

Graham B. Spanier  
President  
The Pennsylvania State University

Nominated by  
**James R. Ryan**

Graham Spanier  
President  
The Pennsylvania State University

Graham B. Spanier leads one of the nation's most comprehensive research universities. The Pennsylvania State University educates more than 80,000 students, employs more than 38,000 individuals on 24 campuses, and attracts more than \$638 million in sponsored research.

As head of Penn State since 1995, Dr. Spanier has been identified nationally as a president who is making a difference. During his tenure, Dr. Spanier has launched a number of historic initiatives, including the creation of an honors college, a College of Information Sciences and Technology, and Penn State's World Campus. He has also overseen the establishment of several new programs, including Forensic Sciences and Security and Risk Analysis.

A national leader in higher education, Dr. Spanier was named by the FBI to serve as chair of the National Security Higher Education Advisory Board and is a member of the National Counterintelligence Working Group. Among his many other national positions, he has chaired the Board of Directors of the National Association of State Universities and Land-Grant Colleges, is co-chair of the Committee on Higher Education and the Entertainment Industry, served as chair of the Big Ten Conference Council of Presidents/Chancellors, is a founding member of the Board of Directors of Internet2, and is vice chair of the Worldwide Universities Network.

A distinguished researcher and scholar, Dr. Spanier has written more than 100 scholarly publications, including 10 books. He is a family sociologist, demographer, and marriage and family therapist. He earned his Ph.D. from Northwestern University.



Graham B. Spanier  
President

The Pennsylvania State University  
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July 25, 2006

James H. Ryan  
Vice President Emeritus for Outreach  
The Pennsylvania State University  
503 Keller Building  
University Park, PA 16802

Dear Jim:

First and foremost, I would like to express my deep appreciation to you for nominating me for the renowned Brock International Prize in Education. It is quite an honor to be considered for this award. In light of your nomination, I would like to share with you some information related to my background and career that may prove helpful in the selection process.

I have been associated with universities as a faculty member or administrator for 33 years. As you know, my scholarly career has focused on marriage and family relationships. In this letter, I'll summarize some aspects of my administrative career. My administrative focus has been on humanizing the university and improving society through the work of the university.

On a national level, I have been able to influence dialogue on the need for our universities to more fully engage with the communities they serve. Through my work as chair of the Kellogg Commission on the Future of State and Land-Grant Universities, I led a group of presidents and chancellors from 25 major public universities in examining our nation's institutions.

The work of the commission produced six reports calling for action to revivethe student experience, improve student access, strengthen and increase partnerships with the public, address our role in a learning society, and focus on the culture on campus. The final report called for higher education to renew its partnership with society and become more engaged. The Commission's reports have become the framework for much of the change that is happening today in American public higher education.

At Penn State, we have instituted a number of changes to make engagement a priority, including a reorganization of our 24-campus system to be more responsive to the communities we serve; and a restructuring of our outreach function into one unit, aligning it more closely with technology transfer.

The Penn State model of engagement emphasizes the integration of teaching, research, and service. This integration cuts across disciplinary lines to address important societal issues. To better accomplish this, we identified five interdisciplinary areas for special initiatives: life sciences, materials science, environmental studies, information sciences and technology, and children, youth and families. We made multi-year commitments in each of these areas to build faculty, enhance programs, and encourage collaboration.

In the case of information sciences and technology, we moved quickly in 1999 to create a new college to address the tremendous workforce needs for skills in this area. It has been built from the ground up in partnership with the businesses and industries it serves. In all five areas of interdisciplinary priority, we are creating new opportunities for students to venture out of the classroom and into the community. In all five areas, our faculty are successfully attracting research dollars and putting knowledge to work for society.

On the international front, I helped found the Worldwide Universities Network, an international research and education partnership among leading higher education institutions. I serve as vice chair for this alliance, which is dedicated to developing interdisciplinary areas of global significance and to delivering graduate-level distributed learning. As part of WUN initiatives, an International Center for the Study of Terrorism, with its hub at Penn State, was recently launched.

As chair of the National Security Higher Education Advisory Board and a member of the National Counterintelligence Working Group, I am acutely aware of the need for more dialogue between governments, academics and communities concerned with a variety of security threats, and I have urged increased cooperation on all sides.

Other initiatives that have had global significance include the creation of the Penn State World Campus, an online university that now serves more than 10,000 students from around the world and from all 50 states. This has expanded Penn State's outreach worldwide and has integrated distance education into the mainstream of the University.

I was the university president involved in founding Internet2, an academic networking consortium, which develops and deploys advanced applications and technologies for higher education. In 1997, as an original member of the University Consortium for Advanced Internet Development (UCAID), I testified before Congress on behalf of the academic community on the merits of the Internet2 project. I also testified in 1998 on the importance of educating our children with technology skills.

More than 300 universities are modeling Penn State's Newspaper Readership Program, which we developed in 1997 to provide students with broader perspectives on the world and to foster their engagement as citizens. Through this program, students can choose daily from a selection of newspapers including *The New York Times*, *USA Today*, and a variety of local and regional papers throughout Pennsylvania. Before the program, only about

15 percent of Penn State students read a newspaper each day – now about 75 percent do. In addition to increasing student knowledge, the Readership Program also creates revenue for scholarships at Penn State through recycling.

Another recognized need for education was in the area of peer-to-peer file sharing and the illegal downloading of copyrighted material from the Internet. I formed the Joint Committee of the Higher Education and Entertainment Communities. As co-chair of the committee, along with Cary Sherman, president of the Recording Industry Association of America (RIAA), we examined ways to reduce the misuse of P2P technology on campuses and looked for opportunities to educate students. Universities are among the principal creators of intellectual property and we must teach and practice respect for it.

Penn State was the first university to collaborate with a music company to offer online music to students from a legal provider. Penn State's ground-breaking music service collaboration offers our students a digital library of more than 2 million songs. Dozens of colleges and universities across the nation have now signed agreements to legally deliver entertainment and educational content to their students. Penn State's pioneering actions and the committee's educational efforts have brought about significant change in how digital entertainment content is accessed.

Halting the abuse of alcohol by students is one of the most serious challenges facing American higher education today. A critical part of our educational mission is developing character, conscience, civility, citizenship, and social responsibility in our students. It is also one of our most elusive goals to achieve, and the excessive consumption of alcohol is one of the greatest obstacles.

I have been outspoken on this topic nationally because I have seen first-hand the devastating human costs that can result from excessive use of alcohol. This is an issue that affects every college campus in America and we have been working diligently at Penn State to curb high-risk drinking and the alcohol abuse. Coupled with national talks on this topic, I have overseen the development of a number of educational programs, monitored hospital emergency room data, instituted a parent notification policy, and created a set of guiding principles for our University community to follow. In addition, Penn State has:

- Dramatically increased the availability of alcohol-free social and recreational options for students;
- Opened our student union building 24 hours a day with expanded late-night programming.
- Expanded and enhanced our recreation centers;
- Established substance-free housing;
- Involved our Interfraternity Council in providing leadership and policy changes that de-emphasize the use of alcohol; and
- Created educational partnerships with the state and local communities.

Since 1997, Penn State has been involved in an educational partnership with the Pennsylvania Liquor Control Board to address the impact alcohol has on students. It was the first such alliance in the country and has received national recognition for developing intervention and education programs that promote responsibility and citizenship.

I have carried my philosophy of integrity, respect, and compassion into the realm of college sports as well, serving in several leadership roles on a national level. I chaired the Big Ten Council of Presidents/Chancellors and served on the National Collegiate Athletics Association (NCAA) President's Commission, where I was involved in collegiate athletics reforms. I then chaired the Division I Board of Directors and have served on the national advisory board of the Center for the Study of Sport in Society. I served on the blue-ribbon Commission on Opportunities in Athletics, a White House initiative to review civil rights legislation designed to enhance opportunities for women in athletics. I also was one of six university presidents that helped chart the future direction of major college football championships as a member of the Oversight Board of the Bowl Championship Series.

During my tenure at Penn State, the University has experienced remarkable expansion, including the creation of an honors college, the acquisition of a law school, the addition of new programs in Forensic Sciences and Security and Risk Analysis, and the development of plans for the establishment of a School of International Affairs.

These initiatives have been accompanied by research expenditures that have more than doubled over the past decade reaching \$638 million in 2005. In that same time, overall enrollment has increased 5 percent, while minority enrollment has grown 46 percent. Our endowment has gone from \$364 million to \$1.2 billion. We completed a capital campaign of nearly \$1.4 billion, the largest in Penn State history.

These accomplishments were all achieved by weighing what was in the best interests of the University, our students, and the people of Pennsylvania and the nation. I firmly believe that the quality of life in the future will be deeply affected by the success with which universities marshal their forces to address the growing needs of our citizens.

I also believe that smaller, less visible changes that move us toward the goal of humanizing the university can have dramatic effects as well. I continue to pursue my commitment to humanizing the university and to helping students develop into responsible citizens because I know that if the environment for work, study, and research is humane, then everything else at the University has a better chance of being exemplary.

Sincerely,



Graham B. Spanier

GRAHAM B. SPANIER

July 2006

CURRENT POSITION AND ADDRESS

President, 1995-present  
Professor of Human Development and Family Studies, Sociology, Demography,  
and Family and Community Medicine  
The Pennsylvania State University  
University Park, PA 16802

EDUCATION

|       |      |                         |                  |                                    |
|-------|------|-------------------------|------------------|------------------------------------|
| Ph.D. | 1973 | Northwestern University | Major: Sociology |                                    |
| M.S.  | 1971 | Iowa State University   | Major: Sociology | Minor: Psychology                  |
| B.S.  | 1969 | Iowa State University   | Major: Sociology | Minors: Psychology,<br>Mathematics |

ACADEMIC EMPLOYMENT HISTORY

University of Nebraska-Lincoln  
Chancellor, 1991-1995  
Professor of Sociology, Professor of Family and Consumer Sciences, and  
Professor of Family Medicine

Oregon State University  
Provost and Vice President for Academic Affairs, 1986-1991  
Professor of Human Development and Family Studies and Professor of Sociology

State University of New York at Stony Brook  
Vice Provost for Undergraduate Studies, 1982-1986  
Professor of Sociology and Professor of Psychiatry

The Pennsylvania State University  
Associate Dean for Resident Instruction, College of Human Development, 1979-  
1982  
Professor of Human Development and Sociology, 1981-1982;  
Associate Professor of Human Development and Sociology, 1977-1981;  
Assistant Professor of Human Development and Sociology, 1973-1977  
Divisional Professor-in-Charge, Division of Individual and Family Studies,  
1977-1979  
Professor-in-Charge of the Undergraduate Program, Division of Individual and  
Family Studies, 1977-1979

**ACADEMIC EMPLOYMENT HISTORY (continued)**

United States Bureau of the Census, Washington, D.C.  
Social Science Analyst, Population Division, 1978 (Visiting Appointment)

Family Counseling Service of Evanston and Skokie Valley, Evanston, Illinois, 1972-1973  
Clinical Intern in Marriage and Family Therapy

Northwestern University  
Woodrow Wilson Fellow, 1972-73  
NIMH Doctoral Fellow, 1971-72  
Instructor in Sociology, Evening Division, 1971-1973

Iowa State University  
Department of Sociology, 1969-71  
Research Assistant and Teaching Assistant

**BOARD AND COMMISSION MEMBERSHIPS AND CIVIC POSITIONS**

Naval Post Graduate School/Air Force Institute of Technology Joint Working Group,  
2006-  
National Security Higher Education Advisory Board, Chair, 2005-  
Naval Postgraduate School, Board of Advisors, 2004-  
Association of American Universities, Executive Committee, 2004-  
Junior Achievement International Board of Directors, 2003-  
Joint Committee of Higher Education and Entertainment Communities, Co-chair, 2002-  
2005  
Worldwide Universities Network, Vice Chair, 2000-  
University Corporation for Advanced Internet Development, Board of Directors,  
1997-2000  
Presidential Policy Advisory Board on Information Technology, Chair, 1997-1999  
NCAA Executive Committee, 1997-2001  
NCAA Division I Board of Directors, 1997-2001; Chair, 1998-2001  
NCAA Presidents Commission, 1995-1997  
Christian Children's Fund, Chairman of the Board of Directors, 1992-1994  
Member of the Board of Directors, 1985-1994  
Lincoln Chamber of Commerce, Board of Directors, 1993-1995  
Chamber of Business and Industry of Centre County, Board of Directors, 1996-  
Applied Information Management Institute, Board of Directors, 1993-1995  
Pittsburgh Digital Greenhouse Board of Directors, 1998-  
University of Nebraska Foundation, Trustee, 1991-1995  
Gallup Research Center, Chairman of Governing Board, 1994-1995



## BOARD AND COMMISSION MEMBERSHIPS AND CIVIC POSITIONS (continued)

National Association of State Universities and Land-Grant Colleges, Executive Committee of Council on Academic Affairs, 1990-1991; Commission on Information Technologies, 1993-1999, Chair, 1996-1999; Board of Directors, 1996- ; Chair, Council of Presidents, 1999-2000, Chair, 2001-2002  
American Council on Education, Commission on Women, 1992-1995  
Nebraska Technology Development Corporation, Chairman, Board of Directors, 1991-1995  
Joint Commission on Accountability Reporting in Higher Education, 1994-1997  
Council on Competitiveness, Steering Committee of the Internet Learning Network, 1998-2001  
The Center For the Study of Sport in Society, National Advisory Board, 1996-  
Pennsylvania Association of Colleges and Universities, Board of Directors, 1996-2003  
Association of American Universities, Committee on Intellectual Property, 1997-  
National 4-H Council, Board of Trustees, 1997-2000  
Kellogg Commission on the Future of State and Land-Grant Universities, 1996-2000;  
Chair, 1997-2000  
America Reads, Steering Committee, 1996-1998  
Council on Health Sciences and the University, Association of Academic Health Centers, Co-chair, 1998-99; Commission on the Future of Academic Health Centers, 1996-1998  
University Research Association, Trustee, 2001-2005  
Citizens Bank, Board of Directors of Pennsylvania, 2002-  
United States Department of Education Commission on Opportunity in Athletics, 2002-2003

## PROFESSIONAL AFFILIATIONS

American Sociological Association  
National Council on Family Relations  
American Association for Marriage and Family Therapy  
Population Association of America  
American Association of Family and Consumer Sciences  
American Association for Higher Education

## EDITORIAL POSITIONS

Editor, Journal of Family Issues, 1979-1984  
Member of the Editorial Board, 1985-present  
Editorial Advisory Board, Family Studies Abstracts, 1981-1986  
Associate Editor, Journal of Marriage and the Family, 1977-1981  
Member of the Editorial Board, Journal of Marriage and Family Counseling, 1974-1976

## EDITORIAL POSITIONS (continued)

Ad hoc Editorial Reviewer: American Journal of Sociology; Social Forces; Rural Sociology; Teaching Sociology; Marriage and Family Review; Sex Roles; American Journal of Family Therapy; Pacific Sociological Review; Social Problems; Sociological Focus; Family Relations; Social Science Quarterly; Sociology and Social Research; Journal of Sex Research; Alternative Lifestyles; Family Process; Demography; Child Development; Journal of Marriage and Family Therapy; Journal of Comparative Family Studies; Journal of Social and Personal Relationships; Psychology Bulletin.

Consulting Editorial Reviewing: Burgess Publishing Company; Holt, Rinehart, and Winston; D.C. Heath and Company; McGraw-Hill Book Company; W.C. Brown Publishers; Academic Press; John Wiley and Sons; Prentice-Hall; Sage Publications; Aldine

Author and Consultant, Section on "Divorce," Grollier/Americana Encyclopedias, 1978-1979

## PROFESSIONAL CERTIFICATION

Clinical Member and Fellow, American Association for Marriage and Family Therapy, 1973-2002.

## FELLOWSHIPS, AWARDS AND HONORS

Honorary Doctorate of Humane Letters, Iowa State University, 2006  
Distinguished Alumnus Highland Park High School, Highland Park, IL, 2005  
Honorary Alumnus, The Pennsylvania State University, 2005  
2004 Distinguished Alumni Award, Junior Achievement  
Distinguished Achievement Citation Award, Iowa State University, 2004  
International Fellow in Applied Developmental Science, Eliot-Pearson Department of Child Development, Tufts University, 2003  
President's Award, National Association of Student Personnel Administrators, 2002  
Honorary Doctorate, Public Service, Bucks County Community College, 2000  
Fellow, National Council on Family Relations, 1998  
Fellow of the George H. Gallup International Institute, 1995-1996  
James D. Moran Award for Outstanding Contribution to Research, American Home Economics Association, 1987  
American Association of Family and Consumer Sciences, Leaders Award, 1998  
Fellow, American Association for Marriage and Family Therapy, 1983  
Outstanding Young Alumnus Recognition Award, Iowa State University, 1982  
National Finalist, White House Fellow, 1981, 1982  
Woodrow Wilson Doctoral Dissertation Fellow, 1972-1973  
Outstanding Graduate Student Award of the National Council on Family Relations, 1972  
National Institute of Mental Health Doctoral Traineeship, 1971-1972  
Received "Gold Cardinal Key" award, Iowa State University, 1969

## PRIMARY AREAS OF TEACHING AND RESEARCH INTEREST

### Marriage and the Family

Quality and stability of marriage across the life course; family demography

### Research Methodology

Survey and participant observation research methods; methodological issues in the study of marital and family change

### Social Policy and Application of Family Research

## RESEARCH AND TRAINING GRANTS

New York State Education Department. Stay in School Partnership Program, 1986-87  
Department of Health and Human Services. Health Careers Opportunity Program Grant, 1985-1986

National Science Foundation. Grant for the study: "Marriage, Parenting, and Infant Development: A Longitudinal Study," 1981-1983, with Jay Belsky

National Institute of Mental Health (HHS). Five year training grant for "Life Span Behavioral Development and the Family," 1976-1981

National Institute of Mental Health (HHS). Grant for the study: "Social Psychological Adjustment of Divorced Persons," 1976-1977

Institute for Life Insurance. Grant for the study: "Adjustment to Divorce: Social, Psychological, and Economic Dimensions," 1975-1977

Woodrow Wilson Foundation. Grant for the study: "Sexual Socialization and Premarital Sexual Behavior: An Empirical Investigation of the Impact of Formal and Informal Sex Education," 1972-1973

The Pennsylvania State University, College of Human Development. Grants for the studies: "Measurement and Investigation of Marital Adjustment," 1973-1975; "The Future of the Family: A Social-Demographic Approach," 1975-1976; "Adjustment to Divorce: Social, Psychological, and Economic Dimensions," 1976-1977

## PROFESSIONAL ACTIVITIES

### National Council on Family Relations

President, 1987-1988

Board of Directors, 1971-1973, 1977-1979, 1981-1982, 1986-1989

Program Vice President, 1981-1982

Chairman, National Fundraising Committee, 1985-1986

Chair, Family Action Section, 1977-1979

Chair, Annual Meeting Program, Family Action Section, 1977-1978

Vice-Chair, Family Action Section, 1975-1977

Chair, Osborne Award Committee, 1983

Member, Osborne Award Committee, 1982

Member, Distinguished Service to Families Award Committee, 1980-1982

Member, Nominating Committee, 1972-1973

**PROFESSIONAL ACTIVITIES (continued)**

- Member, NCFR and Business Interests Committee, 1972-1974
- Member, Constitution Implementation Committee, 1972-1974
- Member, Future Annual Meeting Sites and Dates Committee, 1971-1977
- Member, Student Award Selection Committee, 1972-1973
- American Sociological Association
  - Chair, Family Section, 1983-1984
  - Chair, William J. Goode Distinguished Book Award Committee, 1984-1985
  - Chair-elect and Newsletter Editor, Family Section, 1982-1983
  - Family Section Nominating Committee, 1974-1975, 1977-1978
- American Association for Marriage and Family Therapy
  - National Research Committee, 1978-1981
- Groves Conference on Marriage and the Family
  - Program Committee, 1980, 1981
- National Institute of Mental Health
  - Life Course Review Committee, Child and Family Panel, 1980-1982
- U.S. Bureau of the Census
  - Consultant to the Population Division on 1980 census subject reports, 1978-1980
- Ad hoc proposal reviewer: National Science Foundation, 1978-1985;  
Social Sciences and Humanities Council of Canada, 1976-1982
- Task Force on Families of Catastrophe
  - Advised U.S. State Department on relations with families of hostages in Iran, 1980.
- Delegate to White House Conference on Families, 1980.
- Academic coordinator for conference on "Sex Education" for Pennsylvania school teachers, school administrators, public health specialists, and family planning practitioners, November, 1975.
- Academic coordinator for conference on "Contributions of the Child to Marital Quality and Family Interaction Across the Life Span," The Pennsylvania State University, April, 1977, with Richard Lerner.
- Academic coordinator for conference on "The Family in Family Medicine," for family practice physicians; The Milton S. Hershey Medical Center of The Pennsylvania State University, May, 1978, with Theodore Kantner, M.D.
- Participant in weekly television series dealing with social issues on WOI-TV, the ABC affiliate for central Iowa, 1969-1971.
- Co-founder and member of Board of Directors of Open Line, Inc., a phone-in, walk-in crisis intervention center, Ames, Iowa, 1970-1971.
- Moderator for educational television series dealing with social issues in contemporary America; produced at WPSX-TV, central Pennsylvania affiliate of the Public Broadcasting System, 1974-1975.
- Consultant to Pennsylvania Department of Education and to school districts in Pennsylvania on development of sex education programs in the public schools, 1973-1978.
- Consultant to The Demographic Institute and AT&T on Demographic Trends and the Residence Market Environment, 1984.

Graham B. Spanier

Page 7

**PROFESSIONAL ACTIVITIES (continued)**

Academic consultant and writer for series on "The American Family: An Endangered Species." Prepared study guides for series of 10 films (produced by NBC and marketed by Films Incorporated), 1979, with Bernard Guerney, Jr.

Host, "To the Best of my Knowledge," KFOR, 1992-1995.

Host, "To the Best of my Knowledge," WPSX-TV and WPSU-FM, 1996- .

GRAHAM B. SPANIER

PUBLICATIONS AND PAPERS

BOOKS

- Winch, Robert F., and Graham B. Spanier  
1974 Selected Studies in Marriage and the Family, 4th ed., New York: Holt, Rinehart and Winston.
- Bowman, Henry A., and Graham B. Spanier  
1978 Modern Marriage, 8th ed., New York: McGraw-Hill Book Company.  
1978 Instructor's Guide to accompany Modern Marriage, 8th ed., New York: McGraw-Hill Book Company.
- Lerner, Richard M., and Graham B. Spanier  
1978 Child Influences on Marital and Family Interaction: A Life-Span Perspective. New York: Academic Press.
- Spanier, Graham B.  
1979 Human Sexuality in a Changing Society. Minneapolis: Burgess Publishing Company.
- Lerner, Richard M., and Graham B. Spanier  
1980 Adolescent development: A Life-Span Perspective. New York: McGraw-Hill Book Company.  
1980 Instructor's Manual to accompany Adolescent Development: A Life-Span Perspective. New York: McGraw-Hill Book Company.
- Belsky, Jay, Richard M. Lerner, and Graham B. Spanier  
1984 The Child in the Family. Reading, Mass.: Addison-Wesley.
- Spanier, Graham B., and Linda Thompson  
1984 Parting: The Aftermath of Separation and Divorce. Beverly Hills, California: Sage Publications.
- Furstenberg, Frank F., Jr., and Graham B. Spanier  
1984 Recycling the Family: Remarriage After Divorce. Beverly Hills, California: Sage Publications.

**BOOKS (continued)**

Spanier, Graham B., and Linda Thompson

- 1987 Parting: The Aftermath of Separation and Divorce (updated version).  
Beverly Hills, California: Sage Publications.

Furstenberg, Frank F., Jr., and Graham B. Spanier

- 1987 Recycling the Family: Remarriage After Divorce (updated version),  
Beverly Hills, California: Sage Publications.

Spanier, Graham B.

- 1989 Manual for the Dyadic Adjustment Scale. Toronto: Multi-Health Systems,  
Inc.

**ARTICLES AND CHAPTERS**

Spanier, Graham B.

- 1972 "Romanticism and marital adjustment." Journal of Marriage and the  
Family 34 (August): 481-487.

Spanier, Graham B.

- 1973 "Whose marital adjustment? A research note." Sociological Inquiry 43  
(1): 95-96.

Spanier, Graham B., and Carol Fishel

- 1973 "The housing project and familial functions: Consequences for low-  
income, urban families." The Family Coordinator: Journal of Counseling,  
Education and Services 22 (April): 235-240.

Cole, Charles L., and Graham B. Spanier

- 1973 "Induction into mate swapping: a review." Family Process 12  
(September): 270-290.

Cole, Charles L., and Graham B. Spanier

- 1974 "Comarital mate-sharing and family stability." Journal of Sex Research  
10 (February): 21-31.

Winch, Robert F., and Graham B. Spanier

- 1974 "Scientific method and the study of the family." Pp. 1-20 in Robert F.  
Winch and Graham B. Spanier (eds.), Selected Studies in Marriage and  
the Family, 4th ed., New York: Holt, Rinehart and Winston.

ARTICLES AND CHAPTERS (continued)

- Dean, Dwight G., and Graham B. Spanier  
1974 "Commitment: An overlooked variable in marital adjustment?"  
Sociological Focus 7 (Spring): 113-118.
- Spanier, Graham B., and Charles L. Cole  
1975 "Mate swapping: perceptions, value orientations and participation in a  
midwestern community." Archives of Sexual Behavior 4 (2): 143-159.
- Spanier, Graham B.  
1975 "Sexualization and premarital sexual behavior." The Family Coordinator:  
Journal of Counseling, Education and Services 24 (January): 33-41.
- Spanier, Graham B., Robert A. Lewis, and Charles L. Cole  
1975 "Marital adjustment over the family life cycle: the issue of curvilinearity."  
Journal of Marriage and the Family 37 (May): 263-275.
- Spanier, Graham B.  
1976 "Formal and informal sex education as determinants of premarital sexual  
behavior." Archives of Sexual Behavior 5 (1): 39-67.
- Spanier, Graham B.  
1976 "Measuring dyadic adjustment: new scales for assessing the quality of  
marriage and similar dyads." Journal of Marriage and the Family 38  
(February): 15-28.
- Spanier, Graham B.  
1976 "Perceived parental sexual conservatism, religiosity, and premarital sexual  
behavior." Sociological Focus 9 (August): 285-298.
- Spanier, Graham B.  
1976 "Perceived sex knowledge, exposure to eroticism, and premarital  
sexual behavior: The impact of dating." Sociological Quarterly 17  
(Spring): 247-261.
- Spanier, Graham B., and Charles L. Cole  
1976 "Toward clarification and investigation of marital adjustment."  
International Journal of Sociology of the Family 6 (Spring): 121-146.
- Spanier, Graham B.  
1976 "Measuring social class among college students: a research note."  
Adolescence 11, 44 (Winter): 541-548.



ARTICLES AND CHAPTERS (continued)

Spanier, Graham B.

- 1976 "Use of recall data in survey research on human sexual behavior." Social Biology 23 (Fall): 244-253.

Spanier, Graham B.

- 1977 "Ein Fragebogen zur Einschätzung einer Zweierbeziehung." Partnerberatung (Journal of Marriage Counseling), West Germany, 1: 47-52. (German version of "Measuring dyadic adjustment: New scales for assessing the quality of marriage and similar dyads.")

Spanier, Graham B.

- 1977 "Sources of sex information and premarital sexual behavior." Journal of Sex Research 13, 2 (May): 73-88.

Spanier, Graham B.

- 1977 "Sexual socialization: a conceptual review." International Journal of Sociology of the Family 7 (Spring): 87-106.

Lewis, Robert A., Graham B. Spanier, Virginia L. Storm, and Charlotte F. LeHecka

- 1977 "Commitment in married and unmarried cohabitation." Sociological Focus 10 (October): 364-374.

Spanier, Graham B.

- 1978 "Sex education and premarital sexual behavior among American college students." Adolescence 13, 52 (Winter): 659-674.

Thompson, Linda, and Graham B. Spanier

- 1978 "Influence of parents, peers, and partners on the contraceptive use of college men and women." Journal of Marriage and the Family 40 (August): 481-492.

Lerner, Richard M., and Graham B. Spanier

- 1978 "A dynamic interactional view of child and family development." Pp.1-22 in Richard M. Lerner and Graham B. Spanier (eds.), Child Influences on Marital and Family Interaction: A Life-Span Perspective. New York: Academic Press.

ARTICLES AND CHAPTERS (continued)

- Spanier, Graham B., Richard M. Lerner, and William S. Aquilino  
1978 "Future perspectives on child-family interaction." Pp. 327-344 in Richard M. Lerner and Graham B. Spanier (eds.), Child Influences on Marital and Family Interaction: A Life-Span Perspective. New York: Academic Press.
- Spanier, Graham B., and Catherine Surra Stump  
1978 "The Use of Research in applied marriage and family textbooks." Contemporary Sociology 7 (September): 553-563.
- Lewis, Robert A., and Graham B. Spanier  
1979 "Theorizing about the quality and stability of marriage." Pp. 268-294 in Wesley R. Burr, Reuben Hill, F. Ivan Nye and Ira L. Reiss (eds.), Contemporary Theories About the Family, New York: The Free Press.
- Spanier, Graham B., William Sauer, and Robert Larzelere  
1979 "An empirical evaluation of the family life cycle." Journal of Marriage and the Family 41 (February): 27-38.
- Spanier, Graham B.  
1979 "Human sexuality in a changing society." Pp. 1-0 in Graham B. Spanier (ed.), Human Sexuality in a Changing Society. Minneapolis: Burgess Publishing Company.
- Spanier, Graham B.  
1979 "Mate swapping: Sexual liberation or marital enrichment?" Pp. 198-203 in Graham B. Spanier (ed.), Human Sexuality in a Changing Society. Minneapolis: Burgess Publishing Company.
- Spanier, Graham B., and Robert F. Casto  
1979 "Adjustment to separation and divorce: A qualitative analysis." Pp. 211-227 in George Levinger and Oliver Moles (eds.), Divorce and Separation: Context, Causes, and Consequences. New York: Basic Books.
- Spanier, Graham B., and Robert F. Casto  
1979 "Adjustment to separation and divorce: An analysis of 50 case studies." Journal of Divorce 2,3 (Spring): 241-253
- Spanier, Graham B., and Elaine A. Anderson  
1979 "The impact of the legal system on the adjustment to marital separation." Journal of Marriage and the Family 41 (August): 605-613.

ARTICLES AND CHAPTERS (continued)

Spanier, Graham B.

- 1979 "The measurement of marital quality." Journal of Sex and Marital Therapy 5,3 (Fall): 288-300.

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- 1983 A rejoinder to "Measuring marital quality: New scales for assessing the quality of marriage and similar dyads." Journal of Marriage and the Family 45 (August): 464-465.

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- 1985 "Improve, Refine, Recast, Expand, Clarify - don't Abandon." (A rejoinder to "Abandon Adjustment!") Journal of Marriage and the Family 47 (November): 1073-1074.

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- 1988 "Assessing the Strengths of the Dyadic Adjustment Scale." (A rejoinder to "The assessment of marital satisfaction: An evaluation of the Dyadic Adjustment Scale") Journal of Family Psychology 2 (September): 92-94.

## REVIEW ESSAYS AND BOOK REVIEWS

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- 1975 Sexual Conduct: The Social Sources of Human Sexuality, by John Gagnon and William Simon. Review published in Journal of Marriage and the Family 37 (August): 688-690, with Joanne Nicholson.
- 1978 Marriage and the Family. Annual Editions, 1976/77. Review published in Journal of Marriage and the Family, 40 (February): 189, with Rodney Cate.
- 1978 Marital Separation, by Robert S. Weiss. Review published in Contemporary Sociology 7, 3 (May): 307-308.

## THESIS AND DISSERTATION

Spanier, Graham B.

- 1973 Sexual socialization and premarital sexual behavior: An empirical investigation of the impact of formal and informal sex education. Doctoral dissertation. Northwestern University.

Spanier, Graham B.

- 1971 A study of the relationship between and social correlates of romanticism and marital adjustment. Masters thesis. Iowa State University.

## SELECTED PAPERS PRESENTED AT PROFESSIONAL MEETINGS

- 1988 "Bequeathing Family Continuity." Presidential address to the National Council on Family Relations, Philadelphia.
- 1988 "The Family Employment Program: Recruiting the Dual Career Couple." Paper presented to the National Association of State Universities and Land-Grant Colleges meeting of Chief Academic Officers, San Diego.
- 1985 "Diversity in Divorce and Remarriage." Paper presented at the Banff International Conference on Behavior Sciences. Banff, Alberta, Canada.
- 1984 "The Changing American Family: Demographic Trends and Prospects." Paper presented at the annual meeting of the Groves Conference on Marriage and the Family, Pinehurst, North Carolina.
- 1982 "Married and Unmarried Cohabitation in the 1980's: Recent Changes in the United States." Paper presented at the Conference on "Contemporary Marriage: Comparative Perspectives on a Changing Institution." Center for Advanced Studies in the Behavioral Sciences, Stanford, California.
- 1982 "Married and Unmarried Cohabitation in the United States: 1980." Paper presented at the annual meeting of the Population Association of America, San Diego.
- 1981 "The Risk of Dissolution in Remarriage." Paper presented at the annual meeting of the American Sociological Association, Toronto, Ontario, with Frank Furstenberg, Jr.
- 1981 "The Rewards and Costs of Ending a Marriage and Response to Its Termination." Paper presented at the annual meeting of the Southeastern Council on Family Relations, Blacksburg, Virginia, with Linda Thompson.

SELECTED PAPERS PRESENTED AT PROFESSIONAL MEETINGS (continued)

- 1981 "Revising Parenthood: Experience in Remarriage." Paper presented at the annual meeting of the Society for Research in Child Development, Boston, with Frank Furstenberg, Jr.
- 1980 "Marital Dissolution and Generational Ties." Paper presented at the annual meeting of the Gerontological Society, San Diego, California, with Frank Furstenberg, Jr.
- 1980 "Patterns of Parenting in the Transition from Divorce to Remarriage." Paper presented at the NICHD Conference on "Women, A Developmental Perspective," Bethesda, Maryland, with Frank Furstenberg, Jr.
- 1979 "Marital Quality, Marital Stability, and Extramarital Sexual Behavior." Paper presented at the annual meeting of the International Academy of Sex Research, Prague, Czechoslovakia, with Randie Margolis.
- 1979 "Indicators of Adjustment to Marital Separation: Social Policy Issues." Paper presented at the annual meeting of the Eastern Sociological Society, New York, New York, with Margie Lachman.
- 1978 "The Role of Extended Kin in the Adjustment to Separation and Divorce." Paper presented at the annual meeting of the Southern Sociological Society, New Orleans, with Sandra Hanson.
- 1978 "The Impact of the Legal System on the Adjustment to Separation and Divorce." Paper presented at the annual meeting of the American Association of Marriage and Family Counselor, New York, New York, with Elaine Anderson.
- 1977 "Adjustment to Separation and Divorce: A Qualitative Analysis." Paper presented at the annual meeting of the Pennsylvania Sociological Society, University Park, Pennsylvania, with Robert Casto.
- 1977 "Family Development and the Family Life Cycle: An Empirical Evaluation." Paper presented in the Theory and Methodology Workshop at the annual meeting of the National Council on Family Relations, San Diego, California, with William Sauer and Robert Larzelere.
- 1977 "The Influence of Parents, Peers, and Partners in The Contraceptive Behavior of College Men and Women." Paper presented at the annual meeting of the National Council on Family Relations, San Diego, California, with Linda Thompson.

**SELECTED PAPERS PRESENTED AT PROFESSIONAL MEETINGS (continued)**

- 1977 "Divorce Among Highly Educated women: An Exception to the Rule." Paper presented at the conference on Women in Midlife Crises, Ithaca, New York with Sharon Houseknecht.
- 1975 "Commitment in Married and Unmarried Cohabitation." Paper presented at the annual meeting of the American Sociological Association, San Francisco, California, with Robert Lewis, Virginia Storm, and Charlotte LeHecka.
- 1975 "Measuring Dyadic Adjustment: New Scales for Assessing the Quality of Marriage and Other Dyads." Paper presented at the annual meeting of the National Council on Family Relations, Salt Lake City, Utah.
- 1974 "Marital Adjustment Over the Family Life Cycle: The Issue of Curvilinearity." Paper presented at the annual meeting of the National Council on Family Relations, St. Louis, Missouri with Robert Lewis and Charles Cole.
- 1973 "Toward Clarification and Investigation of Marital Adjustment." Paper presented at the annual meeting of National Council on Family Relations, Toronto, Ontario.
- 1972 "Mate Swapping: Values, Participation and Knowledge in a Midwestern Community." Paper presented at the annual meeting of the Midwest Sociological Society, Kansas City, Missouri, with Charles Cole.
- 1972 "Comarital Sexual Mate Sharing: Some Problematic Issues for Family Solidarity and Marital Cohesion." Paper presented at the annual meeting of the National Council on Family Relations, Portland, Oregon, with Charles Cole.
- 1972 "Becoming a Mate Swapper: Some Thoughts on How the Process Works." Paper presented at the annual meeting of the Midwest Sociological Society, Kansas City, Missouri, with Charles Cole.
- 1969 "Can Interfaith Marriages Work?" Paper presented at the annual meeting of the Iowa Sociological Society, Oskaloosa, Iowa.

**SELECTED PRESENTATIONS**

Chair of the section on "Politic Sex" at the annual meeting of the National Council on Family Relations, 1972.

**SELECTED PRESENTATIONS (continued)**

Co-Chair of the section on "Sociology of Mate Swapping" at the annual meeting of the Midwest Sociological Society, 1972.

Leader of roundtable sections on "The Impact of Sex Education on Sexual Socialization and Premarital Sexual Behavior" at the annual meeting of the National Council on Family Relations, 1972.

Panelist for Section on "Premarital Cohabitation," Groves Conference on Marriage and the Family, 1973-74.

Discussant for "Formulation of Integrative Developmental Theory of Family Interpersonal Systems" presented in the Theory Construction Workshop at the annual meeting of the National Council on Family Relations, 1975.

International Conference on Changing Roles in Family Society.  
Co-chair of section on "Innovative Sex Roles in Different Cultures and Cohabitation." Dubrovnik, Yugoslavia, June 1975.

Discussant for "Family Identity and Intergenerational Continuity: The Role of Myth and Ritual" and "Experimental Methods for Studying Generations" presented in the Theory Construction and Methodology Workshop at the annual meeting of the National Council on Family Relations, 1976.

Delivered address on "The Family in the Year 2000" at the Society of Newspaper Editors, 1976.

Delivered address on "Legal Discrimination Against Men" at the Second Annual National Men's Conference, 1976.

Delivered address on "Sexual Functions, Dysfunctions, and Interaction that Lead to Domestic Relations Offices" at the Conference of the Domestic Relations Association of Pennsylvania, 1976.

Chair of the section on "Children and Family Disruption: Recent Trends" at the annual meeting of the National Council on Family Relations, 1976.

Delivered the Edna Park Honorary Lecture on "The Future of the Family" at the University of Toronto, 1976.

Chair of the session on "Using Bureau of the Census Data to Describe and Predict Trends in the Parenting" at the annual meeting of the Groves Conference on Marriage and the Family, 1977.

**SELECTED PRESENTATIONS (continued)**

Delivered address on "Human Services and the Changing Family" at the annual meeting of the Health and Welfare Institute of the Federation for Community Planning, 1977.

Delivered address on "Sexual Socialization and Sex Education" at the Pennsylvania Department of Education Sex Education Seminar, 1977.

Delivered address on "Whither the Family Goeth" at the annual meeting of Pennsylvania Extension Agents, 1977.

Discussant for "Using Log Linear Analysis for Categorical Family Variables" and "Discriminant Analysis for the Family Researchers" presented in the Theory Construction and Methodology Workshop of the annual meeting of the National Council on Family Relations, 1978.

Delivered address on "The American Family Today and Tomorrow" at the annual meeting of the Pennsylvania Education and Consultation Conference, 1978.

Visiting Professor, University of Guelph, Ontario, Canada February, 1979.

Opening speaker, conference on "Temperament and the Family," The Milton S. Hershey Medical Center, Hershey, Pennsylvania, 1979.

Panel member with officials of 1981 White House conferences on Families, Aging, and Children and Youth at the annual meeting of the Groves Conference on Marriage and the Family, Washington, D.C., April, 1979.

Delivered address on "The Future of the American Family" at the Twelfth Annual History Conference at Bloomsburg State College, Bloomsburg, Pennsylvania, April, 1979.

Delivered address on "Sex Education for the 1980's - What are the Challenges?" at the conference on "Adolescent Sexuality: A Need for Education and Understanding," at the University of Guelph, Ontario, Canada, 1979.

Panel member for program on "Male-Female Undercurrents: What's Happening to Male-Female Roles in 1979," at the annual meeting of the Pennsylvania Council on Family Relations, Philadelphia, Pennsylvania, 1979.

Presentation on "The Life Cycle of American Families" at the Social Science Research Council, November, 1979.



SELECTED PRESENTATIONS (continued)

- Leader of workshop on "Divorce and Remarriage" at the Groves Conference on Marriage and the Family, Gatlinburg, Tennessee, 1980, with Frank Furstenberg, Jr.
- Keynote address on "Sexuality in the 1980's - What Can We Expect?" Conference on Sexuality and the Life Cycle, University of Guelph, Ontario, Canada, 1980.
- Leader of Didactic Seminar on "Family Demography" at the annual meeting of the National Council on Family Relations, Portland, 1980, with Arthur Norton.
- Leader of National Science Foundation Chautaugua Short Course Seminar of "The Changing American Family," with Frank Furstenberg, Jr., 1980-81.
- Visiting Scholar, University of North Carolina, Greensboro, February, 1981.
- Chair of session on "Demography of the Family and Household" at the annual meeting of the Population Association of America, Washington, D.C., 1981.
- Keynote address on "The Role of the Family Professional in the Iranian Hostage Crisis." Annual meeting of the Pennsylvania Council on Family Relations, 1981.
- Chair of session on "Marriage and Family Relations" at the annual meeting of the International Sociological Association, Mexico City, Mexico, August, 1982.
- Keynote address on "The Changing American Family: Implications for Human Services" at the conference on Human Services sponsored by the Commonwealth of Pennsylvania Cabinet and Department of Public Welfare, Harrisburg, 1983.
- Chair of session on "The Interconnection of Gender and Family" at the annual meeting of the American Sociological Association, Detroit, 1983.
- Leader of Roundtable discussion on "Moving into University Administration: The Transformation of a Family Professional" at the annual meeting of the National Council on Family Relations, St. Paul, 1983.
- Keynote address at the conference on "Work/Family: The Stress Connection," Center for Family/Youth Resource, Plainview, New York, 1983.
- Keynote address on "Innovations in Family Life Styles" at the annual meeting of the Long Island Association for Marriage and Family, 1984.



Worldwide Universities Network

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from the office of the Chief Executive

23<sup>rd</sup> July 2006

Dear BROCK JURORS

**Re: Brock International Prize in Education**

I write to support the nomination of Dr Graham Spanier for the Brock international prize in education.

I do so because of Dr Spanier's exceptional leadership in addressing one of the most challenging issues facing higher education in the US and globally – developing effective international collaboration between leading universities to drive forward the global research endeavour; in responding to the opportunities and challenges of globalisation in crucial areas from climate change to poverty and development through to national security; to better prepare students for global careers; and to internationalise and enrich the curriculum through drawing on the expertise of centres of excellence around the world.

Dr Spanier was one of the two visionaries behind the founding of the worldwide universities network – which is now a 16 member international alliance of universities from the US, UK, continental Europe and China. serving as vice chair since its inception in 2001, Dr Spanier has driven the organisation forward such that it is recognised unequivocally as the only viable functioning international research alliance – though others have tried – and was recently lauded as such in a report prepared for the uk government by sir gareth roberts who had been asked to look at what might be done to better foster links between the UK and US.

Under his leadership WUN has grown to involve around 3000 individuals, over more than 60 activity areas, it has fostered more than 600 exchanges of graduate students and staff, developed numerous innovative eLearning initiatives including unique collaboratively authored master's programs and over \$30m in funding. Possibly most significantly, through his efforts a model has been established that other university groupings of various types around the world are attempting to replicate.

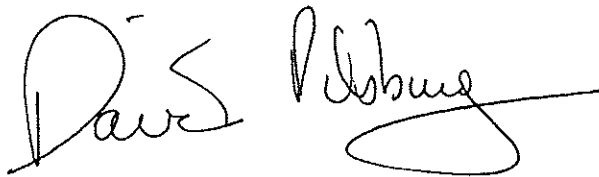
This has in part been achieved by his leadership style which advocates collaboration and partnership and a readiness to engage not just with the key issue of how to innovate higher education but also how to foster innovation in government, foundations and the development new funding paradigms. as such his efforts though sustained engagement with the director of the NSF and others in the US administration have played a key part in the recent revamping of the nsf oise program to foster the sort of international community building that has been evident in the success of wun. He has also influenced the development of UK and European funding policy through his repeated engagements with minister's, policy makers and funders in europe. Most recently he has overseen an new initiative in relationship building with the corporate sector on a global basis through wun to develop an entirely new model of international partnership that represents a leap forward in the nature of university/industry partnerships. Particular focus has been placed on the developing a international

industrial internship scheme which will offer graduate students the opportunity to work with wun's corporate partners around the world. This approach will be profoundly important in building the kind of internationally enriched career paths that characterises leaders in global industries.

Other key insights he has helped to bring to the fore include the key role of international faculty "communities of interest" as a force for innovation as these overcome many of the intellectual and operational constraints inherent within bilateral links whether between universities or individuals. he has also overseen the development of new forms of educational collaboration that overcome the barriers to internationalizing the curriculum and the collaborative development and delivery of online learning. several of these developments have been widely recognised as creating new models that are significant developments in the global evolution of education.

In summary, Dr Spanier leads by vision, passion, and a commitment to make a better world through the unique role played by public universities. His influence on international educational agenda has been extraordinary and has produced a paradigm shift that has fundamentally changed the global discourse on education.

Yours sincerely,

A handwritten signature in black ink, appearing to read "David Pilsbury". The signature is written in a cursive, flowing style with a long horizontal stroke at the end.

Dr David Pilsbury, Chief Executive, Worldwide Universities Network

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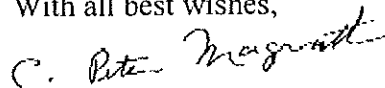
Dear Brock International Prize Jurors:

I write in strong—indeed enthusiastic—support of the nomination of Dr. Graham Spanier, President of Pennsylvania State University, to be selected for the prestigious Brock International Prize. First, a few words on my relationship with Graham Spanier. We have both served as presidents of large public universities and so I know him well as a leader, not just a president in title, but a person who has vision, can see exciting educational opportunities—and then gets the job done. Between 1992 and 2005, I served as President of the National Association of State Universities and Land-Grant Colleges, and during those years Spanier was one of the key leaders on the Board of Directors, serving also as its chair. We organized a forward-looking Kellogg Commission on the Future of State Universities and Land-Grant Colleges sponsored by the W.K. Kellogg Foundation in the mid nineties and Spanier led the effort as its chair.

The Commission is widely recognized as having stimulated—through its analyses and practical recommendations—major changes in the workings of America's public universities, in improving student learning, adapting to the needs of life long learning in an IT world, and in the international obligations of universities. Without Graham Spanier's commitment to needed change and his leadership skills, the Kellogg Commission would never have succeeded. Similarly, Spanier's record at Penn State is, if I may use a grading system, A+. He has revitalized that great university to serve society, domestically and internationally, for he is always a "big picture" person with a profound commitment to international education as essential to the United States. Penn State is recognized as one of our leading international universities, both in its education of international students and its collaborative work on many projects in other countries based on the talents of Penn State's faculty and staff. I have personally been with Graham Spanier in international settings, such as the Salzburg Seminar, where his talents are quickly recognized and desired by international colleagues. Indeed, he has made a number of visits to universities in Russia, assisting them as they try to adapt to a more democratic and free enterprise system. In one phrase, Graham Spanier always adds value—high value.

A significant prize such as the Brock International Prize will attract a number of strong nominations; but I believe that, on the basis of his values and accomplishments, none will be stronger than that of Graham Spanier.

With all best wishes,



C. Peter Magrath  
Senior Presidential Advisor, The College Board  
President-Emeritus, The National Association of  
State Universities and Land-Grant Colleges



## U.S. Department of Justice

Federal Bureau of Investigation

Washington, D. C. 20535-0001

July 28, 2006

President Graham Spanier  
The Pennsylvania State University  
201 Old Main  
University Park, PA 16802

Dear President Spanier:

After September 11, 2001 we all began to see the signs of changes in the United States as our nation worked to secure its homeland. You saw clearly the inevitable interface between academe and the federal agencies who were being driven by their mission to protect national security in areas including counterterrorism, counterintelligence, cyber security, visa and deemed export regulations, and sensitive research, to name only a few. While understanding the need for security, the concern within academe was how to protect the academic freedoms necessary for the free flow of ideas which are the cornerstone to our educational system in the United States.

The key to seeking the right balance between two very different entities was to see that both have significant roles in the security of our nation. The federal government is charged with the enforcement of laws and implementation of regulations and policy all aimed at protecting national security. At the same time, our universities play a key role in the research and development of scientific and technological advancements which serve to secure our nation as a world leader. Universities are able to succeed in their scientific and technological advances because their open environment allows collaboration of ideas with individuals from around the world. Therefore, our two seemingly different entities have significant roles to play in protecting our national security. The two clearly have institutional limitations and ideological differences on how best to achieve the security of our nation, but you clearly understood that this was and is a challenge that had to be met.

With mutual interests and clear differences in mind, we developed a relationship to discuss the common ground of national security in a format which would acknowledge and respect those differences. Our entities needed to understand each other's mission, culture, ideology, and limitations in order to achieve real success on this front. This concept came to fruition on October 21, 2005 with the first meeting of the National Security Higher Education Advisory Board (NSHEAB). Also joining us as a full charter partner was the Central Intelligence Agency. Pursuant to Director Robert S. Mueller, III, appointing you as the NSHEAB Chairman, along with 16 selected presidents and chancellors, we set out on a bold mission to foster understanding and cooperation between higher education and the government agencies protecting national security.

Since its inception, the NSHEAB has engaged in discussions on topics you helped to identify as significant mutual issues. Enumerating just three of the many topics covered will serve to exemplify the clear and profound success the NSHEAB has achieved.

President Graham Spanier

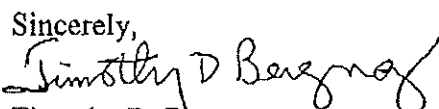
Pursuant to the discussion on cyber intrusion by the FBI's Cyber Division, the Board came to understand the potential harms to their computer networks including identity theft; disruption to infrastructure; and the use of university computers as conduits for outsiders. Thereafter, FBI personnel have assisted multiple universities in resolving these problems through cyber security briefings.

Part of the NSHEAB mission includes the development of degree programs, coursework, and opportunities related to national security for graduate students. The NSHEAB began to address this area in discussions on hiring practices and curriculum development at universities. As our nation changed its focus to national security, the traditional criminal justice and other degree programs are changing to meet those demands. The FBI and other federal agencies are now addressing academic on the type of education an individual needs to compete in this changing environment.

The most profound and far reaching result of the NSHEAB to date occurred on the potential changes to the deemed export regulations which was addressed by the Department of Commerce (DOC), Bureau of Industry and Security (BIS) at the NSHEAB meeting in February 2006. The changes discussed had the potential to have a profound effect on the way universities conduct their research and development (R&D) at their institutions. In that universities conduct billions of dollars in R&D in the U.S., the impact of changes in this area could potentially have unintended consequences to the nation's ability to innovate. As chairman, the definitive validation of your stewardship was the resulting dialogue between university presidents and chancellors and national security leaders, including the Under Secretary of Commerce, that played a significant part in the announcement on May 22, 2006 (Federal Register Doc. E6-7778) establishing a Deemed Export Advisory Committee (DEAC). The committee will review and provide recommendations to DOC on deemed export policy. The objective of the DEAC is to effectively protect national security while ensuring the U.S. continues to be at the leading edge of technological advancements. The NSHEAB's goal to have dialogue which fosters listening, learning and understanding was clearly accomplished on this topic while maintaining our nation's security at the forefront.

Further, as the NSHEAB chairman, your participation and timely contributions to the National Counterintelligence Working Group have clearly enhanced discussions amongst the leaders of 25 federal agencies who address, prioritize and solve national security matters. Through this forum, you have been instrumental in imparting higher education perspectives that have added value and depth to the forum's operational decision-making charter.

Your insightful communication and candor with the leadership and special agent corps at FBI Headquarters and across all 56 field offices nationwide have been a continuously relied upon and absolute prime mover in enhancing the FBI and academic partnership. In recognition of your vision, perseverance, and tireless leadership, I am presenting this certificate on behalf of Director Mueller for Exceptional Service In The Public Interest.

Sincerely,  
  
Timothy D. Berezney  
Assistant Director  
Counterintelligence Division  
Federal Bureau of Investigation

**Graham B. Spanier Remarks**  
**National Press Club**  
**August 26, 1999**

It is a great honor for me to be able to speak to you today on the topic of the contemporary challenges facing American higher education. Although you regularly invite many of the nation's leaders to speak to the National Press Club, I am aware that the appearance of a university president is rare. So I feel a bit like Zsa Zsa Gabor's seventh husband; I know what to do, but I'm not sure how to make it interesting.

Nevertheless, I wish to focus today on five of the national issues that are profoundly influencing an enterprise that will play a significant role in the future of this nation. These topics are:

- The engagement of our universities with their communities, states, and the nation
- Our role in research and development of information technologies and related workforce needs
- The right of NCAA member institutions to set standards for admissions and initial eligibility
- Social responsibility among today's students and our efforts to combat binge drinking
- The future of academic health centers, and its relationship to the future of medical care

The list could include a score of topics, but these five have been on my front burner lately. First, some context. Any of my presidential colleagues will tell you the life of a university president today isn't what it used to be. Today's university president has variously been described as someone who lives in big house and begs for a living to someone who serves as captain of a ship where everyone mutinies but no one jumps ship.

When the public thinks about our institutions, they mostly focus on our physical campuses, the traditional 18 year old high school graduate, and perhaps the added earning power embodied in a college degree. Relevant, yes. But that just scratches the surface. America's 4-year colleges and universities together enroll more than 14 million students and have budgets of \$232 billion dollars in support of teaching, research, and public service and related activities. About 43 percent of these students, by the way, are age 25 or older, well beyond what is thought of as traditional college ages.

Few industries match these statistics. Yet institutions of higher learning, like business and government, cannot be complacent about the future. There was a time when universities were content to adopt a "Field of Dreams" approach—if we build it, they will come. For most of our history, we were omniscient elders who told our students what they needed, when they could get it, and what they would pay for it. But those days are rapidly becoming a distant memory. Changes in technology, demographics, competition, and for public institutions, legislative expectations, are all coming together to alter the way we operate.

At the same time, competition between universities and other agencies for use of state tax dollars is becoming ever more severe. In Pennsylvania, tuition has replaced state support as the primary source of funding for state-related universities. While this phenomenon is more pronounced in Pennsylvania, virtually every state has seen a similar trend.

Two years ago, the Council for Aid to Education said that assuming tuition increases no faster than inflation, by 2015, U.S. colleges and universities will fall \$38 billion short of the annual budget they need to educate the student population in 2015. Our institutions thus find themselves in a changing marketplace with new demographics, and changes in the traditional assumptions about higher education that include broad attacks on everything from tenure to increasing tuition to faculty workloads to the role of research to the place of affirmative action.

As if that were not enough, all of this occurs as we are being expected to educate more students more efficiently. The U.S. population has doubled since 1930, but during that same time, enrollment in higher education has expanded tenfold. In the past 50 years, college attendance has ballooned from roughly 25 percent to 60 percent of each high school graduating class. In Pennsylvania it is 70 percent. It has been estimated that our nation must be prepared to educate 4 million more students by 2015 simply because of population growth. As the proportion of the population that wants to attend college also increases, that number will be even higher.

### Engagement

These trends present either an insurmountable challenge or an extraordinary opportunity. The nation's public universities are mobilizing to take charge of the change that surrounds them, led in this effort by a Commission on the Future of State Universities and Land-Grant Colleges, an initiative sponsored by the National Association of State and Land-Grant Universities and funded by the Kellogg Foundation. A central theme for the Commission—that our universities must be fully engaged with our communities—has everything to do with the public confidence and support we can expect to win in the years ahead.

Engagement is an especially important priority for public universities whose mission historically has emphasized access, progress, and the transfer of technology to the public. However, these are traditions that must be revitalized in keeping with the needs of a new age.

Universities have disciplines, while society has problems. Our institutions have been characteristically slow to respond and are often judged to be out of touch. An engaged institution, in the vision of the Kellogg Commission, will be organized to respond to the needs of today's students and tomorrow's, not yesterday's. It will seek to prepare students broadly for life through academic and other experiences. And it will put knowledge to work to address challenges in such areas as education; the economy; agriculture and food systems; rural and urban revitalization; health care; children, youth and families; and the environment and natural resources, just to name a few.

### Information Technology

Information technology, my second identified area, continues to revolutionize commerce, communications, and day-to-day living. The number of homes in the United States with personal computers has surpassed 50 percent and has happened more quickly than most experts imagined. Worldwide use of the Internet will reach more than 130 million people this year, and by 2003, is expected to reach 350 million. The number of on-line purchases increased fourfold during the last half of 1998, and a report out this month shows that nearly one-third of internet users engage



in e-commerce. In 1998, \$51 billion in e-commerce occurred in the United States. Next year it is expected to reach nearly \$300 billion.

The Internet's development and success have been profoundly enhanced by higher education. Just a few years ago, the net was a tool we in academe used for research and communications. But it quickly became an avenue for communications and commerce at large. That's overloaded a system on which higher education depends for data-intensive research applications and expanding delivery of distance education, and upon which much of the world now revolves. The nation's research universities once again are taking the lead in developing a new network to meet communications needs. In partnership with industry and government, more than 130 universities are creating Internet 2. This high speed network is 100 times faster than the network we know today and will enable a new generation of applications that we are now only just beginning to imagine. This effort will eventually give the world an unprecedented capability for research, communication, and commerce.

The rapid growth of the new digital technologies has far exceeded the availability of human resources to meet the need for information technology skills. More than 1 million new computer scientists and engineers, systems analysis, and computer programmers will be needed within a matter of years. According to the Information Technology Association of America, about 1 in 10 positions for information technology workers goes unfilled, about half in IT companies and half in other industries. This shortage of workers is expected to continue for several years, with about 400,000 jobs left open this year and the demand for IT services growing at an annual rate of 25 percent each year. Worldwide, the total number of IT workers has grown by a third over the past two years, to 4 million.

This is a workforce development problem of tremendous proportion. An immediate solution has been to expand the number of H-1B visas that enable U.S. companies to recruit foreign IT workers to meet their employment needs. Another response within industry has been to retool workers with the skills of our new information age. But in the long run, I argue that the pool of workers must be expanded through education domestically.

Higher education is stepping up to the plate on this workforce issue and others. Universities around the nation are creating new programs in response to the urgent needs for skills in information technology. Penn State is one of them.

Our new School of Information Sciences and Technology welcomed its first students this week. I'm proud to say that this initiative, as nearly as we can tell, represents the fastest deployment of a new academic school or college in the history of American higher education. We have moved at lightening speed because the needs of this rapidly advancing field demand it.

Our school will be a model of the engagement of which I spoke just a few moments ago. It has been created in close partnership with business and industry, to deliver an entirely new approach to information technology education. It is an interdisciplinary effort that combines technical skills with core competencies in communications, problem solving, and fields such as manufacturing, engineering, sales, education, and health care to educate the information technology leaders needed in virtually every area of endeavor. It incorporates the practical experience in demand by employers. And when fully implemented, it will offer a range of options from associate degrees to baccalaureate to PhDs. Moreover, there will be a strong continuing and distance education component to address diverse workforce needs.

I am not one who believes that modern information technologies will displace the primacy of resident instruction in institutions such as mine. But I believe that the most significant growth area in American higher education will be in distance and continuing education. It is for this reason that Penn State created the World Campus. It is amazing to me that we had about one thousand enrollments in our first year of operation. Other universities, not-for-profit and for-profit, are launching such ventures. As with all IT ventures, only some of us will flourish, especially since new economic models are required for this kind of education.

### Intercollegiate Athletics

Let me turn now to another topic that is of interest both to universities and to many members of the public: intercollegiate athletics. I'm not talking about the question of when Joe Paterno will retire—never, I hope—or even the matter of a football playoff: Most university presidents oppose it. I want to speak about academic integrity.

First, some history. In the early 1980s, after many episodes of embarrassment about corruption in college sports, exploitation of student athletes, and the inability of some athletes to read or write, college and university presidents began to take oversight of intercollegiate athletics away from coaches and boosters. Proposition 48, and then Proposition 16, was passed to enhance the academic standards of our athletes. Many of the most significant changes made in the past 15 years have been about putting academic integrity first. Reform efforts also encouraged cost containment and student-athlete welfare.

On the downside, these reforms created some legal attacks on the NCAA, not only in cases that challenged academic standards, but also regarding our attempts to contain costs and limit commercialization of college athletics.

The issue of initial eligibility standards for players in intercollegiate sports has been in the limelight once again following a court decision last spring that ruled in favor of four student-athletes who challenged the NCAA on the rule generally known as Proposition 16. Four plaintiffs in this case, Cureton et al. v NCAA, were prohibited from playing sports as freshmen because they failed to achieve the minimum standardized test score required by initial-eligibility legislation, a score of 820 on the re-centered SAT. According to the rule, to gain eligibility to participate in athletics, entering Division I freshmen must graduate from high school, successfully complete at least 13 core academic courses, and achieve a grade point average and test score on the ACT or SAT based on an index.

The judge hearing the case said the NCAA's goal of increasing graduation rates of student-athletes is a legitimate educational goal and that SAT or ACT scores may be used as a part of initial-eligibility standards. However, he ruled that the standards imposed by Prop 16 had a disparate impact on African-American student-athletes, and the NCAA did not have sufficient evidence to justify the appropriateness of its cutoff score.

A stay in this case was granted pending an appeal to the Third Circuit court. Oral arguments on that appeal are now scheduled for September 14. In the meantime, the NCAA continues to study initial-eligibility rules, a discussion that was well underway before the court's ruling.

For those who have been on this roller coaster ride, one thing is certain: When it comes to initial eligibility standards within the NCAA, there are two polar viewpoints. Although our members are all committed to a level playing field, most presidents and faculty of our member institutions, and many in our student bodies and the larger public, are reluctant to see any weakening of academic standards for incoming athletes. I am most sympathetic to this point of view.

Others, of course, seek increased access for prospective athletes whose personal circumstances or characteristics have conspired to limit their educational preparation and who may not perform well on standardized tests. Many would argue that such individuals should be given a chance to succeed academically, and that by setting the initial-eligibility standards too high we are limiting opportunity for a college education and perhaps a professional career in athletics, or both. The NCAA membership presents passionate defenders of both positions.

The NCAA Division I Board of Directors is seeking common ground to create an enlightened solution to the question of standards, one that generates confidence in the leadership of higher education and intercollegiate athletics. A sham education is no education. But an exclusive approach to educational opportunity fails to honor individual achievement and the power of motivation. I believe that the Board, with broad input from our governance bodies, will be able to find the right balance.

I will argue that a commitment to academic preparation in high school, normal progress toward graduation, and ultimately a college degree are the foundations upon which a new policy should be based. Ignoring test scores is a concept I reject. The key is to weight them properly, in concert with the quality and character of the high school curriculum and high school performance. These factors, together, are the best predictor of academic success.

Universities must continue to be able to set admission standards for their own schools, and they must be able to set fair and reasonable standards for initial eligibility. There is a long tradition of using standardized test scores both for admission and for initial eligibility, and the success of the earlier Proposition 48 in enhancing academic achievement is undisputed. When fairly and appropriately applied, such tests enhance our ability to predict success in college. I support the appropriate use of standardized tests and I support the right of universities, individually or in association, to use valid and reliable tests to inform our decisions about admission and initial eligibility. These indeed are principles we must pursue.

### Social Responsibility

A companion concern to academic integrity is the challenge of developing character, conscience, citizenship, and social responsibility in our students. In my view, this is one of the most fundamental problems facing higher education today. No aspect of this challenge is greater for our young adults than the excessive consumption of alcohol and the behaviors that surround it.

Many of today's undergraduates come to us as experienced drinkers—nearly one-third of college students were binge drinkers in high school. Moreover, binge drinking—defined as the consumption of five or more drinks in one sitting by a male or at least four drinks by a female—has become all too common among today's college students. And while drinking in

college has always been with us, the difference today is that more young people binge drink, and those who engage in high risk drinking do so more often.

According to a national survey on college drinking, more than 40 percent of today's college students engage in binge drinking. Twenty percent of students binge drink three or more times in a given two-week period. More than half of students who use alcohol say they drink to get drunk.

There are unmistakable consequences of such behavioral patterns. Frequent binge drinkers are far more likely than non-binge drinkers to have multiple problems including doing something they regretted, missing a class, forgetting where they were, getting behind in school, arguing with friends, engaging in unplanned sexual activity, getting hurt, damaging property, and so on. Three out of four students who do not binge drink report problems due to bingeing by others.

The toll of these behaviors is substantial, academically, financially, and socially. Alcohol is a factor in 40 percent of all academic problems and 28 percent of all dropouts. College students spend in excess of \$5 billion annually on alcohol. Alcohol is the number one health risk to college students. Scores of students die each year from drinking-related causes. Nearly all violent campus crimes involve alcohol use.

The level of attention being given to this problem by university presidents has accelerated. A wide range of initiatives are being put in place and they are beginning to make a difference. Educational programs are raising awareness and providing a foundation for students to make responsible decisions about drinking. At Penn State, fraternities and sororities are providing important leadership, implementing policies that promote academic and social responsibility and de-emphasize the use of alcohol. Many fraternities nationwide have announced plans to go alcohol free.

Providing alternative activities is a strategy that is meeting with great success at Penn State. We have opened our student union building twenty-four hours a day and provide late night programming on the weekends. Last year, about 40,000 students gathered to enjoy comedians, listen to concerts, play interactive games, learn to ballroom dance, watch films, and showcase their own talents. These events are substantially supported by students through the use of their student activity fees.

Support services, including screening, counseling, intervention, and referral are vital components of successful alcohol abuse prevention as well. And community partnerships are essential, given the shared town/gown environment in which alcohol-related problems occur.

There is more to be done, beginning with calling greater attention to this issue. I am pleased to report that on Friday, September 10, a national awareness campaign will begin with full page ads placed in at least 15 national newspapers including the New York Times, USA Today, the Wall Street Journal, Los Angeles Times and the Chicago Tribune. This is an effort led by the National Association of State Universities and Land-Grant Colleges and the Kellogg Commission, with funding support from 113 of our members, the Robert Wood Johnson Foundation, and Barnes and Noble. It is being coordinated by Penn State on behalf of our colleague institutions.

The campaign also will run ads in student newspapers and in programs for college football games across the nation. Educational and prevention efforts will be intensified on our

campuses this year, and information will be provided through brochures to be distributed by the thousands at participating institutions. A website will be established as well.

Although this campaign won't solve the problems associated with excessive alcohol consumption among college students, we believe it will garner important support for continuing and expanded efforts in this area. I urge all of you who are in a position to call attention to this challenge to do so.

#### Academic Health Centers

Finally, I wish to encourage you to take a serious look at another pressing challenge for higher education. It is one that has dramatically escalated in the last two years, and one that will deeply influence the quality of life for the future. It is the crisis faced by academic health centers. The nation's teaching hospitals are a vital resource for our nation. They train new physicians, advance health care through research, and provide a disproportionate share of care for the poor—40 percent of indigent care in this country comes from the 6 percent of hospitals that are the academic health centers. Yet as a result of the growth of managed care, and more recently, the impact of the balanced budget amendment, these hospitals themselves are hemorrhaging. To quote the American Hospital Association, "they are bleeding red ink."

Last year, Georgetown is reported to have lost \$62 million. The University of Pennsylvania lost \$90 million. Harvard's teaching hospitals lost \$150 million. A consulting firm is now running the Stanford/University of California San Francisco Health System. I won't even mention the hospitals that are considered to be potentially vulnerable to massive losses in the coming year, but I assure you that it is a list of similarly distinguished names.

Academic medicine has always relied on clinical income as a source of support. With the movement to the managed care and discounted fee-for-service environment, university hospital margins have been declining for years. That decline took a precipitous drop with the Balanced Budget Act of 1997, which sharply reduced Medicare payments and support for training medical residents.

To give you some sense of the toll of the Balanced Budget Act, from the fourth quarter in 1997 to the fourth quarter in 1998, the operating margins for 437 acute care hospitals declined nearly 50 percent. The percentage decline will be about the same this year—another 45 to 50 percent.

For fourteen university hospitals responding to a recent survey, the average reduction in operating income over the last three years was 48 percent before taking into account the reductions resulting from the Balanced Budget Amendment. When the impact of this legislation for 1998 is added in, the drop in operating margins is 86 percent -- from \$13.2 million to \$1.8 million in three years on average.

The average Medicare revenue lost by these hospitals in 1998 was \$5.1 million. By 2002, the average annual loss in Medicare payments per hospital is expected to reach \$12.3 million and their average operating losses are expected to total \$19.9 million per year.

The impact of the balanced budget amendment on the Penn State Geisinger Health System which includes our academic health center in Hershey, Pennsylvania is projected to be \$55 million over the next two years.

No other profession has been impacted in this way by this legislation. The costs of advanced medicine will surely increase further with the advent of more sophisticated, but expensive, technology, diagnostic tests, and pharmaceuticals. What are the solutions? At one level they include cost reduction and performance improvement on our part, but in the deeply discounted environment in which teaching hospitals operate, many people already are working harder just to stay in place. Another strategy includes partnerships and mergers, to take advantage of economies of scale and increase access to patients.

A more systemic solution for the long term—and one advocated by academic medicine—is the establishment of an all-payer trust to provide a new revenue stream that does not subject funding to the whims of the annual, federal appropriations process.

At stake is the future of health care in our nation, which is dependent on the education of new generations of physicians, improvements made possible by research, and a commitment to service that ensures that the benefits of modern medicine are broadly available. Make no mistake about it: This great nation's leadership in academic medicine will be put into jeopardy if these issues are not addressed squarely and quickly.

#### A Final Word

The topics I have touched on demonstrate that higher education today is no ivory tower, but an enterprise that both influences and is influenced by other profound trends in our society. Speaking from the perspective of public higher education, with our important mission of engagement, I wish to say that the opportunities for our universities to make a difference have never been greater. The nation's public universities are eager to serve. We need the public's mutual commitment and support.

Thank you.

Remarks by Graham B. Spanier  
The Engaged University Today  
Outreach Scholarship Conference  
Monday, October 4, 2004

Over a four-year period from 1996 to 2000, a commission of 24 university presidents and chancellors set out to change the practices and values of public higher education. That was a pretty ambitious agenda. One of the areas studied by the Kellogg Commission on the Future of State and Land-Grant Universities, which I chaired, is the focus of this three-day conference—the topic of engagement.

Several reports were published by the Commission during that time period, but one titled “Returning to Our Roots: The Engaged Institution,” which offered a number of recommendations and a model to transform our historic mission of teaching, research, and service into a forward looking agenda of learning, discovery, and engagement, perhaps captured the most attention.

I would like to take a few moments to refresh your memories about this report before we ask ourselves “how far have we come?”

In the Kellogg Commission’s report, an engaged institution was fundamentally defined as having these three characteristics:

- An engaged institution must be responsive to the needs of today’s students and tomorrow’s — not yesterday’s.
- It will enrich student experiences by bringing research and engagement into the curriculum and offering practical opportunities for students to prepare for the world they will enter.
- And it will put knowledge and expertise to work on problems its communities face.

The report identified a number of strategies, including making engagement part of the core mission of our universities. On the surface, these strategies are deceptively simple, but their underlying implications are so substantial that what was really being considered was a transformation in our institutions, a transformation so great that it would change the way we operate, the way we teach and learn, the way we look at research, and the way we communicate with those outside the institution. In short, it would affect everything we do at every level.

The other strategies identified by the Kellogg Commission include:

- The development of specific engagement plans that recognize engagement as a priority;
- Encouraging interdisciplinary research, teaching, and learning;
- Developing incentives to encourage faculty and student engagement; and
- Securing funding streams to support engagement activities.

The report also repeatedly emphasized engagement as a partnership – between universities, communities, government, business and industry, and other educational institutions – partnerships that allow us not only to share our knowledge with the public, but to also listen to our constituents as a prerequisite to helping solve some of society’s most pressing problems.

but to also listen to our constituents as a prerequisite to helping solve some of society's most pressing problems.

Along with putting knowledge to work, putting students first is also a vital part of engagement.

Through our teaching missions, America's colleges and universities have a profound potential to influence the future of what is now commonly characterized as a learning society. Our mission is to serve a diverse group of learners across the life course, and that group is growing daily.

Opening up our institutions to new audiences through technology, satellite locations, flexibility in scheduling, simplified policies and procedures, expanded support services, and other such efforts is an important part of putting students first. An engaged university is a student-centered university that focuses on the quality of the educational experience.

As you know, new technologies that are highly supportive of anytime, anywhere learning are assisting us in our engagement quest, creating unprecedented opportunities for outreach.

- Currently, more than a half a billion people worldwide have Internet access.
- Nearly half of all American households now use the Internet, with more than 700 new households being connected every hour.
- More than 56 percent of all degree-granting institutions in the U.S. offer distance education courses.<sup>1</sup>

I am not one who believes that modern information technologies will displace the primacy of resident instruction in institutions such as ours, but I believe that the current rigid distinctions between distance education, commuter, and residential students will be increasingly blurred.

The convergence of distance education and resident instruction is among the most significant unacknowledged trends in higher education today. It creates exciting prospects for educators, and I believe it will be a major growth area. In the future, we can expect to see students living on campus while taking online classes from their dorm rooms. We will see some online students commuting to one of our campuses for an occasional resident instruction course. There will be more flexibility in scheduling.

The potential of online learning is staggering. It took 38 years for the radio to acquire 50 million users and 13 years for television to become as common, but it took only four years for the World Wide Web to attract the same number of users.

I have just given you a very condensed version of the Kellogg Commission's report on engagement that I believe continues to change and shape higher education in America.

In the last five years, there has been an unprecedented level of discussion about this topic in both the public and private sectors. The fact that you are here at an engagement conference – five years after our report – still exploring ways to become a more deeply engaged institution means that higher education values the concept of engagement and understands the importance of responding to the needs of the communities it serves.

<sup>1</sup> Post Secondary Education Quick Information System, The National Center for Education Statistics, Distance Education at Distance Education Institutions, 2002 (last year for which data available), <http://nces.ed.gov>



So, how far have we come? In my estimation, we have made tremendous strides. As all of you know, change in academe – real and lasting change, the kind that requires shifts in attitude and thinking -- takes time.

Over the last five years, there have been a number of significant accomplishments toward a more meaningful engagement agenda, including:

- The establishment of a committee by the Committee on Institutional Cooperation, the academic arm of Big Ten schools, to define engagement, benchmark, and measure it across the CIC.
- The growth of invention disclosures and the increase in the number of patents from university research, an indicator of our increased efforts to provide the knowledge we are discovering to the public.
- The creation of a number of task forces to identify barriers to university-industry partnerships.
- The formation of a task force by the American Association of State Colleges and Universities, which published "Stepping Forward As Stewards of Place," a strategic engagement guide for campus leaders.
- The establishment of the Clearinghouse for the Scholarship of Engagement, designed to provide external peer review and evaluation of faculty engagement. It also provides consultation, training, and technical assistance to strengthen the engagement agenda for universities.
- A prolific response from individual institutions, which have developed everything from Web sites dedicated to engagement activities to reports focusing on the topic.

A variety of engagement models also have emerged. For example:  
 -- Michigan State has created a conceptual framework for university outreach and engagement, outlining interdisciplinary efforts and applications to undergraduate education. It is also documenting outcomes and impacts.

- The University of Illinois has created a handbook for including public service in the promotion and tenure process.
- North Carolina State is embracing a broad, inclusive view of scholarship and engagement and drafted a document outlining the values of and the faculty responsibilities tied to engagement.

I could go on because nearly every public institution I can name has, in some way, embraced the idea of engagement, knowing that our involvement with the communities we serve has everything to do with the public confidence and support we can expect to win in the years ahead.

In following the strategies outlined by the Kellogg Commission, no two institutions will be alike in the ways they undertake engagement. I'd like to briefly tell you about the model I am most familiar with here at Penn State.

Our model emphasizes the integration of teaching, research, and service, cutting across disciplinary lines. We identified five interdisciplinary areas for special initiatives: the life sciences, materials science, environmental studies, information sciences and technology, and children, youth and families.

In all five areas we made a multi-year funding commitment and created opportunities for students to venture out of the classroom and into the community.

We also restructured Penn State in a number of ways to develop more effective linkages with partners and constituents. We joined together Penn State Cooperative Extension, Continuing and Distance Education and Public Broadcasting under a new position of Vice President for Outreach—that's Craig Weidemann's title. Our technology transfer units are more closely bridged to this new unit as well.

Our 24-campus system was restructured, adding flexibility to offer more baccalaureate degree opportunities.

We also created the Penn State World Campus, a virtual university, and our faculty reward system has been restructured to encourage outreach in teaching, research, and service within the criteria for tenure and promotion. In addition, our University Faculty Senate has a standing Committee on Outreach responsible for identifying such efforts, establishing evaluation methodologies to ensure quality, and creating recognition measures to reward outstanding performance.

I am proud of the progress that has been made, not just by Penn State, but throughout higher education. Having said that, however, I must add that we have more to do. Much more.

Despite all of the progress, our institutions are still being often unappreciated by the general public, legislators, and other constituents. Just last month the National Center for Public Policy and Higher Education issued its report card for higher education. Public colleges and universities did not fare well, underperforming in a number of areas, such as participation, learning, and affordability.

The drivers of change outlined in the Kellogg report – such as shifts in demography, calls for accountability, increasing competition, and flagging resources, to name a few -- have not lessened, but have become more compelling. In my estimation, we are still in our adolescence in our efforts to embrace the concepts outlined by the Kellogg Commission's report. I believe our progress would have been greater, had so many universities not been stymied by a lack of financial support from their states in the last few years.

Timing is everything, as they say, and unfortunately interest in the topic of engagement coincided with a period from 2001 to 2004 in which significant cutbacks in public funding of public higher education occurred. These funding challenges not only slowed higher education's efforts, they also caused us to question how we could fully embrace an engagement agenda when our state governments are literally telling us they don't wish to fund it.

For Penn State, only 11 percent of our budget comes from state support. Contrast this with the 18 percent we received when I arrived here in 1995, and you can see how funding an engagement agenda could be problematic.

Let's be honest. Looking ahead, the issue might really boil down to what extent we find it appropriate to use undergraduate tuition to fund the engagement agenda. Outreach is a hard sell within the university community. I'm guessing that you'd have to stop a lot of undergraduates and their parents on the street before you'd find one that would say, "Sure, raise my tuition \$1,000 to better serve the people of Pennsylvania."

An even tougher sell would be to out-of-state students, who represent 44 percent of Penn State's tuition income, but less than 32 percent of our enrollment on this campus.

We need to face up to this funding dilemma, which means we are going to have to become more entrepreneurial. As Albert Einstein said, "In the middle of difficulty, lies opportunity."

We must be more open to charging fees for some of our outreach services. If no one is willing to pay for them, that may be a signal that the service is not needed.

We don't give away undergraduate education or room and board for free. Reluctant as we are, we must start thinking along these lines because states are not stepping up to the plate.

We must continue to explore creatively new ways of partnering to respond to emerging needs. We need to more intensely push the use of technology as a way to support the learning needs of people of all ages and to expand our access.

We need to continue addressing the challenge of adequately recognizing engagement in our faculty reward structure.

We need to persist in educating those within and outside our universities about the importance of supporting this agenda.

We must identify opportunities with the greatest payoffs. In times of budget struggles, trade-offs will need to be made so that we can carry on our engagement agenda.

In closing, let me say that the nation's universities are on a promising path of transformation. We have come a long way in just a few years with considerable promise in the next few years.