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DEADLINES TO NOTE

Davenport Nominations	January 18, 2012
Request for Labels for NCHE Elections	February 3, 2012
Emerging Leadership Academy	February 20, 2012

DAVENPORT AWARD NOMINATIONS

NCHE presents an award at its Regular Annual Meeting that honors James Davenport (1938–1989), the first president of the National Council for Higher Education. A faculty member at Washtenaw Community College, Michigan, he worked tirelessly for over two decades for higher education members and programs within the NEA and internationally. His dedication to the higher education community and belief that all educators must work together as one family (preK–G) are memorialized in this award. For nominations **go to** <http://www.nea.org/home/33427.htm> and scroll to the end of the page to access the Davenport Award information.

NCHE PRESIDENT ON YOUTUBE

Jim Rice was interviewed on “Community Colleges: The Need for Modernization.” NEA conducted the interview. **To view video**, go to <http://www.nea.org/home/1602.htm> Scroll down to see the YouTube link on the right.

NOMINATIONS FOR EMERGING LEADERSHIP ACADEMY BEING SOLICITED

The NEA Higher Education Division is seeking nominations for its Emerging Leadership Academy. The program provides an opportunity for NEA higher education members who would like to become more involved in their local and state associations and to learn about the NEA and how it interfaces with local and state affiliates. Application deadline is February 20, 2012. To find information and nominations forms, go to <http://www.nea.org/home/37067.htm>

NEA TASK FORCE ON FOR-PROFIT UNIVERSITIES RELEASES REPORT

Last fall, President Van Roekel created a task force to Review NEA's policies on for-profit adult education and provide its rationale for whether and to what extent NEA should support degree programs offered by for-profit colleges and universities. The Task Force delivered its final report to the President, and on January 10, a Webinar was held for Board members to review the report. Another Webinar will be held on January 17. This report will be discussed at the February Board meeting. Members interested in this report are urged to contact their NEA Board members to get a copy.

NCHE MEMBERSHIP RENEWAL

Have you renewed your NCHE membership? Within a few weeks you will receive a 2011-2012 NCHE membership renewal invoice. If you have not yet renewed your membership, you can renew at <http://www.nea.org/home/32974.htm> You can also renew individual and organizational memberships at the first session of the NCHE Regular Annual Meeting in Chicago, IL on March 1 & 2. Individual and organizational voting credentials are only available to members who have paid their dues. Please return your NCHE membership today. We look forward to your continued support and seeing you in Chicago.

NCHE REGULAR ANNUAL MEETING AND NEA HIGHER EDUCATION CONFERENCE

Don't forget to register for the NCHE Regular Annual Meeting (March 1 and 2, 2012), NEA Leadership Day, March 1, and the NEA Higher Education Conference (March 2-4, 2012) at the Palmer House, Chicago, IL To register, go to <http://www.cvent.com/events/2012-nea-higher-education-conference/invitation-e2c5d43b20db4793888cbe41d4fa6afc.aspx>

FINANCIAL AID | STUDENTS FACE SQUEEZE IN PELL GRANTS

Thousands of college students may soon feel a financial pinch and another 100,000 may not be able to complete degrees after Congress pushed ahead with changes to federal student aid, education experts said. Congress on Saturday passed a budget to fund the federal government over the next nine months. And the budget makes some big changes to certain federal student loan programs. **Read more at:** <http://www.thebostonchannel.com/education/30014284/detail.html>

HIGHER ED TRENDS | COMMUNITY COLLEGE ENROLLMENT GROWTH ENDS

The enrollment boom at community colleges may be over, according to a new analysis that found a nationwide decline of almost 1 percent since the fall of 2010. But two-year colleges remain crowded, as enrollment remains up by about 22 percent since 2007. "It's not that enrollment is down. It has essentially stopped growing," said Kent Phillippe, a senior research associate for the American Association of Community Colleges. **Read more:**

<http://www.insidehighered.com/news/2011/12/21/community-college-enrollment-growth-ends>

JOB TRAINING PROGRAMS STRAINED AT COMMUNITY COLLEGES

State community college leaders say they are struggling to meet workforce training needs because of high unemployment levels and budget woes, according to a new report from the University of Alabama's Education Policy Center. The report, which was based on a survey of two-year system leaders in 50 states, found strained job training capacities at community colleges in 35 states. And federal workforce training funds have been exhausted in 21 states, according to the report. "Right now, workforce training is an underfunded Band-Aid," said Stephen G. Katsinas, the center's director and a coauthor of the report. **Read more:**

<http://www.insidehighered.com/quicktakes/2011/12/21/job-training-programs-strained->

community-colleges#ixzz1hBd5HgHR

QUESTIONS OF QUALITY IN FOR-PROFIT INSTITUTIONS

Students at for-profit colleges typically have less money and academic preparation than do their peers at other institutions. Those and other risk factors muddy the debate over the sector's performance, and make it hard to compare with public and private nonprofit colleges.

Existing data sources are too thin to create a definitive comparative analysis of for-profits, said David J. Deming, an assistant professor of education and economics at Harvard University's Graduate School of Education. But some clarity emerges in a forthcoming study by Deming and Claudia Goldin and Lawrence F. Katz, two prominent Harvard economists.

Those findings, although mixed, do not paint a flattering portrait of the commercial colleges.

Deming presented the draft research paper at an event held in September by the Federal Reserve Bank of Atlanta. In the paper, he and his co-authors give a broad, historical view of the for-profit industry and its recent growth. They also describe substantial differences among the approximately 1,700 for-profit institutions, which are a "varied group."

The study's most novel contribution, however, is its attempt to adjust for differences between for-profits and other types of institutions. As a result, it gives a better picture of student performance than would just comparing "mean outcomes across the sectors," Deming said.

"For-profits disproportionately attract minority, older, independent and disadvantaged students," according to the study, which assessed student outcomes after factoring in observable differences in populations who have attended different types of colleges. (A final version of the paper is slated to run in *The Journal of Economic Perspectives* in early 2012. Its key findings will remain unchanged, said Deming.) Read more at **Read more:** <http://www.insidehighered.com/news/2011/12/07/profits-lag-behind-other-colleges-student-outcomes#.Tt97RTW876s.email#ixzz1jGWuMyug>

ADJUNCT PROMOTION AT A FOR-PROFIT

Professors at online colleges can be an anonymous, itinerant bunch, moonlighting as adjuncts from far-flung locales and often struggling to cobble together a teaching load that can pay the bills.

Breaking this mold are 98 newly minted online faculty members at Grand Canyon University. The for-profit Christian university hired them as full-time employees, and they get standard benefits packages that are not available to part-timers. The group works weekdays from noon to 8 p.m., reporting for duty at two administrative buildings in Phoenix, near the university's campus.

Full-time teaching gigs are rare in online higher education, which has a business model built on cheap labor with flexible hours. But Grand Canyon bets that having a cadre of long-term online professors will prove a competitive advantage.

Brian Mueller, Grand Canyon's CEO, said the relatively expensive hiring binge is an attempt to send a message about "better teaching and better service." He said the move would pay for itself by enhancing the university's brand and reducing marketing costs, and also by improving student retention.

"We're trying to build a real faculty," he said, who "teach and build loyalty for Grand Canyon."

Russell Poulin, deputy director for research and analysis at the WICHE Cooperative for Educational

Technologies, said promoting adjuncts to work on-site could indeed boost retention, particularly if online students have more contact with savvy, well-trained faculty members. And while hiring full-time instructors is costly, Poulin agreed that the move could pay off.

“There would be a market for that cost if there is a perceived higher quality with it,” he said. And keeping more students enrolled for longer is always a smart move. “Every other industry besides higher education has figured out that it’s easier to keep a customer as opposed to finding a new one.”

The full-time faculty members join 2,000 adjuncts in teaching 40,000 students who attend online classes at Grand Canyon, which changed its status from nonprofit in 2004. The publicly traded corporation has a substantial traditional campus with an enrollment of 5,000, dormitories, and a new basketball arena, all unusual features for a for-profit. The university employs 300 adjuncts and 100 full-time professors who work on the campus.

Mueller, a former executive at the Apollo Group and the University of Phoenix, arrived at Grand Canyon in 2008. He’s the driving force behind the hiring of full-time online professors, which began 18 months ago.

Most of the new faculty members are former adjuncts at Grand Canyon who were recruited because administrators felt they were particularly skilled at encouraging students in the online environment. Candidates who didn’t live near Phoenix had to move there to get the job.

One of the demands of adjunct activists has been that adjuncts should get first consideration for full-time jobs -- a call largely rejected by nonprofit universities.

“Some of them have moved across the country,” Mueller said. **Read more at:**
<http://www.insidehighered.com/news/2011/12/05/grand-canyon-u-hires-adjuncts-full-time-online-faculty#.Ttz90BtcVf0.email#ixzz1jGXBbAIG>

READY FOR CHANGE.EDU?

Andrew S. Rosen takes the long view when talking about higher education. As CEO of Kaplan, Inc., he often defends the role of for-profit colleges in an evolving marketplace, peppering versions of his stump speech with tales about the creation of public universities and community colleges. His point is that some skepticism about for-profits is similar to the snobbery those older sectors faced from elite private higher education.

Rosen goes further in his debut book, *Change.edu: Rebooting for the New Talent Economy*, which attempts to paint a picture of higher education's future as well as its history. He also takes a turn as a journalist of sorts – an interesting twist for the former staff attorney for *The Washington Post* – writing about his campus visits to other institutions, a couple of which are Kaplan competitors.

The book is ambitious in its scope, particularly for an author with obvious vested interests. But most reviewers have given Rosen highmarks. *Kirkus Reviews* writes: "Incredibly, his argument never comes off as self-serving; the author’s thorough exploration of 'Harvard Envy' and the rise of 'resort' campuses is both fascinating and enlightening." **Read more** and the interview at <http://www.insidehighered.com/news/2012/01/11/kaplan-ceos-book-takes-higher-eds-incentive-system#ixzz1jGgymjq9>

THE EASY WAY OUT—USING ONLY STUDENT EVALUATIONS?

Student evaluations continue to play a major and outsize role in how departments of economics evaluate teaching, according to a paper presented here Friday at the annual meeting of the American Economic Association in Chicago.

The paper, presented by William Bosshardt, an associate professor of economics at Florida Atlantic University (William E. Becker, professor emeritus of economics at Indiana University, and Michael Watts, economics professor at Purdue University, are the co-authors), mirrored many of the findings of similar research more than a decade ago. For the 182 departments surveyed, student evaluations made up 50 percent of a teacher's evaluation on average, with 20 percent of surveyed departments reporting that the weight given to student evaluation was at 75 percent.

"[W]e find that the evaluation of instruction tends to rely heavily and almost exclusively on SET's [student evaluation of teaching], with almost every department using them in the evaluations of faculty," the paper said. "In short, it appears the conclusions from the 1999 study remain – the relatively lower cost of SET data is sufficient to justify their nearly exclusive use." The use (and growth) of online student evaluations might spur this trend even further, though there are valid reasons why student evaluations should not be the dominant measure of teaching, according to the authors.

Student evaluations and a heavy reliance on them can be problematic for several reasons, the authors of the paper argued. Departments can misinterpret these evaluations by comparing averages for all instructors in similar courses, which can be a very imprecise measure. Moreover, instructors may alter their teaching methods solely to boost their student evaluation scores. **Read more at:**

<http://www.insidehighered.com/news/2012/01/09/how-departments-economics-evaluate-teachers#ixzz1jG10M1Tx>

Visit the NCHE web site to download the [pdf version](#) of the NCHE E-Letter.

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