ALL ABOUT

MENTORING

A Publication of the Empire State College Mentoring Institute

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From the Editors
Jay Gilbert and Chris Rounds

Empire State College's reputation is built on mentoring. Mentoring is what distinguishes us from others in the educational marketplace; it is our unique "differential advantage". Other colleges may promise the recognition of prior learning and flexible scheduling, but they can't match the extraordinary and invaluable record that we have accumulated at ESC- more than 20 years of experience with mentor-mediated learning for adults, all kinds of adults, women, men, older, younger, part-time, full-time, singly and in groups, studying the full spectrum of the liberal arts and sciences, across the desk or across the country, more than 100,000 of them-who else can even come close to making this claim?

As ESC mentors, we have developed and perfected many different ways to work with our students. We meet with them at lunchtime, in the evening, on weekend, on e-mail, and over coffee at 7:00 a.m. We use print and media and community-based resources and sometimes each other. We support their study at home and at their workplaces and even at sea! And in each region and location and special program, we have over the decades developed procedures and adapted our styles such that there is now a wide range of practice in mentoring at the College. However, get a group of us together in a room for a meeting, and just listen to us defend how our own approach indeed serves "individualization" and "student-centered learning" and other parts of a clearly shared value system of mentoring that we all have worked so long and hard and successfully to develop.

As cochairs of the Mentoring Institute, we see it and *All About Mentoring* as strong and proactive vehicles for the encouragement and support of this shared system of values. We want the MI and AAM to continue to serve as the primary medium within the College for encouraging conversation and sharing across the boundaries that have been created for us by others and that we ourselves have created.

We want to encourage and support each other in our professional development activities, and we want to make it easier for mentors who have been here for a few months to share insights and discuss practices with those who have been here "since the dawn of time". We want to serve as catalysts to help mentors "visit" with each other- in person, in groups, electronically. We want to advocate for mentoring as we have all practiced it, and continue to welcome innovations rooted in our shared commitment to education and learning that values the student as an individual, whole person.

Mentoring is what we do, all of us, sometimes brilliantly, sometimes not so well, in all of its varying appearances. We are a community of mentors, creative, experienced, professional, and the Mentoring Institute is committed to sustaining and encouraging the growth and development of that community. We and the members of the MI Advisory Group want to hear from you. There is somebody from every center on the MI Advisory Group- see the list in *MI News--please* talk to them and to us! We need to know what you'd like us to do, and how you can help us to do it. Let us know what activities or actions or support structures would help you and your colleagues, and we'll do our best to provide them.

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Mentoring as Care/Roles of the Mentor

Mayra Bloom, Hudson Valley Center

Last year, I was asked by Kathleen Taylor to contribute a chapter to ***Shift Happens: Supporting the Needs*** **of** ***Re-Entry Women,*** *a Jossey-Bass "New Directions" volume which will be coming out in* 1995. *The enclosed essay is a final draft of that chapter. In preparation for writing, I had extended conversation with mentors at the Union Institute and with several of their learners, some of whom are mentors now themselves. I also spoke with colleagues and students at ESC.*

I gratefully acknowledge my thanks to Elizabeth Minnich, Rhoda Linton, Gail Wheeler, Margaret Blanchard, Wendy Goulston, Barbarie Rothstein, Cheryl Kurash, Barbara Kantz, Rob Koegel, Diana Worby, Miriam Tatzel, Barbara Marantz, Jim Case, Felix Carion, Mary Priniski, Brooke Portman, Debra Schultz. I would also like to thank ESC students in the Advanced Writing Workshop who responded honestly and insightfully to successive drafts -Tom Reid, Eldene Towey, Layne Wilhelmsen, David Fichter, Judy Bieber.

When the aim of education is understood to be the development of the whole person - rather than knowledge acquisition, for instance -the central element of good teaching be- comes the provision of care... Daloz, p. xvii

Mentors not only care about their students; they also care for them, as Nel Noddings points out, by making an effort to understand their experience.

Apprehending the other's reality , feeling what he feels as nearly as possible, is the essential part of caring from the view of the one- caring. For if I take on the other's reality as possibility and begin to feel its reality, I feel, also, that I must act accordingly; that is, l am impelled to act as though in my own behalf, but in behalf of the other (16) .

Mentors act on students' behalf by carrying out a myriad of roles and functions; they stand in different relationships to students at different points in the mentoring process. At times, for example, the mentor stands behind the student, providing what Robert Kegan calls a "holding environment." At other times, the mentor walks a little ahead of the learner, functioning, as Laurent Daloz suggests, as a guide. Much -perhaps most -of the time, the mentor engages the student face to face by listening, questioning, connecting.

Finally, the mentor stands shoulder to shoulder beside the student, offering herself as companion, ally and fellow learner. Underlying all of these models is the assumption that human learning and development are rooted in relationship.

I. Standing Behind the Student-Providing a Holding Environment

According to Robert Kegan, development consists of a series of emergences from (and newly constituted relationships with) cultures of embeddedness -families, schools, institutions, mentors. In order to foster an individual's growth, embedding cultures must fulfill three basic functions -they must hold on, let go and remain in place (Kegan, 1982).

The mentor "holds" the reentry woman by accepting her precisely as she is now, at this point in her development; by designing studies which start where she is - with her interests, her skills, her current level of knowledge and competence; by seeing her "in the most favorable light consistent with reality" (Noddings, p.193) . As one mentor puts it,

I work from the assumption that whatever I respond to is already within the student; my job is to develop my own ability to draw it out. So, for example, when we talk about research methods, I assume that the ways people want to learn are within them; my job is to help them name and identify these.

Or, as ESC Mentor Wendy Goulston describes it, "I try to create a container for them to do their own thinking, conveying a quality of attentiveness without invasiveness."

Students often respond to such "holding" with a sense of freedom, relief and confidence. "It was freeing to realize that I didn't have to fit into traditional categories. In a sense, I was being reassured that I was ok; my mentor affirmed the way I did what I did."

Another student says,

My mentor doesn't talk a lot or fill my head with her ideas -she knows how to be in the background but she has a real presence. Her timing is great; she gives you room to grow. Sometimes just a phrase or a group of words will stay with me and have a shaping effect- it helps guide me or give a sense of direction. I've learned to really pay attention to what she says.

ESC Mentor Barbara Marantz provided a visual image of "standing behind" the student when she described an outstanding ski instructor who skied behind her down a slope.

From his vantage point behind me, he was able to see everything clearly -strengths as well as weaknesses. He was able to provide accurate, precise, helpful coaching while allowing me to set my own pace. For me, that experience has remained a metaphor for excellent teaching.

At the same time that the mentor "holds" the student as she is, she is prepared to "let go" or, as Robert Kegan puts it, to "assist in the [student's] timely differentiation" (127). In this sense, the mentor refuses to impose her own biases, learning style or projects on the student, but rather encourages her to find her own way.

A student expresses it like this,

The critical thing is that she listens to YOU the learner; she brings her stuff to it, but she doesn't impose her stuff on it. She listens to what I want to do and what I struggle with and reflects it back to me in a critical, validating and wonderful way. She observes and tells me what she sees me doing; she has a philosophical and practical ability to see what I'm doing and transform it to another level, but it's still me.

Finally, the mentor must "remain in place." The mentor provides a kind of dynamic constancy in that she continues on the path of her own growth as a learner and one-caring at the same time that she preserves the memory of how far and in what directions the student has come. The mentor, like Penelope, preserves the hearth while the student embarks on her own heroic journey. Thus, a mentor may sometimes serve as the keeper of the student's deepest commitments, even - or especially -when the student loses sight of them. This can happen in small ways over the course of a single session, as Wendy Goulston describes.

I have my antenna out for the key questions and words; I listen to their first few responses because these are seeds which I spiral back to again and again. As they discuss their own experience, I see my role as pulling these together in relation to their opening statements.

Or, as a graduate describes, the mentor may playa role in keeping such commitments on a larger and more profound scale.

Twenty years ago, I had told a professor/ mentor whom I respected enormously that I wanted to do my master's on the "Self Through Literature." When he said, "That's such a misuse of literature," I immediately capitulated and said, "You're right; that's stupid and wrong," and I did a traditional master's program instead. Twenty years later, I needed to reclaim the original journey, and with my mentor's help, I've been able to do it.

My mentor has helped me stay true to my abiding commitments to love and democracy even when I've forgotten them. It's both whole and soul making. I know that somebody heard me way back when and remembered. It allows me to say, "I am who I say I am. I haven't lost it, haven't gone off the deep end; all I care about is integrated in this deep work."

The mentor "remains in place" so that, as the student becomes surer of her own educational direction and gains fuller possession of her own voice, the two can meet as fellow/sister learners.

2. Leading the Student -The Mentor as Guide

Laurent Daloz sees education as a transformational journey, in which mentors act as guides. "They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way (17)."

Daloz points out that mentor-guides express care for their students by engendering trust, issuing challenges, providing encouragement, and offering visions for the journey (30) .They can be trusted because they have "been there before" -they have learned from, and can draw upon, their experience.

As ESC student David Fichter points out, however, the terrain may be as unfamiliar to the mentor-guide as it is to the student. "As guides, mentors don't necessarily know the territory better than anyone else; what they do have are the skills to survive once you're out there."

As a mentor, I have noticed that many reentry students experience a period of anxiety, ambiguity and even chaos before their educational purposes become clear. I have also seen that for most students, there also comes a moment of clarity , of crystallization, when their programs suddenly fall into place and they -and I - suddenly realize where they have been headed all along.

One student described this process vividly.

My mentor often let me flounder around. At the time, I would get very frustrated. Now when I look back, I say, 'Thank you,' because if she had been quick to rescue me, there wouldn't have been as much learning. She allowed the frustration so that the work that finally emerged was all mine, not hers.

The confidence to let the student flounder comes with experience, as does knowledge of particular educational systems, access to resources, or competence in identifying areas of potential life experience credit. In these areas, certainly, the mentor functions as a guide.

3. Face to Face: The Mentor as Listener, Questioner, Connector

It is no accident that we have begun to think of women's development in terms of voice (Belenky et. al., 1988, Gilligan, 1982) .In traditional settings, it is the teacher's voice which drives the educational process; the students are there to absorb and parrot back what they hear. In contrast, the mentor is concerned with the development of the student's voice; she facilitates this development by listening. It is primarily through listening that the mentor gains that access to the learner's experience which, again according to Nel Noddings, is the basis of caring. To the developing reentry woman, who despite her accomplishments often feels like an imposter in the academic world (Mclntosh, *Feeling Like a Fraud),* being heard confirms that she has something valuable to say, that her voice deserves to be heard.

As a learner once wrote to her mentor,

I'd never have had the nerve to share any of the thoughts I've shared with you -especially those that show that I take

myself seriously. [But] you make people feel that you take seriously what they care to think about and you take the fact that they care to think even more seriously.

In reviewing ways in which mentors support their students' development, Laurent Daloz also starts with listening. "We can listen to our students' stories, seeking to understand how their quest for education fits into the larger questions and movements of their lives.. (xviii)"

But at the same time that the mentor is listening to the student's story, she is listening through the words in order to discern the patterns, the characteristics, the structures of the student's thought. According to Elizabeth Minnich, author of *Transforming Knowledge,* this kind of listening often follows a pattern of taking in, retrieving and reflecting.

For Minnich, the first crucial step is to simply take in the student's words and presence; to refrain from giving an immediate response even if the student wants one.

The real need is to be what Simone Weil, the well-known French writer, called,

"attentive;" trying, precisely, not to meet what you're hearing with categories. Categories do not come first; experience comes first. Categories should be used to check things out or point in particular directions. But first, you participate; you join. The first movement is that of going quiet, going in.

At the same time that the mentor is listening without judgment or premature categorization, she may become aware of images or metaphors which arise as if unbidden.

What happens is that you begin to 'find yourself with' the student. You may see an almost visual mapping of the form of someone's thought; you get a picture of the person, for example, piling thought upon thought as if she were building a building. Or you may see that she works from a central insight, weaving in and out of it in a process of articulating and unfolding that central idea. Or you say to yourself, "This person is always working between two apparent opposites. On the one hand, she is always speaking about structure, logic and proof. On the other hand, she is always making connections and focussing on interrelationships, which seems, on the face of it, to be a contradiction."

As Minnich describes it, listening is not simply a cognitive process. Being attentive involves one's entire body-one's entire being.

When you listen attentively, you sense by the end that you know the person better; if someone asks how you got that sense, the culture points us toward the content of what they said. Actually this is only a small-perhaps the smallest-part. You are also listening with your body; your whole body listens.

While listening intently in mentoring sessions, I have sometimes had the visual impression that the student was "coming forward" even though she was not actually moving at all. At first, I assumed that this meant the student was sharing something particularly important. Wendy Goulston suggests that this is a visual token of the fact that I am listening in a different, deeper way and that the student and I are connecting.

As Minnich describes it, there then comes a time when the mentor "turns her scanners inward" to see what she has taken in.

You [learn] to listen longer with more and more things open; you begin to see how much you are always taking in. Before you try to make something out of what you've taken in, you try to describe it to the other person. I often find that when I'm trying to describe or summarize what I've taken in, I can actually lose track of time. If this is happening in a group situation, then other people in the group literally disappear; the only one there is the person I'm speaking to. Eventually I 'come to' and realize that while I was 'retrieving' what I had taken in, I was not tuned into the outside world at all. It's almost as if I were reading back what I found there and translating it, but keeping the other person and her reaction very much in mind. As I'm describing what I heard, I'm also trying to remain respectful of the person and her reactions to what I'm saying.

Analyzing what one has heard occurs in several dimensions. Listening for the student's metaphors, tone, rhythm and voice requires literary analysis. Watching for how thinking is enacted by the body involves theatrical/ movement analysis. As a philosopher, Minnich also watches for the "moves" which the student makes.

I take thinking to be an example of philosophical work which can be analyzed like a philosophical text. My training as a philosopher leads me to speak less about what they say than about what they are doing. That is, I try to watch for the moves that they make. I look for basic operating principles-selection, for example. If a student gives a string of examples, I try to hear through the selection to the more or less choate principles which are indications of her inclinations.

Students who have been listened to in this way often describe it as the core of the learning experience.

The real value of someone listening to your thinking is that it strengthens your own ability to think. It gives you confidence in your own thinking even after you've left the educational experience. We've been trained to think that if our thinking is not happening in the prescribed or traditional way, then our thinking is not worthwhile. Part of what I learned is that I can think and that I have something to say. My way of thinking was valued. And because it was valued, I can now enter other groups and it no longer matters whether my thinking is valued there. It takes a while to believe that you have a valuable contribution to make -it's something that you have to hear and experience again and again.

In encouraging students to develop their own voices, mentors must be careful to modulate their own. Reentry students are often vulnerable to doing "what the teacher wants," instead of figuring out what they need to do for themselves. Yet mentors are far from passive listeners. If mentors are to care for students, they must accept the necessity of challenging learners to think more precisely, more broadly, more profoundly. They often accomplish this by asking questions.

As one learner put it,

[My mentor] always asked questions which made me think and which challenged my assumptions. Her questions would knock me off my guard in a wonderful way...[they] help[ed] me make my own decisions and come up with my own answers...she didn't let me get away with anything; she would pick up on those little statements that don't hold a lot of water and question me about them.

In traditional educational settings, students frequently come to fear or avoid the teacher's questions, for they know that the teacher's intention is either to elicit predetermined answers, or to ferret out their ignorance. Far from seeking to catch students in contradictions or label their thoughts with jargon or catchwords, mentors try to frame questions which enable learners to reveal their inner coherence and intelligence. ESC Dean/Mentor Jim Case uses open ended questions such as, "Could you tell me some more about that?" Students respond by discovering their own opinions as they participate in a deeper, more intimate level of conversation. Not incidentally, such questions remind mentors not to step in too quickly with their own answers.

Mentors also help students make connections. Traditional "separate" (Belenky, et. al. , 1986) knowing is concerned with making distinctions. Subjects are compartmentalized, atomized; dissociated bits of data must be memorized; learning is positioned within disciplines and outside personal context. As Belenky et. al. point out, even selective liberal arts women's colleges may encourage women's procedural/separate knowing at the expense of developing their own voices.

In contrast, the mentor values "connecting" as an intellectual activity .She helps the student make connections among apparently contradictory phenomena; between the way the student thought previously and the way she thinks now; between the student's experience and the mentor's knowledge (and vice versa.) By building on what the student already knows, the mentor validates and confirms the student's capacity to know.

4. Shoulder to Shoulder -The Mentor as Companion, Ally, Fellow Learner

Although, as mentioned earlier, there are situations in which the mentor has the experience to act as the student's guide, (particularly insofar as she is well and consciously embarked on her own educational journey), it is the student who must ultimately guide them both toward an as yet unknown destination. The mentor listens for and reflects back clues that the student knows where she is going. In this sense, I think of the mentor as a companion in what Lev Vygotsky calls the

"zone of proximal development" (p.102) .

According to Vygotsky, there is a gap between the level of performance which a learner can achieve on her own and the level which can be reached with a mentor's support. This gap, the "zone of proximal development," represents the student's growing edge; it is the space in which the learner's grasp exceeds her reach.

In traditional educational settings, the student's intelligence and/or achievement are measured according to what the student can produce alone in an isolated, unassisted testing situation. Cooperation or guidance are viewed as cheating. According to Vygotsky, this approach not only denies the essentially social (and interdependent) nature of human learning and development, but it results in a flattened, inaccurate underestimation of the student's capability (80). It also countermands Nel Noddings' insistence that one function of moral education is to confirm the student by seeing her in the most favorable light consistent with reality.

When we attribute the highest possible motive consonant with reality to the cared-for, we confirm him; that is, we reveal to him an attainable image of himself that is lovelier than that manifested in his present acts. In an important sense, we embrace him as one with us in devotion to caring. In education, what we reveal to a student about himself as an ethical and intellectual being has the power to nurture the ethical ideal or to destroy it (193) .

The mentor, therefore, encourages the student to explore the "zone of proximal development" as fully and freely as possible, for it is here that images of future growth begin to take shape in the student's mind. I have experienced this most frequently while working with students on their writing. There are times at the beginning of the process, for example, when the student dictates while I sit at the computer. Occasionally she will look at her own words with a sense of admiration and surprise and say, "I knew what I was trying to say, but I just couldn't get it down on paper," or even, "So that's what I've been trying to say!"

In such cases, the student stands, as Vygotsky puts it, "a head taller than himself." With the assistance/in the presence of the mentor, she has done something which she cannot yet do alone. Yet she begins to feel a sense of dawning confidence that soon this, too, will be within more independent reach.

As both mentor and adult learner, I have observed that many students feel chronically and/or acutely stupid. I have come to believe that one of the mentor's most important roles is to assist in the student's struggle to undo "feeling stupid" and thereby reclaim her intelligence. For many students, the "reclamation of intelligence" is a crucial subtext to virtually every learning activity. Mentors can provide direct assistance in this process by helping students demystify , redefine and enlarge their concept of intelligence (Minnich, Gardner); by helping them obtain college credit for life experience; by facilitating the design and execution of self-directed learning activities, learning contracts and degree programs (Knowles) ; and by assisting in what Jack Mezirow calls "perspective transformation" -in this case, recognizing the extent to which "feeling stupid" helps to maintain oppressive control in families, schools and political institutions. The mentor helps the student move from embeddedness in "feeling stupid" to a relationship with it as a personal, social and political phenomenon. This process may support the learner in her own-and others'-liberation.

Ultimately, caring for the learner by providing a holding environment and functioning as a guide, a listener, a companion and an ally are dimensions of the mentor's own work as an adult learner and as one learning to care. In order to provide such care, the mentor must be willing to learn publicly in and as a result of the relationship with the learner; to continually explore her own zone of proximate development; to develop her capacity to listen, question and connect; to continuously engage in the reclamation of her own intelligence.

Conclusion

As I think over the many conversations which contributed to the preparation of this essay, I am struck by mentors' use of words like "luscious," "fascinating," "delightful," "amusing," "fun." What this tells me is that an important (and often overlooked) role of the mentor is to invite the learner to participate in the pleasure of learning -the erotic as described by Audre Lorde. Mentors do this, in part, by modelling a healthy relationship to pleasure, intellectual and otherwise.

Wendy Goulston describes the pleasure of mentoring as follows:

I feel enormously privileged to be in my office with the sunlight streaming in through the windows, with my favorite pictures on the walls and my telephone and books, and these people enter in and share bits of themselves with me. I love that people talk to me intimately and they can't not talk about themselves when they talk about a book. It's like dancing. I'm in awe of people who move in realms that I'm terrified of -nurses, policemen, etc. It feels like pleasure- privilege; almost like a bubble bath that I have something they find valuable. In a humble way, it serves my sense that there is kindness in the world.

Not only are they able to enjoy the diverse ways of thinking presented by their students, but, even when they disagree with or are disappointed by their students' work, mentors enjoy their own engagement and processing of that work. When I commented on this to one learner, she pointed out yet another dimension of the mentor's pleasure.

Part of my mentors' commitment to clear thinking is in the service of social change and social justice; as a means toward a more ethical way of being. I remember in an Ethics Seminar the comment that Nazism was possible, in part, because people didn't think. And in our culture, thinking is a challenge because society is telling us in many different ways not to think, and to let others do our thinking for us. Part of the pleasure that mentors get from the process comes in that helping people think is helping them to grow. Part of their ethical commitment is to help people think; there is pleasure in seeing that happen.

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Taxonomy and Mentoring Feature and Voice

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Perhaps it is best to begin with a confession: I mentor, and I instruct. The mentoring takes place in a small ESC unit, and the instruction on American campuses in the Jerusalem area. This fractured existence leads to an ongoing reflection on the strengths and weaknesses of mentoring and instructing. Of particular interest to me, and to many of my instructor colleagues, are the differences in subject area presentation. How, they ask, can you communicate either in quantity or quality 36 hours of subject matter in considerably fewer tutorial hours? There is usually the inference that successful educational outcomes are a function of the lecturer's time and exertion, rather than of the student's.

This short piece is not designed to defend the validity of mentor-based instruction. Rather it is an attempt to explore ideas on the fundamental aspects which have shaped subject area learning. My own subject area is business (management, marketing and accounting) and it may be that the ideas presented are unique to this subject. However, it seems possible that similar shaping of content may have occurred in other disciplines, and that there too the core values of the mentoring process might be able to restore a more useful balance.

A taxonomy for Business Transactions

It might seem that the body of knowledge contained in a study of accounting, is substantially different from that of marketing. The language is different, as are the goals and the perspectives. However, these bodies of knowledge are the product of accretion, traditions, selectivity and evolved neglect. The student might assume that a wide gulf separates the worlds of marketers and accountants, however, both are fundamentally concerned with economic transfer and its communication. Both accountant and marketer deal daily with this interlocked cultural and social process. They may accentuate either the economic transfer, or they may emphasize the communication, but they can never isolate or eliminate these two aspects.

In identifying subject areas for study and instruction, there are two basic taxonomies which can be used. The first is functional and empirical. This functional/empirical (FE) framework mirrors the approach of early biological classifiers like Carl Linneaus. He distinguished living forms according to objective criteria, and used these criteria as a key to identification. Features of difference assumed taxonomic weight if they served to distinguish one species from another. If a purpose was served by classifying flowers by their floral parts then that was the feature of classification. And there was a purpose; to specify and to place in unique isolation.

This approach is sensitive to detail and difference. It results in collections which stressed isolated items not arrangements- "letters of the alphabet not words", to use the metaphor of Claude Levi-Strauss. Such a taxonomy has validity. It preserves detail. It avoids imprinting the resulting collection with the current fashion in the ideas, and the constructs, of relationship.

However, there is an alternative approach to classification of biological entities, and of subject content. In biological terms this is seen in the taxonomies which were influenced by people such as Charles Darwin. These taxonomies aligned with

an assumed evolutionary process. The purpose of classification was to pick up patterns of relation. Patterns might be looked for in biology, in social anthropology, or in business transactions. Social anthropologists called this a rationalist/structuralist (RS) approach (Leach, 1976) .If there was an evolutionary structure then the role of the taxonomist was to accentuate this in the taxonomic key. The entity was not perceived to be isolated from the whole. It occupied not simply a space, but a place.

All taxonomists ask, "Does it work?" It is an ambiguous question. Constructed classification must show a consistent internal logic, and must work at that level. But the arrangement must also give another level of information regarding the whole. The taxonomist is not content with an arrangement of letters if those letters could be rearranged into words. All taxonomic keys work in the sense of classification; good keys hint at metaphor and perhaps even at fragments of story.

But many stories can be inferred from the same elements. If a new taxonomy really does "work" we recognize this in two ways. First, by providing a more penetrating picture about what we have presently, we will come to recognize the parts which are missing. Second, we can successfully incorporate future discoveries into the existing pattern without destroying that pattern.

In the presentation of business as an academic study, it seems that an FE taxonomy was the one used to transform business transactions into a cluster of academic subjects. In the history of the academic presentation of management for instance, the recurring theme is functionalism. Management courses traditionally stress the functional interdependency of departments in the organizational structure. We see the role of management as functionally divided (planning, organizing, etc.) and operating in a functionally divided environment (accounting, marketing, etc).

Using this historical FE taxonomy, marketers were segregated from accountants-academically organizationallyand - because they differed in what they were perceived to do. Marketing and accounting, and most other bodies of business knowledge were identified, described and explored in terms of functional differences. The central problem, is that by concentrating on the letters and their differences we have diminished the ability to construct the words, let alone a vocabulary, of business transactions. By neglecting an RS approach we neglect a system which might give business transactions a more coherent language. This is most evident in the areas of recognizing what is missing and incorporating the new.

This is not the place to analyze the difficulties which we encounter in contemporary presentations of marketing, management and accounting. The point is that many of these difficulties have resulted from a rejection of things which were considered not to fit into the taxonomic cluster of the perceived bodies of knowledge. Property rights, market mechanisms, notions of exchange, cultural expression and media of exchange were considered outside the marketers professional horizon. By using a taxonomy of isolationism, marketing, management and accounting isolated their perceived bodies of knowledge-and ignored the gulfs which opened up between them. This is perpetuated in the bundles of skills and assumptions which we currently present in the fractured world of business education. A lack of creativity, integration, and balance in business education characterize the rudderless drift into the future which commentators like Porter and McKibbin (1988) discuss.

In Feature and in Voice

If indeed an inadequate taxonomy has caused dysfunctional schisms in the way that we define curriculum and competence in business education, what can be done? Perhaps it might be best to completely reformulate our academic presentation of business transactions. Perhaps the new taxonomic map might stress commonality, and interrelations-exchange, risk, communication, culture, etc. However, without an upheaval of this magnitude, the individual educators can accentuate creativity, integration and balance, which bridge the schisms produced by traditional material presentation.

The mentor role is wonderfully appropriate for the development of a balanced language in business education. It can allow the student to absorb standard functional readings of marketing or accounting, while challenging him/ her to develop a more meaningful vocabulary for future engagement in the business world. Rather than be a presenter of a divided-and divisive-FE world vision, the mentor can seek out novel RS patterns across the divisions.

When using the mentor approach in subject area education, the mentor must consider the form of the interaction; the

centrality of the student, the communication dynamics-the "voice". But he/she must also consider the content of the presentation; the partially explored possibilities, the discipline assumptions-the "features". Effective mentoring ensures that presentation and content are appropriately matched, and this may require a more critical exam-ination of assumed taxonomies of subject classification.

"And Athena... drew nearer to them, wearing the likeness of mentor in feature and voice."
Homer: Odyssey, Book 24

Notes

Leach, E. (1976). Culture and Communication; The Logic by Which Symbols are Connected (Themes in the Social Sciences) Cambridge. MA; Cambridge University Press. The differences in the EF and AS classification approaches in social anthropology which Leach explores greatly influenced this article.

Porter, L. & McKibbin, L. (1988). Management Education and Development: Drift or Thrust into the 21st Century? New York: McGraw-Hill.

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Mentor Role Variability and Mentor Versatility: Some Implications for Selection and Development

Alan T. Belasen, FORUM/East

Good mentoring practice necessarily involves establishing a balance within the variety of mentoring activities demanded by the workload *(The Mentor Role at Empire State College,* 1994: p. 9) .

The Mentor's Task Environment

Being a mentor requires the enactment of multiple roles. These roles involve academic counseling and advising, designing individual degree programs and contracts, providing instructional services, assessing students' progress in light of their needs and objectives, measuring and evaluating students' performance against institutional standards and expectations. The primary function involves helping the student identify professional and intellectual needs and match them against a range of academic alternatives.

Mentors' work context, however, also include institutional responsibilities-they play a key role in the development of academic policies, are involved in planning and decision making processes, in setting priorities about program scheduling, in making personnel decisions, and in managing and developing instructional resources.

Performing these roles effectively requires mentors to become familiar with key elements of the learning process and the unique environment of adult learning. Effective mentors are expected to provide the context for learning as well as to be knowledgeable about the content of learning which is often outside the boundaries of the mentor's areas of specialty.

This multiplicity in role behavior and performance places enormous pressure on the mentor to become versatile and function simultaneously in a variety of environments: social/interpersonal, institutional/promotional, educational/adaptational, and technological/ informational (see Figure 1). These environments were identified as a result of juxtaposing two important dimensions of mentor orientations: degree of flexibility (versatility) and the mentor's focal point of reference (focus). Flexibility ranges from uniformity and integration (e.g., in applying standards for evaluation) to innovation and change (e.g., in rethinking and redesigning individualized degree programs). Mentors' focus ranges from being student-centered (e.g., personal concerns, professional needs) to emphasizing the well being of the organization as a whole (e.g., supporting ESC's core values and mission).

The social environment includes the system of communication relationships with students and tutors. The institutional environment consists of the system requirements, policies, codes and standards. The educational environment involves both the mentor's personal growth and development, and also the student's professional goals and needs for instructional resources and learning activities. The technological environment involves coordination and monitoring, maintaining the flow of information, supervising and guiding the process of learning.

Understanding these environments and enacting a variety of mentor roles within them is essential for effective mentorship. Perceptually these environments and their associated requirements seem to be dialectical and mutually exclusive. For example, the need to maintain high flexibility may conflict with the need to conform to the institutional

rules and regulations. Empirically, however, these environments are complementary and lead to a synergistic effort on the part of the mentor.

Figure 1 :

Mentor's Enacted Environments

Note: No figure found in online copy.

Multiple Roles

This framework permits the systematic identification of the specific roles that are associated with each environment and that must be enacted concurrently by effective mentors. These roles are: Creator, Ambassador, Standard-Setter, Energizer, Assessor, Process Specialist, Coach, and Collaborator. These roles are shown in Figure 2.

As a "Creator" the mentor applies imagination to the formulation of new educational opportunities that advance learning. Flexibility, openness and participation in decision making processes with students, tutors, other mentors, and educators are all essential for making positive contributions to learning and education. Mentors are expected to be adaptive in interpreting their roles and in fulfilling their responsibilities depending on the educational needs of their students. They create opportunities for joint efforts with other instructors, explore library resources and make information available to students.

As a creator the mentor must show a willingness to identify solutions to students' problems and must promote creative learning opportunities. When the educational goal is to develop a unique learning contract to fit the student's needs, the availability of a rich selection of reliable and high quality resources, and the ability to consult with knowledgeable colleagues in and out of the College become crucial. In this role the mentor is intellectually curious, open-minded, adaptive and innovative. The mentor/creator solves problems proactively by anticipating obstacles and by identifying alternative solutions for overcoming these obstacles and creating challenging learning opportunities for the student.

As an "Ambassador" the mentor acts as the representative of the College at large and as an advocate for the student. The mentor is a boundary spanner who collects and disseminates information, is a liaison between the student and the institution, and is a communication link between tutors and students. In this capacity, the mentor is expected to understand the mission of the College and its learning units and to identify learning resources for students. Through personal and professional associations, the resourceful mentor can also create opportunities for students to enrich their programs through internships, practicum studies and field experiences. Thus, an important responsibility for the mentor performing the ambassador role is to manage and develop external resources and network students with others who are working on a similar topic or who have similar interests.

The ambassador role is extremely important for it involves the many interfaces which exist between the mentor and elements within the educational environment. The mentor must promote the nontraditional, experimental, and community-based programs that make ESC unique and advantageous. The mentor is also expected to maintain effective communication relationships with businesses, government agencies and other organizations to discover potential internship placements for their students wherever applicable. The mentor/ambassador also recruits tutors and adjunct-faculty and initiates payments to them.

As a "Standard-Setter" the mentor plans, supervises and directs activities in individual learning contracts. Since learning is at the heart of this role, the mentor must adopt a positive regard and develop high expectations for students by holding them accountable for doing substantive work. The mentor/standard-setter must diagnose the level of competence and knowledge of students, their readiness and writing abilities, and select the methods of evaluation and the standards to be employed.

Figure 2: **Mentor Roles**

Note: No figure found in online copy.

Since the mentor/standard-setter serves in the dual role of academic guide and planner, he or she must retain the overall academic supervision of a learning contract, even when a tutor is employed. A mentor performing in the role of a standard-setter is also a learning role model: an individual with aptitude and with the ability to reinforce vicarious learning on the part of the student. Since the mentor must respond to high learning variability, his or her ability to learn and unlearn, and willingness to acquire knowledge outside his or her discipline while engaging in growth and professional development is extremely important.

As an "Energizer" the mentor encourages students and tutors to pursue new ways of thinking and doing things and to take charge of their own learning. The mentor/energizer is a self-motivated individual who applies simple solutions to seemingly complex problems. The mentor has a sense of humor, a flexible set of behaviors, is communicative, personable, and receptive to the excitement of students' learning experience. The energizer shows sincere interest in helping others deal with their problems. The mentor/energizer's main concern is to encourage students to be actively involved in their own learning experience and to help them become self-teachers.

The mentor as an "Assessor" is a skilled individual who is knowledgeable about the methods of evaluating adult learning needs, capacities and progress. The mentor/assessor provides advice and direction about degree program planning and implementation and establishes individualized criteria for evaluation. The mentor/assessor inquires periodically about students' rate of progress and considers possibilities for expanding the learning contract by including components of academic or experiential learning. The mentor/assessor is an instrumental individual with the capability to help the student walk through existing policies and guidelines without being frustrated by them.

When performing the "Process Specialist" role, the mentor helps students become independent learners by participating in designing their own study programs that meet students' individual goals and that conform to institutional requirements. Thus, the mentor/process specialist guides students into content areas, sequences of study and learning methods, and fits college study to the lives of these adult learners. In this capacity, the mentor/process specialist locates, hires, trains, and evaluates tutors, selects learning material and translates institutional expectations for the student.

The mentor as a "Collaborator" appears as a firm believer in win/win situations and integrative efforts. The mentor/collaborator acts as a partner in the process of helping the student design and implement studies. The mentor in this capacity is a learning facilitator who focuses on the need to change students' attitudes and behaviors in the direction of accepting the responsibility of being their own greatest learning resource. The mentor/collaborator is a team player who uses shared leadership with students and with other mentors to generate high trust, confidence, and commitment to the values of learning and education.

The role of mentor as a "Coach" centers on communication relationships with students through advisement and direct instruction. The mentor/coach shows concerns for students' personal problems and frustrations and guides them through their degree program from concept to implementation. The mentor/coach encourages, motivates, and rewards students through counseling and negotiating. The mentor/coach tries to understand the student's life and work contexts and own way of learning. The mentor/coach also offers help in identifying learning resources and in fostering acquisition of knowledge and skills.

Balancing the Roles

Mentors are expected to act out all of the above roles and to simultaneously consider and balance the competing demands that are represented by each set of expectations. Mentors are further expected to shift their focus as needed and to broaden their knowledge and skills in the various facets of their mentor roles. Mentors should view their work context as a complex, dynamic environment that is constantly evolving. Mentoring is a challenging job that requires maintaining creative tension and responding innovatively to the competing demands existing in the mentor's multiple environments.

Selection & Development

Recognizing the multiple roles played by mentors and considering the complex set of responsibilities associated with these roles, should help decision making bodies within the College as well as program directors and human resource managers make optimal choices in regard to mentor selection and mentor development. Once the roles are clearly described, recruiters typically must identify critical competencies and personal characteristics that mentors must bring to the job to perform successfully. What level of professional expertise is required? What specific skills and abilities are necessary? What knowledge will the mentor need to perform the job well? What personal characteristics are helpful in dealing effectively with the unusual conditions of the mentor's work environment?

Constructing a cognitive map of the eight roles should help the decision makers form rational hypotheses about what mentors should bring to the job to be successful and to identify resources essential for mentor development. Maximizing the level of congruence between personal competencies and work requirements should strengthen the mentor's professional identity and boost his/her personal satisfaction and performance. These are desirable outcomes at a strategic level that the College must constantly value and support. Effective mentors, the backbone of the College, are expected to make positive contributions toward the realization of the College's objectives. The critical element is the linkage between the mentor's development needs and activities and the College's explicit mission and strategy.

Mentor development should focus on four important outcomes of career development: professional identity and adaptability, task performance, technical training, and attitudes (see Figure 3). Professional identity is a measure of the integration of the mentor's role perceptions. Adaptability is the extent to which the mentor is engaged in action planning intended to meet long-term professional needs. Task performance relates to the "job specifications" or the requirements for successful job performance. Technical training measures the level of knowledge, skills and abilities a mentor has in performing the roles discussed above. Attitudes represent the thoughts and feelings mentors have about their careers.

Any activity which enhances one or more of these four career outcomes constitutes development. Exchanging information, open discussions, coaching, self- assessment, and feedback are all development efforts which can be initiated at the individual level. At the institutional level a planned or structured approach should also be initiated. For example, seminars with a focus on technical training and new methodologies (e.g., use of information technology) can enhance the effectiveness of the assessor and process specialist roles. Teambuilding retreats with a focus on interpersonal communication can enhance the effectiveness of a mentor playing the roles of collaborator and coach. Role playing and behavior modeling workshops can contribute to a mentor's effectiveness as a standard setter and as an energizer. Finally, cross functional movements and job variety can enhance the creator and ambassador roles by providing new opportunities for mentors to pursue activities associated with these roles in different parts of the College and/or through continuing reassignments.

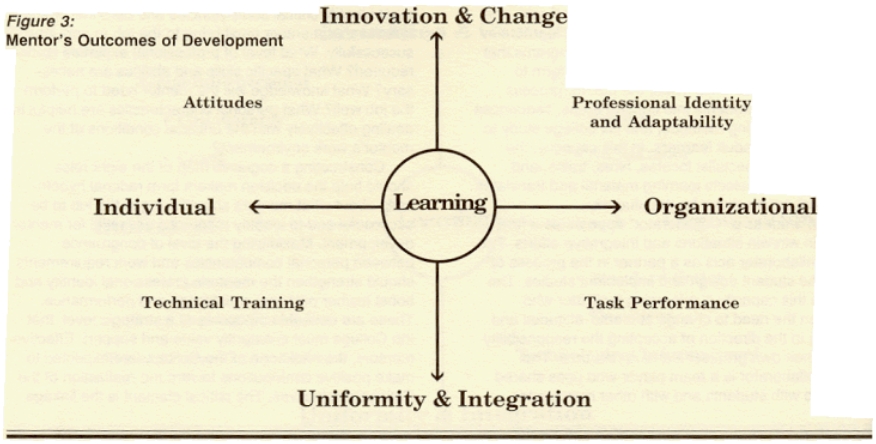
Conclusion

Successful mentoring requires performing a variety of roles which span multiple environments. The personal challenge on the part of the mentor is to create an "optimal mix" which enables the mentor to respond effectively to the various task environments and their conflictual messages. The institutional challenge on the part of the College and its units is to create a greater congruence between mentors' perceptions of their role behaviors and their professional career opportunities within the College. The mutual benefit is self-evident: identifying the specific mentor roles and their related skills should augment learning and professional development and ultimately support explicit College goals and strategies.

Note: Two conceptual frameworks have been integrated to produce the construct appearing in Figure 3: 'The Competing Values Framework" in Quinn, R. E., *Beyond Rational Management*, Jossey-Bass, 1988; and, 'The Strategic Human Resource Development Model" in Hall, D. T., & Goodale, J. G., *Human Resource Management*, Scott, Foresman & Co., 1986.

The author thanks Chris Rounds and Jay Gilbert for their helpful suggestions on an earlier draft of this article.

Figure 3



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Crossing Boundaries with Cross-Location Mentoring

Robert N. Seidel, Genesee Valley Center

With its unanimous endorsement of a cross-location mentoring (CLM) proposal at the Area of Studies meeting on October 7, the ESC faculty gathered in Albany also declared a willingness to sponsor a faculty-monitored collegewide experiment in this mode of learning.

Beginning with a design of mine, a seven-person volunteer committee of the Faculty Conference made the proposal that we approved in Albany. Committee members were Joe Angiello, Shirley Ariker, George Bragle, Joanne Corsica, Peggy Morrison, Chris Rounds, and Bob Seidel. The faculty constituted a group of three -Joanne Corsica (Watertown) , Pat Loveless (Corning) and myself (Rochester) -to monitor the CLM project in its first year.

Background

Here's the scoop.

The practice of mentoring in Empire State College involves a willingness to cross conventional jurisdictions, whether they be institutional, intellectual or professional. Responding to the interests of students and the College itself, ESC mentors have pioneered in establishing norms for guided independent study with adults. All problems and objections notwithstanding, this is a genuine achievement of which we should be proud.

At this time, however, there are good reasons for us to move beyond another frontier, the one comprised by physical distances that separate students from mentors and skills that may be necessary or appropriate to assist such students in the pursuit of their educational goals and to complete their programs of study.

Do not misunderstand. Cross-location mentoring (CLM) is not utterly unique. Mentors practice it individually, if idiosyncratically, and it is a mode of study for the Center for Distance Learning, in our graduate programs, and elsewhere in ESC.

-CLM occurs when a mentor in metropolitan New York is integrally involved in educational planning with a student in the North Country .

-CLM occurs when a student in the Southern Tier gets tutorial service pertaining to the special and unique expertise of a mentor on the Niagara Frontier.

-And CLM occurs when a student on Long Island, requiring a CDL study not being offered that term, has agreement to work individually with the tutor, a mentor in Central New York.

What we can do with greater determination, and with potentially productive outcomes for all, is CLM as a more generalized aspect of mentoring on a day-to-day, face- to-face basis. (Please note that the term is cross-LOCATION-

mentoring, NOT cross-CENTER-location-mentoring.)

There are potential difficulties with CLM. For example, CLM can be labor-intensive, and contact in some CLM circumstances may be too attenuated for high quality interaction and learning. Some feel also that CLM may exacerbate intra-center competition to the degree that, under CLM, student enrollment would be allocated to the mentor recorded as doing the academic work rather than to the mentor referring the student to the distant faculty person. I believe these are issues we must acknowledge; we can minimize their negative effects by conscientious and prudent actions.

Potential

There is, then, strong potential, based on sound experience, that CLM can have positive benefits. CLM is likely to:

(a) foster an integrated College faculty, and the equally important sense that we constitute one College;

(b) enable students and various College sites to share more effectively in the human resources of the entire cooperating faculty, nearly regardless of where students and faculty are;

(c) offer mentors opportunities for modest and rewarding specialization;

(d) impel further faculty learning in instructional and communications methods and in the use of learning resources suitable especially for CLM;

(e) make excellent use of the VAX for data storage, searches, communication, and quick changes in the database without requiring that CLM activity be "high tech";

(f) eventuate in the elaboration of simple and effective protocols for the comfortable and accountable practice of CLM; and

(g) move the College toward making other systems more "transparent" for everyone -simpler regulations, access to pertinent academic records from any College location by any authorized person, accounting systems of various sorts, available resources, and so forth.

I wish to stress one point. CLM does NOT require a "high tech" mode of communication. CLM does not **REQUIRE** interactive video or the use of e-mail. It makes use of the V AX to make sure that information is equally available to all. Modes of communication (using the telephone, postal service, etc.) must be agreed upon in each instance involving student and mentor, and these should be deemed satisfactory to the student's purposes and the mentor's skills.

Where We Are Now

In mid-October, I wrote Jane Altes, vice president for academic affairs, to inform her of the faculty's action in Albany to move ahead with CLM as a voluntary , faculty-monitored activity. I asked her cooperation to implement and to publicize CLM. I am sure you'll be hearing more about this soon. At this writing, while I expect a favorable response from Dr. Altes, I have not yet heard from her about the CLM memorandum.

To find out what the CLM information protocol will be (it's really very simple) and how the CLM information system will look, do the following:
-Log onto the V AX;
-At the $ prompt, type @[SHARE]MENTORFIND and hit ENTER; and
-Read, perhaps print out, the screens on CLM that follow.

Larry Greenberg built this elegant little system. Thanks, Larry. Now, we can begin to use it.

The protocol is straightforward. Initial contacts may establish the possibility and usefulness of doing CLM among mentors and students. At this point, the director from the center where the student is enrolled will request a go-ahead from the director of the center where the mentor works. When there's an OK, what will follow, so far as record-keeping and administration are concerned, is a matter of the proper filing of contracts, outcomes and evaluations.

Would you like to participate? Check out the MENTORFIND utility. Let Joanne Corsica, Pat Loveless and me know of your interest. Supply us with information analogous to what appears for mentors currently listed on MENTORFIND. When the system is up and running, our contact in Computer Services will be able to enter and update information with ease.

Beyond this, Joanne, Pat and I want to know of your CLM experiences. Don't tell us only the good news. We'll report to the faculty on what CLM is and can be. We need to know its flaws, and we'll have suggestions for making it function well. In short, we'd like to hear from you.

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Science as a Window on to the World (or, Teaching Science In a Non-Traditional University, Part 2)

Lorna McPherson, Central New York Center

Nearly every student who has studied human biology with me in the last two years has read this story. I am repeating it here as a preface to what I would like to discuss. I would like to tell you the story of a man who lived in Maine decades ago.

This man, who we shall call Mr. Smith, discovered that his farm was producing a very rare type of potatoes. He was pleased and at first he used them for himself and some of his immediate neighbors. Somehow (I don't remember how) a man in Florida by the name of Mr. Jones heard about Mr. Smith and decided that he too wanted the potatoes. Mr. Smith agreed but he had a problem-how to get the potatoes from Maine to Florida. After much discussion, the two decided that they would build a road from Maine to Florida, get a truck and some crates in which to put the potatoes. So potatoes were taken from Maine to Florida. Mr. Jones then wondered why send an empty truck back to Maine. Why not send Mr. Smith some tomatoes? Thus began a two-way traffic between Maine and Florida.

What began as a simple operation soon expanded as people in New York, D.C., Maryland, Georgia and indeed all of the 50 states craved these special potatoes. That meant more roads, more trucks and more crates. It also meant having facilities to repair the roads and the trucks, and to recycle the crates. As people started to use the system to transport other things, a controlling/coordinating center had to be set up to ensure smooth movement, another for accounting, etc. What a monumental operation this had become and what possibilities for it to become a nightmare!

Of course none of the above is true-it is a fable made up by me. What is very real is the (human) body which this whole operation represents.

Maine can be compared to the lungs and the potatoes to oxygen. The only place through which oxygen enters the body is the lungs. To get oxygen from the lungs (Maine) to the toes (Florida) blood vessels (roads) are needed. Also needed is the blood (trucks) and red cells (crates) in which the oxygen is actually carried. Blood takes oxygen in one direction and other substances such as carbon dioxide (tomatoes) in the other. Other parts of the body (other states) also use the same blood to transport other things such as urea from the liver and digested food from the intestines.

One can extend the analogy to the network of blood vessels which traverse the whole body and the great task which the body has keeping them in a state of repair. One question that might be asked, therefore, is what damages them and how is repair facilitated. I mention that old crates had to be recycled and one can see the comparison with red cells being recycled as bile to aid digestion. One can even think of the coordinating function being carried out by the brain.

The absolute fascination of this is that the body functions, constantly, and without our aid like a well run country ensuring that each member of its population (each cell) is properly served. In a normal healthy body there are no problems analogous to homelessness and inadequate health care. It is only when some part of the body ceases to function as it should that morbidities occur. As we study the human body, therefore, (and any other life form in fact) the challenge to us

is to understand the laws which keep it in balance and to ascertain whether or not the application of those same laws to other spheres of our existence, could keep those in perfect balance also.

In the liberal tradition of American education, there is insistence on the study of some science by all. Although this is laudable, one can question the value of four credits of biology in a degree comprising 120 -128 credits, with a major in say, business (here I go again - no aspersions being cast of course).

When I came to ESC, I came with a background in the natural sciences learned in the British system of education in which I was nurtured from kindergarten to graduate level. This meant that I majored in the natural sciences for the ″0″ level, the "A" level, bachelor's and master's. As a result, I was well grounded in the practical aspects of the disciplines and in their methods of inquiry. My post-doctoral research as a Fulbright was also very laboratory based. I had also taught ″0″ and "A" level science to students who had made a decision that the study of the natural sciences was what they wanted to do.

At ESC, I was asked to teach science without a lab, a microscope or a test tube. In addition, my students were generally not doing my course by choice-they were merely fulfilling the requirements of a liberal education. I had my work cut out to lend relevance to four credits of science! Out of the urgent need to find a solution to this problem has come the notion that science can be studied as a window on to the world and that there are lessons in living that can be learned from a study of the natural sciences. The two examples that will follow will illustrate my point.

In the summer one cannot help noticing the abundance of flowers everywhere. What is common to all of these flowers is the fact that they contain the reproductive parts of the plants. At that point the similarity ends. Thereafter they differ in color, shape, size, scent, arrangement on the plant and type of animal which they will attract, to name a few. And based on these differences they are given different identities; they will be placed in different groups and given different names. A rose (flower) will be a rose (flower) and a tulip (flower) will be a tulip (flower). Thus, flowers illustrate the concept of diversity in sameness and vice versa. Looking at the flower causes me to wax (that terrible British term) philosophical, and sad. I become sad because the human species cannot seem to accept diversity in sameness and vice versa. Why do we have difficulty with the notion that a group of people may have a common ancestry in Europe or Africa but by virtue of many factors, may be divided up into different subgroups? Knowing one of the group does not mean that one knows all of the group. Can't we learn anything from the flowers?

Other useful lessons can be learned from mammals and birds in the wild. Among these animals it is usual for 'child rearing' to be divided into two stages. The first stage is the care of the young while it is helpless and cannot care for itself. This stage may be of varying length and one or both of the parents do all that is necessary to ensure the safety of the offspring. The caring stage is generally followed by the learning stage during which the young is taught the skills needed for survival. The initial part of the learning process is observation; later this is followed by supervised practice. When this stage is mastered, the young is allowed to go out on solo trips before finally taking up an independent existence. Again, is there anything we can learn from the birds and mammals?

These are just two examples of ways that we can study the life sciences. A study of animal and plant communities can reveal much about the principles and laws which sustain these communities in balance. We can then look at the human community and see if there is any virtue in applying variants of these laws. Yes, the study of the sciences, particularly the life sciences, can provide us with windows through which to look out on to our world.

In a previous article I looked at the integration of science into other studies. This article looked at a different aspect of the study of science. There is yet another way to study science-as a means of developing certain competencies in students. And if our long suffering editors will allow me space in another edition of our newsletter, I shall discuss it and, thereafter, forever hold my peace.

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The Dance

James Robinson, Long Island Center

We arrive at Andreas Georgiou's house in Kaimakli in the early afternoon to find the household in a state of scrubbed readiness. Nana and George are neatly dressed for a semiformal occasion with family. George alternates between adult restraint and adolescent enthusiasm as he greets us and explains that his father will be a moment longer getting dressed; Nana swoops and pounces and flies out of the room, her voice crying down the hallway.

"They are here! Papa! Hurry up!"

A tall, dark-haired and imposing man with a wide grin and firm handshake, he greets us with the infinite courtesy of an ambassador. He is the administrator to whom I answer at our host institution, Frederick Institute of Technology.

"Good," he says smiling, "you are here."

Andreas has come into the room with his jacket in his hand.

"Bella," he calls to his housekeeper, a round-faced, tolerant woman from Goa, "have you seen my tie?"

"Can't we have Cokes, Papa?"

Andreas shakes his head. "There is iced tea," he says. "Sella, get the girls an iced tea. And one for Jim, too."

Bella sighs. "Do you want anything?" she asks, with just the right note of exasperation.

"I'm fine," I respond.

"One for each of them," Andreas overrules. "Jim, you sit over there. I am looking for my tie."

"It's on the sofa," Sella says, pouring the girls their drinks. Andreas grabs his tie and throws it on in a practiced swirl, a gesture of finesse.

Andreas has taken us in, and made us what amounts to honorary members of his large extended family. Hardly a week has passed that we have not been invited into his house, or the house of a cousin or brother or aunt for dinner, drinks, a birthday party or wedding. We have been grandly entertained. I have gained ten pounds, and lost some of the sadness that hovered over my head on first arrival.

My daughter Liz, and Andreas' twelve-year-old daughter, Nana, have become fast friends. They are a remarkable pair, one petite and blond, the other tall and dark, with bright brown eyes. When we come to the house the girls sit obediently for a little while paying homage to adult conversation. Then, more quickly with each visit, they rush away to Nana's room to

talk in deep secrecy about their lives. Whether shrieking with conspiratorial laughter or silently sharing their homework, they have become apart of each other's reality.

Today Andreas is taking us to his village for the blessing of the ikon at his church. He and I have been battling lately over an iron and an ironing board. I insist the apartment requires them and he insists they are too expensive, a luxury in Cyprus where appliances have to be imported. I think he's being cheap; he feels he is being prudent. He is not sure that my college, Empire State, will keep a resident faculty member in Nicosia; I argue that his college, Frederick Institute, can't expect to keep a resident if they don't support one adequately.

There is nothing new in our quarrel. We have haggled over dishware, plumbing, heat, and furniture in the months since I have arrived. It's partly the dance of two male egos, and partly life in Cyprus.

Negotiations proliferate daily. Will my college continue to operate a program in Cyprus? If so, what will be the exact nature of the agreement? Will the current Government of Cyprus approve of the agreement? Will the State University of New York agree with the Government of Cyprus? If this were not enough, the Government of Denmark has recently announced its unwillingness to provide its share of troops to guard the Green Line in Nicosia. It's easy to imagine how far down the list my ironing board stands.

I feel I am being tested. There is a deep personal bond between Andreas and my boss Ken Abrams, whom he jolts out of bed with early morning transatlantic phone calls. But our international program here sometimes resembles a marriage between rival dynastic families, where each set of in-Iaws is keeping a watchful eye on the other.

I have had to give up trying to get a decent Xerox machine for our office, and I no longer try to control when my students show up for appointments. But if I lose my tug-of-war over the ironing board, who knows what may follow? Will Frederick Institute continue to place calls to Athens for me? Will Andreas take back our sofa? Will Ken leave me here, deciding I am too much trouble to bring home?

My only hope has been to bring pressure on Andreas. In this I have resorted to the crudest tool available to me, the withdrawal of social contact. We have not visited the house lately, nor accepted the usual invitations. I find it childish to stoop to this, but as an institutional orphan, I can perceive no other point of leverage. Liz has been pained at the loss of her contact with Nana, and both girls have let me know just how stupidly their fathers have been behaving.

For the past two weeks, it has been stalemate. I have not even been sure that Andreas has noticed our absence, but I have underestimated his sensitivity. Last week we stopped by unannounced and were welcomed immediately for supper. Seizing the initiative, Andreas has gone a further step by inviting us to his village, aware that I can't honorably refuse.

The girls barely have time to sip their tea before the phone rings, and Andreas disappears once more into the house, making last-minute arrangements with his family. The village is some distance, and we need to arrive before dark for the ceremony.

"We have to go now," he announces. "Are the children ready?"

Without waiting for reply he calls them and we bundle together into the cars. Andreas takes the two girls and George in his old blue Volvo and I follow with Bella in my rented Honda.

Keeping up with Andreas as we fly out of Nicosia requires my best concentration. He likes to drive, and to prove he knows the roads better than me. I don't mind his winning this game, but I have to keep him in sight.

"You'll never catch him," Bella giggles with delight.

"I wouldn't try," I assure her.

It occurs to me that if I just slow down he won't lose me entirely. I can see Liz has caught Nana's excitement, but she waves from time to time through the back window to be sure we still follow.

When we get to the village, clusters of villagers are assembling on the roadside in front of a small grocery. These are hard-working people, burned by the sun and schooled in the fields and kitchens. The suit-and-ties are arriving now from Nicosia, but everyone appears to know each other, and there is little standing apart.

I hang onto Bella, who is keeping watch over Nana and Liz. The girls are bored, restless to get through the ceremony and on to the fun. They stand scuffing gravel with the toes of their good shoes. Bella smiles indulgently.

"It's quite a crowd," I remark.

"Oh, yes," she says quietly. "The whole village is here." Her tone says anything else would be unthinkable.

Andreas appears suddenly behind us, his deep voice startling in its passion.

"Come along," he says urgently.

We are following the ikon. It is a heavy wooden tablet some three or four feet high, a little taller than it is broad, and several inches thick. The saint's portrait is painted in brilliant reds and golds on its varnished surface, his features shining with a deep, paternal calm. Several men struggle with the honor of carrying the saint down the street towards our destination, anew and substantial-Iooking whitewashed church. The priest in his black robes and caftan moves ahead, leading the village.

We keep pace with the procession, a little to the rear of the ikon as the priest moves forward dispensing blessings. People swarm the street and the sidewalks in front of their houses, offering welcome to the ikon as if the saint himself were present.

A man standing on his second-floor balcony in quiet reverence utters a sudden cry and rushes down to the street, leaving his wife and daughter alone. He plunges past the onlookers and takes the priest's blessing in tears, his face flushed red, calling out to the saint. His white shirt flutters wildly, and his hair flies in all directions, but he runs oblivious to all but his own passion. The city folk flinch at this display of enthusiasm, but his neighbors seem to approve. I see Liz clinging to Nana in the crowd, both girls giggling self-consciously.

"We will go into the church," Andreas says, appearing suddenly at my side.

As we enter the church, he directs me to the proper place to sit, or rather to stand, for the beginning of the service. The congregation surrounds the central altar. Following the lead of the cantor they sing a deep, and to my ear, slightly discordant hymn. I cannot follow or anticipate the melody as it winds from deep bass harmonies to an almost wailing outcry. The music is as elemental as the sea or wind, and sung by a hundred or more village voices it achieves a resonance that smothers thought. The psalm threatens to exhaust me, and I struggle either to follow it, or to detach from its droning power.

I shift my posture only to receive a quick tug on my sleeve from Andreas. He nods and purses his lips with disapproval.

"We don't cross our legs in church," he informs me.

I respond promptly and in mild chagrin, wondering why I didn't think of this myself. The careful traditionalism here reminds me of my own childhood in the South, where hands left in one's pockets were taken as a sign of disrespect. One is not casual before God.

Yet that is not quite the point, for the children of the village are invited to celebrate the mass by sitting on the low. steps of the area near the altar. A few of them have joined spontaneously, while others are edged forward by their parents. These small celebrants sit quietly in the great solemnity of the church, playing in the sunlight that pours from the high windows behind us. The ikon stands on its own platform just before the altar, the eyes of the saint somber and intense.

At the end of an hour we are excused.

"The service will go on for some time," Andreas explains, and we move quietly outside to the open courtyard surrounding the church, where about half the congregation has gathered. Andreas returns to the service, showing his bond with the older generation, including his mother, who continue their devotions. A trickle of celebrants moves back and forth, into the church and out again as people continually adjust their obligations to church and kin.

I stand in the courtyard, chatting to those from Nicosia whom I have met. Andreas's sister, who speaks no English, smiles broadly as our eyes meet, her face transparent with welcome. She wears her hair traditionally, drawn in a bun on the back of her head. The family resemblance is powerful. I see the familiar smiling turn of the lips, the high forehead, the clear eyes. There is a calmness and self-assurance that runs through this family, an inheritance of character granted them through generations. It strikes me how strongly their presence must have shaped this village.

Opposite the church is a battered taverna where the renegades of the village sit in open defiance drinking their coffee or beer, their chairs propped against the rough walls of the cafe. The men at the tables engage in the minor outrages of bad boys in school. They spit, or stretch and joke a little more elaborately than necessary, the more raffish among them showing their indifference by staring into their cups or reading the paper. On our side of the street no one takes notice, or more likely, the indifference is registered and returned in kind. There are old wounds here, and unforgiveness. Perhaps I am not the only one feeling uncomfortable, standing here in my good blue suit and tie, and wishing I were in the cafe.

Once the church service is finished the bells begin to ring, and the village slowly reunites, or at least gathers, for the celebration that lies ahead. It is nearly dark, and in the twilight the electric lights strung along the street begin to glow. Tables have been spread in files two deep, covered in white paper cloths, paper plates, plastic cups and utensils. Cypriot women are now free to talk and eat alongside their men without the awful dread of the cleanup.

There are places for several hundred at the tables, which run the length of the main street and then turn to the left into the heart of the village. On every table the traditional bottles of Famous Grouse whiskey and Keo beer appear, and the crowd is quick to celebrate. Portions of roast lamb and potatoes are passed in their aluminum foil wrappings as the guests are steered to their preassigned tables. The logistics must be staggering, I realize.

One of Andreas's cousins comes to explain our seating. Liz will sit with Nana and the younger cousins, and I have been placed with the English forces from the UN.

"Is that all right?" she asks.

I am surprised to feel the pang of separation. Liz and I have grown so much together that I no longer feel comfortable without her. I will also miss Andreas's family, who are spread strategically throughout the assembled throng.

Still, it is the practical solution to a small social awkwardness. The Republic of Cyprus is only 30 years old and the quarrel with England is a living memory for some. There are some present who regard the IRA with affection. As an American, I am an acceptable buffer, a fraternal member of the club of ex-colonials. Besides, the UN contingent are not likely to speak Greek. It might even be a compliment; I'm enough part of the family to handle the chat with outsiders.

"Of course," I tell her.

Andreas, always correct, comes to be sure I am not slighted.

"You will be all right here?"

"I'm fine," I say, unsure myself.

The UN contingent are a mixed group, older and younger international travelers, all sharing the slightly weary professionalism of those whose lives don't belong to them. An athletic man in his mid-thirties sits opposite. He's an "agricultural expert" but his bearing and build mark him as the British equivalent of a "foreign advisor." He speaks

guardedly at first of his current job, with the elitist's tone of superiority and resentment.

After a couple of plastic tumblers of Famous Grouse he begins to let it out. He misses his wife, he's been screwed out of his overseas allowance, his leave time is too short. He wishes he'd never got into this mess.

And the Cypriots? They're impossibly stubborn. They won't plant the right crops or use the right fertilizers. They'll promise you anything, but just try and pin them down.

I sit uncomfortably. There's truth in what he says, the Cypriots don't move until they are ready. I have spent months trying to learn this lesson, only to find repeatedly that I haven't. Witness the Xerox, and the ironing board.

"You mean a Wednesday appointment is really a Friday appointment?" I joke.

He stares at me like a child who has been promised dessert one too many times.

"Too bloody right," he agrees. "The only way to get cooperation is to grab them by the throat and force them to do it your way."

My tablemate pours us each another beer and glowers over the tables surrounding us.

"There's no helping them," he declares. "They like to be stuck. That's why the Danes are pulling out. They know when they're not needed."

I catch the glimmer of truth in his pain. So that's the tooth that hurts him. He's not sure of being needed. It can be very frustrating to want to do good in the world and find the good already done. Maybe that's what irritates me, too, the feeling that the Cypriots don't really require my presence.

"Do you know your next assignment?" I ask him, hoping to rescue us both from post-imperial gloom. He should be about ready for Serbia, I figure.

He gives me an adolescent, half-threatening glare with a Hollywood tough-guy sneer.

"I could tell you," he acknowledges, "but then I'd have to kill you."

Is God punishing me, I wonder? If this is what I sound like, whining about an ironing board maybe I deserve this conversation. I have been attached to the idea that I have to reestablish my life here on the model of my life at home. No wonder Andreas can't give me one, it would only further my narcissism. Next I will be asking for a toaster oven and a microwave. And no wonder he dropped me here. Whom else could stand this lout? Any self-respecting Cypriot would have lodged a beer bottle between his eyes by now.

I struggle to catch my balance.

"l like Cyprus," I tell him. "You never know what to expect. It's part of the fun."

My new-found friend stares at me mockingly.

"Oh, yes," he drawls, "fun."

I pour myself another small glass of Keo and attempt a conversation with the expatriate lady in a floral print dress to my right. She is surprised that I find the Cypriot-run English School adequate for Liz's education.

"Actually," I parry, "I think it compares pretty well to her school at home."

I see her eyebrows lift.

"We're only here for a half year," I add.

She wades in with her truncheon. "I suppose that would help."

I am relieved when the official part of the celebration gets under way. The table falls silent as a student declaration is read in Greek, then translated in English. Macedonia is Greece and Cyprus is indivisible. Next is a patriotic poem by a vibrant young lady with coal-black hair. Finally Andreas presents a few remarks for the occasion read in his own fine rhetorical style.

The crowd has gotten weary with speeches. There is movement and noise from the "other" side of the village and the applause grows thinner with each round of oratory. Finally the band stirs behind the microphone, a mixed group of drums, violins, guitars and an electric piano. The sharp rhythms of a Mediterranean dance song begin.

My tablemate looks up with disdain.

"Not even a proper band," he grumbles.

I smile over my beer to acknowledge his concern for the world's cultural standards, and search the crowd for a friendly face. This is turning into a life or death struggle. Another five minutes and he will be sharing the worst moments of his life.

I have spotted my dancing partner, Solon, who waves to me from another table where he sits with his wife and baby close beside. I have promised myself to stay off the dance floor, which is prominently located at the center of the festivities.

My friendship with Solon, which began at the first family gathering three months ago, begins and ends with the dance. His English is as slight as my Greek, so we talk haltingly and with the help of grimaces, shrugs and sighs when we are off the floor. His son looks like a miniature version of his father with his serious brow and his tiny laughing face. It is a strong face, and a happy one. Solon is a caring husband and a good father.

The band plays, but there are no takers. The Cypriots are caught between their desire to be modern and their longing for the past. I see Andreas in the distance seated next to the priest, his face animated. He never dances, has not since his wife died. Something in his heart refuses to be moved. But he is satisfied tonight, I can see, for despite all their differences, the village has turned out, filling the streets with feasting and laughter .

He is arguing with someone, his finger pointing heavenwards, his body poised as if to spring at his listener, who one must assume, has become illogical. Nothing delights Andreas more, except the moment when the straying lamb returns to the fold and listens to right reason.

My sad-hearted Englishman snorts. "Can you believe they dance to that noise?"

I look at him with a steady gaze. I'm tired of supporting his spleen. Even if my listening can be excused as ordinary politeness, l am beginning to feel like his accomplice.

Solon nods toward the dance floor, his right hand raised in the half-rotated gesture that indicates a question. Would I like to dance? I shove back my chair quietly and smile down at my table-mate.

"Excuse me," I say, "but I need to do something."

Rising, I peel off my suit jacket and undo my tie, abandoning my sense of civic responsibility. Let someone else listen to the UN.

Solon and I take the floor beside a man in his mid- thirties and his small son. We begin to dance slowly, and with a matter-of-factness that makes it all right. I begin gradually, beginning by imitating Solon's half-sliding, half-leaping turns

and pivots, my arms outstretched at shoulder height. After a few moments I am dancing, no longer imitating, but simply allowing my body to follow the swirling rhythm of the violin.

It is a clear night, and the crowd stirs as a few more dancers take the floor. A small boy and his father are joined by an older man, a gap-toothed, down-sized fellow with a raisin-wrinkled face and copper skin. I have seen him many times, but only now do I understand that he is the grandfather of the little boy. He is indisputably the best dancer of the village. His body seems to have lost the clumsy squareness of the human shape, as he glides softly from step to step, his worn black suit flowing about him. An ancient smile lights his face. Seated he is an old man; dancing, he is ageless. People begin to call out to him, and others who are not so confident come to share the floor.

It is important who you dance with. Your partner needs to treat you with respect and concern. Dancing is a risk. You can't help being yourself when you dance. The story is right there, sad or joyful, deep or superficial, for everyone to see. A good partner will help you feel safe enough to tell your story honestly. I am honored that Solon trusts me as readily as I do him. And it is a tribute to the Cypriots that they still respect this form of truth.

We break to rest and have a beer. You can't be drunk and dance well, the demands of movement are too strenuous, but the beer helps me to overcome my inhibitions. I am impatient for the band to begin again, but the musicians have stopped to drink and to chatter with their friends. The moon, half risen against the black night sky, is a sliced lemon wedge over the tops of the low village houses. The air is vibrant with the slight scent of sage that blows off the fields. The bare electric lights strung from wires hung on the housefronts give the scene the look of a stage setting.

The song springs up again as the musicians pick up their instruments. On and on it goes, sliding up and down the scale as the band flings their notes onto the night air. I am sweating now, with my sleeves rolled and my jacket and tie tossed aside on the back of a folding steel chair. My white dress shirt sticks to my back with perspiration. I feel free, released from duty and self- denial.

Andreas moves to the side of the floor where Solon and I sit. He looms beside me, large and protective, proud of me in his big-hearted way, and perhaps relieved that I have not made a fool of myself.

"If you keep this up," he murmurs with a chuckle, "we will have to give you a passport."

I dance until I am tired. When I return at last to the table, the agricultural expert is gone and the UN crowd scattered. I talk instead with Solon and his wife, smiling and nodding as we manage to talk about our children.

Around us the long rows of tables are being stripped of their white paper covers by the women of the village. Here and there a husband gathers the remains of a souvla for the dogs, tossing the empty tinfoil wrappers into plastic garbage bags. Children yell to one another, chasing like swallows around the clumps of adults reluctant to abandon the bare folding tables. A group of women stand at the doorway of a house, one carrying the remains of a huge bowl of salad. The windows are open, the tall blue shutters thrown back. Dishes are passed from the street into the kitchen. Under the strong light of the ceiling fixture they tease and laugh, calling their challenges to one another as they work.

Liz and Nana run up suddenly like birds startled from cover.

"She has to come!" Nana implores. "I'll die if she doesn't."

"We'll both die," Liz echoes.

"Please?" Nana can't bear waiting for an answer. "You have to say yes, you know."

"I can't say yes, because I don't know what you want."

"My cousin's house, then to my father's to sleep over."

"We'll see."

"Oh, Dad."

"You're coming," Nana announces. "You have to."

Andreas finishes a caucus at the head table and ambles steadily up the street towards us. He is deep in thought, but as he catches sight of us his smile flashes again. The embattled public servant is replaced by the affectionate father and friend.

"Come on," he murmurs, stroking Nana's hair. Laying a gentle hand on Liz's shoulder he steers them toward the parking where we have left the cars.

"Papa, can Liz sleep over? Her father said it was all right."

Andreas shoots me a knowing smile. "Is this true?"

"I didn't say anything yet." He nods. "I think it may be a little late this time," he says, then more soothingly, "she can come tomorrow night, nai?"

"Yes," I say, "you'll have another chance."

The girls grumble to the parking but accept our decision. Andreas and I walk in parental tandem as the girls race ahead to the cars.

"Thank you for inviting us here," I tell him.

He smiles, taking my hand.

"You are always welcome," he says. He is being most diplomatic, but he also means it.

I am grateful to Andreas for tonight. I remember our first telephone conversation months ago, when I first called him from New York. Ken had been urging me to make contact and I finally had overcome my basic shyness and called.

"What can I bring you?" I had asked, assuming from my conversations with colleagues that Cyprus must lack some small luxuries.

"Nothing," Andreas had replied, "we have all that we need."

After this evening, I can see what he meant. There is nothing missing in Cyprus, or for that matter, in me. It is odd, but thousands of miles from my birthplace, I feel very much at home.

It is late, nearly two o'clock, when Liz and I stumble up the white marble stairs to our apartment. We are exhausted but happy.

"Did you have a good evening?" I ask.

"The best."

"There's a wedding tomorrow. Do you want to go?" "Dad." She leans wearily against the doorframe as I fumble the key into the lock.

"Just kidding."

Two weeks later, George and Nana bring by an iron and an ironing board. I put them in the kitchen to use in emergencies. I have already begun taking my shirts to the dry cleaner.

ALL ABOUT MENTORING
A Publication of Empire State College

Issue 5, Spring 1995

Interactions

Miriam Tatzel, Hudson Valley Center

He was once a student here and had slowly amassed some credits. I accommodated his sluggishness in a variety of ways, from plugging in a group study to make up for one lapsed contract to stretching out the contract time. I put my foot down, so to speak, after the year "deadline" for one painfully drawn-out contract, and gave him partial credit for what he had completed. I think he resented my not letting him "finish."

In the intervening years he would call once in awhile to reenroll but didn't follow through. He is a shop teacher at a school in the city, and with a degree he can become an administrator. Last spring he called to say he had a sabbatical for the coming year and wanted to plan courses. I mailed him the application form and the listing of group studies and CDL courses. We made appointments that were broken.

Now that I'm back after August, he's ready to enroll. He comes to a meeting with the partially filled-out application form. I'm annoyed that he hasn't sent in the application or examined the list of offerings, and I hate feeling this way, short-tempered with a student. By way of explaining his lack of preparation, he says he had a difficult and hectic summer. What was the hardship? "So many weddings."

He has an approved degree program, needs 12 credits to graduate and 16 credits for his sabbatical. We go round and round about what he can take. He needs Special Education for his concentration; that will have to be a tutorial. There are appropriate study groups for him in Hartsdale and New Paltz, but he says categorically, he "won't travel." He voices one decision priority: "What's most convenient?" "CDL," I answer and point to the offerings in the social sciences. I ask if anything "jumps out" at him. Just as I had intuited, he asks about "Hispanics in America" (he is Puerto Rican). Good. I sign him up.

Now comes the interesting part. He starts filling out the application form right in my office. I am appalled, but also somehow amused by the situation. How should I respond? I check myself out and decide I am not really inconvenienced, and let him proceed. I shuffle some papers, looking for a resume for a special ed. tutor, among other chores, and at the same time I am observing him.

Today, as in times past, I find him to be lackadaisical, distracted, bemused. Yet I don't see this as a personality trait. We once had a conversation about his kitchen renovation and he came alive for that (I, too, am an enthusiastic remodeler) .My feelings toward him soften as I apprehend how much he doesn't want to do this. As if he were reading my mind, he says, "I wish I could get motivated." Then, by way of reassuring himself, he adds, "The problem is getting started."

He finishes filling out the application and CDL book order forms. He shakes my hand in parting, which I take to be a gesture of friendship. Now I'm left with figuring out how to get him enrolled and finding a tutor. I'm out on a limb.

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MI NEWS - December,1995

Mentoring Institute Advisors-

The Mentoring Institute Advisory Group met in at the Northeast Center on Friday, November 4th. The advisors are:

Bob Carey	Metro
Cathy Copley-Woods	Corporate College
Susan Hallgarth	Labor
Marjorie Lavin	Academic Affairs
Tim Lehmann	NCAL
David Livesay	Central New York
Sylvain Nagler	Northeast
Susan Oaks	CDL
Irene Rivera de Royston	Genesee Valley
Bob Rodgers	Niagara Frontier
Paula Silver	Long Island
Miriam Tatzel	Hudson Valley

Members of the Advisory Group and cochairs Jay Gilbert and Chris Rounds can be reached at @[maillist]miadvise.

Themes We'll be Working on-

Several topics kept recurring in our discussions, and we thought these might provide a useful focus for *All About Mentoring* articles, center and regional workshops and All College presentations during the coming year . They are:

- Writing... self-assessment, journaling, critical writing;
- Helping students become effective independent learners;
- Students working with other students;
- Using traditional means toward nontraditional ends; and
- Working outside one's area of expertise as a form of revitalization.

Please let us know if you'd like to join this discussion, and what other themes you'd like to pursue with us.

All College Conference Presentations-

Last year's All College Conference featured several presentations tied to the ongoing work of the MI. We'd like to see that happen again in 1995. Please contact us with suggestions for panels or individual presentations, and we'll do what we can

to help.

Contributing to AAM-

We would like to encourage everyone to consider writing for *All About Mentoring.* We hope to continue the focus on mentoring in theory and practice... emphasizing both what we value most about what we do and new approaches to mentoring practice. We'd also welcome reviews of books and articles you've found most helpful in your work with students or enlightening regarding mentoring. Please send submissions or proposals via e-mail to jgilbert and crounds. You can also call Jay at 914 948-6206 or Chris at 607 721-8654. We want to hear from you!

Choosing the Next Cochair-

Jay will be completing his 18 month term as MI cochair on March 30. We want to be sure that before that fateful day we've canvassed the community for prospective chairs and assured a smooth transition. So expect to hear from us regarding nominations for this position in the next few weeks.

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From the Editors
Jay Gilbert and Chris Rounds

Discussions surrounding the issue of technology's role in the College's future have not been particularly productive of late. The "technology plan" circulated late last year could not have been better designed to derail the conversation. With a preface that seemed to bring into question much of what we spend most of our time doing, the "meat" of the plan probably did not get as much attention as it deserved. Yet even the more detailed sections of the plan were, perhaps inevitably, disappointing.

The plan, let it be said, was still in draft form, and no input had apparently been sought from faculty yet. So it should not have been surprising that significant portions of the plan remained blank. Still, one might have hoped that, this being the academic institution that it is, issues related to mentoring might have held a more central position. No doubt there's a committee of us at work on this project as we speak. These musings are intended to feed into that discussion.

It's nice to think of Empire State as a cutting edge institution, and there's little doubt that in some ways we are... While the world of business is discovering mentoring, we've got a generation's experience doing it. And while the excellence in schools folks are focusing on the key role played by individuals who know students by name and care about them as whole people, we've always thought of that as what we do every day... While a Pew report laments faculty who are stuck in the past and scared of the future, we're constantly reinventing ourselves, responding to the real needs of students... tuned in to their evolving learning needs. But a technological leader? A video-production facility... "state-of-the-art" within three years? Well, maybe. But first help us understand how a "steerable downlink" will help us to more effectively serve students.

Don't get us wrong. There are no Luddites here! Technology has, after all, been very, very good to us. Who would trade in their computer for a typewriter ...even the long-sought *Correcting Selectric*? Who would wish their students didn't have VCRs... when they do? So we're not advocating a rejection of technology. Rather, we'd like to give some thought to how the College community will relate to that technology in the future. The genius of Empire State College's organization, from the outset, has been that it does not seek to duplicate the resources already in existence in the larger community. It intends, rather, to integrate and build on what is already there. No library? There's one down the road. No labs? My student has one at work... complete with a practicing chemist. No onsite computer consultant... No, but we do have this student who's terrific... if we could just pay her!

So bring on the LANs and the 56Kbs connections... but keep in mind that these are merely tools. They serve us, and help us to serve students. We don't pick up an increased workload to pay for them, they pay for themselves by enabling us to focus our attention not on the tool but on the student. Let's get on with the important business of exploring how these tools can help us do what we love to do, and what we're good at doing. And let's not lose sight of why we're doing it.

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MI NEWS - May 1995

MI Update

The MI advisors met at the All College Conference and agreed to concentrate their energies on a number of themes. First, in response to conversations initiated at the opening plenary session, we agreed to work with APLPC and faculty convener Antonia Pena to coordinate a series of discussions at center and collegewide levels around the theme of "Working with Students/Things that Work." We also agreed to initiate discussions with the directors/associate deans about revitalizing both the *Mentoring Handbook* and Mentoring Workshops. We ended by renewing our oft-made vows to get more issues of *All About Mentoring* out during the coming year that the last!

New MI Co-Chair

The MI is pleased to announce that Xenia Coulter has been selected as its next Co-Chair. Xenia replaces Jay Gilbert, whose dedication and energy have served the Institute and the College so very well.

All About Mentoring Submissions Sought

As always, we would like to encourage those interested in contributing to All About Mentoring to contact either Chris Rounds (crounds on e-mail, or call 607 721-8654) or Xenia Coulter (xcoulter, 607 273-4536). We welcome all sorts of stuff!

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Tales of the Mentor: Wintertime
James Robinson, Long Island Center

It is a still winter's day at the Midlothian Center of Empire State College. The squirrels have clustered on the lower branches of the trees outside Mildred Hatherfield's office on the ground floor of Burberry House. Mildred, a part-time mentor in historical studies, is watching two squirrels circling what appears to be a discarded crust of bread underneath a nearby picnic table. The picnic table itself lists precariously to the northeast, as if the winter winds and old age had finally breached its defenses.

Mildred doodles on a napkin with her favorite pen while she waits for the center director, Winthrop DeBland, who has promised to explain why her teaching load has risen so precipitously in the last three weeks. There is a sudden sharp rap on her office door and DeBland's head appears framed in the doorway. The squirrels scatter.

DeBland: Hi, there, Milly. Hope I'm not disturbing.

Mildred: Oh, Winthrop. (She lifts a pile of student essays from the visitors chair beside her desk.) Please come in. I was just thinking about those poor squirrels. They look so cold.

DeBland: (Peering outside). Tree rats.

Mildred: I beg your pardon?

DeBland: They're just rodents. (Seeing her reaction) Biologically speaking, I mean.

Mildred: Oh, yes. Listen, Winthrop, can you tell me why I'm getting so many calls from students this week?

DeBland: Well, I don't know. I imagine it's because you're so good. You know how it is, the better you are, the busier you are.

Mildred: I don't want to complain, but it seems to me I must be awfully good to get this many calls. Isn't David Pfefferkorn taking students? He's full time, isn't he? When I saw the list last week, he seemed to have very few students.

DeBland: Well, you'd have to talk to David about that.

Mildred: But you're the one who makes up these lists, aren't you? It just looks like he's kind of low, if you know what I mean.

DeBland: (Glancing at the list) I guess.

Mildred: He's low a lot of the time.

DeBland: Listen, Mildred, to tell you the truth...

Mildred: Yes?

DeBland: We all know that David's been a bit low for a while. It just seems to run in cycles, you know, somebody is high for a while, then someone is low.

Mildred: I don't seem to have that problem.

DeBland: I wouldn't call it a problem, it's just that some people-like you, for instance-really pitch in, and others, just don't. For whatever reason, and their load will reflect that.

Mildred: David doesn't pitch in, and his load reflects that.

DeBland: Yes, I guess that's about it.

Mildred: (Trying to appear calm) Can't you do something? I mean, I don't want to appear mercenary, but the man makes three times my salary.

DeBland: (Protesting) Not because he's a man.

Mildred: (Exasperated) I don't mean that. I mean he's not HELPING!

DeBland: I wish I could do something.

Mildred: You can't?

DeBland: No, well you understand how it is. When you're tenured, and so forth. The administration can't really do very much. We rely on you.

Mildred: Me?

DeBland: Not you, personally. I mean, the whole faculty. His peers. The people he works with. If you say something to him, it probably would have an impact. I mean, I've spoken to him about this many times, it's not that. He just doesn't seem to take it in.

Mildred: (Amazed) You expect me to tackle David?

DeBland: Well, I guess being part time that might not be such a good thing, but maybe you could talk to Dusty or Rachel and see if they wouldn't put a bug in his ear.

Mildred: Right. In the meantime? (She holds up a sheaf of telephone messages). What shall I say?

DeBland: You're doing very well, I think, load-wise. You manage the numbers better than most people here. Just keep it up.

Mildred: I see. (She looks out the window. One of the squirrels has finally gotten the nerve to grab the crust of bread and is racing back to the nearest tree.)

DeBland: (Noticing the squirrel) I'll have to call buildings and grounds. Maybe they have some poison.

Mildred: (Musing) Yes, that's a thought.

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Academic Success for the Poor Writer

Anne Bertholf, Niagara Frontier Center

In 1990, I was awarded a grant from the National Center on Adult Learning to find out what happens to Empire State College students with weak writing skills. Given the emphasis on written communications that permeates our conversations with students and prospective students, Empire State College would seem to be an environment in which inadequate writing skills are sure predictors of failure. What, I wondered, is our institutional response to the requirement that students have acceptable writing skills? Are we helping those weak writers who enroll with us? Are their writing skills really obstacles to success? To investigate these questions, I tracked weak writers who enrolled at the Niagara Frontier Center (NFC), looking for evidence of success despite their skills problems and examining, as well, the ways in which these problems had been addressed.

At NFC orientations, students provide a writing sample which is scored on a scale of 1-4 (1 is the highest score). I first identified a cohort of 302 enrollees who had attended orientations between 1984 and 1989 and scored "3" or "4" on the writing sample. I read each academic file, noting patterns of enrollment, indicators of academic success, and evidence of mentors' responses to the skills problems. I was interested, too, in learning whether some modes of writing study (study groups vs. individual study, contracts in writing vs. subject matter contracts in which writing was emphasized, etc.) seem to work better than others. Finally, I hoped to determine whether the noncredit "brush up" workshops in various writing skills were working.

This investigation revealed that the group divided almost evenly among those who were not successful (at the time I concluded my research, 47% had earned very few credits, many having apparently dropped out), and those who achieved some measure of success (30% had graduated, 11% designed degree plans that were concurred and an additional 12% had submitted plans to the Assessment Office: 53% could be termed successful). I discovered, too, that there were not significant differences in demographic data between successes and failures. Successful students were only slightly older, only slightly more likely to be women, and were matriculating in areas of study that mirrored the proportions across the entire NFC student population. (Racial data were not available for the earliest enrollees in this study, so could not be used for comparison.) An interesting distinction was revealed between full-time study and part-time study and between those who opted for a short break between enrollments as opposed to those who remained almost continuously enrolled: those who enrolled part time and who took small breaks between enrollments appeared to be more successful.

Probably, many chose full-time status in order to receive TAP assistance, and would have been better served academically if part-time study had been an option. Most of the "successful" cohort completed a writing contract (reassuring for those of us who teach writing!), and the evaluations of 74% of the "successful" group included positive comments about writing improvement, while only 22% of the "unsuccessful" group earned such accolades. Entirely plausible, of course, that only 22% of the unsuccessful students deserved positive comments - but this detail suggests a connection between encouragement and success!

Firm conclusions about the effectiveness of group study as opposed to independent study were not possible because there were so few group studies available in the earliest years of this investigation, but students who participated in group

studies in all academic disciplines had a higher retention rate. And, the successful cohort participated in various noncredit opportunities (not only in writing) with greater frequency than did their unsuccessful colleagues. Finally, contract evaluations in all disciplines contained evidence of attention to students' writing skills. Probably, this near-universal insistence that students write with clarity contributes more to improved skills than any strategies that belong solely to "writing teachers!"

Two of my colleagues, Dr. Phyllis Fishaut MacCameron and Dr. Carole Southwood, worked closely with me to design the study. The results suggested what we had assumed: one key to improved writing skills is the consistent requirement that students write. To put it bluntly, if students enter as weak writers and then are required to write a great deal, they either improve or they drop out. Obviously, quantity is not the only requirement for helping uncertain writers: students must rid their work of distracting grammatical and mechanical errors, and they must find and preserve their own voice. Thinking about the writing contracts that we were using, we concluded that we emphasized writing products more than writing process, and that our contracts helped students respond more confidently to formal writing assignments, but they also encouraged disjunction between the natural voice and the "academic" voice of the students.

All of us had used personal journals as a writing activity in introductory learning contracts, but we had generally viewed them as "warm up" exercises, almost like a good stretch before a long run. In those contracts, it was difficult for students to shift from personal writing to the more rigid demands of a typical academic exercise. Thus, to encourage the preservation of a clear, confident voice and to focus on the process of writing more than on the finished product, we decided to experiment: we abandoned the goal of competent academic writing to concentrate instead on the goal of comfortable personal writing.

Excited by the work of Peter Elbow, buoyed by success stories such as those of a group of teachers who contributed to an *English Journal* "Exchange" feature titled, "Daily Writing - Writer's Discipline, Reader's Delight" (November, 1989), and intrigued by the work of Natalie Goldberg, whose Writing Down the Bones (Shambhala Press, 1986) offers the encouragement that many students need, we wrote a contract intended to be completely self-guiding and straightforward. And, we provided samples in the form of a brief reader compiled from published journals.

To encourage habits of reflection on the learning process and to develop editing skills, we devised a series of self-assessment questionnaires that progress in sophistication over the course of the study. Early in the contract, for example, students are asked such questions as "What is the most surprising word that you have used?" and "Copy the best sentence from your journal that you are willing to share." Later on, questions provoke more analytic responses: "Please comment on these three things: your ease in writing your journal; your enjoyment of the process; your progress toward self-confidence as a writer."

The contract requires that the student keep a journal in any format that is comfortable. The student is to "spend time with the journal" every day (using this language liberates students from the fear of writing block: moments of paralysis are to be responded to by using the "time with the journal" to reread earlier entries, to copy poems or cut out pictures or cartoons, articles, etc., that might be developed in future journal entries). The mentor does not examine all of the writing: for each meeting, the student selects one idea or topic arrived at in the journal and refines it for submission. The contract emphasizes the expectation that each piece will be rewritten, so the student brings to each meeting the journal (for inspection only), a piece for submission, a rewritten version of a piece previously submitted, and the responses to one of the self-assessment questionnaires. Students use a handbook (such as the Harbrace Handbook) to remedy mechanical and grammatical deficiencies.

Students respond very favorably to this contract. Weak writers whose work has been ridiculed or belittled like the journal's privacy. Students whose academic training encourages brevity and speed of response enjoy the invitation to remain with an idea long enough to explore it fully, to pay attention to the power of specific images and particular words. One accountant, for example, relished the new luxury of relaxing with her ideas, allowing them to evolve to a conclusion. Students who do not write much - for whom the physical act of writing is alien - find the contract useful if their deficiencies are not extreme. Students whose work is diffuse and purposeless (a common flaw in the work of beginning students) are encouraged through the personal journal to find their real subject and to expect multiple drafts in the search for the "real" topic. And, all students learn to dispel the strangling power of writing what the instructor wants (or what the student imagines that to be) rather than what the writer actually wishes to say.

Two critical factors define the success of this contract. First, students have complete control. They may write seriously, or frivolously, or not at all in their journals: the contract asks only that they "spend time with" the journal each day. They choose the pieces to be shared with the instructor, as well as the pieces that comprise the final portfolio. The subjects on which these pieces are written, the purpose of each piece, the length - all are governed completely by the student. One student reported: "The ease of writing in my journal came with the daily practice of writing. Slowly I became accustomed to sitting down with my paper and pen and making my entry. My enjoyment grew from my ease.

When I would have a tough time thinking of what to write, I would just randomly lay down a few sentences until something would make sense. Then the brain and eye and hand would move as one synchronized unit which would leave little for me to worry about, being so absorbed in the process. What I really loved about the journal was that I didn't have to worry about spelling, punctuation, etc. My self-confidence has increased immensely, not only in writing but in all forms of communication. Having discovered that I can do the assignments and receive positive feedback from them has made me feel really proud . . . ."

Closely related to control is connection: all that we know about adult learners underscores the significance of their centrality to the learning process. Students with a generous sampling of educational, personal and cultural experience are likely to choose liberal, broadening studies from a range of perspectives because they have a wider base of experiences to which such study links. But students working with this basic learning contract are usually less sophisticated learners without reservoirs of experience from which deeper and broader study emerges. For them, tying early contracts squarely to daily experience establishes connections among their learnings, forming a solid base for future explorations. One student described the connection of the journal to a crafts project that had long tantalized her; she had wanted to begin the project for several months, but had been unable to conceptualize the outcome clearly. Writing about it, she said, led her to a complete vision of it, then to completion.

In a very useful document titled, "How Writing Shapes Thinking," a report of an NCTE research project sponsored by the National Institute of Education, Judith Langer and Arthur Applebee articulate some theories of the connections between writing and thinking. More permanent than thought or talk, writing encourages reflection and review, not only making ideas more accessible, but also changing and shaping those ideas. If writing is to communicate, it must be explicit and carefully organized. Writing encourages students to explore implications that otherwise might go unexamined. Following a two-year examination of the place of writing within high school classrooms in a variety of disciplines, Langer and Applebee link success to student "ownership" of writing tasks. Further, they found that students should be supported through a natural progression of skills by teachers who are not primarily evaluators of student work, but collaborators in it. This contract measures up to the criteria suggested in the Langer/Applebee study. Its focus on process rather than product, with strong emphasis on revision, encourages the ever-changing flow of thought, leading to more confident writers and more confident learners.

Often, research projects such as this one move in unanticipated directions as they evolve; NCAL fellows with whom I spoke reflected often upon the unintended consequences of our varied investigations. Beginning with a set of expectations, most of us were teased by collaboration with colleagues, by research results, by student response, into new directions, new twists and turns from which unexpected and serendipitous outcomes emerged. For me, such happy outcomes began with wonderful, useful (and all too rare!) conversations with my colleagues about the study and the learning contract that we designed as a response to the study. Our decision to abandon our usual expectations in order to focus completely on the journal, rather than trying to have the journal support other writing tasks, liberated us and changed the quality of our subsequent dialogue with students, fostering a straightforward exchange centered upon discovering the student's voice and encouraging real talk rather than academic talk.

From this directness came an honest response to a problem that I had never before handled satisfactorily: how could I work effectively with students whose religious or other personal belief systems are intensely held but not critically examined? I had always found it difficult to encourage critical thinking without seeming to challenge faith. One of the journal-writing students helped me to a useful response when she submitted a paper that relied on her strong religious convictions so firmly that it sounded "canned." Because we had talked about the importance of her voice as she wrote and about finding the real subject, it was easy for her to see that this paper did not represent the voice that we were trying to liberate. Phrased in this way, my comments were nonconfrontational, and they were consistent with the themes of prior

conversations. She was able to revise the paper to say those things she wished to say on her own rather than in the rhetoric of the denomination.

Finally, and probably the most important happy outcome, was the enthusiasm of students. I spoke with a number of students whose study had been guided by this contract. One, having completed the contract with one of my colleagues, was almost euphoric about the changes in her perceptions of herself as a writer. Having chosen the contract because she thought it would be easier than the alternatives presented to her, she found it so difficult in the beginning that she was irritated for what she perceived to be the error of her choice. Much to her surprise, the journal writing suddenly "took hold" and she began to write with far greater confidence and skill, almost overnight. Unable to explain clearly what had happened, she was very clear about the significance of the privacy of this contract: knowing that her work would not be read except by her choice gave her a great deal of confidence.

Our contract does not remedy all writing deficiencies. For example, students whose weakness is excessive volubility do not improve simply by being encouraged to write freely. And students are not universally able to "translate" their new found skills at personal writing into the more tightly organized rigor of academic papers. Many who benefited from this contract need a subsequent study that is more academically oriented.

Yet there are unexpected uses and benefits: Mentor Southwood reports success when she uses the contract as a noncredit guide for students who want to continue growing as writers, but do not wish to spend more contract time with writing study. The self-guided nature of the contract opens the door to the concept of lifelong learning for writers who seek to maintain the momentum of their writing improvement. And, the contract works well in guiding advanced level personal or creative writing contracts.

My conclusions? We developed a very useful learning contract that works better than we expected. It encourages extremely weak writers, many of whom have been amazed to find themselves enjoying the experience of writing; it successfully guides both noncredit self improvement for conscientious students and advanced level credit bearing study. As for the examination of academic records of weak writers, it encouraged some changes in our early conversations with students about writing skills, but its primary value was in reinforcing learning theory that has always been respected at Empire State College. It confirmed that adult learners need support.

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Prior Learning Evaluation: Recovering a Critical Vantage Point

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(An earlier version of these thoughts was presented at the 1994 International Experiential Learning Conference, Washington D.C., on November 11, 1994, sponsored in part by the Council for Adult and Experiential Learning [CAEL]. The other members of this panel were Harriet Cabell from New College, the University of Alabama, and Sharyn Boornazian from Cambridge College, Massachusetts.)

This conference might be thought of as a celebration of prior learning assessment (PLA) -a victory party of sorts. Having begun as a set of experiments defined as completely tangential to the core of an institution's activities, PLA has become an official component of many college and university programs and a practice taken seriously by a growing number of private corporations and public agencies as well. Looking around us this morning and seeing the more than 1500 participants in this gathering, we can be proud of the efforts and successes of many colleagues across the US and Canada, and around the world. Only 25 years ago, there were less than two dozen colleges struggling to find an argument and place for PLA in higher education; today, there are probably more than 600 institutions that have some kind of prior learning assessment program in place. And the numbers continue to grow.

This phenomenal growth might be seen as a result of two factors:

1) the appreciation of a philosophical/pedagogical/ political argument about experiential learning. Many have become convinced of the richness of this learning, of its depth and meaningfulness, and of its appropriateness and significance to college learning.
2) the demographic/economic and very practical realities of school population shifts and the explosion of credentialism. Institutions of higher learning have sought to respond to the diminution of conventional aged populations, to the demands of adults for opportunities to learn and advance, and to their need to literally save themselves by capturing new markets and positioning themselves more effectively against growing competition.

What is the significance of this double context? What do such pedagogical and practical realities mean to us as we together announce our successes? I would like to argue that there are three outcomes that we should be aware of:

1) We can be less defensive. The evaluation of prior learning is not a pedagogical embarrassment. It is not a set of practices that trivializes learning and that diminishes the college degree. It is also not a way of dealing with students whose authority rests only in the pragmatism of the market (Earn a 4 yr. degree in just one year!!!). Indeed, as a result of two decades of writing, practice and debate (only signaled in the "Prelude" papers edited by Keeton that all of us attending this conference received) PLA has been legitimized. We have made careful, systematic and philosophically potent arguments; and they are forceful, strong and clear.

2) We can point to-with detail and pride-the significant achievements of our adult students as individuals and as part of a

broader movement for educational change. The evaluation of experiential learning has helped us "right" traditions of inequality perpetuated by the university that have valorized some learning and not other learning, and that have perpetuated the exclusion of whole populations and areas of legitimate knowledge. PLA has served as one opportunity to pry open the doors of the academy and to make it a more welcoming place, a more democratic and accessible institution.

3) We must continue to show in theory and in our practices that PLA is grounded in persuasive tenets and is carried out systematically, fairly and thoughtfully. Whatever our particular procedures might be, they must be based on criteria that are clear, public, and continuously reviewed and debated throughout our institutions. Urban Whitaker's important "ten standards for quality assurance" can only serve as a first foundation. Each of our institutions must continue to define, argue and articulate what we are doing in PLA, whether-and how we know-it is working, how it can be improved, and how our disciplined and rigorous practices respond to values and standards that we test, argue about, share and compare. Such an on-going moral/pedagogical vigilance must become part of the tradition of prior learning evaluation.

These three points-that we can be less defensive about our work in prior learning evaluation; that our students' achievements in and outside the academic are many (it is an important sign that the very stating of this point sounds an inappropriate condescension); and that our PLA practices must be grounded in standards about learning that are carefully drawn, respected and always open to reinterpretation and refinement-are reverberations of this double context in which we work, teach, advise and publicize what we do.

But this morning, I also want to emphasize another dimension of our particular historical context, one that I sometimes worry we have too quickly passed over as PLA has moved from the outskirts to part of our institutional habit. Indeed, what has struck me are some of the advantages that our "outsiderness" has provided, and our loss of such privilege through the institutionalization of that for which we have been struggling.

And in trying to raise this point, I would like to borrow from one of the important guests of this conference, Paulo Freire, who throughout his talks and writings has always come back to two points: 1) that education is always a series of theories put into practice (however seemingly silent or underground those theories are); and 2) that education is always a political act. "Education worldwide," Freire has argued, "is political by nature." What do Freire's reminders mean for our PLA work? What relevance do they have for finding (or recovering) a critical vantage point for our work?

1) It means that we must continue, in Henry Giroux's words, "to liv(e) dangerously." Yes, we have often fought and continue to fight difficult battles in our institutions to let PLA live and flourish and in so doing, to respond meaningfully to our students' learning. But at its heart, the evaluation of prior learning is about a radical critique of academic institutions and about knowledge itself. It cannot be about complacency nor easily accepted boundaries of experience or thought. That is, PLA is about testing the borders, about questioning who has learned and what he/she has learned and who has the power to legitimate that knowledge. As PLA practitioners we must "live dangerously" because the very questions raised by the evaluation of prior learning necessarily push what Maxine Greene has called the "fallacious completeness" of what we claim to know and care about. (How much I thought about this point when I heard Nena and Richard Benton talk about their inspiring and complex prior learning work among the Maori in New Zealand, or Joanna Nkosi describe the possibilities of PLA in the contemporary South African educational context.)

2) Within such a Freirian context, the evaluation of prior learning is necessarily about the world of expertise and democracy. Once PLA is opened-up as a possibility, we are dealing with the contours and legitimation of established authority. Who has the right to judge and when? Who is the judge? How do we define expertise? And what does expertise mean in a truly democratic context? From its origin, PLA has been about democratization, about listening to voices of experience and learning that have been quieted or silenced. To turn to and depend on conventional definitions of authority without taking this opportunity to question them is to miss the deeper point of PLA. And this deeper point concerns the questioning of privilege and the wondering about new forms of reciprocity and collaboration that define knowledge anew. (How teaching itself must be rethought and transformed within a context of prior learning evaluation is yet another dimension of our work that has been important at my own college, and that should not be forgotten.)

3) And finally, such a move from the fringe to the center means that we must be concerned about what might be called the instrumentalization of prior learning evaluation. Especially as real market forces, the weight of credentialism, the pragmatics of corporate training, and the objective economic situations of our institutions conspire to twist the adult

learner into a desperate seeker of credits and quick degree fixes, we must work towards ensuring that PLA remains a source of reflection and communicative practice. Many of our students come to us with myriad school experiences where what Greene calls their "space of freedom" has already been "narrowed hopelessly." PLA should not become a set of constricted and "narrowing" steps, a new game to win, an exercise that each student must figure out how to get through.

Rather, our work in the recognizing of prior learning has to continue to search for imaginative ways-sometimes ways that are in tension with the immediate demands of our students-to get back to its basics: the meaning and experience of personhood, of membership in a community, of self-determination, and of autonomy. We must help shape PLA as what Harriet Cabell earlier today described as a "transforming experience" where the virtues of learning, the sharing and communicating what one knows, the honoring of other cultures, the wonder and daring of questioning what one holds sacred (and this must include our own self and institutional evaluations), and the experience of active and critical participation in the public world-remain vibrant and at the core of our research, writing and everyday practices.

It is this quality of "experimenting" that all of us must encourage and remind ourselves of even as we applaud and gain pride from the success we celebrate at this international conference.

Some of the texts referred to or informing this piece have been:

Freire, Paulo. *Education for Critical Consciousness* (Continuum, 1981).

Giroux, Henry A. *Living Dangerously: Multiculturalism and the Politics of Difference* (Peter Lang, 1993).

Greene, Maxine. *The Dialectic of Freedom* (Teachers College Press, 1988).

Keeton, Morris T. *Perspectives on Experiential Learning: Prelude to a Global Conversation About Learning* (CAEL, 1994).

Whitaker, Urban. *Assessing Learning: Standards, Principles and Procedures* (CAEL, 1989).

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A New Way of Teaching Statistics

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This paper was written for the *Proceedings* of the Conference on Instructional Technologies to be held in Utica/Rome in June, 1995. The conference is sponsored by SUNY FACT (Faculty Access to Computer Technology) which also provides many free or low-cost training opportunities for SUNY faculty.

ABSTRACT: Teaching statistics through computer-assisted simulations provides students with a practical means for solving real life problems and a solid conceptual grasp of the problem solving nature of the discipline. It also eliminates the need to use mathematics to explain the discipline or in conducting tests that are based upon specific mathematical assumptions. A text that de-emphasizes mathematics and introduces simulation as a means of understanding concepts, along with software designed for computer-intensive statistical methods and a workbook of selections from journal articles provide the foundation materials for such a study of statistics. A special course guide also had to be developed in order to (a) provide a clear and thorough introduction to the software for naive users, (b) show how the software and the text are related, and (c) connect the simulation techniques to standard statistical tests. Altogether these materials not only provide a positive experience for students studying statistics, but they allow them to study the subject independently and at a distance.

Teaching statistics such that students acquire a good understanding of the discipline, know when and how to apply appropriate statistical tests, and learn to interpret statistical references in professional journals is a highly challenging task. A major stumbling block is the necessity of teaching the mathematical basis of statistical calculations to students who are generally weak in and fearful of mathematics. For the past 30 years or so, the computer has helped improve the situation by performing many of the more tedious calculations in which students often can be mired. A far more radical use of the computer is to eliminate the mathematics entirely, replacing it with simulated (rather than calculated) solutions.

Startling as such an approach might at first appear, it should be remembered that the mathematics of statistics are based upon some critical assumptions that are rarely met in real life. Some argue that had computer simulations been available when the discipline was initially developed, mathematics might never have been used at all in its application to actual problems. Today we can redress that situation. Computer programs are available that can assist researchers, teachers or students in determining solutions to very common and some not-so-common statistical problems. These solutions can be taught and understood very rapidly, perhaps within a single session, which contrasts sharply with the many weeks that are required to become acquainted with standard mathematical calculations.

Simulated statistical solutions are often referred to as "Monte Carlo" methods. Since the advent of easy access to the computer, a more generic label, "computer-intensive methods," seems to be increasingly popular. In fact, Noreen (1989) reserves the term "Monte Carlo" for only those simulations that test whether a sample comes from a particular population. Other applications include the increasingly popular method of "bootstrapping" which is used to estimate a population from a given sample and "randomization tests" which are used to test whether variables are related to one another. Other more specialized methods include the "jackknife," "cross-validation" and "repeated replications" which according to Diaconis & Efron (1983) are similar to bootstrapping "in spirit"..."but different in detail (p. 128)."

What these methods have in common is the use of ordinary logic to determine the solution to various statistical problems and the need for a computer to carry out the required operations. The mathematical underpinnings of an "analytical" (or mathematical) approach to statistical problems (see Simon et. al., 1976) are unnecessary, and indeed, many argue, unnecessarily restrictive. As an example, take the case of Babe Ruth whose record of 60 home runs in a season was broken by Roger Maris who hit 61 home runs in 1961 (see Moore, 1991. p. 203). Is Maris "really" a better baseball player? The two home run records for the 15 and 10 seasons respectively of the two players are listed below:

Babe Ruth:
54 59 35 41 46 25 47 60 54 46 49 46 41 34 22

Roger Maris:
13 23 26 16 33 61 28 39 14 8

Close inspection of the two records suggests that Babe Ruth may have, overall, a greater number of home runs than Maris - in other words, a more consistent record and a higher average. To measure consistency we calculate how much on average the scores deviate from some central point, or the "standard deviation," a common statistic, and to measure the average, we can determine the point at which half the scores are above and half are below, or the "median," another common statistic. Both the standard deviation and median can be quickly and easily obtained with almost any computer program, calculator or by hand, as follows:

Description of home run records

	Median	*Std. Dev.*
Babe Ruth	46	11.25
Roger Maris	24.5	15.61
Difference	21.5	-4.36

The problem for students studying statistics is to determine whether these differences between the medians and standard deviations of the two players are "significant," that is, whether they are unlikely to have occurred simply by chance. The solution, using computer-intensive methods, is to pool the records of both men, shuffle the numbers, and then create two new random samples out of the original samples, also consisting of 15 and 10 numbers, but randomly distributed. Medians and standard deviations are then calculated for the two "simulated" samples to see if they are as far apart as in the original data. Of course, one simulated set of samples is not enough; but with the computer, this process can be repeated 100, 1,000 or even 10,000 times. At the end, students can determine directly how many times out of 100, 1,000 or 10,000 they find a difference in medians and in standard deviations as large as those found in the original data. In a typical set of findings, the range of differences obtained between the medians and standard deviations of 100 simulated sample sets created from the Ruth and Maris data produced the following results:

Difference	Smallest	Largest
Median	-20	20
Std. Deviation	-8	7

These results suggest that the original difference between the standard deviations (i.e., 4.36) could have occurred by chance; indeed, a difference that large (or larger) occurred about eight times out of the 100 simulations. The original difference between the medians (21.5), however, seemed well out of the range of chance since no difference that large was seen in the 100 simulations. The formal conclusion, for readers familiar with statistical convention, would be that the median number of home runs by Babe Ruth over his career was significantly higher than that of Roger Maris ($p < .01$) and that his record also appeared more consistent but only marginally so ($p = .08$).

The reasoning behind and the procedure used in the above tests can be extended to testing differences between any two measurements, including the commonly-tested difference between means. In a traditional statistics course, unlike the mean difference test, neither of the above two tests would be discussed - in the case of testing differences between standard deviations because it requires the student to learn yet one more formula in an already formula-laden course; and in the case of testing differences between medians because no such mathematical test exists. Thus, with computer-

intensive methods students can learn a relatively easy-to-understand generic approach that they are then free to apply to whatever measures seem reasonable without worrying about mathematical assumptions or formulas.

What other advantages accrue to students, aside from a reduced emphasis upon mathematical calculation? An increasing number of researchers in the field of mathematics education are emphasizing the importance of helping students view mathematics as both a deductive and inductive process, of engaging them in mathematical argumentation, and of encouraging them to use mathematics as a tool for conceptualizing a problem rather as a procedure for solving it (see for example, Lampert, 1990, & Schoenfeld, 1991, as cited in Voss et. al., 1995). The computer-intensive approach as the basis for a statistics course addresses itself very well to this emphasis. Although students do have to learn to calculate some basic measurements for which there is a "right answer," such as the mean, standard deviation or correlation coefficient, the important use of statistics as a means of making estimations and inferences is seen clearly as a process of problem solving rather than of matching formula to case. Thus, they can gain both a useful method for solving actual statistical problems and a conceptual understanding of what they are trying to solve that often eludes students in traditional courses.

Unlike many teachers of statistics, I work almost exclusively with adult students in an independent, quasi-distance, mode of study. These circumstances raise enormous barriers in their study of statistics. Most teachers rely heavily upon classroom lectures, discussions and student interactions to explicate, clarify and practice statistical ideas. Even teachers using simulation techniques do so, as expressed rather clearly by Simon et. al. in 1976 (p. 739): "Teaching the Monte Carlo method... produces (in fact, demands) a high level of class participation and teacher-student interaction." To make up for a lack of classroom contact, I have, over the years, experimented with a large number of different texts looking for ones that lend themselves well to independent study (that is, that are clearly and engagingly written and whose authors approach each topic slowly, carefully, and thoroughly). [FOOTNOTE: I am indebted to Betty Lawrence for her assistance in this search.] One text meeting these criteria that has served reasonably well for a wide variety of students is *Statistics: Concepts and Controversies* by David Moore (1991). In it he incorporates some simple simulations along with discussions of elementary mathematical formulas (along with some rather sophisticated treatments of statistical applications in real life). The chapters are broken down into relatively short and conceptually manageable sections along with many exercises.

Given the answers, students are generally able to work from this text largely on their own. The last two chapters, however, which introduce probability and hypothesis testing (which are topics any college student must acquire) are very difficult for them. Since computer-intensive methods are ideal for approaching probability problems and testing hypotheses, it seemed reasonable to include them to supplement the Moore text especially after I learned about a very easy and quite inexpensive software program usable with ordinary PCs, *Resampling Stats*. Upon close examination the software appeared to be an excellent way of introducing students to statistical inference such that the final chapters in Moore might become easier to understand. It also complemented the text in other ways, for example by providing students with a way of solving, in a sophisticated way, many of Moore's simulation problems scattered throughout the text. Once again, however, I was faced with the classroom problem: the designers of the software package explicitly expected it to be taught to students by a live teacher in a classroom setting. The *User's Guide* (Bruce, 1993), while written clearly for a knowledgeable individual, could not be used by anyone who was naive not only about statistics but also computers.

The only solution was to write a *Course Guide*. Writing my own guide allowed me to explain the software to students so that they could work on it alone in their homes or at work. It provided me with an opportunity to modify many of Moore's exercises such that they could be completed with the software; and it gave me an opportunity to introduce concepts of hypothesis testing and probability well before the students encountered the final chapters of the text. I also used the Guide to add two types of material not emphasized by Moore that I considered important for my students to know. First, since many of my older students are unlikely to become researchers but are very likely to be called upon to interpret published research, I added for almost every chapter of Moore assigned readings from standard journal articles. Instead of full articles, I located a workbook of selections from published articles by Z. C. Holcomb (1993) that provided exactly the kind of exposure they needed. Second, I wrote (and am still writing) a discussion of how the simulation techniques they learned relate to the standard statistical tests reported in the literature (specifically t-tests, analyses of variance, and chi square, none of which are mentioned by Moore). Since the students, in effect, do the equivalent of t-tests relatively early on (using the method described above), the t-test discussion was relatively short and simple to write; ANOVA and chi square have been quite a bit more challenging.

Simon and his associates have been using simulation methods to teach statistics for a number of years, beginning before computers were widely available to students (see e.g., Simon, 1969). They reported that in three different classes these methods generated significantly more class discussion and favorable reviews than instruction based upon conventional analytic methods (Simon et. al., 1976). To date, my own assessment of teaching statistics via computer-assisted simulations is based only upon individual cases. So far, every student who has used these materials has finished the course with an average of around 90% on the three required examinations. All have expressed excitement and positive interest about some aspect of the study despite, in at least two cases, some extremely serious anxieties about their abilities in mathematics. The year before I added *Resampling Stats* to the course, a student working only from Moore told me that every time she saw the text, "I feel like throwing up." The year after, while working on a programming issue applying *Resampling Stats* to the same text, another student said, "I can hardly wait to go home and figure this problem out." Although more rigorous tests of the success of this new way of teaching statistics are still needed, these anecdotes suggest that this particular application of computer technology to education can be very beneficial to our students and may also greatly enhance our ability to teach statistics at a distance.

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It's Our Thing: Some Invited Remarks

Ken Cohen, Genesee Valley Center

Faculty Leadership and Governance

A pervasive view in the College is that faculty leadership is lacking and that governance is ineffective. This sense of crisis is exacerbated by the report of the Ad Hoc Committee on Governance which stated that full-time faculty were resistant to give up their control over the governance process. As often happens when people find themselves in a swamp, immersed up to their necklines, the committee suggests that we reorganize. What I see here, is a faculty comprised of lots of hard working folks who are too busy and too interested in other things to take on the unrewarded demands of governance and leadership. Administrators and their "chilling effects" are made into the villains, while colleagues who are working their butts off in governance are criticized as ineffectual pawns. Meanwhile, there have been a variety of "faculty only" caucuses and conferences which have not seemed to make much headway. Cutting out the trash talk would likely be very useful and refreshing. My bet is that most participants in governance would be very willing to spread the leadership around and let others take over. It's true that faculty have often been on the outside looking in, but whatever the reasons for this, change will best be made, or only be made, if we are willing to seek leadership and to be leaders.

Faculty/Administration Relations

We mentors need to disabuse ourselves of views of the administration as clear and unified in their plans and directions, conspiratorial, and out to do us in. The blame game is a waste of our precious energy, a view borne of our frustrations, our dealing with a difficult and complex situation, and our inability to empower ourselves. At the three day administrative retreat that I attended with other PPBC members in late January, I saw lots of brainstorming by some intelligent and committed people, not much decision making, and nothing in the way of "ramming anything down anyone's throat," reminding me of many faculty meetings that I have attended over the years. Certainly, the 28 administrators did not put on a show for the half-dozen faculty who were present. They did appear to be somewhat better at organizational issues and skills than we mentors are - of course, that's a primary aspect of their jobs, they probably spend more time on it, and we should expect them to be better at it. Very definitely, I do think that there can be some solid improvements made in the administration's understanding of the faculty's situation and needs, what it's like out there in the field, and much of my interest in governance has been devoted to promoting this need.

Workload

If you are doing your job right at Empire State College, the load is very heavy and very intensive. We all have professional and scholarly work we want to be doing - are supposed to be doing - and this is tough to accomplish. Our personal lives with families and other pursuits are also often impacted. There's no easy answer - we have to be creative and sharing. Many individuals have come up with solutions that work reasonably well for them. For the past few years, I have made a choice to be heavily involved in college affairs, primarily through collegewide and regional/center governance. I am starting to look forward to the end of these various terms to get back to some of my own interests. The power and authority that accompanies this volunteerism known as governance service is not that appealing to me. When I

am done, I trust that a competent and committed colleague will take over. This is my accommodation, certainly not ideal, and not for everyone I am sure.

Technology

We cannot be afraid of technology. It may allow us to see more students and allow our colleagues to take time off for developmental endeavors. We need to take charge of making sure that it helps us and our students, and we do have the mechanisms to do this, primarily the ETC. Use it! If each faculty member would identify a single area that they have special expertise in, or would find enjoyable to teach, and offer this to all of Empire State College, on a distance basis - would this be so horrible? Would the quality of mentoring and education be seriously diminished? Probably not, and so much good could come of this for our students and ourselves.

Thinking "Out of the Box"

We can and have to take bold steps to deal with our situation. There are many examples of this. One is grades. I am philosophically opposed to grades. The chair of my doctoral dissertation committee and good friend, Ed Deci, an internationally renowned psychologist from the University of Rochester, has forcefully demonstrated that extrinsic rewards (like grades) decrease intrinsic motivation (to learn and grow). Here, we are certainly on a very positive track with our narrative evaluations. However, this motivational view mainly applies to grade school students. Our adult students have been through the U.S. educational system where they have been graded all their lives and this is the kind of feedback they have become used to and understand. The narrative evaluation is a good idea theoretically, but alas, we haven't been able to change the world and the results haven't been there along any dimension for our students, for the outside world, and for the impact on our workload. Meanwhile we have evolved to a "mishmash" where a student can get a "grade equivalent" if they can provide a "clear justification." If we think the benefits of student service and workload reduction outweigh some good philosophical arguments, we can make these changes. What we need is open minded discussions - I think that we can commit ourselves to doing this. Personally, moving from an oppositional stance, to one of reluctant acquiescence to grades, I am now ready to accept this change as being beneficial to our community.

There are many other things we can do as well: structured enrollment periods (already being accomplished and/or experimented with in a variety of college settings); streamlined assessment procedures; less meetings; and cross location mentoring. Or, why don't we wait until the administration does these things? Well, I think we'll have a long wait, but at least if it happens that way, we can complain about it. No folks, it's up to us. I have done my fair share of complaining about what the administration does, yet my life as a mentor does not seem very different from what it was like years ago. I still see the students one at a time, face to face, create the learning contracts, rap it down, etc., certainly much more the same than different. Making productive changes is necessary for our future survival and growth. We do have a ways to go, full participation will be vital.

Our Thing

I remember reading about a small group experiment where one model of group structure got very efficient at solving problems, but when the nature of the problem changed, and new thinking or a change of set became necessary the group broke down. This was likened to an authoritarian system. In the democratic model, another group was slower and sloppier, but very flexible and much more responsive to changing demands.

Overall, I would like to see us get much better at organizational change, but thank goodness that Empire State College sounds a lot more like the latter, democratic model! Our system, any system, works best when there are heavy doses of trust, respect and dialogue. I feel fortunate to have experienced much of these qualities over my time here from everyone - faculty, staff, students, and administrators. It's our thing, we've made it work. Let's make it work better.

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Some Reflections on Core Values and Mentoring

Ellen G. Hawkes, Genesee Valley Center

At the 1993 All College Conference, conveners for the Core Value sessions offered the following observations: (1) More and more of our future students will enroll part time; we will be working with fewer full-time students. (2) Not ever again will we be 100% state supported.

Confronted in 1995 with the reality of those predictions, (along with College restructuring, alternative modes of educational delivery, workload issues and fiscal constraints) mentors might well question the extent to which core values, discussed so heatedly two years ago, pertain to the future of mentoring at Empire State College. Are the old values of flexibility, individualized learning and critical thinking still valid? Are they the gauge by which current programs and practices are measured? What about new program development?

When the following core values were presented to the College Assembly in 1993 it was recommended that the list be circulated to all College locations, considered in relation to center and program practices, then returned by the Senate to the Assembly. What happened? Are core values no longer a priority? Was agreement ever reached?

1. The student is at the center of all educational decisions. (Of course! The mentoring process ensures that the student's needs are identified and that modes of learning are developed to meet those needs).

2. Mentoring is the best way to implement these decisions. (True, although there may be different views about mentoring and questions have been raised about the relation of mentoring to alternate modes of delivery).

3. The quality of the mentor/student relationship largely determines the quality of the student's education. (Important, particularly with workload and time constraints which some mentors fear may jeopardize quality).

4. We believe in making ourselves and the College accessible to students in terms of place, time and programming. (Again, workload and time may present barriers, but accessibility is essential, requiring creativity).

5. The College works collaboratively with students in a variety of programs and studies and on a number of levels. We believe in serving individual students in a manner appropriate to their needs. (Absolutely! Individual learning styles and differences in learning ability must be recognized as students and mentors interact, regardless of the setting).

6. Our goal is to foster the development of self-directed learners who (a) are intellectually curious; (b) open to new ideas; (c) own their learning; and (d) have the academic skills to continue learning beyond college. (Utopian? Not at all! This is where the joy of mentoring is realized, albeit in different ways, as we work with each student toward the goal of self-directedness).

7. The College should be a diverse academic community which serves a diversity of students. (Agreed! And our multicultural residencies and workshops continue to confront issues of diversity).

8. We believe in the mentor as an adult learner, in collaborative learning, in collegiality and mutual support. We need to be reflective practitioners. (Every single day we learn from our students, from each other, from exchanging resources, from cooperative mentoring. Is there any mentor who would disagree?)

9. We believe in recognizing learning wherever it occurs and however it is acquired, and in the community as a learning resource. (Even if it's not "college level", our students are learning. The student may not recognize that any learning has occurred. It's the mentor's responsibility to establish dialogue which helps to identify insight and knowledge gained from student/community interaction.)

10. The College should serve the community and the broader society both directly and, through its graduates, indirectly. Mentors and staff in every center and unit are themselves involved in community activities. Yes, our efforts need to be on a broader scale as our College is not as well known in all communities.

11. We should be open to new ways of learning and teaching, and innovative in pursuit of achieving these core values. (Throughout the United States other colleges are using distance learning and technology successfully and creatively. Empire State College has this potential, too).

In conclusion, I believe core values do pertain to much of what will occur in the future. As we branch out with distance learning, we need to ensure that our teaching (or pedagogy) is culturally responsive, that what we have to offer is motivating and innovative, and that we stimulate the imagination of a wide variety of students.

To do this, our faculty will need to have ongoing access to new forms of distance learning as well as possibilities for attending workshops on innovation and teaching. This is where the Mentoring Institute will have a significant role to play. No matter how advanced we become in technology, we need to continue to offer student services, even at a distance. Eastern Oregon State College has made significant strides in this area, with numerous offerings through two-way video, asynchronous computer conferencing, one-way video, two-way audio and satellite technology. As we set forth on this new pathway, our core values will serve as a foundation for change. It's up to our faculty and administration to ensure their continuation.

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Working at the Mine Face: The Adverb that Swallowed the World

Bob Carey, Metropolitan Center

Am I the only one who has noticed this, sort of like the guy in *The Invasion of the Body Snatchers*. People didn't believe him when he said something was going on. Only the people who told him to relax were in very fact the POD PEOPLE. Now, I don't want to say that my situation is THAT BAD, but SOMETHING is UP.

When did "absolutely" become the word of choice for almost every situation? There was a time, not too distant that it can't be recalled, when people said things like, "Yes," "No," "I'll check that for you." "I'm not certain of that." It was pretty easy, though some situations required probing before clarity dawned, to know where you were in such situations. Even lying had a certain straight forward quality to it. "Will you respect me after this?" "Of course I will." The "Of course" was a dead giveaway. If it wasn't "Yes", but "of course" you knew that you wouldn't have to wait by the phone for a call. None would be coming.

Now, however, absolutely is everywhere. "Can I enroll in your college and study surgery at home? "Absolutely." "Will you check this for me?" "Absolutely." "Well, I think my opinion is as good as anyone else's." "Absolutely." "Are we going to lunch?" "Absolutely." "Was it good for you?" "Absolutely." "What did you think of my paper?" "Absolutely." "Isn't this the worst?" "Absolutely."

I am not certain if such usage is an instance of leveling down or leveling up, probably the latter. We seem to have entered into the apocryphal optative as a style-wanting something to be final, over, unnuanced, head-splittingly clear, done with. Gone.

"Yes," "No," "Perhaps," "Maybe" now seem so colorless, so laden with contingency and small incremental bricolage kinds of things. Who cares, when you can say "Absolutely" to almost everything, though what is being said is a mystery-absolutely.

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Management-One in an Occasional Series of Papers

Bob Carey, Metropolitan Center

After toilet training, everything is management. You can't go back, so press ahead.

Food

Food management deals with leftovers. Unless you eat out a lot-and I mean, a lot-you eat leftovers. In fact, most of what you eat when you eat at home is leftovers. Leftovers are what is known as "beige food."

The problem of beige food. People tend to forget what they have cooked once it goes into the refrigerator. This creates the problem of beige food-a category of indefinable dimensions that embraces even red foods which fade when left in a baggie on the bottom shelf of the refrigerator.

Two major problems in managing beige food are beets and Jello.

People who actually like beets are an absolute minority in the world's population. But people serve beets because they are a red food and add a festive touch of color to any table (see also, Jello).

People put them on their plates for that reason and even move them around to give color to other foods, such as macaroni and cheese (one of the most eaten foods as determined by cubic meters of servings per year). After the meal, beets used in this fashion are thrown out or put in the compost along with other organic things.

But then there is the little leftover bowl of beets that gets put in the refrigerator.

This is a make or break situation in refrigerator management. Beets go ballistic in about three weeks; that is to say you have a culture where the beets used to be.

To avoid this, keep beets on the top shelf, front, so they are unavoidably there when you open the door. If your spouse moves them to the lowest shelf, you have learned something about your spouse (see also, Jello).

Jello is the American tofu. Jello is served in a restaurant specializing in cheap dinners such as salisbury steak with green things and dressing gravy-beige food before it becomes beige food.

Otherwise, people do not order Jello, or order it slightly less than they order rice pudding. An instant eyeball check of a table where these are kept in a restaurant will show that the Jello has become elasticized and the rice pudding looks like a dry lake bed. It is a fact that all Jello and rice pudding found in such trays were made in 1957 and have been in and out of refrigerators since then.

One person in a marriage makes Jello because Jello was served at home. Such statements usually come from "The Age of

Family Memories," which happened just before the current "Dissolution or Crisis of the Family."

But apples don't fall too far from the tree (see tree and apple management, respectively); what was uneaten then remains uneaten today. Jello, once it has brightened the table (lime green jello with walnuts and little pieces of carrot can, like beets, brighten up macaroni and cheese, as can a Jello parfait) goes into the refrigerator to begin turning up along the edges and pulling away from the side of the dish.

Throwing beets and Jello away. This is an idea not to be shared with the one you love, who served them in the first place. Do it just before turning in, when you put out the dog and bag the garbage. Allow time for melt down if you are disposing of Jello with fruit in it. You have to collect those little goopy pieces of strange fruit from the drain. And then, wash your hands.

Long-term Management Problems: Diet Plan Foods and Fruit Cake

Diet plan food: see beets.

Fruit Cake. There are now 50 million uneaten fruitcakes in the world. Fruit cakes kept in the refrigerator can be considered a hard form of Jello. Don't melt it down, just wait and then follow the steps listed in beets management.

But fruit cake kept in a freezer is-a gift. Think about who should receive it. Don't break the circle or luck won't come your way.

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No Problem

Jim Robinson, Long Island Center

March 18, 1992

Yesterday was St. Patrick's Day, and I rose for the day thinking that several thousand miles from home, I was safe from the minor inconveniences of its celebration. Here in Cyprus there would be no getting stuck in crosstown Manhattan traffic, I congratulated myself. But God notices these little smirks we allow ourselves, and does not take them lightly.

As I headed downtown for groceries, I discovered that it was Macedonian Solidarity Day, and Cypriots of various ages and status swarmed the streets of Nicosia carrying signs announcing that Skopje was Greece. Not being in a position to argue, I detoured several blocks in our rented Mazda and tried coming at our supper from the south end of town.

No good. The traffic cops were very cordial, but no, they would not let me into the downtown at all. They were, however, kind enough to remind me that, today being Wednesday, no stores would be open (except bakeries) until tomorrow morning. No groceries meant no supper unless we went out for shishkebab at the taverna on the corner.

"I want a Coke," my daughter Liz insisted.

"The taverna only has orange soda," I reminded her.

"And lemon squash," she added, ominously.

I decided we would go to "the Arab place," a tiny but friendly kind of spot, partly bar, partly coffee house, tucked into the old city near the walls. I had been here once before with Miriam Schocken and Jerry Green, before they returned to New York. Jerry had zipped through the menu, seeming to know the names of everything good to get, and picked out a very choice red wine to round out the meal. I looked forward to imitating his performance.

At 7:00 p.m. we were too early by Cypriot standards (dinner hour is 8 p.m., even with small children) but the young Arabic waiter/maitre'd welcomed us brightly. There were only two other people in the place, a despondent student type with moustaches and a solitary glass of wine before him, and a snappy-looking fellow in an English sport coat in the corner. We chose a table closer to the gentleman in tweeds from among a dozen that were available.

Liz and I admired the woven tapestries on the wall of the bistro and she asked me what the intriguing blue light was over the door.

"That's a bug zapper," I told her bluntly. "It's to kill the flies."

"There won't be any flies tonight," she promised, "It's too cold."

There was a little chill in the air, so I was glad to see the waiter/maitre'd come promptly to ask us what we wanted, bringing the large and varied menu with him. His English was limited, and my Arabic nil, but we seemed very quickly to have established a good rapport.

"Good evening," he warbled.

"Hello," I replied, smiling.

"Toorists?"

"We're living here." There was incomprehension in his face. Had I perhaps mistaken his restaurant for a hotel? I saw my mistake and amplified immediately, "In Pallouriotissa."

His smile returned.

"It's nice," he said simply. "No problem."

So far, so good. I turned to the menu, working my way through carefully as he stood by my shoulder, helping with a gesture here, a nod there.

"The veal?" I asked.

"Sorry, we don't have."

"Spaghetti?"

"No, sorry...no."

"Lamb?"

"Ahhh...you like the lamb. No."

"Couscous?"

"Couscous?" he brightened, evidently pleased by my show of good taste.

"Couscous," I repeated, jabbing my finger at the list of sidedishes.

"No," he smiled.

Liz kicked me under the table.

"Ask him what he's got," she muttered.

I glowered at her and adjusted my glasses. "Could you show me?" I asked encouragingly.

"No problem," he said patiently. "Tis, tis, tis..."

He indicated that they had broadbeans, yoghurt, olives, bread, tabouli, lentil soup, bakhmati rice, and perhaps some chicken-approximately the same meal we had had with Miriam and Jerry a month ago. Evidently the establishment still had the same cook.

"You would like?" our waiter offered.

"Yes," I said, adding in deference to Liz's taste, "and two Cokes."

"Two Cokes?" He repeated. "No whiskey?"

"Just the Cokes."

"Two Cokes." In a moment he returned, hesitant to intrude, with two glasses of water, and a question.

"Perhaps a brandy?" he asked.

"Coke."

"No problem."

Our orders were forwarded to the kitchen via the dumbwaiter built into the wall next to the bar. Every few minutes the waiter stuck his head into the chute and sent his advice down to the cook in the basement who promptly bellowed back.

Liz and I studied the tapestry, played with our silverware and finished our water. A man stuck his head through the open front door, called a cheery greeting to the waiter and went out.

The waiter stacked the menus and wiped the bar. Then he arranged the bottles behind the bar so that they stood a little more to the left. Then he made a phone call.

In another little while the dumbwaiter began creaking upward and our food began to appear. The broadbeans arrived, then the tabouli, then the olives...We dived into the lentil soup.

"It's spicy," Liz complained.

"You don't have to eat it."

"Are you kidding?"

The Cokes arrived about ten minutes into our meal, and five minutes later the waiter brought our pita, which was cold and somewhat clammy.

Hoping to show Liz a thing or two, I turned on the charm.

"Can you warm the bread for us?" I asked, passing my hand significantly over the pita to show that it was cold.

"Bread," the waiter agreed, giving me a return signal by wafting his hand lightly above the basket.

"The bread," I rephrased, thinking this might help, "can you warm it?"

He looked apologetic, and at last flustered, replied in Arabic, evidently wanting me to know that (a) this was, in point of fact, bread and (b) being the only bread he had, the best that was available.

"It's fine," I reassured him in Greek, "Kala. Poli kala. But it's not hot. Can you heat it?"

He smiled, obviously stalling, embarrassed for us both. Perhaps the toorist gentleman would like to explicate, his face said.

At the next table the man in tweeds murmured something to his coffee.

"Hot," I said, pantomiming a rising cloud of steam, and raising my voice. "Can you make it hot?"

"Hod?" the waiter said.

"Hot, like fire," I replied. Liz was staring at me now and starting to giggle into her soup. It had the effect of pushing me to even greater desperation.

"Fire..." I began again. I was about to open the story of Prometheus stealing the flame from the gods, complete with the eagles on the rock, when I saw a glint of understanding on the waiter's face.

"Make bread hod," he said.

"Yes, thank you. Epharisto." I turned to Elizabeth, looking for congratulations, but she was nearly doubled over into her soup.

"Fire!" she whooped. "You told him fire."

"So?"

"He'll take it back to the kitchen and tell them to put it in the fire. He thinks you want toast."

I was indignant. "He does not. He understands me."

"Right, Dad," she smirked. "And you also thanked him in Greek. You'll be lucky if it comes back at all."

The man at the next table lit a small cigarette with evident satisfaction.

In ten minutes I had finished my soup and because of the spicing, had downed most of my Coke. That left the broadbeans and the chicken to go, and still no pita. I was beginning to see bread as a dessert course when the waiter reappeared.

"Bread hod," he announced engagingly.

"Thank you," I said, careful not to thank him in Greek.

"You see?" I said to Liz, reaching for a slice of pita.

She got there slightly ahead of me. "See what?" she laughed, grabbing the first slab.

"He did understand me."

"It's not exactly hot."

"No," I agreed, passing a hand over the bread and finding my hand a bit warmer than the contents of the basket, "but he tried."

"Uhn-huh." She gave me her most unconvinced look. "You're going to have to learn a few more words in Arabic before we come here again," she pronounced.

"You mean any words in Arabic," I corrected.

"Words that will help get the right meal," she said.

"This is the only meal."

"Then you don't need the Arabic," she logicked.

"Right."

I paid the check. The waiter smiled. The man in the tweed jacket ordered another coffee.

Once outside we had a new situation. Next to our Mazda sat a large dark blue Mercedes with its parking lights lit, blocking any exit from our parking space.

We sat for a few minutes chatting. I was sure the owner would return momentarily.

"The chicken wasn't bad," I offered.

"If you like dry chicken."

I threw the Mazda into gear and tried to drive through the front window of the bar on the opposite side of the street.

"Take it easy," Liz advised.

"I'm sorry it was a lousy meal," I growled as I eased the Honda backwards, inch by inch past the fender of the Mercedes.

"It' wasn't a bad meal," she chirped. "You were tired, we had no food and you did your best to find us a good supper. I liked the rice. And I liked the way you tried to talk to him. I thought you were very..."

"Persistent?" I fished. "Imaginative?"

"Funny." She lapsed into giggling again. The patrons in the bar were now stirring into action. It was a UN bar and the clientele were used to people who drive rented cars. A large, well-muscled man in a Hawaiian shirt came racing out with a friend to move the Mercedes.

"Wait, wait!" he called frantically. "No problem!"

I drove home in silence. In seeking to avoid St. Patrick I had somehow managed to offend Alexander the Great. How long would I be doing penance?

I imagined my Irish grandfather sitting on the dusty running board of his old Ford truck, having a tipple in honor of Alexandros Megalos himself, his shirt out at the tail, inventing ballads to sing with the Macedonians.

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ALL ABOUT MENTORING
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All College Presentation

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The social institution of higher education comprises organizations that are arenas in which the changes and conflicts in American society are worked out. In these remarks, I want to explore some changes in Empire State College, and in the role of the mentor, as these reflect broader social and historical changes.

As in almost all my academic work, I am greatly indebted to my own mentor, David Riesman, now emeritus professor at Harvard, and prior to that on the faculty of the University of Chicago. The "ethnological" method I attempt to use here is borrowed from Riesman.

As he and Christopher Jencks described in *The Academic Revolution*[1], the rise of faculty autonomy to which the title refers-not to student revolt; that would come later-was really the second academic revolution, in the wake of Sputnik, an expanded economy, and the coming of age of the post-War babies. The first, between 1870 and 1910, led to the standard American university model that lasted well into the 20th century. Its curriculum, the result of strategic compromises by strong presidents, accommodated both the British collegiate and Germanic research orientations, the defenders of what was then termed liberal culture" and the new utilitarians: general education for the traditionalists, subject majors for the vocationalists, and free electives for everyone.

University objectives in the late 1960s included a striving to be upwardly mobile, to attract more visible faculty and turn out more "successful" students. In the competitive and comparatively affluent post-War U.S., parents became more concerned that their children get into a "good" college, and the Cold War spawned national committees on "excellence," the National Defense Education Act, and similar sources of support for students, as Sputnik's influence spread beyond the sciences, whose great record in winning the War (with the UK's radar and the German refugees' nuclear weapons and rocketry), fostered jealousy in other disciplines, which became increasingly recondite and fractionated into subdisciplines, aping the rigor of the sciences. There were more journals, more emphasis on publications and on accessing the growing pots of money for research grants, with their generous administrative overheads. As the number of students increased, the college degree suffered inflation, making post-baccalaureate education more attractive, resulting in another increase in faculty power. There was a spiral of "excellence," so that "good" Ph.D.s were worth more in a seller's market. This was the academic world into which some of us came as freshly-minted Ph.D.'s from Harvard, Berkeley, Stanford, and Chicago. And one that would soon change.

Undergraduate education in many places in the late 1960s was really a cut-rate version of graduate school training: young profs passed on the notes from their research, or those of the great men (sic) under whom they had studied.

It should be pointed out that it is disingenuous to long for some golden past when students came to college seeking only Truth, Goodness and Beauty. During the Colonial era, boys (sic) went to college because they wanted to become clergymen. When I was an undergraduate-not directly after the Colonial Era-it was to become physicians, attorneys, engineers, managers, and-in increasing numbers, by the late 1950s at the Notre Dames-college professors. (I knew no one

who sought to become a mentor...) So a principal goal of college-going has always been at least in part vocational: the question was not whether institutions mixed the academic with the vocational; but how.

Many of us who were undergrads in the late 1950s and early 1960s were attracted to academe not only because it legitimated the criticisms we were developing of American society and our own sectarian and political backgrounds; but because it seemed to offer a way of emulating the independent entrepreneurial style we had experienced in our own families, typically represented by our fathers, if not so visibly by our mothers: independence, in an age of growing corporate influence, with the post-War dominance of GM, IBM and General Dynamics-the type of conglomerate that Art Buchwald caricatured as "Engulf and Devour." We read Whyte's *The Organization Man* and Sloan Wilson's *The Man in the Grey Flannel Suit*-or, at least, saw the film adaptation- with Gregory Peck. We were very concerned with "conformity," from reading C. Wright Mills and the more popular Vance Packard, with being "phony" (*ala* Holden Caulfield), and with being "other-directed," without recognizing that Riesman intended this term to describe a style not more or less honorable than "inner-directed[2]", each was a "mode of conformity." Academic life seemed to be a smart career move: one could do well while doing good.

The professors we were coming to know seemed to be more independent than almost any occupational group, and we did not want to become what today are termed "suits"-although we were not then averse to wearing these badges of success. That also came later.

So we were drawn to the academic profession at the very time it was arriving at a new height of influence and affluence. Trained in academic departments, we took pride in our commitment to the disciplines, in our intellectual toughness, as independent professionals responsible primarily to academic peers in the "discipline," not to employers of the moment in this or that academic organization. To the extent that we had loyalties, these were to "colleagues," often in other universities. We were "cosmopolitans," not "locals," in Robert Merton's classical formulation.[3]

Professors were less interested in educating students than in edifying each other. There were few rewards in teaching. Old hands told their acolytes not to become known as good teachers: too many followers would mean less time for one's "real" work, research and publication. Most of us played this game, in our first full-time jobs, dutifully reading the journals-or, at least, the abstracts and conclusions, as I did-and publishing in them.[4]

But much was changing in American society in the 1960s. In a climate of protest against institutional racism and the war in Vietnam, younger faculty found themselves aligned with students who seemed to have not only more developed social consciences than their parents (and one's senior colleagues), but to link their anger to their dissatisfaction with their abstract and "irrelevant" studies. They evoked the latent social meliorism that had drawn some of us to academic life. If we could not end prejudice or stop the war, we could change the curriculum-or abandon it, in large measure. We had vague ideas, based on our own experiences at or folklore about Swarthmore, Goddard, Bennington Antioch, and Reed, about how to do it better. We were drawn to the "free universities" on our own campuses, and began to notice some of the ventures in American higher education that proposed new ways of carrying out the educational transaction: UC-Santa Cruz, Hampshire, Evergreen State, the Oakland branch of Michigan State, Monteith of Wayne State, Old Westbury, and Empire State College.

In their 1978 book, *The Perpetual Dream*, Gerald Grant and Riesman described in detail some of the "telic" and "popular" reforms that arose in the late '60s and early '70s. Many of the colleges that resulted have greatly changed, in the ensuing years.[5] Some of the faculty at such colleges were working through their own revolts against the arbitrariness and "uptightness" of middle class values, in a time when situation ethics was rediscovered by some of the more influential theologians, and when much of the intellectual world seemed to aspire to the post-modernist paradigm. What was channeled into the cognitive domain at brand-name institutions took on an affective focus at some of the antiuniversity colleges.

Grant and Riesman wrote very little about Empire State College, considering it an example of a "popular" reform: rather than changing the goals of undergraduate education, as did the "telic" reforms, new colleges such as Empire State College were seen as rejecting much of what the multiversity stood for, but as representing efforts to attain traditional college goals through nontraditional means.

That may be more true of the Empire State College of the late 1970s-and of today-when the College has attracted increasing numbers of students seeking the credentials and instrumental learning that would enable them to move up occupational ladders, or at least to secure their present places. Although the College never drew the numbers of traditional-college-age but rebellious students who attracted a great deal of media attention -although their numbers were really rather small, and concentrated in the upper-level, most visible institutions[6]-the creation of Empire State College and other nontraditional ventures led some of the critics to accuse the Establishment of attempting what the Freudians would term restriction through partial incorporation.

Whatever one's interpretation here, an examination of the College's initial prospectus reveals that the faculty and students at Empire State College were expected to share the basic goals of "developing competence, increasing awareness, clarifying purposes, becoming autonomous, understanding oneself, understanding others, and developing integrity".[7] These may not denote different ends, but putting them up-front was surely uncommon, and there was no genetic imprint shaping the future of such an institution. We have not the time to discuss some of the early administrative skirmishes, both with SUNY Central and within the College. Political considerations appear to have led, e.g., to the establishment of the first learning center in New York City, rather than White Plains. There seems to have been a time when at least three different people believed he would be, and should be, president of Empire State College. And each of them was in Saratoga Springs or Albany.

One of the matters that turned out to be very important was Jim Hall's insistence that we should just begin, with students and faculty, and not plan it for two to three years, as was done in such places as Old Westbury and Hampshire. Had we not begun when we did, as it turned out, the SUNY budget cuts of 1973-74 might have prevented the College from getting off the ground. There is a great deal of fascinating material from the early days of the College; Richard Bonnabeau and Jim Hall have written about some of these matters,[8] and Rich is preparing a book for the 25th anniversary. In these remarks, however, I shall be focusing on the faculty. And, of course, on only some of the issues.

Who were the early faculty? Some were veterans of other "anti-university" colleges, such as Goddard, Monteith and Shimer. Others had been in traditional colleges and universities, had played the research and publishing game, and had come to believe that there must be a more useful way of spending our lives.[9] We had sometimes interviewed at other new colleges, such as Hampshire, Oakland College of Michigan State or Old Westbury. Still others were just out of graduate school, and seemed to have some of the same characteristics as students at what the Carnegie Commission's studies termed "protest-prone" campuses: they were "able, affluent (often Jewish) students from college-educated, business and professional families".[10] My own impression is that this last group was disproportionately represented in certain centers, characterized among other things by a high turnover of deans. Those familiar with the research on campus subcultures, at the time, would have predicted differences among the centers, but more than once I found myself pleased that I was first in Rochester, then in Buffalo, in those early years of the College.

Some of the faculty had been in on the planning of the College,[11] and they were presumably among those present at the first faculty meeting, in the fall of 1991-this was a year before I arrived, so I am relying on what I have found in the archives-when an attempt to present a plan for a course of study by a consultant was rejected by the faculty. It seems to have been a sound plan[12], but some among these first faculty seemed pre-disposed to reject anything that lacked spontaneity, and were inclined to see any planned activities or consensual conventions as bogus. These mentors may have been less interested in academic matters than in the values of the counterculture such as camaraderie and personal authenticity. They were attracted to Empire State College by Academic Vice-President Arthur Chickering's emphasis on "identity." Few of these mentors remained with the College.[13]

The consensus model that had driven student radical groups and small colleges like Goddard made for great-if interminable-discussions among the faculty. The most successful center deans of the time seemed to have an almost inhuman capacity for discussion, and real consensus-building skills. Some centers had faculty in place before a dean was hired, and at least one picked someone who was not a strong administrator. In fact, they picked several who were not strong administrators. The belief was shared that the Coordinating Center should not be deciding what to do, but that this was a faculty prerogative. And all mentors were equal.

But, of course, they weren't. One segment of the planning group had wanted to abolish rank and tenure for the new college, but this was thought by Jim Hall and others to be an unnecessary provocation of other SUNY faculty, when we were already trying to do so many things they found questionable.[14]

So there were ranks, and some came in at the top of the salary range, leading to a bi-modal distribution of salaries that has in many cases increased, over the years. The College was eager to hire women and minorities at a time when relatively few were coming into the marketplace with first-rate qualifications, and many of them were lost to higher bidders. My impression was that there were more top-drawer males than females, among the early faculty, but those of you who know me might want to apply a discount rate here.

One of the built-in dynamics was that, to the extent that people knew what they were trying to do, or had strong personalities, they could turn off others, who were more committed to participatory democracy than to traditional academic standards. This may have been further exacerbated by the clear sense faculty had that there were considerably different ideas about what a mentor should be.

Some did not even like the term, believing that it suggested an older, paternalistic person. (In *The Odyssey*, Mentor was the guide to Odysseus, and the teacher of his son, Telemachus.) "Professor" and "instructor" were out, as these suggested a didactic and hierarchical relationship to the student. "Mentor" was finally agreed upon, as more egalitarian, and open to the ideal of two persons together creating "a series of learning experiences"[15] The mentor and the log model. The mentor was recognized to be more knowledgeable and experienced, but was expected to be good at listening. (Indeed, some of the College planners wanted at least as much emphasis on counselling as academic backgrounds, but it was agreed that faculty had to have the academic sophistication to evaluate the strengths and weaknesses of degree programs.)

Broad-gauged people were sought. One of the selection tools was a series of two-page vignettes of different types of potential students, with applicants asked to lay out a degree program and hypothetical first contract for them. Those hiring faculty looked for interdisciplinarity, ways of thinking about students, imagination, and the degree to which they built in experiential learning. This last was important: Arthur Chickering had come from Goddard, and had a significant commitment to student growth and the possibility of evaluating this.[16] There was considerable discussion in those days of the "affective domain," a cluster of personal qualities that were valued by some as educational objectives equal in importance to those of the "cognitive domain".[17] Although it would be simplistic to state that this difference in emphasis was characteristic of two factions within the College, it was one of the emphases that differentiated people-including some of the most influential "players".

Another was group studies, or study groups. Arthur Chickering was adamantly opposed to any mechanisms that would endanger individual student "needs". He was concerned that mentors with strongly academic backgrounds would skew learning contracts toward what they wanted to do. Group studies-and certainly "distance learning"-posed some of the same dangers.[18] He was insistent that students think through their own degree programs, and pointed proudly to one of the first research studies at the College, in which 85% of the students identified the assessment of prior learning as their most significant educational experience. (We no longer have a research office, but it is doubtful that we would be able to replicate these findings in 1995.)

The emphasis on individually-designed learning contracts meant that faculty had enormous responsibility for assuring quality, at a time when "college level" was up for grabs, and many traditional standards were open to question, both off campus and on. The concept of learning contracts-the "C" was upper-case in the early literature-was intended to emphasize the rigor of the work (it was more than simply "independent study," and could be evaluated); and its public character: it had to be countersigned by the dean or her delegate, and in fact became one of the expected responsibilities of the associate dean. Of course, individual centers developed their own norms; in early associate dean meetings, I used to claim that I could identify a contract from one particular center at 30 paces.

If visibility and influence in a nontraditional college do not come from publications and grants, then governance is one locus for it. There was high level of participation, in the first few years of the College, not only for reason, but because mentors were more agreed about what they were against than what they were for. There were different visions, and one

had to go to faculty meetings to defend one's own. As Riesman has suggested, institutional morale may be inversely correlated with mean attendance at governance meetings. If people are not concerned that their dreams/visions will be displaced, they can afford to stay away. But if your vision is an endangered species, then you must attend to protect it. Or, as one wag once put it, the reason that faculty debates are so fierce is that the stakes are so small.

Another criterion for success, if an institution cannot weigh pages of publications, is "workload," and this almost necessarily translates into, in large part, FTE. In the early days of the College-and, it happens, of collective bargaining within SUNY-there were fewer concerns about workloads, if only because of a kind of Hawthorne effect: we were creating a college, and didn't feel like we were working as hard as it is obvious, in retrospect, that we were. (Only later, in such ventures as the Hawthorne plant and Empire State College, does a concern about "rate-busters" surface.)

Those of us who had been critical of disciplinary narrowness and the gamesmanship that David Lodge has so deftly caricatured were delighted to see the boundaries between the university and society become more permeable. We plunged into the largely untested waters of assessment of prior learning-some of us have never been comfortable with "experiential," arising as it did out of the counterculture that wanted to major in GG: grooving in the grass. But assessment is labor-intensive, expensive for the institution and psychologically for mentors. It requires a craftsmanship, in Veblen's sense, that can be draining, over time. In this regard, it is interesting that Chickering was much less concerned with the loss of intellectual vitality than with faculty burnout. The student:faculty ratio was 25:1, at the time, but it should be noted that more than half were full-time students, so most of us were in fact working with about 35-40 different students. The ratio is significantly lower, today, but much higher proportions of part-timers means more different students-which, over time, only increases, with the much-bemoaned, but no less real, ghost load.

Although Empire State College never did have the significant number of bright, alienated traditional college-age students, that some of us who had read the prospectus had anticipated-they headed off to Hampshire or Santa Cruz and recognizing the dangers of romanticizing the past, I think that, on balance, the students of the first ten years were, as a group, more interesting than those, as a group, are today.

One-or, at least, my-explanation for this is grounded in that part of our "mission" that has outlasted the concern with personal development, which was on the wane before Chickering left to pursue other reforms: we were out to widen access to higher education, but it was not always clear to what end. One reason for this is that, we could assume that there would be some economic rewards, for the working adults the College attracted rather than "protest-prone" alienated late adolescents and young adults; these 30- and 40-year olds (on the average) sought either to enter the work-force (disproportionately women) or to upgrade their positions there (more likely men).

During our start-up years, the College faced the danger of being compromised by its own rhetoric: we needed a high success rate to justify our existence, and yet had to show outside agencies-SED, Middle States-as well as ourselves that we were a legitimate academic enterprise. We did this with very hard work. It was a labor-intensive model.

The societal value of graduating second-chance students is of course the "value-added" that colleges can provide to their "products." From this perspective, each dollar spent on students not already in the fast track is better spent than on those who would get their on there own, or via almost any college.

In the 1950s and '60s, the institutional upwardly mobile aspirations of colleges and universities pushed them to seek the more able-and thus more easily educable-students. Second-chance colleges had to navigate between the Scylla of lower standards, with faculty rewards in the emotional realm of having more "success"; and the Charybdis of high turnover, taking the money and letting them run way: those institutions needed to have 50 percent dropout rates: it would have been overwhelming if three-quarters of them had persisted.

If many went to college in those years for defensive credentialing, to protect themselves from downward mobility, at least faculty could assume a willingness to meet their standards. By the late 1970s, student consumerism had replaced academic merit-and this has extended into the 1980s and 1990s, perhaps in part because of the inflation of the degree.[19]

Faculty brought some of this upon themselves, as they acceded to demands for the abandonment of fixed requirements,

and because of a misguided meliorism that led faculty to support the admissions of students who had been historically excluded from higher education, often with little attention to whether these prospective students were really ready for "higher" education; and in the giving of credit for what was really remedial work. This secondarization of higher education is patronizing, pretending that one degree is as good as another.

Many of us are the products of first-rate undergraduate educations-often in front-rank private and public colleges and universities. There is no good reason to deny our students the opportunity to learn the same things we did. Part of this may be due to a false modesty that prevents us from recognizing that we were not typical undergrads, and that the restraints and conventions/requirements we did not need might well be useful for those less advantaged (educationally and economically); to admit this would be "elitist."

I'm concerned that faculty preoccupation with diversity at all costs, and the lusting in administrative hearts after programs that will appeal to buyers with deep pockets, will drive out concern for academic quality. In the 1980s, a broad backlash against what was perceived as widespread permissiveness showed up in demands by state legislators that faculty meet numerical "contact hours" and that administrators become more "accountable." This came at the same time as a decreasing public support of higher education, at least as a proportion of the costs-in no small part because some of us make more money than we ever imagined we'd be paid in academe-has meant having to go after other funding sources. Needing to seek customers-a term that I used in jest 20 years ago, when students wandered in off the streets of Rochester and Buffalo-means, as often as not, giving them what they want, not what they need.[20] Another danger in the customer approach is the encouragement of the view that students are passive consumers, rather than active producers, of their learning.

What is the role of the mentor, today? I can only reiterate what you already know; it would take more foresight than I could claim to tell you what is coming. Those of my colleagues who have been around a while know that there has been an evolution-some would say devolution-from the mentor as more teaching-oriented, in the student and log model, as a reaction against the self-conscious professionalism of the disciplines; to the mentor as broker-cum-administrator, most obvious in the units and in CDL, where we are virtually (not virtual: that's coming) one-person colleges, or, at least, divisions. And yet there is very little socialization to the mentor role: we are too busy. When we were all working this through together, making it up as we went along, this resulted in some real learning, by faculty as well as students.

But it is not the way to proceed in the next 25 years. We should be making more rational use of the experienced faculty. There should be a more thoughtful division of labor: we have passed beyond the days when "a mentor is a mentor is a mentor." It would be worth trading some FTE for a chunk of experienced mentors' time, to work with new mentors.

Educational technology has made some things easier. But there are now more things to do. Within the College, it is a great democratizing force: when I began in the Genesee Valley Center, there was one support staffer for every three faculty. I typed my own contracts and CEs then, because it seemed to me to make more sense. When documents such as course guides and CEs can be stored on a disk, it makes sense to learn how to position these on forms, rather than asking someone else to do so. Voice-mail has obvious advantages; but one ends up taking and making more calls. There are times when I wish I could subscribe more readily to the administrative philosophy of Jane Altes' predecessor, who once told me that, if he saw 10 problems coming at him, down the road, he would try to avoid doing anything as long as possible, in the belief that eight of them would solve themselves before reaching him.

Technology has flattened out the structure of many offices in the College, and this may be good; but it also results in lost opportunity costs, when a mentor paid $70,000 a year is doing her own photocopying. At the same time, technology is widening the gap between academic haves and have-nots. This begins in the home, and may grow in the schools, as budgets are cut back. To the extent that the College emphasizes student computer access, we may be turning away from our traditional nontraditional clientele, as a second-chance college, to seek national and international customers, who are on the Net and Web. With tuition increases, such a move will change the character of the students. As it may of the mentors and tutors, of whom even more facile brokering skills will be required. I am concerned that we may be placing more emphasis on process than content, as the mentor mutates toward a middleman or -woman, who has less need to know anything, to have a passing acquaintance with-you'll forgive the term-cultural literacy.[21]

I recognize that these views reflect my socio-historical circumstances, as do each of ours. To the extent that the faculty of

the '70s represented the egalitarian, anti-organizational, almost anarchistic sentiments of the '60s, so those who entered the ranks in the '80s and '90s reflected the more sedate campuses of the late '70s and '80s. In a changed market, some of the newer mentors have come for a job, not to make a revolution.

If some of the early faculty were characterized more by their zealotry than their judgment, we needed mentors with missionary temperaments, at least as compared to traditional faculty, who preferred to teach students who wanted to be like them. But most reformers are like parents who try so hard to avoid the mistakes of their parents that they inevitably make mistakes of their own.

I came to the faculty role at the peak of meritocratic competitiveness, in the mid-1960s. Academic departments were the fiefdoms that I described early in these remarks. I was a rebel against credentialing, while accepted the reality that Empire State College would serve, with all of higher education, the social function as a gate-keeper, an egg-candling device, in Clark Kerr's term.[22] With the inflation of the degree, and the basic changes in the economy, I am less certain than ever of what we are about. Of the things I have read lately, I like to think that this one comes close to capturing it:

"But when academic work is a calling, it constitutes a practical ideal of activity and character that makes a person's work morally inseparable from his or her life. It subsumes the self into a community of disciplined practice and sound judgment whose activity has meaning and value in itself, not just in the output or profit that results from it." [23]

Thanks for letting me share these reflections with you.

Footnotes

1. Riesman, David and Christopher Jencks, *The Academic Revolution* (New York: Doubleday, 1968).

2. Riesman, David et al., *The Lonely Crowd* (New York: Doubleday Anchor Books, 195).

3. Merton, Robert "Patterns of Influence: Local and Cosmopolitan Influentials" in *Social Theory and Social Structure* (New York: The Free Press, 1957), pp. 387-420.

4. After the War, the whole private sector traded on its increased attractiveness by emphasizing traditional liberal studies, but now as a preparation for graduate or professional school. The public sector began to push vocational degree programs, often those tied to social progress. Largely tax-supported, they needed to serve as many types of student as possible. But as the privates became more dependent on federal monies, and the publics on student tuitions and research grants, to supplement the decreasing proportion of state support, the differences blurred.

5. Grant, Gerald and D. Riesman, *The Perpetual Dream: Reform and Experiment in the American College* (Chicago: University of Chicago Press, 1978). Santa Cruz, e.g., attempted to be "a living-learning community which concern(ed) itself with the human as well as the intellectual needs of its members," and greatly reflected some of the themes of the counterculture that was going to green America. In retrospect, it is a marvelous example of the effects of an increasingly autonomous undergraduate subculture that led to faculty uncertainty and drift.

6. Riesman, David. Interview with Wilfred McClay in *Academic Questions*, Vol. 8 (#1) (Winter, 1994-95), pp. 14-32.

7. *Empire State College Bulletin*, 1971-72, p. 18.

8. Bonnabeau, Richard, "Genesis: Empire State College, 1970-1972" *Golden Hill*, Vol. 6 (1992), pp. 105-129; and J. W. Hall and R. Bonnabeau, "Empire State College," in V.R. Cardozier (ed.) *Important Lessons for Innovative Colleges and Universities New Directions for Higher Education* (#82) (Summer, 1993) (San Francisco: Jossey-Bass, 1993), pp. 55-66.

9. It is interesting, the emphasis on identity as an educational objective seemed to attract a number of inactive or former clergy and religious to the faculty. In the 1970s, the churches were undergoing great changes, and its members, personal

remakes. The affective domain may have represented the "return of the repressed," as Grant and Riesman suggest (op. cit., p. 26).

10. Grant and Riesman, op. cit. (note 5), p. 184.

11. In the interview of Richard Bonnabeau with Ken Abrams (Empire State College Oral History Project, 5/17/90), it is interesting to find that faculty members from other institutions who were serving as planners were no more sure than some of us today if they were being listened to; Abrams describes how he was sending off voluminous memos, sliding them under doors and tossing them over transoms, with little feedback about whether anyone was actually reading them, until he was praised much later for his important contributions. He continues to make them today, as a valued member of the faculty and program director.

12. "The Phenomenon of Man" (sic), p. 41 of *Empire State College Bulletin* (note 3).

13. These disproportionately self-selected rebels of the '60s and early '70s did not see themselves as adult educators. There was a significant challenge to the future of the College shortly after the Middle States review of 1974 (the first), from a dozen faculty not given continuing appointment. They brought a grievance against the College in 1975-76, that understandably attracted a number of interested onlookers, among the other faculty, to see what would happen. Some of these released faculty seemed to believe that almost anything could be justified as college-level learning, if it was "relevant." Yet the College was trying for some consistency, and may have used the Middle States and State Education Department reviews as convenient occasions for enforcing some standards.

14. Richard Bonnabeau interview with Jim Hall, 8/16/90, Empire State College Oral History Project.

15. Richard Bonnabeau interview with Arthur Chickering, 8/16/90. Empire State College Oral History Project.

16. See Chickering's *Education and Identity* (San Francisco: Jossey-Bass, Inc., 1969).

17. See Bloom, B. S. et al. *A Taxonomy of Educational Objectives* (New York: Longmans, Green, 1956); and Hassenger, R. "A Rationale for Changing Student Values," *Educational Record*, Vol. 48 (Winter, 1967), 61-67.

18. Yet Chickering seemed to recognize that standardization would come eventually. One of the things he would do differently, in hindsight, would be to emphasize individual student autonomy less, and interdependence and cooperation more (interview with Bonnabeau). Chickering did anticipate that, when the College became "much" larger (10,000 or so), the experiences with individualized contracts would result in the generation of some codified materials, including those that could be used at a distance, that would reflect the themes in the hundreds of learning contracts in certain areas. But he did not want to start there. Loren Baritz and members of the learning resources faculty apparently did.

19. The College was designed before the precipitous drop in SAT scores, in the late 1960s and early 1970s, from which we have not fully recovered. This was not just the result of larger applicant pools, as is often suggested; although the evolution from "higher" to "post-secondary" education is part of the explanation: but there have been fewer students scoring over 700 on either the Verbal or Quantitative tests, and the averages at even the most competitive colleges and universities has remained low, compared to the 1960s. See J. Schneider and P. Houston *Exploding the Myths: Another Round in the Education Debate* (Arlington, Va.: American Association of Education Service Agencies, 1993); R.J. Herrnstein and C. Murray, "The Leveling of American Education," Chapter 18 in *The Bell Curve: Intelligence and Class Structure in American Life* (New York: The Free Press, 1994): "During the 1950s and into the early 1960s, the SAT pool expanded dramatically, but scores remained steady. In the mid-1960s, scores started to decline, but, by then, many state universities had become less selective in their admissions process, often dropping the requirement that students take SATs, and, as a result, many of the students in the middle level of the pool who formerly took the SAT stopped doing so. Focusing on the whites taking the SAT (thereby putting aside the effects of the changing ethnic composition of the pool), we find that throughout most of the white SAT score decline, the white SAT pool was shrinking, not expanding. We surmise that the white population of test takers during this period was probably getting more exclusive socioeconomically, not less. It is virtually impossible that it was becoming more democratized in any socioeconomic sense" (p. 426, emphasis in original). Many of the products of less-demanding high schools in the 1970s and 1980s are the adult students of the

1990s.

20. Riesman, *On Education* (1980) "Students turned from being supplicant for admission to courted customers." Fifteen years later, Riesman noted that "...there is no question that higher education in the four-year college sense is often for the indolent, the incurious affluent, and the indolent non-affluent. . ." "To encourage so many people to go to college . . . is part of the American egalitarianism that does not take into account ranges of abilities. . . . the precollegiate work that should be required for university and college entrance is not now being required. Anybody can come; if they're being let go, they drift away. They very rarely are sent away." Riesman, op. cit. (note 6), p. 23.

21. See Hassenger, R. "True Multiculturalism: Setting No Boundaries" in *Commonweal*, Vol. 119 (#7) (4/10/92), pp. 10-11. It is interesting in this context that, at the inaugural faculty workshop (9/71), Jim Hall stated that media should not be the tail wagging the dog at this new College. But see Hall, "The Revolution in Electronic Technology and the Modern University: The Convergence of Means" in *Studies in Public Higher Education* (published by the State University of New York), No. 6 (November, 1994) pp.21-40.

22. Kerr, Clark, *The Great Transformation in Higher Education: 1960-1980* (Albany: State University of New York Press, 1991); also *Troubled Times for American Higher Education: The 1990s and Beyond* (Albany: SUNY Press, 1994); and *Higher Education Cannot Escape History: Issues for the Twenty-First Century* (Albany: SUNY Press, 1994).

23. Clark, Burton R. "Faculty: Differentiation and Dispersion," in A. Levin (ed.) *Higher Learning in America: 1980-2000* (Baltimore: John Hopkins University Press, 1983), p. 176. The quotation is from Bellah, R. et al. *Habits of the Heart* (New York: Harper and Row, 1985, p. 66.

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