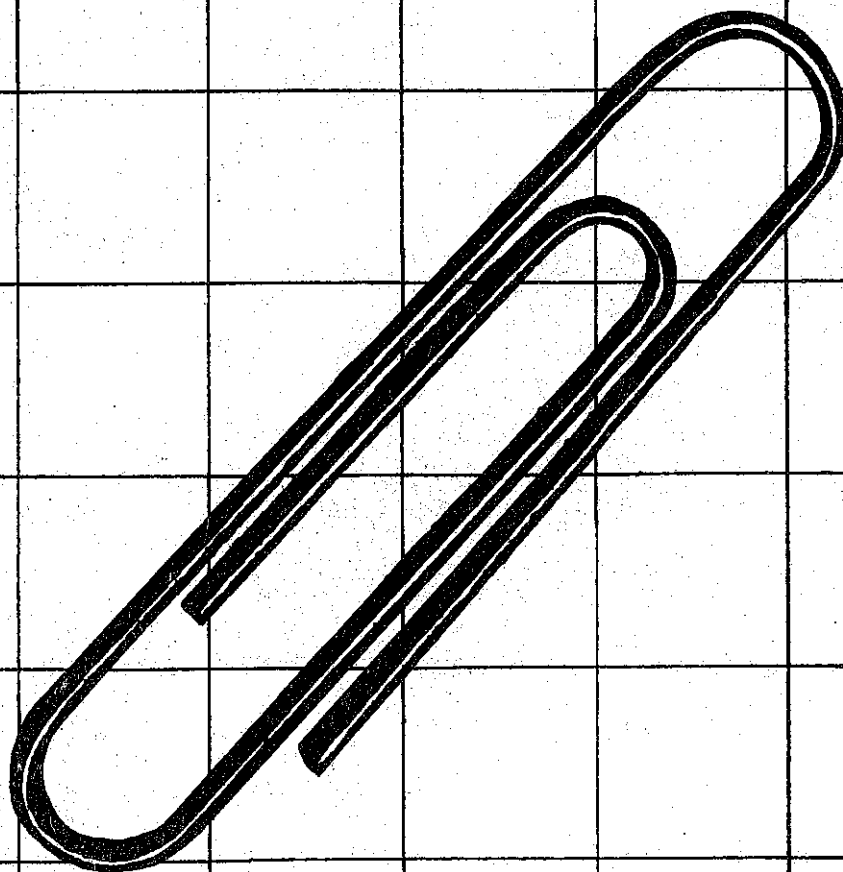


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**THINKING SMALL**  
*Practical Ideas That Work*

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**The 40th Annual National Conference  
of Academic Deans  
Oklahoma State University  
July 27-30, 1986**

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## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Leland Bartholomew, Dean  
School of Arts and Sciences  
Fort Hays State University  
Hays, Kansas 67601-4099

General Topic: Department of English: Composition Class Sizes;  
Major Offerings

Title: Streamlining Course Offerings in Department  
of English

The Idea: English composition classes had typical enrollments of about thirty; neither the department nor I liked that. For its majors, the department offered more courses than the program required. Most of them were highly specialized; enrollments tended to be quite small. Additional staffing required to reduce the size of the composition classes was not to be had.

I cut a deal with the department whereby we would reduce the size of the English composition classes (they liked that). The tradeoff was that the department would restrict the number of major courses to fewer but broader courses. They did not particularly like that, but they were seduced by the prospect of smaller composition sections (all the faculty teach some composition).

The result has been smaller composition classes and fewer but larger major classes.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Wilkes Berry, Dean  
College of Humanities and Fine Arts  
Texas Woman's University

General Topic: Faculty Development and Fostering Sense of  
Identity Within the College

Title: College Hour

The Idea: Several times each semester I invite small groups (usually 8-10) of faculty members from the various departments of the College to hear an informal report from one of our colleagues on a current research project or some other interesting and creative activity. We meet in a comfortable and attractive lounge area, enjoy light refreshments, and visit for an hour or slightly longer. The College Hour serves to help faculty members from across the College become better acquainted with each other and more familiar with the wealth of talent and scholarly activity housed in the College. Occasionally, I invite a guest or two from the central administration or some other academic component in order to familiarize them with the faculty of the College and the work they are doing.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Annette Chappell, Dean  
College of Liberal Arts  
Towson State University  
Towson, Maryland 21204  
(301)321-2128

General Topic: Honors

Title: Faculty Stipend

The Idea: Because working with students on a one-on-one basis is not directly compensated at our university and cannot be counted as part of the normal teaching load, several years ago we instituted a procedure for paying an honorarium to the faculty member who directs an undergraduate honors student.

In our departmental honors system, the student must do one semester of directed research followed by one semester of thesis (and successful defense of the thesis before a review board) in order to earn Honors in (name of discipline). Needless to say, some students do the directed research but never successfully complete the thesis, or in some cases don't even enroll for thesis the following semester.

Therefore, we have structured our stipends for the faculty--which come from our Honors Program budget--in two segments: \$125 for the directed study and \$125 for the thesis. (We do not pay an honorarium for directed study unless it is Honors directed study--each department has different course numbers for the two kinds of directed study or directed research.)

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Annette Chappell, Dean  
College of Liberal Arts  
Towson State University  
Towson, Maryland 21204  
(301)321-2128

General Topic: Honors

Title: Honors Thesis Book

The Idea: While departmental honors (the completion of an intensive directed study project and thesis) is participated in by a very small number of students, it is an activity we like to recognize and encourage. Therefore, in addition to recognizing these students at Commencement, we also publish the theses in an annual volume-- 8 1/2" by 11", paper covered, professionally typeset and printed, in an edition of about 250 copies.

Five copies are sent to the author of each thesis, one to the faculty member who directed each thesis, one to the department in which each thesis was completed, two to the University Library. Other copies are distributed to the Board of Trustees and and to members of the State Board for Higher Education. The remainder are used in recruiting highability students and in other efforts to publicize the College of Liberal Arts and the University.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Annette Chappell, Dean  
College of Liberal Arts  
Towson State University  
Towson, Maryland 21284  
(301)321-2128

General Topic: Honors and Independent Research

Title: Student Research Grants

The Idea: We have set aside \$6,000 of our Honors Program budget to make research grants to students.

These grants can be made for research in the departmental honors program, or for research in connection with any Directed Research or Independent Study course (but not for research in connection with an ordinary classroom course).

A committee consisting of six faculty members receives the grant proposals and makes the grants. Grants must pay for supplies or materials, or for travel to libraries or field-study sites--they cannot be used to pay the student for doing the research.

The grants are also available to pay travel expenses if the student is invited to present a research paper at a conference and any funds remaining after the second grant cycle (in February) are made available to pay registration fees for students who would like to attend a professional conference in their academic field--there are very often professional meetings in the Baltimore-Washington area, and it is valuable for undergraduate students to observe a professional meeting.



## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Lawrence A. Davis, Jr., Dean  
College of Arts, Sciences and Honors  
University of Arkansas  
at Pine Bluff  
Pine Bluff, AR 71601  
(501)541-6575

General Topic: Faculty Development

Title: Academic Lecture Series

The Idea: The university desired to provide an interdisciplinary forum for faculty, students, and the community. The Vice Chancellor for Academic Affairs in cooperation with the Honors College, the Watson Memorial Library, and the National Association of University Women presents faculty lectures throughout the school year.

The lecturers share their research papers, speeches and scholarly experiences. Lectures are followed by a question and answer period and a modest repast. Lectures are taped by the Learning Resources Center for later use. Lectures have included such diverse topics as: "Symbolism: Pre-Columbian Mexican Religion," "Literature: Facts and Fantasy," "Reality, Aesthetics and Creativity," "Empiricism: Reality and Truth," and "The Necessity of Civilization to Creativity."

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Lawrence A. Davis, Jr., Dean  
College of Arts, Sciences and Honors  
University of Arkansas  
at Pine Bluff  
Pine Bluff, AR 71601  
(501)541-6575

General Topic: Faculty Recognition

Title: Video Taping of Selected Faculty

The Idea: The university, in celebration of Higher Education Week, was seeking ways in which to provide recognition for the faculty. Several faculty who were involved in research or special projects were videotaped discussing or explaining the activity. The tape was played several times each day during the week on the university's closed circuit monitors.

The tapes have also been used on several occasions such as workshops and conferences. The showings have proved invaluable in our efforts to inform students, other faculty members, and the greater community of the diversity and talent of our faculty.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Lawrence A. Davis, Jr., Dean  
College of Arts, Sciences, and Honors  
University of Arkansas  
at Pine Bluff  
Pine Bluff, AR 71601  
(501)541-6575

General Topic: Faculty Recognition

Title: Faculty Awards for Proposal Writing

The Idea: Plaques and/or certificates are awarded to faculty for outstanding performance in the area of proposed writing. Also, a revolving plaque is given to the division having the largest number of proposals submitted. The awards are made at a luncheon during the celebration of Higher Education Week.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Lawrence A. Davis, Jr., Dean  
College of Arts, Sciences, and Honors  
University of Arkansas  
at Pine Bluff  
Pine Bluff, AR 71601  
(501)541-6575

General Topic: Faculty Relations

Title: Monthly Departmental Informal Socials

The Idea: In a diverse department of several disciplines having a faculty which was ethnically and racially heterogeneous, a series of monthly potluck social gatherings were held. The sharing of various native dishes, the participation in fun and games, and the ensuing personal interactions have welded the faculty into a harmonious unit in which people who at one time did not communicate have found common areas of interest.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Stephen Day, Dean  
College of Arts and Science  
Miami University  
Oxford, Ohio 45056  
(513)529-4531

General Topic: Exposing Students to Major Options in  
the College of Arts and Science.

Title: Major of the Week Program

The Idea: Each week a different major is highlighted on  
a bulletin board and a supplemental handout  
is provided in the Advising Office. The  
main purpose of this program is to better  
expose students to major areas of study  
available in the College of Arts and Science.  
The bulletin board and the handout, prepared  
in consultation with the chair of the depart-  
ment and the chief departmental adviser,  
describes the major by defining the area of  
study, identifying the competencies  
developed, suggesting experiential possi-  
bilities, and providing information about  
career and graduate school opportunities.

This information can be of particular benefit  
to students who have not declared their  
major or students who are considering changing  
their major. The handouts can also be a helpful  
advising tool, consequently, copies are sent  
to the faculty advisers in the represented  
department, and the staff at the Student  
Counseling Service and the Career Planning  
and Placement Office. A future goal is to  
compile all the handouts into one handbook.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: David Johnson, Dean  
Gustavus Adolphus College  
Saint Peter, Minnesota 56082  
(507)931-8000

General Topic: Recruiting of Faculty

Title: Using Alumni Graduate Students as Recruiters

The Idea: We host the seniors who have received word of admission to graduate schools, a wine and cheese event in May at our home. They have likely received word of their admission and stipends only recently and are eager to trade talk with other graduate school-bound seniors. To prove once again that there are no such things as free wine and cheese, I do work to give them a pitch while they are at the house. I talk about the impending shortage of college faculty in a number of areas and the help that they could give Gustavus by identifying fellow graduate students who have a commitment to our type of institution. This needs to be done in a way which subtly discourages them from hoping for a return to alma mater for that first job. The sentimentality of the month of May makes that tricky.

We really are going to be scrambling more and more for good faculty members. I am sure we have all seen very abrupt development of shortages in areas of Ph.D. recruitment in which we used to have a glut, modern foreign languages, for example. Thus, we need to pull every stop and our own graduates are ideal contact persons.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: David Johnson, Dean  
Gustavus Adolphus Colleg4e  
Saint Peter Minnesota 56082  
(507)931-8000

General Topic: Use of High School Teachers on Sabbatical Leave

Title: Increasing Contact Between the College and High School

The Idea: We have had a grant from 3M Corporation which has permitted us to search nationally for outstanding high school teachers in each of the sciences and mathematics. These teachers use sabbatical leaves from their district supplemented by salaries from the 3M Grant to spend a year at Gustavus in what I think is very meaningful activity. They have their own research projects and study either independently or in classes of our senior faculty in order to upgrade their knowledge of new developments in science. In addition, they give us help by conducting tutorials and laboratory assistance to those faculty members. This makes possible the freeing up of one of our faculty members in each department each year to conduct his or her own research. Thus, we have developed a system in which college and high school educators reinforce one another. We have had outstanding teachers, each of whom has become a recruiter for us both for students and for colleagues who might seek this type of sabbatical experience. Above all, we have the appreciation of these teachers because we have made possible a sabbatical leave which is not more credits in science or mathematics education but which exposes them to new experiences. There may be a temporary dysfunction in a program so successful--re-entry.

(There must be a niche' in the job market for us as deans-in-exodus. Re-Entry Therapy. Our specializations might include post-sabbaticals, Fulbrights, etc.)

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Cal Ledbetter, Jr., Dean  
College of Liberal Arts  
University of Arkansas  
at Little Rock  
33rd & University  
Little Rock, AR  
(501)569-3234

General Topic: Community Advisory Groups

Title: The Liberal Arts Planning Council

The Idea: Some time ago, I met with a group of people who were interested in promoting Liberal Arts. They were mostly community people who had liberal arts degrees or who were in professions and businesses that often employ liberal arts graduates. From this meeting came the idea of the Liberal Arts Planning Council.

The Council has been in existence for six years and consists of about forty or fifty people. The Council helps the College in a variety of ways: advising in areas such as curriculum, internships, job opportunities, and scholarships; helping to build better relations between the College and the local community so that people are more aware of what the College has to offer; meeting personally with Liberal Arts students to explore career opportunities with them; acting as a sounding board for new ideas and programs within the College,

The Council meets twice a year and the president and I jointly work out an agenda. Three working committees have been appointed dealing with student affairs, evaluations, etc. People seem to be flattered to be asked to join the Council, and it has done very useful work. It also puts us on a par with colleges of business, communication, and education which always seem to have useful advisory committees.



## THINKING SMALL--PRACTICALS IDEAS WHICH WORK

Contributor: Cal Ledbetter, Jr., Dean  
College of Liberal Arts  
University of Arkansas  
at Little Rock  
33rd & University  
Little Rock, AR 72204  
(501)569-3234

General Topic: Recognizing Community People Who Have Assisted  
the College

Title: Honorary Membership in the College of  
Liberal Arts

The Idea: Often community people through service on  
advisory councils, fundraising, locating intern-  
ships and jobs, etc. are very helpful to liberal  
arts colleges. Besides giving them a certifi-  
cate of some kind or recognizing them at a  
meeting, there doesn't seem to be much of a  
way to really acknowledge outstanding service  
to a college. We have tried to close this gap  
by making a few select community people  
honorary members of the College of Liberal Arts  
at UALR. This is done at an honors banquet  
where students are also honored. A plaque is  
presented indicating that they are now  
officially honorary members of the College of  
Liberal Arts and then I say a few appropriate  
words.

This whole procedure costs very little and  
seems to be greeted with a great amount of  
enthusiasm by the recipients. We have also  
expanded this to include members of other  
colleges who have also cooperated with or  
rendered great service to the College. In the  
three years that we have awarded honorary  
memberships, three members of the community  
and three faculty and/or administrators from  
other colleges have been honored. We try not  
to make more than two awards per year.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Cal Ledbetter, Jr., Dean  
John S. Miller, Associate Dean  
University of Arkansas  
at Little Rock  
33rd & University  
Little Rock, AR 72204  
(501)569-3234

General Topic: Student Internships

Title: Applying the Humanities

The Idea: What can be called an "applied movement" is endemic to the liberal arts/humanities. Critics see this movement as an expedient strategy or worse a sell out to increase or maintain enrollments and academic resources. Those who are a part of the applied movement see no inherent conflict between the traditional curriculum of the liberal arts and a stress on applied skills. They say the applied versus a traditional liberal arts curriculum is a false dichotomy. In fact, applied advocates argue that the traditional and applied curriculum are not at odds, but complementary; they are two sides of the same coin.

In light of the turbulent environment faced by colleges of liberal arts, it is not surprising that many see the applied skills of the liberal arts as a means of dealing with the growing list of internal and environmental contingencies. This emphasis is more in a way of rediscovery of the applied side of liberal arts, rather than a discovery. In recent years the utility of the liberal arts has not been specifically articulated, but instead has been a "hidden curriculum."

The liberal arts have always had an applied side. This side has been allowed to flourish at UALR through the internship/field placement. This course is central for any applied program because it is here the student enters into the work world in the area where he/she would like to begin a career. It is here the students are allowed to practice their skills and test their knowledge. And just as important, it is the place where the student can get a "foot in the door" for employment after graduation. From a departmental level the internship is the point at which the department interfaces with

one of the most important components of its environment; the employers of the department's graduates.

For an internship program to be successful there must be a continuity between the department's course offerings, career tracks and the internships available. In other words, the internship follows logically from particular course concentrations. Students anticipating a career in writing, for example, may take courses in technical writing followed by an internship with an advertising or governmental agency or a computer software corporation. In the Department of History, public history intern-

ships can be offered with history commissions, associations, and governmental agencies such as Parks and Tourism, and Arkansas Heritage. At UALR the eight departments within the College have over 100 internship opportunities available and in any one semester around 50 are filled.

An excellent example of an applied internship is the College's mediation program with the Pulaski County Small Claims, Juvenile and Criminal Courts. Paid humanities interns serve each court and select cases appropriate for mediation. The interns arrange mediations by humanities faculty. Experienced student interns mediate cases over the phone. About 75% of our cases are handled by interns.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Edward L. McGlone, Dean  
College of Arts and Sciences  
Drawer AS  
Mississippi State, MS 39762  
(601)325-2644

General Topic: Student Honoraries

Title: The Society of Scholars in the Arts and Sciences

The Idea: In recent years, the recognition of students for their academic accomplishments has again become respectable. In most disciplines and in most colleges and schools, there are appropriate national honor societies which are anxious to have local chapters at as many colleges and universities as possible.

This is not the case in the liberal arts/arts and sciences. There is of course Phi Beta Kappa, but this organization has authorized chapters at fewer than 250 colleges and universities and it seems most reluctant to extend its membership to students at all but the most selective institutions of higher learning.

The faculty in our college decided to form its own honor society, the Society of Scholars in the Arts and Sciences. The requirements for membership include a high grade point average, completion of a well-rounded curriculum, and intensive study in an appropriate major. In the past six years, the initiation ceremony has become an important event on campus, well-attended by faculty and parents as well as by the initiates. We keep careful track of the students admitted to membership, and they already include members of the state legislature and graduates of the very best professional and graduate schools across the country.

And, when and if we become a candidate for a Phi Beta Kappa chapter, we believe that our record of experience with the Society of Scholars will be helpful to our application.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Edward L. McGlone, Dean  
College of Arts and Sciences  
Drawer AS  
Mississippi State, MS 39762  
(601)325-2644

General Topic: Honors Programs

Title: A No-Cost/Low-Cost Lecture Series for  
Honors Students

The Idea: Most honors programs attempt to provide special meetings and lectures to enrich the educational experiences of student participants. Nevertheless, it can be a difficult prospect to fund such meetings and lectures for a non-credit hour producing activity when resources are limited.

I ask that all the departments in the college share their own lecturers and special programs with the honors program. More often than not, the invited speakers are very happy to spend an hour with talented undergraduate students from a variety of disciplines, even if the main purpose of their visit is to present a specialized seminar.

Using this approach we have been able to expose the students in our honors program to a variety of superior speakers, including Nobel laureates and Pulitzer Prize winners. The departments seem happy to have the honors program as a co-sponsor, and our limited funds for lecturers go nearly twice as far.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: John S. Miller, Associate Dean  
College of Liberal Arts  
University of Arkansas  
at Little Rock  
33rd & University  
Little Rock, AR 72204  
(501)569-3234

General Topic: Student Advisory Committee

Title: College of Liberal Arts Student  
Advisory Committee

The Idea: The College's Student Advisory Committee (SAC) is composed of one student representative from each of the College's eight departments. At the beginning of the school year each department selects its representative who serves for one academic year.

The SAC meets at least once each semester with the Associate Dean. Each year the committee is asked to concentrate its work on one topic. Last year the College began work on curriculum evaluation. The SAC participated by providing student comments to a special faculty committee conducting the evaluation. The SAC is free to take up any other issues at its discretion and is routinely asked to comment on scheduling, teaching, programs, speakers, advising and curriculum.

In addition to meeting periodically with the Associate Dean, the SAC members are voting members of the College of Liberal Arts Assembly, the faculty/student governing body of the College. SAC members are also members of the College's Liberal Arts Planning Council and serve on its various task forces.

A SAC can easily become "window dressing." We try and avoid this by asking the committee to take on a particular focus and then involve the group in College governance by appointing them to various Liberal Arts Planning Council Task Forces. In this way a SAC can make a positive contribution to the College's teaching, research, and service missions.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: James V. Reese  
Stephen F. Austin State University  
School of Liberal Arts  
Nacogdoches, TX

General Topic: Territoriality Over Audio-visual Equipment

Title: Inventory Control of Equipment

The Idea: In order to minimize the "my movie projector" syndrome in a school with limited funds for such equipment, we have the practice of funneling all monies for audio-visual equipment through the dean's office. When equipment is bought, it is put on the dean's office inventory. It is then "loaned" to a department or individual faculty for a period of time. While it does create some problems with keeping up with the stuff in the dean's office, it does seem to have helped with the problem of History being unwilling to allow Political Science to use "its" projector when "theirs" breaks down and the like.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Dr. James V. Reese  
Stephen F. Austin State University  
School of Liberal Arts  
Nacogdoches, TX

General Topic: Helping Undecided Majors Find a Major

Title: Contact Person in each Major

The Idea: Since it is difficult for those in A & S to speak with much authority on the ins and outs of many programs, each chairman across the campus was asked to provide the name of a faculty member to whom potential majors could be sent for information. Since this did provide a possible source of majors, almost all programs selected a sympathetic, knowledgeable and personable individual. We feel the quality of this assistance with undecideds is high.



## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Dr. Mary H. Rohrberger, Director  
Curricular Affairs and Special Programs  
College of Arts and Sciences  
Oklahoma State University  
201 Life Sciences East  
Stillwater, OK 74078-0270

Ms. Mary Y. Mandeville  
Academic Counselor  
College of Arts and Sciences  
Oklahoma State University  
202 Life Sciences East  
Stillwater, OK 74078-0270

General Topic: Curricular Innovations

Title: Area Studies Certificate Programs

The Idea: Our area studies certificate programs provide an academically based focal point for students and complement a major in the College of Arts and Sciences. Area studies programs emphasize cross-departmental course work in several fields and, in the case of the international programs, language training. Fundamentally, area studies provide the student specialized knowledge focused on either an area of the world or a specific subject area.

Four international areas and three subject areas are available in the College of Arts and Sciences at Oklahoma State University. The international areas are: Africa, Asia, Latin America, and the Soviet Union and Eastern Europe. Other areas are Ancient and Medieval Studies, Native American Studies, and, by next year, Women's Studies. Another area studies program in International Trade is in preparation.

These certificate programs require a minimum of twenty-three credit hours in various disciplines; consequently, most of our degree programs can accommodate an area studies certificate without increasing the hours required for the bachelors degree. We believe that academic preparation in area studies is not only intellectually satisfying but also contributes to the preparation of students for a variety of career opportunities in academic settings, international business and foreign service.

Students who qualify for certification through an area studies program receive certificates at our graduation convocation and an appropriate transcript notation. An area studies program such as ours can be developed by creatively using existing curricular resources.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: Dr. Mary H. Rohrberger, Director  
Curricular Affairs  
and Special Programs  
College of Arts and Sciences  
Oklahoma State University  
201 Life Sciences East  
Stillwater, OK 74078-0279  
(405)624-5658

Dr. William A. Ivy, Director  
Student Academic Services  
College of Arts and Sciences  
Oklahoma State University  
202 Life Sciences East  
Stillwater, OK 74078-0279

General Topic: Graduation Ceremonies

Title: Enhancing Graduation Convocations

The Idea: Those who have seen many generations of students come and go sometimes forget that graduation is the culminating experience for college students. We believe that within a large university, colleges have a responsibility to make this important day an event that is both special and well attended. For the past several years the College of Arts and Sciences has been increasing the amount of ritual attached to our convocation ceremony, and as we increase ritual, attendance of graduates, parents, and our faculty increases. Over the past several years we have enhanced the ceremony by adding ritualistic language, developing a more formal processional, hooding our honors graduates, and providing special recognition for our retiring and emeritus faculty. Approving of the increasing ritual in the ceremony, one of our faculty members provided the college with a ceremonial mace as a memorial gift.

Ritualistic language has been added at that point in the program when the graduating class is presented. We have been hooding our Phi Kappa Phi and Arts & Sciences Honors Program graduates for three years. Though the students must purchase their own souvenir bachelors degree hoods to participate (about \$8.00), more than 80 percent of eligible students have accepted the Dean's invitation to participate each year. At each winter convocation, our emeritus faculty

who live in the community are invited to be a part of the platform party and receive recognition for their years of service. In the spring, retiring faculty members are asked to be part of the platform group.

In addition, our pre-graduation reception is now held in our art gallery, thus giving students, parents, faculty, and other guests the opportunity for browsing while talking with one another. Next year we intend to add chamber music performed by faculty and students. This provides visibility for the arts in this time of increasing emphasis on technology.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: George T. Tade, Dean  
School of Fine Arts  
Texas Christian University  
Fort Worth, TX 76124  
(817)921-7601

General Topic: Budgeting for Fine Arts Productions

Title: An Incentive Approach to Budget Control

The Idea: Main stage production budgets for theatre, opera, and ballet at Texas Christian University have traditionally been allocated directly to the departments, i.e., Theatre, Music and Dance. While this budget procedure gave each department full budget control, it resulted in some duplication in purchasing and other waste.

In 1986 the three departments agreed to pool their production budgets for internal reallocation and to establish a central budget control administered by the Assistant to the Dean. The reallocation process resulted in reduced funding for each department in order to create a production reserve fund. Departments that underspent their production allocation were, with dean's approval, allowed to use the surplus within the budget year for departmental enhancement projects, e.g., equipment, guest artists, etc. Any balance in the production reserve fund was available to purchase capital equipment to enhance the production capabilities of the three departments. It was agreed that the decision on these purchases would be made by the dean and the three chairpersons.

At the end of the first year, one department had conserved 21% of its departmental allocation and was authorized to use these funds for a major item of equipment. The other two departments were within their allocation. The production reserve, approximately 10% of the total budget, was unspent. These monies were sufficient to purchase a new sound system for the theatre. The funds conserved through the incentive approach to budget control totaled approximately 15% of the production budget.

## THINKING SMALL--PRACTICAL IDEAS WHICH WORK

Contributor: John H. Wakeley, Dean  
College of Arts and Sciences  
Memphis State University  
Memphis, TN 38152

General Topic: Student Recruitment and Retention

Title: Contingency Funds

The Idea: We have a special fund in the Office of the Dean made possible by the Memphis State University Foundation which is used for special efforts to retain and recruit students. We receive proposals from the departments or student groups to support activities that attempt to recruit or retain good students. For examples, we bought refreshments for the high school students who compete in our annual high school chemistry competitions and their teachers, \$190. We paid for refreshment at a reception where Philosophy Club students met a distinguished lecturer, \$40.00 We provided \$40.00 worth of cookies to the Department of Psychology to students who gathered between classes in the coffee room. We underwrote coffee breaks for public school teachers who attended a semester-long seminar on "Unity in the Sciences" taught by faculty from our Physics Department, \$280. We paid the rental fee for a facility for the annual History Department picnic involving undergraduate and graduate students, as well as friends of the department and the faculty, \$150.

The public relations value as measured by positive letters and comments from people within the community and from students indicates that we are spending the money wisely. Because it is Foundation money, we can spend it for activities that our general fund cannot support and can spend it with far less paper work.

While the individual projects are not typically very expensive, they do add up over the course of a year. Based on this testimonial evidence, the Foundation continues to be willing to supply funds for this purpose.