



WAC in Bulgaria: Benefits and Challenges¹

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The institutionalization of any WAC program requires conscious adaptation to the program's societal context. This evident truth is particularly clear in an American university set in a European community in the midst of revolutionary change—our circumstance at the American University in Bulgaria (AUBG). The challenges inherent in the ongoing process of “globalization,”—to students, to faculty, to a multinational post-secondary institution—are not unique but rather are much more obvious in Southeast Europe. From a political science perspective (Ben has taught political science at AUBG since 1994), globalization involves the growing awareness of interdependencies transcending national boundaries while an actor makes policy decisions. From the perspective of a writing program director (Tracy served as writing program director and writing center director at AUBG 1997-2000) functioning within an American-style post-secondary institution in the Balkans, WAC is a “global” phenomenon in that it has transcended the national boundaries of its origin. In discussing our local instance of the globalization of WAC, we would like to examine the nature of the interdependencies between WAC shareholders as well as explicate who the actors in this realpolitic scenario are and how policy changes have (or have not) affected the educational climate at AUBG.

Lester C. Thurow describes organizational adaptation to a dynamic, global market as increasingly imperative; furthermore localization of decision making authority within a state or other complex organization is a prominent theme throughout globalization literature. This sensitivity implies that an organizational unit should allow its subunits greater decisional latitude in order for the organization as a whole to address these changing trends more quickly and effectively.² In “tran-

sition” countries (i.e. Bulgaria), citizen participation in policy implementation by both public and private organizations is perceived as a necessity for effective, radical, unavoidable reforms. But the demand for these reforms increasingly seems to have its roots in the expectations of actors whose vision has developed outside the boundaries of local cultural context. Failures in intercultural communication can be viewed, on the one hand, as an atypical, temporary condition fostered by the demands of a turbulent and challenging regional context; they can also be viewed as an inability or unwillingness to engage in transculturation (533) within Pratt’s “contact zone.”

The Institutional Context: AUBG’s Students

Consideration of the role of Writing Across the Curriculum at AUBG should begin with a description of the kind of student AUBG serves. AUBG students could be characterized as self-aware, high achievers. Average SAT scores for incoming students in 2000-2001 was 1310, placing AUBG’s students on par with the entering classes in the most prestigious universities and colleges in the US. These students take the SAT in English, of course, which is not their native language. Entrance into AUBG is extremely competitive. Founded in 1991 in the wake of widespread reform in Eastern and Central Europe, 70% of AUBG’s student are Bulgarian, with the rest coming from all of the countries of Southeastern Europe, many of the newly independent states of the former Soviet Union, Mongolia, China and elsewhere. AUBG enrolls students from Bulgaria’s ethnic Jewish, Turkish, Pomak/Muslim, Roma (Gypsy), and Armenian minorities as well.

In its mission statement, AUBG proclaims that it strives to offer a liberal arts education to its students according to an American model.³ With the exception of foreign language courses, all lectures, readings, assignments and examinations are in English. Over two-thirds of its faculty have doctorates in their fields from Western graduate programs. Regionally trained Bulgarian faculty, who also lecture in English, tend to concentrate in the physical, math and computer sciences, in which Bulgaria has established a positive international reputation. Bulgarian faculty with graduate degrees from Western institutions are also teaching in the social sciences and humanities, which assists the University in bridging cultural barriers in undertaking its educational mission. AUBG is currently in the process of obtaining independent

American accreditation from the New England Association of Schools and Colleges (NEASC). During fall of 1998, it received the status of “candidacy” for independent accreditation from NEASC. In June 2001, AUBG received academic accreditation from the Bulgarian Ministry of Education.

Evidence of the outstanding nature of AUBG’s undergraduate student body is clear in the fact that since graduating its first class in 1995, AUBG alumni have entered graduate programs at some of the most prestigious institutions in the West. Graduates in political science have received admission in post-graduate political science and professional programs at the London School of Economics and Political Science, Tufts, Princeton, Stanford, the University of Wisconsin, Johns Hopkins University, the University of Pittsburgh, the European University in Florence, Italy and the Central European University in Budapest, Hungary.

The AUBG mission statement recognizes the AUBG student body as consisting of “the future leaders of the region.” Although some observers view AUBG as a vehicle for brain drain, the overwhelming majority of AUBG’s graduates (total:~1000 as of May 2001) remain or return to their home countries. Inculcation of a deep understanding of the community processes relevant to liberal citizenship and leadership is central to the achievement of the AUBG mission. AUBG ideally strives to be a model of a liberal participatory learning community.⁴ Our concern: can WAC be a vehicle towards this pedagogical objective?

WAC and Learning Political Science at AUBG

A foundational political science tenet posits that strategically effective communication requires empathic skills. A student can develop empathic analytic skills through political role-playing as part of a case-study teaching method to illustrate political science concepts and issues.⁵ Collaboration is one of the essential features of the case-study approach, reflecting the growing interest in collaborative skills among societal stakeholders in the university. Group and individual role-playing require effective application of both imaginary simulation (which Ben employs every semester) and real interpersonal capabilities in order to persuade a target actor to adopt a particular course of action.⁶ Writing-based teaching practices enhance the effectiveness of the case-study pedagogical method. As AUBG’s own milieu illustrates, an individual

has multiple community roles, and multiple roles implies multiple audiences.⁷ Both role-playing and writing require a conceptualization of the audience. Internalization of this awareness as an attitude is an educational objective of the extended (one to two week) international politics simulation which one of the authors employs every semester. One of its aims is to develop students' empathic and strategic policy-making skills. Understanding the intentions and capabilities of the target audience, whether an imaginary foreign government delegation or a real AUBG political science professor, is necessary in order to formulate an effective and persuasive appeal and to achieve one's authorial and collective aims.

The highly interactive nature of the international politics simulation primed Ben's awareness of the importance of continuous feedback among students as well as between professor and students. The parallel with writing-based pedagogy's focus on feedback through iterations helped conceptualize and justify the expansion of role-playing pedagogy and end-of-semester simulation in Poli Sci 302. Regular and frequent 45 minute case-studies in class during the semester served as preparation for the end-of-semester, extended simulation. Both case-studies and simulations supported integrative coherence of course themes and material through participatory illustration. Iterative writing assignments provided foci for analysis in pre- and post-case study analysis, to integrate disciplinary theoretical content with political strategy application.

A heavily interactive classroom, in which the professor is a visible, active peer participant in all exercises, is useful for developing critical thinking and communication skills. This de-emphasizing of the formal authority role of the professor, while viewed as an eccentric pedagogical position from the perspective of many of our AUBG students at its onset, has been met with some degree of success. Use of the course portfolio method by which students self-select what they consider their best work for the determination of a final course grade integrates well with the use of in-process evaluation to support the emergence of a culture of reflective self-learning in the classroom. As Peter Elbow argues, withholding hierarchical letter-grade categorization of student progress in learning during the course of the semester through in-process evaluation also avoids interference of status hierarchical considerations which can obstruct openness to critique,⁸ of special concern when working with students whose pedagogical expe-

rience has largely transpired in non-dialogic classrooms. Public posting of student work for peer review on an internet web site is an effective means to internalize attitudes designed to foster liberal community membership among AUBG students.⁹

Faculty Recruitment, Retention and Development in Relation to WAC

The institutionalization of faculty retention and promotion criteria inevitably determines faculty recruitment criteria. Note this most recent (May 2001) job advertisement of a position opening among the political science faculty at AUBG:

American University in Bulgaria (AUBG)

The Politics/International Relations Program seeks a broadly trained political scientist in any two of the following three areas: European politics, public policy, and methodology. AUBG is a small American-style liberal arts undergraduate institution dedicated to developing the next generation of leaders for the Balkan Region. Its learner-centered environment and English language instruction attracts excellent students from throughout the region.

That we are a “learner-centered environment” is the starting assumption in AUBG’s institutional faculty evaluation process. This process focuses on evidence of teaching effectiveness, through adaptation, to achieve the student-learning objectives which a given faculty member establishes and justifies. Teaching effectiveness depends as much on a particular faculty member’s self-awareness and distinctive capacities as it does on being aware of the prevailing attitudes and capacities of the students. In fact, AUBG’s experience shows the students’ expectations will readily evolve largely as a function of how the individual faculty member interacts with the students within the broader institutional environment. WAC and writing-based pedagogy ideally are a framework for a professor to exploit her strengths and monitor her weaknesses by providing continuous feedback to the faculty member in relation to the achievement of course objectives. Evidence in the faculty member’s evaluation dossier must persuade the faculty evaluation team (FET), which has primary responsibility for assessing faculty performance. The FET consists of

five senior AUBG faculty members, selected by faculty-wide election.¹⁰

A degree of trepidation has existed among some Western and locally-trained AUBG faculty regarding the practical substance of a “learner-centered” approach. WAC and writing-based pedagogy is one general framework response. But writing-based pedagogy implies a heavier time commitment to teaching, which some self-described “research-oriented” faculty in particular have resisted. A common concern is that failure to produce research publishable in Western peer-reviewed journals will negatively affect the marketability of AUBG professors. Faculty members sharing these concerns seem little aware that American academia is itself re-evaluating faculty priorities to increase emphasis on teaching (Edgerton “Re-examination”, Edgerton “National”). Despite its more time-consuming demands, writing-based pedagogy has caused those faculty engaged in it at AUBG to be more enthusiastic about their teaching due to clear, timely, positive results in terms of student development. Symbiotic support between faculty and students in pursuit of some of their respective claims appears to generate mutual enthusiasm.

WAC in the AUBG Liberal Arts Curriculum

Flexibility is expected of faculty in a small, liberal arts university. Political science faculty over the years at such an institution have an obligation to teach a number of different courses, some number of which will have little direct relation to the PhD dissertation of a new academic. Yet, in the research-oriented institutions of Central and Eastern Europe, diversity in teaching repertoire receives little support. This lack of diversity corresponds with the highly-structured nature of the college program at such universities. Only at the end of the student’s career does he or she have the opportunity to take one or two *spetskursi*, or special courses. Faculty at Bulgarian universities are less likely to confront the requirement to demonstrate exceptional effectiveness in satisfying diverse teaching obligations. Faculty at liberal arts institutions are clearly teaching to achieve aims which heavily research-oriented, “state” universities do not or cannot similarly emphasize. One such aim would include demonstrably increasing student effectiveness in critical thinking and communication skills. No one would deny that learning basic disciplinary knowledge and acquiring technical field skills is

indeed important.¹¹ But at AUBG, institutional incentives promote faculty research and scholarship which privileges the development of liberal citizenship skills within the student body and among disparate national and ethnic groups. Achieving this aim usually necessitates a policy of relatively intensive interaction between faculty members and students over the course of an AUBG student's career. Writing-based teaching techniques help structure this interaction, culminating in student participation in extended research, senior thesis, or honors thesis programs. All students engage in the practice of draft iteration and the individual conferences, features of a WAC or WIC pedagogy, occurring in a broader institutional process of formal, informal, and ongoing faculty monitoring and assessment of a student's progress extending over four academic years.

While faculty should therefore receive encouragement for broadening their course offerings and engaging in interactive pedagogy in keeping with the goals and mission of the university, institutional messages in response are mixed. Faculty evaluation criteria do not always acknowledge the complications and liabilities affecting a pedagogy perceived as foreign by students, regionally trained colleagues, and some Western trained peers. When faculty do offer new courses, classroom effectiveness may temporarily decline in comparison with a course which this professor has taught on previous occasions. Writing-based pedagogy supporting the case-study method as part of a learner-centered approach reduces the lecture burden on the professor in the classroom itself. But students associate writing with work, and so a course emphasis on writing translates into lower enrollment figures, which have historically (at AUBG and elsewhere) been one criteria by which faculty teaching effectiveness and institutional utility have been gauged. While student satisfaction with the experience in writing intensive courses seems to be quite high (despite the demanding course workload), the higher grade curve as a result of draft iterations is open to interpretation as simple pandering to student demands or cynical self-aggrandizement.

Challenges to WAC Institutionalization at AUBG: US Academic Socialization

Academic professionalization in US social science graduate programs emphasized frequent and regular publication in

anonymously peer-reviewed academic journals to certify production of knowledge as evidence of academic success. As an assistant professor beginning his academic career, Ben was perhaps not unlike many new PhDs coming out of social science graduate programs. Training in pedagogy was virtually absent. His exposure to teaching models came only from observation of his own professors while an undergraduate and graduate student at large public universities. The typical class format was one which continues to prevail in much of Europe: large lecture sessions augmented by recitation sections, with graduate students as recitation section leaders. His graduate school academic program reinforced an attitude favoring a “professor-centered” approach in teaching. The faculty member who had formal responsibility but no accountability or enthusiasm to monitor the teaching of this writer as a graduate student once stated that “teaching is an excuse to give you a paycheck so that you can write your dissertation.” This attitude “relegating teaching to a secondary activity” receives support from prevailing departmental tenure and promotion criteria in the social science programs which train graduate students.¹²

Challenges to WAC Institutionalization at AUBG: Bulgarian Academic Socialization

The AUBG faculty who have participated in its WAC program over the initial two years all received their graduate degrees in the United States. Most but not all of the Western-trained faculty are US citizens. During 1999-2000, the faculty teaching Writing Intensive Courses in the WAC program who met regularly to discuss their results consisted of eight faculty, plus the Writing Center Director, who was also head of the WAC program at AUBG. One of these eight faculty members was a US-trained economist with Turkish citizenship. During the 2000-01 academic year, this group expanded to include a recently appointed Bulgarian political scientist who received his PhD in the United States.

Western academics have at least a second-hand familiarity with the notion of small, liberal arts-oriented undergraduate institutions which focus professional expectations on teaching. Bulgarian faculty members until the present come from a continental European academic tradition which emphasizes academic research, hierarchy, and oversight. A high-intensity of student-professor interaction through iterations of draft

compositions and individual conference sessions reflects a pedagogical attitude which is well outside the realm of the typical experience of virtually any academic trained in Southeast Europe. Despite extensive discussion of radical educational system reform in Bulgaria, for which AUBG allegedly serves as a model, reform within the Bulgarian university system remains at a very preliminary stage.

In the prevailing Bulgarian system, the professor limits his teaching to lecturing. Indeed, the Bulgarian term for a university teacher is *prepodavatel*, which literally translates as “transmitter” or “relay.”¹³ Students often do not bother to attend lectures as a standard practice. The material usually does not significantly change from year to year; students acquire copies of the lectures notes from their friends or purchase them. Just as curriculum predetermines the students’ courses almost completely, so the lecture content changes slowly. Professors focus their energies on research and publication, which is the key to promotion and status in the Bulgarian system even more so than in the US. The institutional outcome therefore results in easing the teaching burden on the professor while appearing to offer the same material to all students who must pass through similar assessment processes. Standardization of course material is part of a focus on assessment which typically emphasizes accumulation of information rather than its integration. This process emphasizes end-of-semester oral testing. To claim that nothing else which occurred during the course of the semester counts towards passing the course is at most only a slight exaggeration.

Instituting a writing across the curriculum program which requires an interactive, learner-centered, labor intensive, teaching-focused orientation among the regional AUBG faculty is therefore a challenge. Like Bulgarian faculty at other educational institutions, AUBG faculty from the local Bulgarian academic market have tended to continue the tradition of maintaining professional teaching commitments at more than one institution. The Bulgarian government very recently adopted legislation requiring that Bulgarian faculty maintain professional commitments with only one academic institution, but implementation of this new law remains problematic. With the exception of a few new universities, including AUBG, the faculty working at approximately forty other Bulgarian academic teaching institutions are state employ-

ees (in a country of 8 million people). As is the case with everyone working in the public sector, faculty in Bulgaria receive a woefully small income. Bulgarian professors have multiple institutional teaching commitments as a means to maintain their material living standard by receiving multiple paychecks.

Though AUBG offers a salary to the Bulgarian faculty which is multiples higher than the wage typical in Bulgaria, AUBG has its own unique challenges and issues as a multinational institution. Faculty recruited from the US receive a salary comparable to US market level, and salary disparity remains significant when local Bulgarian and Western academic “market” salaries are compared at AUBG. Consequently, regional faculty may perceive a negative incentive to devote the time to their AUBG commitments which a faculty member receiving a Western-level salary might invest. Concomitantly, AUBG as an institution arguably displays a tendency towards differing expectations regarding “regional” and “expatriate” faculty in this regard as well. Courses at AUBG which are part of WAC program demand a greater individual faculty teaching commitment because of the emphasis on draft iterations. While new pedagogical methods and perspectives are entering the Bulgarian education environment, AUBG remains an island in a regional environment in which demonstration of teaching effectiveness is still not a significant factor in faculty retention, not to mention promotion. Perceived invidious status differentiations may remain a problem at AUBG at least until the pay differentials narrow as the Bulgarian standard of living converges with that which prevails, for example, in neighboring Greece.

More importantly, the course of inevitable, radical changes in the Bulgarian system of higher education will determine the likelihood of radical changes in pedagogical approaches in Bulgaria. One Western-trained Bulgarian faculty member from the regional academic market agreed in April 2000 to participate in AUBG’s WAC program. His decision was partly the result of political science departmental discussions. Departmental consultation was important in the inception of the WAC program through extensive individual and committee-level consultation before approval by the University-wide community, and integration of regional faculty into a writing intensive pedagogy may best be enacted at a department rather than an institutional level. The promise of support from an

effective writing center in return for faculty participation in the WAC program has been a faculty incentive to participate in AUBG's WAC program, and writing center activity in support of all faculty and academic departments has increased dramatically in the past academic year. But faculty must see their own opportunities for individual development in order to devote the additional personal resources necessary to the WAC endeavor. In the case of Ben, the need to demonstrate effectiveness in teaching to the AUBG faculty evaluation team was important. Some of the most effective presentation of this evidence, for example, has been success in publication of undergraduate student writing and multi-media compositions generated in our writing intensive courses.

Conclusion

AUBG's WAC program facilitates communication of course expectations in a multicultural and multinational faculty and student context. Ideally, regular feedback should occur among the faculty themselves in a WAC setting. Meetings of the WI course faculty have been important in terms of developing strategies to promote effective teaching and community building in the university. If a community is a group of people who behave in a manner which demonstrates the sharing of some primary values through their collective behavior, this notion of community seems to be essential in order for learning to occur, not only among students, but among faculty as well; it is an essential part of a broader institutional ethos of commitment to continuous improvement in teaching effectiveness.¹⁴ For example, the last WAC meeting in April 2000 addressed the issue of the place of "fun" in the classroom. The discussion circulated around the university community. During the September 2000 AUBG faculty orientation, this same issue was a topic of discussion: was playfulness in some sense a necessary prerequisite for teaching effectiveness?

The following point is perhaps obvious: the director or coordinator of the writing across the curriculum program needs to be someone who is a faculty leader. She may be charismatic in her relations with students and faculty, but she should also be effective bureaucratically in seeking to institutionalize WAC. The WAC faculty and especially its director should aim also to work closely with the university's officials or departments which have explicit responsibility for working

with faculty to improve their teaching effectiveness. The most pressing and specific challenge confronting a WAC director at AUBG and similar institutions, however, is in fashioning a WAC program with the potential to engage all members of the faculty. This is not to say that all faculty must exercise a writing intensive pedagogy; there is little evidence that compulsory, universal application of WAC pedagogy has worked in any circumstance. But WAC at AUBG has not offered regional faculty a true opportunity to transculturate—in Pratt’s terms, to “select and invent from materials transmitted by a dominant or metropolitan culture” (533). WAC, in short, has thus far failed to permeate regional academic practice, even within the narrow confines of our institutional perimeters.

A WAC program needs both student and faculty clients for it to survive and thrive. At AUBG, the student clientele is exceptional in terms of its demands because of their high capability and ambition. A WAC director, therefore, should be someone who can convincingly point to WAC and its “Writing Intensive Course” component as a key to undergraduate success.¹⁵ Success in undergraduate publication is obviously one powerful means to demonstrate the value of WAC. So also are the higher grades that tend to occur as a consequence of draft iterations of work. The experience of self-awareness and evolution is another indicator of success which appeals to many students. A faculty member employing writing-based teaching techniques, with its focus on intensive student-teacher interaction, will more likely become an effective adviser throughout the course of a student’s career. Still, a faculty member who presently acquires a reputation of assigning an exceptional amount of writing is liable to experience, as a consequence, lower student enrollment figures at AUBG.

The issue of student assessment within the NEASC accreditation process will help determine the long-term role of the WAC program at AUBG. Teaching effectiveness may come to focus on student portfolios, in which students present evidence of their success in achieving undergraduate teaching objectives. This evidence might also consist of production of a “senior thesis” or an “honors thesis,” demonstrating significant student capabilities to conceptualize and implement a research program as well as explain it to a wider audience. The evidence of teaching effectiveness which the student will present would evolve from substantial draft-iteration and fac-

ulty mentoring. The principle that writing needs to focus on persuading an audience beyond the classroom will perhaps grow to drive classroom practice and academic writing in a broad sense at AUBG.

Institutional opportunities such as faculty teaching retreats are crucial to the promotion of WAC in a multinational, multicultural environment. The negotiation of knowledge and understanding purported to occur in Pratt's "contact zone" simply does not result from disparate cultural groups merely existing in close proximity. WAC as a by-product of the globalization of Western academic practice is, for reasons both obvious and complicated, not always welcomed with open arms. WAC programs in US institutions which actively engage only a minority of faculty members are frequently very effective programs, with little negative bearing on those faculty not so engaged. But a WAC program among an international faculty, a program entangled in issues of faculty evaluation and retention, can be a double-edged sword, hewing a path toward radical pedagogical change while cutting the legs from beneath those who stand in its way.

Notes

- ¹ The authors' views in this article are their own and represent neither the official policy of AUBG nor the views of the faculty, administration, staff, students or Board of Trustees.
- ² Lester C. Thurow describes organizational adaptation to globalization on the basis of the organization's capabilities, but the incentives point either towards becoming a global actor or occupying a highly specific market niche. Effective and timely adaptation to a dynamic, global market is increasingly the imperative which organizations and their personnel must confront. See, "Globalization: The Product of a Knowledge-Based Economy," *Annals of the American Academy of Political & Social Science*, July 2000, source: EBSCO HOST at <http://www.epnet.com/> as of July 2000. Devolution of decision making authority within a state or other complex organization is a prominent theme through the globalization literature. See, for example, Im, Hyug Baeg, "Globalisation and democracy: Boon Companions or Strange Bedfellows," November 1996,

- vol. 50, issue 3, p279, 13p, Source: <http://www.epnet.com>, last accessed on 24 June 2001.
- 3 The web site of the American University in Bulgaria at <http://www.aubg.bg/>, as of June 2001, under the "About" link and then under the "university mission" link.
 - 4 Barbara Leigh Smith argues that "student learning is strongly affected by 'the implicit curriculum': the pedagogy, values and culture of a place" in "Creating Learning Communities," *Liberal Education*, Fall 1993. Dale Coye also emphasizes the importance of creating a dynamic community with an explicit sense of mission for teaching effectiveness in "Ernest Boyer and the New American College: Connecting the Disconnects," *Change*, May/June 1997.
 - 5 A good web resource for introduction to case study research and teaching is available at the "European Case Clearing House" at <http://www.ecch.cranfield.ac.uk/>, which Professor Tamara Todorova of the business faculty at the American University in Bulgaria introduced to the rest of the AUBG faculty at the 31 March 2001 AUBG Teaching Retreat in Bansko, Bulgaria.
 - 6 See Ann E. Austin and Roger G. Baldwin, *Faculty Collaboration: Enhancing the Quality of Scholarship & Teaching*, CASHE-ERIC, 1991, Report #7.
 - 7 For corroboration of this conclusion, see David R. Russell and David Foster, "Re-Articulating Articulation" in *Learning and Writing in Cross-National Perspective*, David Foster and David Russell, eds. (NCTE Press: 2002).
 - 8 See Elbow's "Changing Grading While Working with Grades," in *The Theory and Practice of Grading Writing*, Francis Zak and C.C. Weaver, eds. (State University of New York Press, 1998) and Mary Ann Smith in "Behind the Scenes: Portfolios in a Classroom Learning Community," in *Situating Portfolios*. Kathleen Blake Yancey and Irwin Weiser, eds. (Utah State Univ Press: 1997)
 - 9 For a general introductory discussion of the role of computer technology to make writing a "public process" in the classroom, see Trent Batson and Randy Bass, "Teaching and Learning in the Computer Age," *Change*, March/April 1996. For a reminder of the need to use computer technology as a means by which to promote human interaction as the basis for learning, see Carol J. Guardo and

- Scott Rivinius, "Save Before Closing: Bringing Technology to the Liberal Arts," *Liberal Education*, summer 1995.
- ¹⁰ For a discussion of the dilemmas in motivating a faculty to assess and change their standard professional routines in the university to reflect changing values, attitudes and capabilities, see Alan E. Guskin, "Reducing Student Costs and Enhancing Student Learning, Part II, Restructuring the Role of Faculty," *Change*, September/October 1994.
- ¹¹ David R. Russell and David Foster briefly describe the evolution of the role of the US university in response to industrialization. See David R. Russell and David Foster, "Re-Articulating Articulation," in *Learning and Writing in Cross-National Perspective*, David Foster and David Russell, eds. (NCTE Press: 2002)
- ¹² For a discussion of the institutional incentives and political dynamics affecting the US academy which contribute to a tendency among faculty to demand more individual time away from their classroom and office obligations, see Gordon C. Winston, "The Decline in Undergraduate Teaching: Moral Failure or Market Pressure," *Change*, September/October 1994.
- ¹³ The writers thank Christina Kotchemidova, a Bulgarian journalism and mass communications professor at AUBG currently in the cultural studies PhD program at New York University, for providing this insight.
- ¹⁴ George D. Kuh emphasizes the importance of the creation of an institutional ethos as a prerequisite for achieving and demonstrating institutional effectiveness in its implicit or explicit mission in "Ethos: Its Influence on Student Learning," *Liberal Education*, vol. 79, no. 4, Fall 1993.
- ¹⁵ The task of advising and the need to place it within the context of the curriculum program of the student for it to have a significant impact is a theme in Tom Kerr and Gary L. Kramer, "Redefining Faculty Roles for Academic Advising," *AAHE Bulletin*, September 1994.

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