

The Urban Educators' Corps

Peggy C. Kirby and Charles F. Desmond

Abstract

The Urban Educators Corps focuses on improving academic performance of students in the university's partnering K–12 school districts through enhanced educator preparation and professional development. Seventeen university/school district teams developed and implemented research-based strategies for improved teacher quality.

Community plans focus on the pipeline of teachers from initial preparation to recruitment and induction, and then to ongoing professional development and retention. Teams are supported with resources for research, collaboration, technology, and cross-team learning. Ongoing activities include enhanced cross-university collaboration for capacity building, deeper partnerships with colleges and departments outside education, improved mechanisms for accountability, and dissemination of information outside the Great Cities' Universities network.

The Great Cities' Universities (GCU) is a coalition of 17 urban public research universities located in major urban areas across the country. Guided by a mission of community service and academic excellence, the GCU is committed to developing new and better ways to help solve the urgent challenges facing their surrounding urban communities. Because the GCU is managed by the universities' chancellors and presidents and involves all sectors of the universities and surrounding communities, the coalition is uniquely positioned to effect long-term systemic change throughout its urban-based network.

In recognition of the vital role of education in shaping their communities' future economic, social, and political health, the GCU made education reform one of its top strategic priorities for policy and programmatic development at its inception in 1999. Through a planning grant from the U.S. Department of

Education in the spring of 2000, GCU was able to establish the Urban Educator Corps Partnership Initiative and launch its initial planning phase. The Initiative is guided by an overall mission to improve student academic performance and reduce minority

The members of the Great Cities' Universities coalition are:

- University of Alabama at Birmingham
- University of Cincinnati
- Cleveland State University
- Georgia State University
- University of Houston
- University of Illinois at Chicago
- Indiana University–Purdue University Indianapolis
- University of Massachusetts Boston
- University of Memphis
- University of Missouri-Kansas City
- University of Missouri-St. Louis
- University of New Orleans
- City University of New York/City College
- Portland State University
- Virginia Commonwealth University
- Wayne State University
- University of Wisconsin-Milwaukee

achievement gaps in participating school districts by improving the quality of educator preparation and professional development in GCU universities. The need to create a pipeline of new, highly qualified educators who will be fully prepared to meet the specialized teaching needs within each participating urban community and to create an ongoing process for their continued professional development and support was affirmed by the release of the bipartisan education plan, “No Child Left Behind.” The federal plan calls for a “highly qualified teacher” in every classroom within five years. Given the current dire shortages of certified teachers, particularly in key subject areas and in inner-city schools, the Urban Educators’ Corps mission is crucial to the ability of urban school districts to meet this mandate.

Within the context of this mission, the three-part implementation phase of the Initiative aims to achieve five basic goals:

1. Enhance and expand the capacity of GCU universities to recruit, prepare, place, and continue to support new teachers and principals in line with the needs of their partner school districts.
2. Expand the research base on key topics and issues relating to urban teacher preparation, and provide meaningful support and assistance to the GCU network and field at large.
3. Develop a common GCU “virtual” curriculum and use state-of-the-art technology to deliver the curriculum and facilitate collaboration among participating universities and school districts.
4. Strengthen collaboration and partnerships among and between the universities and the participating school districts.
5. Foster innovative continuous improvement efforts in the preparation and professional development programs.

In accordance with the coalition’s by-laws regarding all GCU activities, the Initiative is overseen by the GCU Executive Committee, composed of selected presidents/chancellors from the member institutions. A university president serves as liaison to the GCU Steering Committee. The Steering Committee coordinates all UEC efforts and contracts with various individuals and groups to facilitate UEC projects. *The Implementation Group* provides overall administrative, management, and policy support in Washington, DC for the GCU and the project co-managers. *Logistical and Administrative Coordinators* are responsible for making all of the logistical arrangements for travel, meetings, and dissemination activities. A *Web Master* and *Online Managers* set up and manage the technology systems for the Initiative. *Researchers* review and analyze work plans and relevant literature and conduct small-scale research projects. *External Evaluators* conduct both formative and summative assessments of the project’s processes and products.

During the planning phase, begun in the spring of 2000, the UEC Steering Committee guided a three-step process involving:

Step 1. *Formation of partnership teams in each of the 17 communities.* Each team is composed of representatives from the administration of the neighboring school system(s), the university's school of education, and the provost's office. Intensive planning institutes conducted in collaboration with the U.S. Department of Education allowed each team to create an individual work plan for implementation in 2000.

Step 2. *Review and synthesis of the work plans.* Research on the key components of urban educator preparation, including preparation, recruitment, induction, retention, and professional development, guided the review and synthesis of the individual work plans.

Step 3. *Development of an online system of collaboration.* A virtual campus platform was created to provide technical assistance to the Initiative's steering team and facilitate communication among members within and across universities through threaded discussions and listserves.

Fourteen partnership teams consisting of university faculty and district representatives participated in a three-day research and design institute in July 2000 in Denver, Colorado. GCU-UEC had 89 participants at the institute. Of these, 34 were faculty from the colleges of education, 18 were faculty from other colleges/schools, and 37 were school district representatives. Each participant received a workbook with key resources on teacher quality.

Each team was asked to list its desired outcomes for its teacher preparation program, target a specific component of its program for action, conduct a needs assessment, and discuss how the Great Cities Universities–Urban Educators' Corps (GCU-UEC) partnership could facilitate the team's work. In particular, teams were asked to consider the roles of standards and assessment, contextual teaching and learning, meeting the needs of all students, and technology.

Teams submitted action plans based on their work at the Institute. Nine teams continued to revise their plans during the summer and fall of 2000. A synthesis of these plans was prepared by Drs. Kelly Matthews of the University of Massachusetts Boston and Bill Sharpton of the University of New Orleans. The authors found that the 17 GCU-UEC partner institutions represented 2.7 million K–12 students, of whom 67 percent qualified for federal free or reduced lunch programs. The universities had approximately 24,000 students in their teacher preparation programs; this number represents about 20 percent of all pre-service teacher education students nationally.

The following themes were identified by the institutions as key strategies for their programs:

1. Recruit minority students into teacher education programs.
2. Create multiple points of entry into teacher education programs.
3. Support pre-service teachers taking PRAXIS.
4. Infuse culturally relevant materials and pedagogy into the curriculum.
5. Develop joint induction plans with district partners.
6. Strengthen linkages between colleges/schools of education and colleges/schools of arts and sciences.
7. Expand the use of technology in teacher education programs.

The plans served as a guide to future GCU-UEC activities. In particular, it was noted that the teams needed a stronger research basis for their work and additional time to develop their plans on the basis of this research. For those reasons, Dr. Kenneth Howey of the University of Wisconsin-Milwaukee was asked in the summer of 2001 to write a conceptual map of the research in teacher preparation for urban schools. That document was completed in October 2001. It identified 12 research-based, related strategies that have been adopted by GCU-UEC:

1. Developing more inclusive and powerful urban partnerships than have typified teacher recruitment, preparation, and retention efforts in the past.
2. Engaging university presidents in a central role in forging these stronger partnerships with major stakeholders in their cities to assure that there are competent and caring teachers in all classrooms.
3. Ensuring that teacher preparation draws on the rich resources across the university and is not limited to those resources located in schools or colleges of education.
4. Expanding avenues of access into teacher preparation programs which are characterized by high standards; instituting a variety of programs ranging from those targeted to paraprofessionals with a high school diploma or equivalent to mid-careerists who hold advanced degrees.
5. Instituting and supporting strong leadership teams at each GCU site to serve as the catalyst for local reforms in teacher recruitment, preparation, and retention. (Membership on these teams reflects the expanded partnerships in the GCU universities including individuals from cooperating urban school districts, teachers unions, and a variety of community leaders. A key criterion for membership on these teams is that these individuals have access to resources and the ability to influence major programmatic changes.)
6. Designing and implementing distinctively urban teacher preparation programs that enable teachers to be effective in urban schools and school communities. (Such school communities are commonly characterized by segregation, economic dislocation, educational inequalities, and large numbers of students who are not succeeding academically. These distinctively urban teacher preparation programs both will draw heavily

from the resources of urban school communities and be responsive to their needs.)

7. Designing and implementing a common virtual core curriculum across the 17 institutions. This curriculum will consist of a series of modules that address what all urban teachers should know and be able to do, whether teaching kindergarten or high school physics. These modules will supplement local urban teacher education initiatives in a flexible manner and in a distance delivery format which can accommodate learning any place at any time.
8. Ensuring that teacher preparation is continued in a programmatic manner into the critical formative first years of teaching so that teacher retention is strengthened by aligning strong induction programs both with the curriculum of urban pre-service programs and the P-12 curriculum.
9. Focusing specifically on increasing the number of teachers where there are the greatest shortages of qualified teachers, with an emphasis initially on preparing mathematics and science teachers.
10. Integrating modern communications technology throughout these interrelated reforms. There are two major aspects to this technology emphasis. First, GCU-prepared teachers will be able to effectively employ technology so that youngsters constrained in their positive interactions with the larger world will have windows to the rich resources of the globe opened to them. Second, this technology will be central to sustaining the necessary communication and collaboration to make a network or coalition of 17 university partnerships function effectively across the distances which separate them.
11. Engaging the leadership teams in intensive cross-site visitations in a critical friends format. These visitations are at one and the same time a means of formative assessment, a form of accountability, and a method of going to scale by the adaptation of policies, practices, and materials from one site to the next.
12. Providing direction for the collection of baseline data at each GCU partnership site and establishing benchmarks for assessing progress over time.

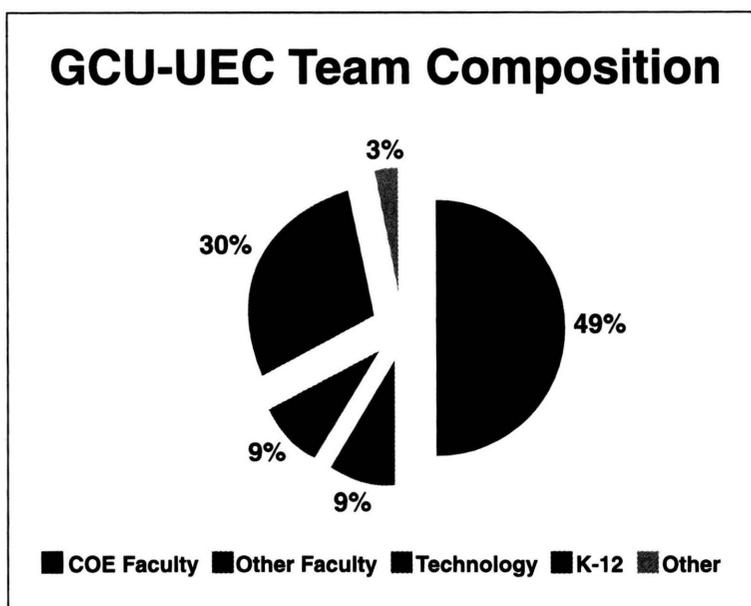
With the strong foundation established for the Initiative during this planning phase in 2000, the GCU launched a full and vigorous implementation supported in part by a Department of Education Funds for the Improvement of Education (FIE) award. The implementation process was composed of three interrelated components: community action plan implementation, research and technical assistance to build capacity, and online curricula to support programmatic efforts.

Action Plans

Sixteen university teams met in New Orleans in November 2001 to refine university-district plans for the improvement of urban teacher recruitment, preparation, induction, and retention. At that meeting, teams reported on their own needs assessments with regard to teacher preparation. Sixteen teams evaluated and modified their July 2000 plans on the basis of individual needs assessments. Participants commented that GCU supported them in focusing their programs on critical needs of their communities. One education dean remarked that his faculty members were able to address areas they otherwise would not have the time or resources on which to focus.

Each university was awarded \$22,000 to implement its community plan. While there were common issues and characteristics among all of the work plans, each team focused on the unique needs within its own community. A synthesis of the team plans revealed that changes in personnel at both the district and university levels impacts the ability of such teams to focus their work and progress smoothly through implementation. Team composition (see Figure 1) changed from 2000 to 2001 in nearly every case. Several teams had new team leaders as a result of administrative turnover. Three teams specifically mentioned that their colleges of education had a new dean. Many teams saw the need to add technology experts to their mix while others increased membership from their urban school districts. Consistent with the national trend to expand the knowledge base of pre-service teachers, teams added new faculty members from outside the college of education. Although teams consisted largely of college of education faculty, about one in three members represented the urban school districts. Representation of faculty outside the colleges/schools of education was about nine percent overall, with half the teams having a non-education faculty member present at the November meeting.

Fig. 1. *Composition of Community Teams*



Community plans targeted both district and university needs. Eleven of 16 teams specifically mentioned **teacher turnover and high percentages of non-certified teachers** as the impetus for their plans. Areas of critical shortage included English as a Second Language programs, math, science, and special education. In the Detroit Public Schools, for example, 600 of the 1,000 vacancies were in the areas of science and math. The Chicago Public School System prioritized math, science, bilingual, and special education as its greatest need areas for new teachers.

A related need was in the area of **weak student achievement**. The Kansas City School District lost its accreditation based on poor student performance. Reading, writing, and mathematics achievement were identified as priorities of the Milwaukee Public School System.

Dissatisfaction with the current status of **teacher education programs** was the impetus for four of the community plans. The University of New Orleans saw a “disconnect” between the district and university concepts of professional development. Portland State University and the University of Cincinnati chose to systematically examine field experiences as a primary component of their teacher education program. The University of Houston plan was driven by changes in certification requirements to include grades four through eight as a new concentration. IUPUI, Virginia Commonwealth University, Cincinnati, New Orleans, and the University of Massachusetts Boston all lamented that too few of their graduates went on to teach in the local public school systems.

While all plans contained a technology component, technology was not the primary focus of any plan. Rather, it was viewed as a resource to enable (1) communication between students and faculty, and between the university and school district; (2) professional development; (3) student tracking; and (4) recruitment into teaching. The University of Illinois at Chicago and Cleveland State University proposed to create libraries of videotapes on urban classrooms. Three campuses planned to create virtual courses for urban teacher education. The University of Missouri at Kansas City planned to develop a pre-service teacher recruitment CD featuring the campus in what it called a “virtual field trip.”

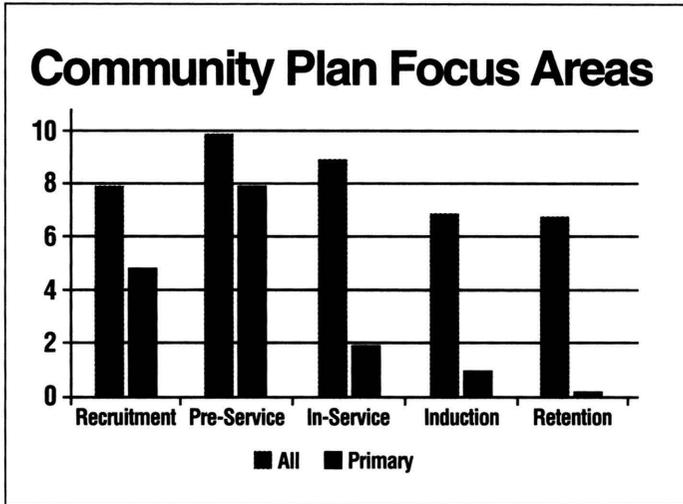
Based on the plan synthesis, common themes were identified to serve as discussion points and professional development topics across sites with similar needs and interests. **Recruitment** was identified by Cincinnati, Richmond, Detroit, Indianapolis, and Boston. **Mentoring and induction** were key features in the plans presented by Milwaukee, Indianapolis, and Memphis. **Redesign of teacher education programs** to more specifically address the needs of urban teachers were features of the New Orleans, Houston, Chicago, Portland, Memphis, and Atlanta plans. **Diversity** was a feature in several plans, most specifically in Cincinnati, Birmingham, and Kansas City.

Many of the plans also contained a content focus. Reading improvement through a balanced literacy approach was a primary component for the University of Missouri-St. Louis, the University of Wisconsin-Milwaukee, and the University of Cincinnati.

Science education was central to the plans of Cleveland, Chicago, and Wayne State. Houston, Cleveland, and Kansas City targeted content at the middle school level.

The following figure summarizes the focus areas of the sixteen plans. The first bar includes all areas targeted by all plans; the second highlights what appears to be the primary focus area of each of the sixteen plans. As can be seen, recruitment, pre-service teacher preparation, in-service professional development, induction, and retention of teachers for urban schools all were evident in these plans.

Fig. 2. *Community Plan Focus Areas*



Related Strategies

To support and disseminate the work of the community teams, four additional initiatives were launched. These consisted of research efforts, virtual curricula, technology expansion, database creation, and a presidents' initiative.

GCU is in a strong position not only to enhance significantly the individual efforts within each participating community but also to make important policy and programmatic contributions to the urban education field. Thus, UEC expanded the scope of the research begun during the planning phase by commissioning additional research on high priority specialized topics in urban teacher preparation, including such areas as recruitment of minority students, creating multiple points of entry into teacher education, infusing culturally relevant materials into teacher preparation curriculum, infusing technology into the curriculum, and developing joint induction and retention strategies. Through a competitive application process within the GCU network, the Steering Committee awarded sub-contracts to selected universities for five projects.

GCU also expanded the focus of its on-line activities from a process of collaboration only to a delivery system of instruction. Through state-of-the-art Internet technologies,

UEC built upon its virtual campus framework and began to create the infrastructure for a virtual curriculum and on-line courses. Five course development efforts were funded at UEC campuses. These modules will be complete and available to member institutions soon.

With assistance from a PT3 catalyst grant, the GCU-UEC contracted with the National Institute for Community Innovations (NICI) to develop a comprehensive technology plan for the GCU. NICI developed a website for GCU-UEC communication and development. Each member institution has a team group space on the website for its individual team work. There is also a common group space and a Steering Committee group space. Teams have posted their work plans to the common group space. Administrators post key documents, including research findings, minutes of meetings, and group contact information, in the common area. Discussion threads are regularly used by the Steering Committee as an efficient and effective means of communicating between face-to-face meetings. The website is available at <http://www.gcu-uec.org>.

Initial work plans did not have a technology focus. While the members did not wish to focus on technology for its own sake, they did recognize the power of technology in teacher preparation and K–12 teaching. Concerned that teacher education faculty needed access to resources in this area if they were to plan effectively, members were asked to bring a technology representative to the second planning institute, which was held in November 2001. At that time, teams were asked specifically to discuss the role of technology in their plans. All 16 teams present at the institute created an action plan for technology use. Key themes around the use of technology included using technology for professional development, as a research tool, for communication, and in tracking student progress. A NICI consultant is currently in the process of scheduling visits to each university site to work with teams in implementing the technology components of their work plans.

Teams at the July 2000 teacher quality institute were asked to identify specific needs of their school districts with regard to teacher quality. However, teams did not identify the numbers of non-certified teachers by content area and grade level. Thus, plans were not targeted to areas of critical shortage. Recognizing this problem, the Steering Committee sought to create a usable database of needs across all sites. Two factors impeded the ability to gather such data. First, terminology is not consistent across districts. Gross indicators of the number of “certified teachers,” for example, do not always take into account the number of teachers who are certified in one discipline but teaching out-of-field for all or part of the school day. With this in mind, the Steering Committee selected, through a competitive process, researchers at the University of Memphis to collect baseline data for each of the partner districts. A second congressional earmark, received in fiscal year 2001, allowed funding of the project.

UEC launched an ambitious new initiative with university leadership focusing on engagement with surrounding school districts and other community sectors. This involves the active participation of university chancellors and presidents in studying

and documenting innovative engagement strategies for promoting P–16 reform. This work will establish the basis for a Presidents’ Summit on Urban Educator Preparation to be held in 2003.

Progress to Date

The GCU-UEC is well on its way to achieving its two major goals: (1) Creating a pipeline of new fully qualified teachers for urban school districts, and (2) Aligning teacher preparation programs with the teacher supply needs. The GCU-UEC is an innovative and unique concept in teacher education reform. Seventeen universities have committed resources to cross-state collaboration to increase the supply of high quality teachers for urban schools and redesign teacher education programs to align with critical needs. To accomplish these goals, capacity-building goals first had to be addressed. We had to establish partnerships along three fronts—among universities, across colleges within universities, and with urban K–12 districts. The logistics of bringing together personnel from 16 states and 34 different institutions presented a minor obstacle, but the FIE funds helped us to provide opportunities for these teams to develop an infrastructure and culture for continuous improvement. The research and needs assessments supported by FIE enabled the university teams to initiate redesign of teacher education for 20 percent of all pre-service teachers, with the potential of creating a pipeline of highly qualified teachers for 2.7 million K–12 students.

The Steering Committee provided a vehicle for creating infrastructure, overseeing issues of funding, sustainability, sharing of resources, and efficient and ongoing communication. Charles Desmond and Rachel Kincaid were initially appointed as co-chairs of GCU-UEC. Nancy Zimpher, Chancellor of the University of Wisconsin-Milwaukee, was appointed Presidential Liaison to the Steering Committee, thus ensuring leadership support at the highest levels of the universities. The Implementation Group was retained to oversee logistical and programmatic elements of the undertaking. The group kept the lines of communication open and transparent, and greatly facilitated the Steering Committee’s work.

As the initial seeds of the earmark grew and matured, the GCU-UEC expanded and contracted with various institutions and individuals for research, curriculum development, and planning. The need for additional institutional expertise became apparent, especially in content and research expertise. In a remarkable show of institutional commitment, many people came forward to shepherd the effort. Ken Howey of the University of Wisconsin-Milwaukee developed a research-based conceptual framework. Doris Williams Smith of the University of Houston and Steve Ilmer of Wayne State University took responsibility for developing a structure for soliciting and evaluating virtual curriculum grants. The University of New Orleans dedicated fiscal and administrative oversight to enable the Steering Committee to execute the various contracting, purchasing, renting, and grant-making operations necessary to ensure the project’s success. The awarding of 41 separate sub-grants for curriculum development, research, evaluation, and technology implementation required additional infrastructure support. In August 2001, Peggy Kirby replaced Rachel

Kincaid as co-chair of UEC with Charles Desmond. Dr. Kirby would oversee implementation of the various UEC programs, allowing Ms. Kincaid to focus on legislative and fiscal matters. This firmer structure for program development will allow us to focus even greater attention on our core goals of increasing the number of certified teachers for urban schools and adapting our teacher education programs to meet their needs.

One obstacle to empirically demonstrating success in increasing the number of highly qualified teachers came from the lack of good benchmark data across sites. As discussed earlier, states and districts use different criteria for recording the percentage of certified teachers. Establishing common definitions of terms and building relationships with school districts in order to secure data from them were prerequisite to collecting and interpreting needs data. We have made considerable progress in relationship building and have hired a team from the University of Memphis to help define terms and collect benchmark data. This effort will strengthen our ability to demonstrate accountability with regard to all goals.

Effects of the Project

UEC was designed to serve participants at three levels: (1) university and district partners, (2) pre-service and in-service teachers, and ultimately, (3) K–12 students in urban schools. Establishment of the university-district partnership was the primary goal of the FIE 2000 activities. This has been accomplished through the formation of 17 community teams and cross-site collaboration. Benefits to community teams include a research basis for planning of teacher preparation programs and recruitment, cross-state collaboration and sharing of best practices, funding to support development of work plans (\$22,000 per site), funding to support development of virtual curriculum modules (5 projects funded at \$50,000 each), the initiation of baseline data collection to document progress in meeting recruitment and preparation goals, and formation of a powerful consortium to advocate for urban schools and garner support for their improvement.

The steps taken to date have been effective in meeting the objectives of integrating educational technology strategies into teacher preparation programs, strengthening collaboration and partnerships between the universities and the surrounding school districts, and fostering innovative continuous improvement efforts in the teacher education programs. With regard to technology, the GCU's success in securing a PT3 catalyst award has allowed us to exceed expectations of the initial FIE award. We have an operating website that is used for communication and dissemination of information. Also, five virtual curriculum modules are under development that will provide professional development for both pre-service and in-service teachers on issues unique to urban schools.

We have been most effective in achieving objectives related to partnership building and teacher education reform. True partnerships have been established with K–12 school districts and district personnel are now actively involved, not only in recruitment

efforts, but also in the redesign of teacher preparation programs at our urban universities. Their input into what is needed most in urban environments has been invaluable. Many of our campuses expressed dissatisfaction with their limited number of graduates choosing urban placements upon graduation. What we learned from K–12 educators was that field placements were “too few and too late.” They wanted students to have opportunities to work in urban environments long before the student teaching experience. They also wanted multiple and diverse placements so that students could make informed choices about their “best fit.” Course content is also being shaped by K–12 practitioners’ views. As a result of our partnership discussions, special attention to classroom management, technology, and standards-based reform are guiding our redesign efforts.

Future Plans

Phase 2 of GCU-UEC efforts will target more directly the second participant group, pre-service and in-service teachers for urban schools. The community plans will be implemented in fiscal year 2002. Through these activities, the GCU-UEC will be able to account for an increase in the number of teachers trained in our urban institutions, the number of graduates who go on to teach in urban schools, the number of courses available to our constituents that specifically target the urban agenda, and the number of in-service teachers who are trained in issues specific to the urban environment. The GCU-UEC has secured funding for Phase 2 through FIE earmarks and a PT3 catalyst grant.

Ultimately, UEC will be able to show success in improving the academic performance of students in our urban districts. The GCU-UEC has the potential to impact 2.7 million K–12 students. Phase 3 of our efforts will document progress in student achievement across our 17 urban districts.

Given the diverse set of activities and limited funds, the GCU-UEC needs to consider how to best capitalize on the momentum and energy of the group while seeking additional sources of funding to sustain and expand planned projects. To do so, the Steering Committee is considering opportunities for:

- Cross-university collaboration for capacity building;
- Expanded sources of funding to include foundation and federal grants;
- Deeper partnerships with colleges and departments outside education;
- Content-specific themes in funding strategies;
- Mechanisms for accountability, including progress reports and sharing of information across GCU-UEC sites;
- Dissemination of information (literature reviews, curricula, videotapes, virtual courses) outside the GCU network.

Through partnerships between the universities and the targeted school districts during the planning phase, the Urban Educators’ Corps has been addressing urgent teacher shortages in targeted areas and expanding the supply of new fully qualified educators

in urban schools with the greatest needs. To sustain and expand this effort over at least a five-year period, an Urban Educators' Corps Public-Private Trust Fund is being created with matching funds from federal grants and corporate and foundation sources. The initiative will improve student academic performance and close minority achievement gaps by improving the quality of educator preparation and professional development in participating urban communities, focusing specifically on increasing the number of teachers where there are the greatest shortages of qualified teachers, such as mathematics and science.

State accountability plans are doomed to failure until we muster the courage and take deliberate action to improve the quality of education for the urban poor. The infrastructure and momentum created in the planning phase of the Urban Educators' Corps must be sustained if schools in these urban districts are to meet the federal mandate for placing a qualified teacher in every classroom. To ensure that all children have access to highly qualified teachers and educational programs, the Urban Educators' Corps is now seeking funding to implement the action plans, expand the research base for urban education reform, and ensure the full and equitable use of technology in *all* schools.

Author Information

Dr. Peggy C. Kirby is RosaMary Endowed Chair for Middle School Improvement and Research Professor of Educational Leadership at the University of New Orleans. Together with Charles Desmond, she chairs the Urban Educators Task Force of Great Cities' Universities. She can be reached at pkirby@uno.edu.

Charles F. Desmond, Ed. D., is the Executive Director of the Great Cities' Universities Coalition. Prior to assuming this position in 2003, he served as Associate Chancellor for School/Community Collaboration at the University of Massachusetts Boston.

Charles F. Desmond
University of Massachusetts Boston
100 Morrissey Blvd.
Dorchester, MA 02125
Telephone: 617-287-7637
Fax: 617-287-7663
E-mail: charles.desmond@umb.edu