historical and current realities and how to bridge those differences in daily life.

A student who participated in the program a few years ago wrote, "At the end of the program, I finally began to view myself as a citizen of the world. I learned how to adapt to another culture without making it change for me."

Study abroad programs teach important intercultural and language skills, but the true success of a program occurs within a student, when she realizes that she can see the world from a different cultural viewpoint. This is true global citizenship. A study published in *Transitions Abroad* magazine by Mary Dwyer and Courtney Peters of the Chicago-based Institute for the International Education of Students documented strong and lasting impacts of study abroad. Years after students return, they continue to learn languages, are keenly aware of other cultures and are more confident and committed to a sensitive global point of view. There is a growing body of literature that documents these and other impacts.

And yet far too few U.S. students study abroad—about 1 percent by most estimates—and the numbers are skewed to wealthier students from elite colleges and universities. We need to do better. We can start in three places:

- **More financial assistance from universities, the federal government and study abroad providers.** The Abraham Lincoln Study Abroad Commission created by Congress in 2004 to expand study abroad opportunities emphasized the need for more financial aid. We agree. At World Learning and SIT, we will do our part by increasing the amount of financial aid we make available from our resources,

lobbying Congress to provide more funding for under-represented populations and developing programs that are accessible to a broader population of students. We ask others to do the same.

Far too few U.S. students study abroad—about 1 percent by most estimates—and the numbers are skewed to wealthier students from elite colleges and universities.

- **More attention to the quality of study abroad programs.** Leaders in the field should develop standards and continually assess programmatic impact to make sure we are getting it right. There is too much at stake to fall back on “in my heart, I know it is working.” Multi-level, multi-method assessment techniques should be carefully explored.

- **A commitment to developing programs in less-traveled destinations with experiential pedagogies and language acquisition.** The programs with the most impact are constructed with keen attention to the value of active learning

techniques, the importance of language for understanding culture, and the need to get students to travel to places where they have not already been and to study themes they have not encountered.

Furthermore, study abroad need not be restricted to a student’s junior year. The impact on intellectual engagement is large. Maybe we need more study abroad in high school—or between high school and college. Or perhaps, we need to get students abroad during their sophomore year in college—which is too often a lost year in higher education.

These are among the important issues we are talking about at World Learning and SIT. We invite others to join us in this conversation to find ways of expanding study abroad to more students in more places, as a way to ensure that our campuses are places where students develop the capacities to be citizens of a globalizing world.

Carol Bellamy is CEO and president of World Learning and the School for International Training. Email: carol.bellamy@worldlearning.org.

Adam Weinberg is executive vice president and provost. Email: adam.weinberg@worldlearning.org.

Foreign Exposure

LEE W. HUEBNER

The admirable ideal of “total” immersion in a foreign culture privileges students who plan early on for foreign study, establish early language fluency and elect majors and activities that make it easier to leave campus. But other students often find that they lack the language skills to qualify for many foreign programs or are unable to reconcile time abroad with curricular requirements at home. Especially at more self-important schools, faculties further complicate the problem by insisting that “if you haven’t taken the course with us, you haven’t really taken it.”

Less affluent students, moreover, often rule out foreign study from the start—as do many athletes, performers and campus activists who fear losing a competitive edge if they take time away from the local scene.

And yet those who miss out on foreign exposure are often those who need it most. Fostering a globally sensitive public (and electorate!) requires not so much that French-lit majors spend a year in Paris but that pre-med, pre-law and pre-business students are

exposed to the sudden jolt of seeing their home culture in a new perspective, of encountering a different, wider world which stretches the mind and soul. And this can begin to happen in just a few days—whetting young appetites forevermore!

For a dozen years, I have organized an intensive media seminar through Northwestern University, which brings several dozen students to Paris during each spring break—a cheaper project these days than traveling to Florida beaches—and more likely to garner parental support. Similar programs can thrive during colleges’ inter-sessions or summer breaks. At the same time, committed institutions are finding ways to more flexibly grant credit for courses taken abroad—including courses offered in English, albeit in non-English-speaking settings.

“When we got back from our week in Paris,” one student recently wrote, “my roommates and I decided that, from here on in, we’re going global!” The challenge for American educators in the 21st century will be to make that happen for an ever-wider range of students.

Lee W. Huebner is director of George Washington University’s School of Media and Public Affairs and former professor of communication studies and journalism at Northwestern University. He is former publisher of the International Herald Tribune. Email: huebner@gwu.edu.

The Center for College Planning at the NHHEAF Network Organizations



- Assistance with Financial Aid Forms
- College Planning Workshops
- Personalized College Counseling
- College Planning Library

Zanna, Chuck, Scott and Leslie are four of the expert college counselors at the NHHEAF Network Organizations.

Proud to bring NH the Best of College Planning Programming and Events



Search for scholarships at
www.nh93.com



Questions about College?
Joe Knows.
www.askjoecollege.com



Personalized
college counseling
and library!



Destination College
www.destinationcollege.org



Expert presentations
at no charge!



www.nhdiscoveru.org



www.nhheaf.org



College Equals
Opportunity
www.nhceo.biz

1.800.525.2577



www.nhheaf.org

Ambassadors

Students Building Foundations for a more Peaceful World

NICHOLAS FITZHUGH

Conflict and inequality are growing overseas, and anti-American sentiment is growing with them. It is imperative that the United States reverse anti-Americanism while leading efforts to resolve the challenges facing the members of our global family. Failure will result in stronger isolationism, nationalism and extremism around the world. As in other matters, New England institutions of higher education must play a leadership role.

The seriousness of our current state of affairs could hardly be clearer. A recent survey of 350 returning study abroad students conducted by the Glimpse Foundation found that 37 percent felt discriminated against because of their identity as Americans, and 13 percent actually felt threatened because of their nationality.

The recent *Global Competence & National Needs* report published by the Commission on the Abraham Lincoln Study Abroad Fellowship Program begins with the following statement: "What nations don't know can hurt them. The stakes involved in study abroad are that simple, that straightforward, and that important. For their own future and that of the nation, college graduates today must be internationally competent."

We are fortunate that the institution of "study abroad" is growing in popularity. It's one of the best ways to provide students with the knowledge and tools they'll need to effectively mediate conflict and rapidly and compassionately respond to global crises. Furthermore, study abroad students serve as *de facto* ambassadors for the United States while they're abroad, helping to explain our policies, politics and culture, and showing that there is often a difference between official America and Americans. More than half the respondents to the Glimpse survey said that most locals who expressed negative attitudes towards and strengthen the United States differentiated between the American people and the American government.

As study abroad student Gillian Horton of the College of William and Mary said: "I found that most anti-American sentiment diminished when I sat down and talked to people. Most individuals did not hold my nationality against me. It is also much easier to hate or hold negative stereotypes regarding a stranger; people who might purport to dislike America or Americans in general have trouble applying these prejudices face-to-face, on an individual basis."

Collegiate study abroad participation has grown by 20 percent since academic year 2000-01 to the

point where postsecondary institutions are now sending about 200,000 students abroad each year. But this is still a very small portion of the nation's 14 million college students.

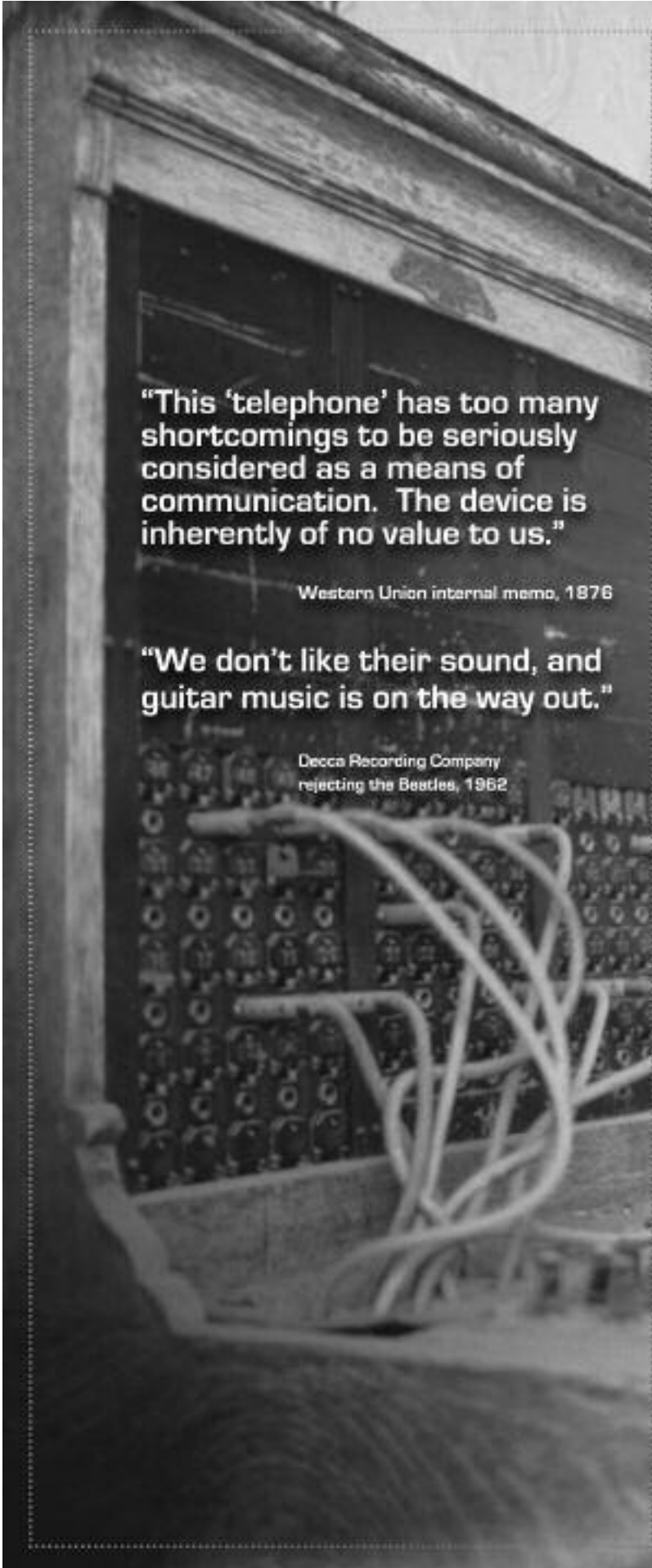
To reduce global anti-American sentiment while leading efforts to resolve the challenges facing our global family, we must devote additional institutional resources to increasing study abroad participation and enhancing its value. We must also devote more resources to leveraging the knowledge garnered by those who study abroad and their enthusiasm for it. This will serve to open the eyes and minds of those who have not shared their experiences and inspire ever-more students to study abroad.

To attain these goals, I recommend the following:

- Help push the Abraham Lincoln Study Abroad Fellowship proposal through Congress to support the goal of having 1 million students studying abroad by 2017.
- Initiate study abroad scholarship or fellowship programs in conjunction with or independent of the Lincoln Fellowships.
- Make study abroad a required part of colleges' curricula.
- Impose the same high standards that define on-campus courses to study abroad programming.
- Develop a strategy to incorporate international education materials into courses.
- Develop a strategy that will take advantage of what returning study abroad students have experienced and learned in order to teach and inspire prospective study abroad students.

Despite our small size, Glimpse is doing its part to help. The foundation works with 70 colleges to provide forums for sharing the experiences of young adults living and studying abroad. For the past five years, Glimpse has published a quarterly magazine, called *Glimpse Quarterly*, which features articles about personal cultural experiences written by young adults living or studying abroad. Glimpse has also managed a website (GlimpseAbroad.org) dedicated to helping young adults prepare for and get the most out of their abroad experiences.

To date, Glimpse has worked indirectly to encourage study abroad participation and enhance its value. In 2007, the foundation plans to develop a new program called Glimpse Fellowships to more directly strengthen study abroad. The program will be launched, subject to funding, in 2008. Our hope is to maximize the scope, impact and quality of Glimpse Fellowships by: a) partnering with the best program providers in the industry, b) calling on these partners to match our charitable dollars with their own, and c) defining a sub-curriculum for fellows that will allow us to take advantage of what they learn and what



"This 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us."

Western Union internal memo, 1876

"We don't like their sound, and guitar music is on the way out."

Decca Recording Company
rejecting the Beatles, 1962

**The future is
often hard
to see...**

**But we get a glimpse
of it every day.**

It takes a rare combination of luck and insight to predict what the future will bring. That may be why even experts often get it wrong — dismissing innovations that may signal big changes in their industries.

At HEFA we are privileged to glimpse the future from a unique vantage point. Every day we work with forward-thinking, higher education clients who have the vision to see what is possible. This past year with tax-exempt HEFA financing, a leading university built a high-tech facility to enable cutting-edge learning, a world-renowned research institution invested in advanced microscopes to drive tomorrow's medical breakthroughs, and a local college built a new residence hall to house the students of the 21st century.

With our help, our nonprofit clients secure the financial resources to implement their dreams. For information on how HEFA can help your organization, visit www.mhefa.org.

Together we build the future.

MASSACHUSETTS
hefa
Health & Educational
FACILITIES AUTHORITY

they experience for the benefit of those who are not able to study abroad.

Inspiring and developing new global perspectives that help us see one another as members of the same family should be the educational priority of the 21st century. We all must do our part to rise to this challenge.

Nicholas Fitzhugh is president and founder of The Glimpse Foundation and publisher of Glimpse Quarterly. Email: nick@glimpsefoundation.org.

Immigrant Education

Don't Forget the 1.4 Million Global Assets in New England's Backyard

MARCIA DREW HOHN

Many people in higher education are concerned about the declining numbers of foreign students attending New England colleges and universities. Restrictions on student visas since the September 11 terrorist attacks along with increasing competition from higher education institutions across the country and around the globe have both contributed to the decline. While New England higher education and economic leaders work to re-assert the region's magnetism abroad, they should refocus on the educational status of the 1.4 million foreign immigrants who already call New England home.

Foreign-born immigrants represent more than 10 percent of New England's population. According to a 2004 report by the Federal Reserve Bank of Boston, immigration is driving the region's population growth and profoundly affecting the region's economic and demographic character. The same Boston Fed report provides some important New England data gleaned from the 2000 census.

- New England immigrants differ from the foreign-born population in the United States overall. Nationally, more than half of immigrants are from Latin America, and 70 percent of that group comes from Central America or Mexico. In New England, by contrast, 34 percent of immigrants are from Europe, 30 percent from Latin America and 23 percent from Asia, with the remainder from Africa (5 percent) and Canada (7 percent). A large percentage of New England's Latin American immigrants are from the Caribbean, followed by South America and Central America.

- Most New England immigrants live in urban areas with many settling in areas of ethnic concentration. Massachusetts is home to 56 percent of the region's foreign-born residents, followed by Connecticut with 27 percent and Rhode Island with 9 percent. Maine, New Hampshire and Vermont have much smaller but rapidly growing immigrant populations.

Before New England colleges and universities—and employers—put all their efforts into recruiting talent from abroad, they should think about the immigrants already here in New England.

- Educational attainment among New England immigrants is high. Seventy percent have high school diplomas, 30 percent have college degrees, and 14 percent have advanced degrees. Recent immigrants claim even higher educational attainment, surpassing that of the native population. Highly educated immigrants are likely to be trained in high-demand fields such as computer science, mathematics, architecture, engineering and life and physical sciences. But many of these professionally trained people cannot attain the credentials they need to practice their occupations in the United States.

- Median household income among New England immigrants was \$42,900 in 2000—13 percent lower than the native population. Nearly a third of New England's immigrant households fall in the lowest income quartile of all New England households.

Vital to economy

Recent studies have extolled the importance of immigrants to both the U.S. and New England economies. Five hundred-plus economists and scholars signed a recent letter to President Bush and Congress from the Independent Institute pointing out that immigration yields skills, capital, lower costs and entrepreneurship, and hailing immigration as “the greatest anti-poverty program ever devised.”

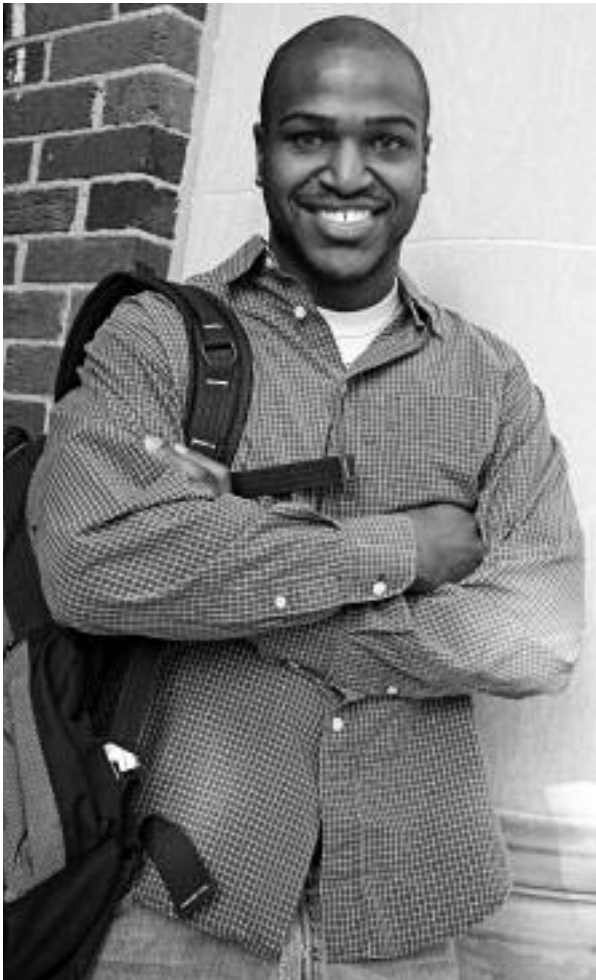
Studies by Northeastern University's Center for Labor Market Studies have documented how Massachusetts and other Northeast states have become dependent on foreign immigration for population growth. The Northeastern research suggests that the Massachusetts labor force would actually have shrunk during the 1990s without immigrant labor. But as the Fed's household income figures reveal, the importance of immigration to the regional economy has not translated into economic success for the immigrants themselves.

Speaking English

The first step to economic success for New England's immigrants is to obtain enough fluency in English to

Your Partner in Student Health Insurance

Coverage and Services With You and Your Students in Mind



The Chickering Group, an Aetna Company*, a full-service insurance administrator, provides health insurance for over 400,000 students and their dependents at colleges and universities across the country. As an independent subsidiary of Aetna, one of the nation's leading providers of health care insurance benefits, we offer a nationwide network of physicians, hospitals and pharmacies to higher education institutions across the nation.

Coverage and services include:

- Customized benefit plans coordinated with campus student health centers
- Access to Aetna's National Network of health care professionals
- Web-based client and member products
- Emergency Travel Assistance Services with Unlimited Medical Evacuation and Repatriation Benefits
- Aetna Navigator™: An online member self-service website available 24 hours a day, 7 days a week. Students can access claims, coverage, and general health information as well as health care decision-support tools.
- Aetna Student Assistance Program (SAP): An optional assistance program that participates with your on-campus health and counseling services to help your students balance the unique challenges, stressful situations and daily pressures they face every day in their academic and personal lives. Students have access to a 24-hour telephone number and an interactive website.
- Vital Savings by Aetna®: A dental and pharmacy discount program offered on a voluntary basis at a low cost to all students.**

***It is not necessary to purchase the student health plan to purchase this additional discount program.*



Contact us today to learn more about our products and services.

phone: 1-877-480-3843

fax: 1-617-218-5700

e-mail: communications@chickering.com

website: www.chickering.com

*Student Health Insurance Plans are administered by Chickering Claims Administrators, Inc. and offered by Aetna Life Insurance Company. The Chickering Group is an internal business unit of Aetna Life Insurance Company. Health Insurance Plans contain exclusions and limitations. While this material is believed to be accurate as of the print date, it is subject to change.

communicate easily. Foreign-born adults rarely arrive in America speaking excellent English if they speak English at all. Most immigrants are not in a financial position to pay for English language classes, so they depend upon public services, namely the network of colleges, education agencies and community organizations offering Adult Basic Education (ABE). Fully 60 percent of the highly developed Massachusetts ABE system is devoted to ESOL (English for Speakers of Other Languages). Connecticut and Rhode Island also offer vigorous ESOL services, while other New England states are just beginning to respond to rising ESOL demand. Still, the demand for ESOL far exceeds the services available in all New England states. In Massachusetts, 18,000 to 20,000 residents are on waiting lists for ESOL services at any given time, and they can expect to wait up to two years before a slot opens up.

We should be asking how we can successfully transition foreign-born adults into community college.

Moreover, most public ESOL services are not designed to develop English beyond basic communication and certainly not to the level where one could effectively participate in community college programs. Since these two-year college programs have been shown to move people out of marginal incomes and offer an entrée to further higher education, we should be asking how we can successfully transition foreign-born adults into community college.

Transitional education

A further problem for adult immigrant students in community colleges is that much of their courseload is taken up with needed academic ESOL and “developmental” or remedial education. By the time they are ready to take *regular* courses, immigrant adults may have used up Pell Grants and other financial aid (and lost precious time).

Language is only one of the obstacles facing immigrants in American higher education. They are in unfamiliar territory and need special assistance with such areas as admissions, financial aid, study skills and career guidance.

Fortunately, new models for ESOL Transition are emerging that take some of these challenges into account. These programs are generally subsidized by foundations or public funds and, therefore, free of charge to participants. An upcoming report by the National Center for the Study of Adult Learning and Literacy identifies some important strengths shared by these ESOL transition models: One, they facilitate progress in postsecondary education through advanced ESOL courses that develop both English communications and academic language skills. Two, they align ESOL courses instructionally with credit-based introductory

The importance of immigration to the regional economy has not translated into economic success for the immigrants themselves.

courses such as English Composition or Introduction to Psychology. Three, they have clear academic benchmarks for admission, strict attendance policies and procedures to regularly monitor student learning. Four, they help immigrant students navigate admissions and financial aid bureaucracies and provide college success skills and career guidance. Five, they emphasize a “learning community” approach where students are in a supportive cohort that travels through the college experience together.

There is an obvious need for more programs exhibiting these and other features, as well as programs designed intentionally to bridge identified education gaps and better prepare college faculty to address the needs of foreign-born adult students.

In addition, policy changes are needed to help foreign-born students pursue college. In particular, granting in-state tuition rates to undocumented immigrants who have proven track records of working and paying taxes seems both fair and economically prudent.

Cast your buckets down

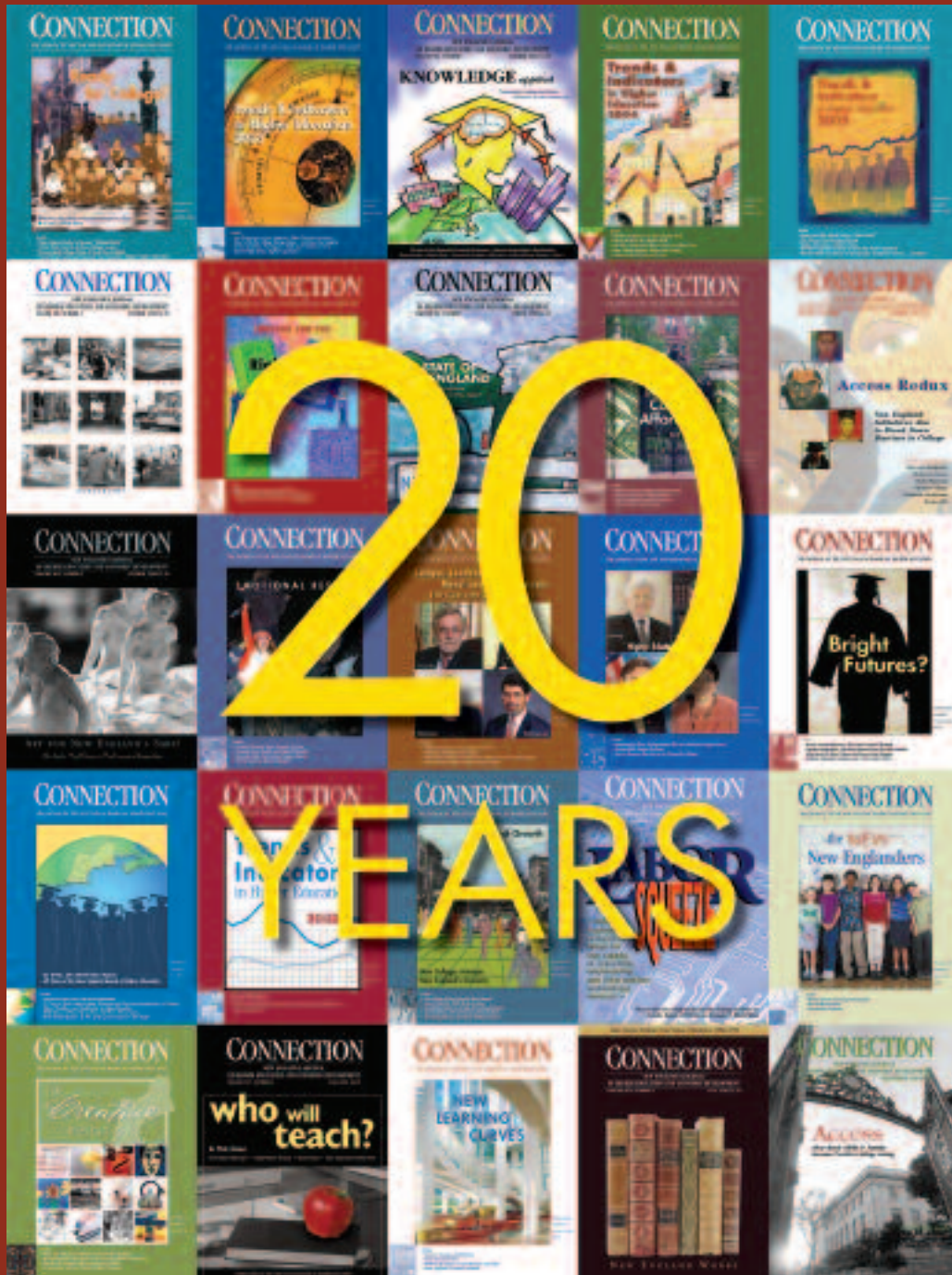
Before New England colleges and universities—and employers—put all their efforts into recruiting talent from abroad, they should think about the immigrants already here in New England. They should consider how those New Englanders can be assets to the campus and the workplace, bringing diversity, talent, know-how and energy. They should recognize how the presence of immigrants provides native workers with the intercultural exposure and international savvy needed to compete in the global economy. And they should consider what these new residents need educationally and occupationally to thrive.

Booker T. Washington told an instructive story about overlooking what is right in front of you. A ship got stranded outside a harbor. Those on board had run out of water and were dying of thirst. They were frantically signaling to the shore to bring water. What they did not realize was that they were in the mouth of a river, surrounded by fresh water. The people on the shore kept signaling back “Cast your buckets down, where you are.” New England’s immigrants are working hard to improve their lives and the lives of their communities. We need to cast our buckets down ... and realize what these new New Englanders could do with a little recognition and support.

Marcia Drew Hohn is director of public education at the Malden, Mass.-based Immigrant Learning Center Inc. Email: mhohn@ilctr.org.

CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION



Covering New England higher education and economic development since 1986!

**Join the New England Board of Higher Education
in Providence, R.I. on Friday, November 17, 2006
to celebrate the 20th anniversary of CONNECTION.**

For details, visit: www.nebhe.org/worldready06

Keeping New England Competitive

A Call to Better Educate the Changing Region

BLEND A J. WILSON



If New England is to remain competitive on the world stage, the region must achieve greater success in both producing and attracting young, well-educated professionals.

New England has long prospered due to an abundance of educational capital. But forecasts for the future are not so bright. In the Nellie Mae Education Foundation's recent report, *New England 2020*, researchers from the universities of Connecticut and Massachusetts predict that, if current education and demographic trends continue, most New England states will suffer declines in the percentage of young workers holding bachelor's degrees by the year 2020.

Why? One, an increasing number of native New Englanders are leaving the region. And two, the region's growing populations of immigrants and students of color face persistent gaps in achievement and educational attainment.

In the 1990s, New England states experienced a stunning exodus of native residents—the core components of their workforces. Connecticut lost 85,000 40- to 64-year-olds between 1990 and 2000—a staggering figure. Massachusetts fared a little better percentage-wise, but lost 96,000 people in this age group.

The full impact of the population decline has been softened by increases in immigrant populations and students of color. The face of the region has changed.

Meanwhile, the minority achievement gap defies simple explanations. In New England, this gap is evident in many measures, including mean SAT math and verbal scores, where African-American and Hispanic students continue to lag behind their white counterparts. Providence, Mount Holyoke and Middlebury are among

colleges that have recently decided to make the SAT exam optional for prospective students, deciding to focus admissions decisions on other indicators of a student's future academic performance. Advantaged students are able to spend thousands of dollars on preparation to increase their SAT scores. So eliminating the SAT as an admissions requirement is one way to level the playing field and promote access for otherwise qualified low-income students and students of color.

Colleges and universities have been generating a steady, reliable supply of “replacement residents”—young people who are crucial to sustaining the regional economy.

Clearly, New England must continue its efforts to promote access to quality education for all its residents. The *New England 2020* authors call for more business/higher education/K-12 partnerships to develop college aspirations and promote college readiness as early as middle school. They also advocate campus-to-workplace “bridge” programs in which industries, state policymakers and higher education institutions collaborate closely to move recent graduates directly into key areas of the labor force.

The New England states, like the nation as a whole, need to pay particular attention to developing a pool of talent for the science, technology, engineering and math (STEM) professions. In New England,

the number of STEM-related jobs is projected to grow by 70 percent by 2010. But the pool of qualified STEM professionals is shrinking. Only about 20 percent of SAT-takers are interested in pursuing science, math or engineering majors, with another 15 percent interested in allied health fields, according to the latest College Board data.

There are many good ways to improve the way education nurtures young students in science and math. Mass Insight Education's report *World Class: The Massachusetts Agenda to Meet the International Challenge for Math- and Science-Educated Students* calls for a sizable new investment in math and science teachers in Massachusetts. The report recommends that new and current teachers receive intensive content training in math and science. Mass Insight recommends that students be challenged with rigorous curricula and engaged in active, inquiry-based STEM experiences to build interest in math and science careers. This type of investment in math and science education is needed across New England.

Moreover, despite the fact that New England's government, business and education leaders worry publicly about students' declining math and science achievement, most of the region's parents believe the amount of science and math their children study is about right, according to a Public Agenda survey. Just 32 percent of parents thought their children should have more math and science education. Further, nearly half of New England students say they would be quite unhappy with a career focused on math or science.

Educators, business leaders and public officials have a responsibility

to eliminate this disconnect between the needs of the region's economy and public perception. A public information campaign about the importance of science and math education to the region would be a good start.

Finally, New England's 270 public and private colleges and universities have key roles to play in keeping the region competitive. These institutions contribute to New England's economy by sparking innovation and new technologies and attracting federal funding, but most of all, by educating native students and immigrants.

Colleges and universities have been generating a steady, reliable supply of "replacement residents"—young people who are crucial to sustaining the regional economy. In recent years, more than half of all 20- to 24-year-olds who moved to Massachusetts, New Hampshire, Rhode Island or Vermont did so for education.

Another way New England has improved its economic competitiveness in the past has been by attracting academically gifted international students to our colleges, universities and companies. International students and professionals provide the region with talent and enrich its scientific leadership. They also boost the regional economy. In 2005, the more than 40,000 international students studying in New England and their dependents pumped \$1.3 billion into the region with their spending.

The large numbers of selective higher education institutions in New England made it the Mecca for attracting the brightest international students in the past. The Institute for International Education recently reported, however, that the number of international students in every New England state, save Vermont, was down in 2004-05 from the

previous year. Countries such as Australia, India and China are now pulling ahead in the international student recruitment race.

New England can ill afford to ignore the writing on the wall. We can remain a vibrant, innovative, prosperous region only by better educating our native students, immigrants and students of color, attracting talent from abroad and educating the public on the importance of nurturing science and math education.

Our higher education institutions are key to the region's future. Education, long the region's beacon, may be—to borrow from Abraham Lincoln—New England's "last, best hope" for sustaining our region's population, workforce and economy.

Blenda J. Wilson is president and CEO of the Nellie Mae Education Foundation. Email: bwilson@nmefdn.org.

The financial resource for not-for-profits.

Like your organization, Webster has a mission. Our is to *Find a Way* to help not-for-profits reach their financial goals. We understand your unique challenges and our dedicated not-for-profit specialists can offer you a full array of financial services tailored to managing your finances, people and risks.

Learn more about how Webster finds a way for not-for-profits. Contact **Nancy Riddle Scirocco, VP, Not-for-Profit Banking** at (860) 692-1619 or nsirocco@websterbank.com.



WebsterOnline.com



The Webster Symbol and We Find a Way are service marks of Webster Financial Corporation. Webster and Webster Bank are registered in the U.S. Patent and Trademark Office. Member FDIC. Equal Housing Lender.

An email news service only for Friends of NEBHE

Where could you find Robert Reich, Chuck D, Mary Robinson and Dennis Lehane this past summer?

IN THE "EVENTS" SECTION OF

**CONNECTION'S
Campus Newslink**

...brought to you by

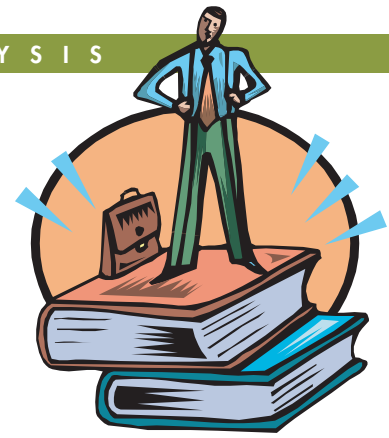
**CONNECTION: THE JOURNAL OF
THE NEW ENGLAND BOARD
OF HIGHER EDUCATION.**

For more information on how to become a Friend of NEBHE and receive *CONNECTION'S* Campus Newslink and other benefits, visit www.nebhe.org/friends, email friends@nebhe.org, or call 617.357.9620.

Accountability

Are Doctoral Programs in Education Practicing What They Preach?

MARTHA McCANN ROSE AND CYNTHIA V. L. WARD



Now that the ethic of “accountability” has become entrenched in education, institutions at all levels are working to develop a cadre of leaders who can manage resources, document progress and answer to consumers and others. Many of these future leaders are being groomed by their institutions through on-the-job training and mentoring. Others are pursuing doctoral programs in education.

More than 250 institutions nationwide offer doctorates in education. The degree, however, has long been under fire from scholars in traditional fields who say doctoral programs in education lack rigor and from some educators who find the programs out of step with real challenges facing schools and colleges. In response, program faculty have been revamping curricula to delimit the field of study and increase academic rigor.

Paradoxically, however, even these recharged doctoral programs in educational leadership offer little evidence of accountability in terms of desired outcomes, at least not in the materials proffered to prospective students.

From the information sent, prospective students would be unable to gather even rudimentary information on completion rates, career prospects and intended measurable knowledge and skills.

Writing in *CONNECTION*, education reformer Paul Reville recently called on colleges to institute a new level of accountability by clarifying their missions, establishing standards and implementing strategies. “This will be a major shift from the current ‘black box’ culture of many postsecondary institutions where what goes on within the institution is a mystery to

the public, and performance results are seldom discussed,” wrote Reville [*CONNECTION*, Spring 2006].

Regional accrediting bodies are among those looking to measure outcomes rather than inputs. The New England Association of Schools and Colleges, for example, now requires graduate programs to demonstrate that students have a “mastery of a complex field of study” and that doctoral programs develop in students “the capacity to interpret, organize and communicate knowledge and to develop those analytical and professional skills needed to practice in and advance the profession.” These are difficult requirements to meet, but all doctoral programs must do so as part of the accreditation process.

As importantly, prospective students are entitled to information on what doctoral programs are designed to produce. After all, pursuing a doctorate is costly in terms of time, energy and money. Yet those who wish to be leaders in education and pursue the art and science of accountability are strangely willing to spend their time and money at institutions that do not publicize information on program standards or outcomes.

We reviewed the materials commonly sent to prospective students at 13 educational leadership doctoral programs in New England—eight campus-based programs and five on-line programs. These institutions provided general information on

the programs, including mission and purpose, program structure, delivery methods, courses offerings, entrance requirements and procedures, graduation requirements, location, cost and minimum duration of the program. Missing, however, were markers of outcomes.

From the information sent, prospective students would be unable to gather even rudimentary information on completion rates, career prospects and intended measurable knowledge and skills. Instead, the end-results to be gained from doctoral studies in educational leadership were described in the broadest of terms: *creating leaders who can transform the learning environment ... producing leaders who can manage dynamic change in a variety of contexts ... preparing leaders for the schools of tomorrow ... generating leaders able to manage continuous renewal.*

Promotional materials provide neither the rationale for targeted outcomes nor measures for desired competencies. Also unclear, was whether the outcomes reached beyond those required at the master’s level.

If higher education institutions are to keep pace with the new demand for accountability, they should begin with those programs designed to prepare education leaders. This is a good starting point both because the outcomes-based approach will be important to students of educational leadership in their future careers and

because these doctoral students are taught by faculty familiar with the tenets of program accountability.

To be sure, doctoral programs in educational leadership may have defined program outcomes in terms of intended knowledge, skills and abilities for graduates. Plans, strategies and standards may have been designed to measure these outcomes and track results over time. But in none of the recruiting materials were program outcomes highlighted. If doctoral programs in educational leadership are truly designed to develop leaders to serve the needs of education systems and institutions, the architects of these programs must themselves show the way toward greater accountability by assessing the merits of these programs and making the results known.

Opening the black box of accountability should begin in programs designed to produce future educational leaders—if not there, where?

Martha McCann Rose is a professor of education at Salve Regina University. Email: martha.rose@salve.edu.

Cynthia V. L. Ward is a professor of higher education at Johnson & Wales University. Email: cynthia.ward@jvu.edu.

Genuine Articles

Past Issues of CONNECTION are now available at www.nebhe.org/connectionarchives



Become a Friend of NEBHE and receive a year of CONNECTION plus CONNECTION's Campus Newslink! For more information, visit us online at www.nebhe.org/friends

DATA CONNECTION

- n Ratio of total student enrollment at the University of Phoenix's Online Campus to total enrollment at the nation's largest "bricks and mortar" campus, Florida's Miami-Dade College: **2-to-1**
- n Ratio of total enrollment at Miami-Dade to total enrollment at New England's largest campus, Boston University: **2-to-1**
- n Percentage of Boston residents age 25 and older who have bachelor's degrees: **41%**
- n Number of major U.S. cities with higher percentages: **7**
- n Median age of Boston residents: **32.5**
- n Number of California, Texas and Utah communities with populations of 50,000 or more where the median age is under 27: **20**
- n Number of California, Texas and Florida colleges and universities among the top 100 U.S. grantors of bachelor's degrees to minorities: **47**
- n Number of New England colleges and universities among the top 100: **0**
- n Minorities as a percentage of working-age Massachusetts residents in 1990: **13%**
- n Projected percentage in 2020: **28%**
- n Minorities as a percentage of working-age Rhode Island residents in 1990: **11%**
- n Projected percentage in 2020: **25%**
- n Number of consecutive years that *U.S. News & World Report* has ranked Pine Manor College No. 1 nationally among bachelor's-level liberal arts colleges in terms of diversity: **4**
- n Increase between 1990 and 2000 in number of Lawrence, Mass., Latinos holding bachelor's degrees: **164%**
- n Increase during that period in homeownership among Lawrence, Mass., Latinos: **166%**
- n Increase in number of Lowell, Mass., Southeast Asians holding bachelor's degrees, 1990 and 2000: **177%**
- n Increase during that period in homeownership among Lowell, Mass., Southeast Asians: **164%**
- n Percentage by which Ohio school districts see home values rise for every 20 percentage-point increase in pass rates on state proficiency tests for public school students: **7%**
- n Percentage of New Hampshire businesses that believe home and rental prices are out of reach for their employees: **96%**
- n Number of civilian and military jobs lost as a result of closings of Loring Air Force Base in Maine, Fort Devens in Massachusetts, and Pease Air Force Base in New Hampshire: **3,889**
- n Number of new jobs created at those sites as of October 2004: **10,465**
- n Growth in wages for high-paid New Hampshire workers since 1979: **43%**
- n Growth in wages for low-paid New Hampshire workers since 1979: **21%**

Sources: 1,2 CONNECTION analysis of U.S. Department of Education data; 3,4,5,6 CNNMoney.com analysis of U.S. Census data; 7,8 Diverse: Issues in Higher Education; 9,10,11,12 Nellie Mae Education Foundation; 13 Pine Manor College; 14,15,16,17 The Immigrant Learning Center Inc.; 18 Donald Haurin of Ohio State University and David Brasington of Louisiana State University; 19 New Hampshire Workforce Housing Council; 20,21 Federal Reserve Bank of Boston, Department of Defense; 22,23 University of New Hampshire Carsey Institute

Graduate to streamlined financial solutions.

**TD Banknorth's Higher Education Group
is your course to success.**

Our Relationship Managers will help you successfully manage your college or university's finances for maximum return. We will customize a suite of financial products to fit your needs and help you reach your goals. Our services include:

- Cash Management
- Investment Management[†]
- Insurance[†]
- Deposit and Lending Services

TD Banknorth's Higher Education Group knows that no two organizations are the same. It's time you have someone working with you who will review your needs and recommend key strategies for improvement. It's just another way we go above and beyond.

Begin by meeting with a local advisor.

Call 800 833-2098.



[†]Investment and insurance products: not a deposit; not FDIC insured; not insured by any federal government agency; not guaranteed by the bank or any affiliate; and, may be subject to investment risk, including possible loss of value. Insurance products are offered through TD Banknorth Insurance Agency, Inc. or TD Banknorth, N.A.

Bank deposits FDIC insured. | TD Banknorth, N.A.

112-3547

Join your colleagues from New England and beyond for this special New England Board of Higher Education event.

College Ready/World Ready: New England Higher Education in a Global Student Marketplace

How will globalization shape New England higher education? Will the region remain a magnet for the world's college students? How can New England ensure that all its residents, immigrant and native, are "college-ready" and "world-ready?" NEBHE invites educators, policymakers and interested people from New England and the world to a daylong conference exploring these and other crucial issues in international education, globalization, immigration and the future of New England.



Dinner gala honoring former U.S. Sen. Claiborne Pell and marking the 20th Anniversary of CONNECTION

Join U.S. Sen. Jack Reed, NEBHE President and CEO Evan S. Dobbelle, NEBHE Chair Mary R. Cathcart and others to honor Sen. Pell and mark the 20th Anniversary of CONNECTION—America's only regional magazine on higher education and economic development.

For agenda, registration and sponsorship information, visit www.nebhe.org/worldready06

□ □ □ □ □ □ □ FRIDAY, NOVEMBER 17, 2006 ▫ BILTMORE HOTEL ▫ PROVIDENCE, RHODE ISLAND □ □ □ □ □ □ □

The New England Board of Higher Education gratefully acknowledges the following sponsors whose financial support makes our programs, conferences, events and CONNECTION magazine possible.

Fidelity Investments ▫ **Gilbane Building Company** ▫ **JPMorgan Chase**
Lumina Foundation ▫ **Nellie Mae Education Foundation**
Michael and Patricia O'Neill Charitable Fund
TD Banknorth Higher Education Group

Cisco Systems ▫ **Genzyme Corporation** ▫ **Massachusetts Institute of Technology**
National Science Foundation ▫ **TERI (The Education Resources Institute)**
The John H. and H. Naomi Tomfohrde Foundation ▫ **University of Rhode Island**

Massachusetts Educational Financing Authority ▫ **New Hampshire Higher Education Assistance Foundation**
Rhode Island Higher Education Assistance Authority ▫ **Webster Bank**

For information on NEBHE's sponsorship program, call Carolyn Morwick at 617.357.9620 x118.

CONNECTION

THE JOURNAL OF THE NEW ENGLAND BOARD OF HIGHER EDUCATION

New England Board of Higher Education
45 Temple Place, Boston, MA 02111-1305



Nonprofit
U.S. Postage
PAID
Hanover, NH 03755
Permit No. 91