Forty-third Annual

NATIONAL CONFERENCE OF ACADEMIC DEANS

July 29-August 1, 1990

Keeping the Deans Human: Balancing Conflicting Demands

Oklahoma State University
Stillwater

Department of Educational
Administration and Higher Education

Office of the Vice President for
Academic Affairs and Research

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1941	Problems of the Dean	Charles Prall, Commission on Teacher Education, American Council on Education
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1949	The Human Element in College and University Administration	Dexter M. Keezer, Director Department of Economics McGraw-Hill Book Company
1950	The Evaluation and Improvement of Teaching	Russell M. Cooper, Assistant Dean College of Science, Literature and the Arts, University of Minnesota
1951	Defining, Activating, and Evaluating Institutional Objectives	Sidney Hook, Professor Psychology New York University
1952	Emerging Patterns in Higher Education	Emil Leffler, Dean Albion College
1953	The Challenge of the Gifted Student	Emil Leffler, Dean Albion College
1954	The Functions of the Dean: His Duties and Relationships	Wendel S. Dysinger, Dean MacMurray College
1955	The Dean in Initiating and Shaping Institutional Policy	Ernest G. Hildner, Jr., Dean, Illinois College
1956	Plans and Specifications for Meeting the Challenges of the Next Decade	W. Francis English, Dean University of Missouri

PREVIOUS CONFERENCE THEMES AND CHAIRMEN
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Year	Theme	Chairman
1957	What is Effective Training?	E. Ray McCartney, Dean Kansas State College
1958	Evaluation of Student Achievement	Merrill Patterson, Dean Marietta College
1959	The Excitement of Learning	Frank W. Clippinger, Dean Drury College
1960	Building Basic Values	William L. Dunn, Dean Lake Forest College
1961	Direction in Higher Education, Our Responsibility	H.B. Smith, Dean Hardin Simmons University
1962	Unity and Diversity in Higher Education	Robert B. Kamm, Dean Oklahoma State University
1963	The Campus Intellectual Climate	Ivan B. Stone, Dean Beloit College
1964	The Role of the Academic Dean	Emerson Shuck, Dean Ohio Wesleyan University
1965	Tomorrow's Teachers and Professors: Our Responsibility	Alfred R. Neumann, Dean University of Houston
1966	Campus Conflict and Confluence	Leo L. Nussbaum, Dean Austin College
1967	Organizational Structures for Improved Intercommunications	Karl E. Limper, Dean Miami University
1968	The Challenge of the Next Decade	Robert P. Ashley, Vice President Ripon University
1969	Changing Roles in the Academic Community	Elsworth P. Woods, Dean Drake University
1970	Decision-Making on the Campus	Harold J. Haverkamp, Dean Hanover College
1971	Accountability	Joe P. Harris, Dean Southern Methodist University

PREVIOUS CONFERENCE THEMES AND CHAIRMEN
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Year	Theme	Chairman
1972	Achieving Academic Quality with Reduced Budgets	Robert H. Farber, Dean DePauw University
1973	Evaluating Performance	William L. Stamey, Dean Kansas State University
1974	New Pressures on the Dean	Dan T. Bedsole, Provost and Dean Austin College
1975	Problems and Potentialities of Lifelong Learning	Adrian H. Danne, Dean University of Missouri, Rolla
1976	Faculty Development	C. Robert Haywood Washburn University
1977	The Job of the Dean: Present and Future	Lawrence L. Graves, Dean Texas Tech University
1978	Liberal Education vs. Career Education: Antagonists or Bedfellows?	Thomas B. Brewer, Dean East Carolina University
1979	Revising the Dean's Sights of the Four R's	A.L. Langvardt Hastings College
1980	Academic Job Satisfaction Varieties and Values	Jane F. Earley, Dean Mankato State University
1981	The Dean and the Students of the Eighties	Charles E. Martin, Vice President for Academic Affairs, Mississippi College
1982	Funding Realities vs. Academic Quality	C.K. (Bud) Williamson, Dean Miami University
1983	Qualities of Academic Leadership	William J. Watt, Dean Washington and Lee University

PREVIOUS CONFERENCE THEMES AND CHAIRMEN
(continued)

Year	Theme	Chairman
1984	The Role of the Dean in the Search for Educational Excellence	James V. Reese, Dean Stephen F. Austin State University
1985	Education for the Twenty-First Century: The Professorate, Curricula,	George T. Tade, Dean School of Fine Arts Texas Christian University and Applied Technology
1986	The Deans and the Students of Tomorrow	John H. Wakeley, Dean College of Arts and Sciences Memphis State University
1987	The Economics of Higher Education	John Churchill, Dean of the College and Vice President for Academic Affairs Hendrix College
1988	Higher Education and the Public Schools: Allies or Antagonists?	Cal Ledbetter, Dean of Arts and Sciences University of Arkansas-Little Rock
1989	Assessment in Higher Education: Tool of Enhancement or Harrassment?	E. Don Williams, Academic Dean Lubbock Christian College
1990	Keeping the Deans Human: Balancing Conflicting Demands	Lawrence A. Davis, Jr. Dean, Arts and Sciences University of Arkansas-Pine Bluff

FORTY-FOURTH ANNUAL NATIONAL CONFERENCE OF
ACADEMIC DEANS

July 29-August 1, 1990

OKLAHOMA STATE UNIVERSITY

**"KEEPING THE DEANS HUMAN:
BALANCING CONFLICTING DEMANDS"**

SUNDAY, JULY 29

4:00-7:00 — **REGISTRATION. HOSPITALITY SUITE, 215 STUDENT UNION**

5:00 p.m. — **NEW DEANS' SESSION. COUNCIL ROOM**

Neil Hattlestad
Dean, Health and Applied Sciences
University of Central Arkansas
Conway, Arkansas

7:00 p.m. — **FAMILY BUFFET. ST. JOHN'S STUDENT CENTER** 201 N. Knoblock. (Check folder for map)

8:00 p.m. — **CASE STUDY, "Sexual Harassment: The Dean vs. Affirmative Action" St. John's**

Edwin Carpenter
Dean, Division of Languages and Literature
Northeastern Missouri State University
Kirksville, Missouri

Annette Chappell
Dean, College of Liberal Arts
Towson State University
Towson, Maryland

Suite 215 in the Hotel is open for spouses and deans without conference duties.

MONDAY, JULY 30

8:00-9:00 a.m. — **REGISTRATION. FOURTH FLOOR HALLWAY, STUDENT UNION**

9:00 a.m. — **OPENING SESSION. CASE STUDY 3, STUDENT UNION**
Spouses are encouraged to attend.

Group Photographs Will Follow Keynote Address!

MONDAY, JULY 30 (continued)

PRESIDING: Lawrence A. Davis, Jr.
Conference Chairman
Academic Dean
University of Arkansas-Pine Bluff
Pine Bluff, Arkansas

WELCOME: Dr. Norman N. Durham
Dean of the Graduate College
Oklahoma State University
Stillwater, Oklahoma

KEYNOTE ADDRESS:

"Keeping the Deans Human"
Harry A. Sultz
Professor of Sociology and
Preventive Medicine
State University of New York-Buffalo

10:15 a.m. **COFFEE BREAK. FOURTH FLOOR HALLWAY, STUDENT UNION**

Group Photo Session After the Keynote Address

10:45 a.m. **DISCUSSION. CASE STUDY ROOM 3, STUDENT UNION**

DISCUSSION LEADER: Kendall Blanchard
Dean, College of Liberal Arts
and Sciences
Emporia State University
Emporia, Kansas

RECORDER: Leland Bartholomew
Dean, School of Arts
and Sciences
Fort Hays State University
Hays, Kansas

12:00 Noon **LUNCHEON. THE DOGWOOD ROOM**, which is off the Student Union Food Mart, has been reserved for conference participants and their guests.

MONDAY, JULY 30 (continued)

1:30 p.m. **SECOND PLENARY SESSION. CASE STUDY 3, STUDENT UNION**

PRESIDING: Lawrence A. Davis, Jr.
University of Arkansas-Pine Bluff

PANEL: "Keeping in Touch With the Faculty: Policies and Mechanisms"

LEADER: Leland Bartholomew
Hays, Kansas

Betty Becker-Theye
Dean, Fine Arts and Humanities
Kearney State College
Kearney, Nebraska

Neil Hattlestad
Dean, College of Fine Arts and Applied Arts and Sciences
University of Central Arkansas
Conway, Arkansas

Don Looser
Vice President for Academic Affairs
Houston Baptist University
Houston, Texas

3:00 p.m. **COFFEE BREAK. FOURTH FLOOR HALLWAY, STUDENT UNION**

3:15 p.m. **DISCUSSION. CASE STUDY 3, STUDENT UNION**

DISCUSSION LEADER: Charles Martin
Vice President for Academic Affairs
Mississippi College
Clinton, Mississippi

RECORDER: Ray Malzahn
Dean, School of Arts and Sciences
Missouri Southern State College
Joplin, Missouri

4:15 p.m. **MEETING OF THE 1990 PLANNING COMMITTEE. COUNCIL ROOM, STUDENT UNION**

DINNER ON OWN

(See list of Stillwater restaurants for off-campus dining.)

TUESDAY, JULY 31

9:00 a.m. **THIRD PLENARY SESSION. CASE STUDY 3, STUDENT UNION**

PRESIDING: Larry A. Davis, Jr.
University of Arkansas-Pine Bluff

PANEL: "Keeping in Touch With The Field: Reaping What We Sow"

Annette Chappell
Towson State University

Richard A. Cording
Dean, College of Arts and Sciences
Sam Houston State University
Huntsville, Texas

Betty Becker-Theye
Kearney State College

Glenn H. Bernet, Jr.
Academic Dean
Evangel College
Springfield, Missouri

10:15 a.m. **COFFEE BREAK. FOURTH FLOOR HALLWAY, STUDENT UNION**

10:30 a.m. **DISCUSSION. CASE STUDY 3, STUDENT UNION**

DISCUSSION LEADER

RECORDER: Jerry Berlin
Dean, College of Sciences and Mathematics
Southwest Missouri State University
Springfield, Missouri

12:00 p.m. **LUNCHEON. THE DOGWOOD ROOM, STUDENT UNION** which is off the Food Mart, has been reserved for conference participants and their guests.

TUESDAY, JULY 31 (continued)

1:30 p.m **FOURTH PLENARY SESSION. CASE STUDY 3, STUDENT UNION**

"Keeping a Lively Mind: "Have Tos vs. Want Tos" -- Satisfaction Beyond the Job"

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

H. Delano Black
Assistant Dean, College of Arts and Sciences
Memphis State University
Memphis, Tennessee

John Churchill
Dean of the College
Hendrix College
Conway, Arkansas

Jane Earley
Dean of Arts and Humanities
Mankato State University
Mankato, Minnesota

3:15 p.m. **COFFEE BREAK. FOURTH FLOOR HALLWAY, STUDENT UNION**

3:30 p.m. **DISCUSSION. CASE STUDY 3, STUDENT UNION**

DISCUSSION LEADER: Edwin C. Carpenter
Northeastern Missouri State University

RECORDER: David B. Merrell
Dean, Liberal and Fine Arts
Abilene Christian College
Abilene, Texas

4:00 p.m. **EVALUATION OF THE CONFERENCE, AUDIT COMMITTEE REPORT, and ELECTION OF PLANNING COMMITTEE FOR 1990**

4:30 p.m. **JOINT MEETING OF THE 1989 AND 1990 PLANNING COMMITTEES. COUNCIL ROOM, STUDENT UNION**

TUESDAY, JULY 31 (continued)

7:00 p.m. **CONFERENCE BANQUET. BALLROOM, STUDENT UNION** (Second floor)

PRESIDING: Larry A. Davis, Jr.
University of Arkansas
Pine Bluff

ADDRESS: "Can Politicians Be Human?"

GUEST SPEAKER: George Nigh
Former Governor of Oklahoma

WEDNESDAY, AUGUST 1

9:00 a.m. **FIFTH PLENARY SESSION. CASE Study 3, STUDENT UNION**

PANEL: "Small Ideas That Work"

Oliver Ford
Vice President for
Academic Affairs
Fitchburg State College
Fitchburg, Massachusetts

10:30 a.m. **GAVEL PASSES TO DON LOOSER**

10:35 a.m. **BON VOYAGE COFFEE BREAK. FOURTH FLOOR HALLWAY STUDENT UNION**

KEEPING THE DEANS HUMAN

Harry A. Sultz
Professor of Social and Preventive Medicine
State University of New York at Buffalo

It is a real treat for me to address an audience of academic deans and vice presidents on the subject of "Keeping the Deans Human." Both the audience and the subject provide an opportunity for the expression of collegial candor and I hope to set the stage for a most productive meeting by doing just that.

Machiavelli could have been giving advice to deans when he said, "There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success than to take the lead in the introduction of a new order of things."

My experience as a dean validated that Machievellian hypothesis and is offered today for its educational value.

My story begins in 1979 in the presence of two vice presidents, the Vice President for Health Sciences and the Vice President for Graduate Education and Research. I had known them both for many years and considered them friends. I had just been selected by a search committee and appointed Dean of the School of Health Related Professions, one of the five schools that made up the health science center of the largest unit in the sixty-four campus State University of New York. It was well-known that the School had a number of problems, not the least of which was the quality of its curricula.

With each opportunity to change the leadership of a school, it is customary for the university administration and its search committee to experience a surge of optimism for the school's future. There is always hope that a new dean will make major positive change and that he or she will lift the faculty and students to new heights of accomplishment.

It is fine for search committees and high level administrators to believe that. We would not want them to search among dean candidates for someone who does not aspire to make a difference. But only the most ingenuous of new deans think that they will have the power to control or influence the critical campus events that determine the course of a school. Rather, they should expect to be governed by those events. The vagaries of operating budget decisions outside of their jurisdiction, the shifting priorities for resources and program development, and even the personnel changes that take place at levels above theirs in the administrative hierarchy may have much more to do with their future than their personal leadership attributes.

Yet, in my naivete, the all too apparent inadequacies of my predecessor and the hearty encouragement of my superiors caused

me to harbor exactly the same fanciful expectations as those who selected me. As I sat chatting with my two mentors, my friends the vice presidents, I casually asked how they thought that I might go about meeting the challenge of improving this problematic school.

Their answer should have sent me packing. They said, and I remember their words exactly, "You will use your personal powers of persuasion and your personal academic values to establish new standards of faculty performance." Now, right there, I should have noticed something wrong. They were telling me that I was on my own; it was like getting kissed on both cheeks by a mafia don; it was a sign that I was expendable. But, I did not recognize the sign. I was oblivious to everything except the fact that I thought I had been lifted from the faculty to a higher station in life. I was to learn too slowly and at too much personal cost the relative benefits of these two academic positions.

Colleges and universities are subsidized bureaucracies and are kin to governmental agencies, transportation authorities, voluntary agencies, hospitals, and the like. Subsidized bureaucracies are units whose survival is unrelated to their performance. Subsidized bureaucracies do not have to be efficient and effective to stay in business. Their mission is often simply and primarily to exist because there is a supportive society that thinks that there is something about their existence that is inherently good.

Bureaucracies operate under rules that are different from companies in the free enterprise system. They not only act differently and think differently, they have their own bureaucratic mentality. "Performance" is not a word used in polite conversation within bureaucracies. Instead, "attendance" is used as a synonym for "performance." "John is a good worker; he is here almost every day." In more profound bureaucracies, like the school that was the site of my experience as a dean, there was an acronym for both performance and attendance. It was written "wah". Faculty were listed as wah, working at home.

Now, there is nothing wrong with working at home. It is often the best place to get some sustained, uninterrupted work time. For some of these faculty, however, working at home was a contradiction of terms, an oxymoron. Since they rarely taught, did no research, and no longer published, what academic work could be done at home? Actually, in some cases, faculty were working elsewhere. When I arrived at the school, many of the full-time faculty were more than doubling their salaries by working outside of the school during the school day.

Well, if a school within a college or university is a subsidized bureaucracy, and if it does not have the usual expectations of performance, how does one know how good it is? If it has no performance standards, what are its measures of quality? If it is not productivity or performance, what is it?

In any arena of activity, the traditional measures of achievement are related to the objectives or purpose of the effort. If one sets out to drive to Chicago, the performance can be measured, first, by whether one arrives there and then by time, distance, fuel consumed, and so forth. If a teacher sets out to impart knowledge or transmit skills, it is not too difficult to measure knowledge gains or to test learned competencies. If you know where you are going, you can tell when you get there. If you do not know, any road will take you, and any measure of achievement will do.

No better example exists than that of our limited engagement in Vietnam. There was no consensus about our purpose in being there, and it was unclear what it was we were supposed to achieve. How could we measure achievement? Our statistically-oriented Secretary of Defense, Robert McNamara, and his hard-headed whiz kids staff conceived of a philosophy that led us to measure achievement by body counts. Any day that we killed more of the enemy than they killed of us was a successful day.

In any situation that involves human beings, an exclusively analytic approach leads to heartless abstract philosophy, and that includes academia. My University, like many others, has an exclusively analytic approach to measuring academic success, and at this time, it is research dollars. My university is not unique among big-time research institutions. They look not at the importance of the research, not how well the research is conducted, and not what potential benefits the research may have. Instead, they count the total number of sponsor dollars obtained. The university collects that information for each faculty person, each department, each school, and the whole university for each semester of each year. Just like body counts, when the numbers go up, it is progress. When the numbers go down, the pressures get turned up a little tighter. What about excellent teachers, satisfied and high performing students, or faculty contributions to their academic fields? There are no measures or rewards for the non-researchers in our competitive environment. There is only one acceptable currency in this academic marketplace--research dollars.

Now, we come to the problem that I faced. The founding dean of the school that I was to administer had spent his tenure as dean, about fourteen years, telling everyone, in every way, how great the school was, how great the faculty, the programs, the students, and the buildings were, and by implication, how great he was and everything he did. He had succeeded in building both a local and national reputation for accomplishment through a very effective public and professional relations effort and it worked. He was extremely effective. It had little to do with reality, but it worked. He was happy, most of the faculty were happy, most of the students did not know better, and nationally, the school was looked upon as a model institution, if only by reputation.

But the perception did not fit the facts. This was a professional school, and two measures of faculty performance did exist--one reflecting a State criterion, and one reflecting the University President's value system. As you may have surmised, these were not hard-working faculty. The students, on the other hand, were excellent. Competition was so fierce to get into the programs of physical therapy, occupational therapy and the like, that students with a GPA of less than 3.2 rarely were accepted. By the time I joined the School, almost forty percent of those competent and dedicated students were failing their state certifying examinations. It was clearly a teaching problem.

The other criterion the faculty failed was the President's. With only a few exceptions, they did not acquire research dollars. Now, whether that was a legitimate academic goal or not, it was a proxy indicator of some other deficiencies. Many faculty did not read or contribute to their literature. They were clearly far from the cutting edge of their fields. Many of those who were tenured would not achieve that distinction in today's environment. Few of those who were not tenured made the grade in seven years. That was the setting into which I stepped.

All I had to do was introduce a new work ethic, set new standards, give the faculty an opportunity to gain the satisfaction of doing quality work, and then they and the students would enjoy the pride of accomplishment. Well, if I were so innocent as to believe that, you might think that I would buy the Brooklyn Bridge, swamp land in Florida, and the first Edsel. But, I did believe it.

I **was** naive. I came from a school with two full-time people dedicated to curriculum and teaching evaluation. It never occurred to me that the quality of the curriculum and the effectiveness of the instruction were not the central concerns of faculty. Not only were they not central concerns, we couldn't even agree on the meaning of those terms.

Even though University officials had made it clear that the dean was considered the guarantor of academic quality and would be held to a high standard of academic stewardship, the faculty wanted their dean to defend, not question, its academic performance.

Now in all fairness to these faculty, it is important to recognize that, in most of academia, deans have experienced the same academic socialization as their faculty, and there is usually less conflict of values among them. Had I been a graduate of one of the disciplines represented in the school, I am sure that I could have understood better their frames of reference.

Nevertheless, all seventeen or eighteen academic deans on my campus at the time were challenged to move their charges upward

and onward as the University leadership under its new president strove to bring the University at Buffalo into the circle of big-time research universities. We were asked to devote ourselves to planning for an ever-brighter future, doing so--incidentally--within the limits of our current fiscal support.

I would like to speak a bit about the interesting subject of academic planning. Most of my professional life has been spent in program planning and evaluation in the health fields. I have been a planning consultant to county governments, health departments, hospitals, voluntary agencies, and private companies. When I was dean and when the University administration encouraged each school to develop long-range plans, I thought that, in this one area, I had a tremendous advantage over other deans. My school and its faculty would really appreciate the opportunity to develop a creative plan for the future. It would be a plan that reflects clarity of purpose and the relative importance of competing priorities. It would be a plan that would guide our decisions about recruitment, resource allocations, and about programs.

I may have been naive about faculty, but I was not naive about planning. I was well aware that in successful planning the planners do not prepare plans; they guide the process to enable those with a stake in the outcome to plan. I was not going to plan for the faculty and the school; I was going to help the faculty to plan better for themselves. Was I ever wrong!

Some of the riskiest work we do as deans is attempt to alter organizational structures. Emotions run wild, and almost everyone feels threatened. Why should that be? The answer is that if organizations do not have strong notions of themselves as reflected in their values, and cultures, their only security comes from where they live on the organization chart. Threaten that and you have threatened the closest thing they have to meaning in their academic lives.

Even though long-range planning is logical and makes perfect administrative sense, it was inevitable, in my case, that it would be seen as an assault on the organization. It was interpreted, justifiably or not, as a challenge to the established hierarchy and was resisted by every device known to an intelligent and resourceful faculty.

First, there was a long-standing problem of perspectives. The school with its various departments was not a system of related and relating components or units but a confederacy of autonomous entities. Since the school's inception in 1965, each of its units tried to maximize its resources and status without regard for or contributing to the total organization. They had good reason. During periods of tight budgets, which were most of the time, support was divided among departments, and one department's gain was another department's loss.

Now faculty were being asked to plan for more than their departments; they were to plan for their school. Surely, there must be some overarching value to promoting the entity of which the departments were a part. Not so.

Faculty were not team-oriented. The faculty of each department were not includers; they were excluders. There were no rewards and no motivation; there were no incentives for sharing resources, glory, or recognition. There were no punishments for working in isolation. It was perfectly natural for each department to consider the planning challenge to be a departmental one. As far as they were concerned, the school's long-range plan would be a compilation of departmental plans.

What would the departments like to do in the long-range future? More of what they have already been doing! Planning within departments was directed or influenced by the senior faculty, most of whom had been there for a long time. Remember, longevity is the result of work satisfaction. The longer they have been there, the less likely they are to welcome opportunities to change.

Planners say, "If you plan to do what you have always done, you are going to get what you already have." That may stimulate the have-nots, but it does not bother senior faculty. They have exactly what they want; they only want more of it. The academic career survival principle welcomes minimal change--it is based on the underlying tenet of CYA, cover your posterior. After faculty have been around long enough to be tenured for a few years, their academic lives have become habits, and the only people who change their habits regularly are nuns.

When most people say they want to change, what they really want is relief--from unpleasantness, from danger, from a threat. Planning for most academic change has a poor track record. It goes something like this. There is a problem that prompts an effort at its resolution; the conventional cycle of problem-solving kicks in; the organization decides to plan a change; participation in planning for change is of necessity limited. It brings together a group of people who are cynical, distrustful, skeptical, and always attracts a few of romantics. The idealism of the romantics provides the energy, and they graft on a program that is either an outright failure or a limited success. In either case, some people do less, some do more, and usually all are resentful. The next time around, the romantics have joined the cynics and new romantics are required to jump-start the process.

Planning, when successful, gives direction. It tells an organization not only what it should do but also what it should not do. It identifies and establishes the cultural values and standards. Subsequent decisions are simple and logical in the context of a well-developed plan. In poor organizations, every decision is made for the first time in the absence of cultural

norms and shared values. Poor organizations can also have shared values but they are disfunctional. Poor organizations substitute internal politics for cultural purpose and performance values.

In academia, and this is one of the hardest lessons I learned, a certain amount of ambiguity of mission is comfortable because it tolerates more variability of skills and interests among faculty members, some of whom would be considered of marginal value to a well-defined and purposeful program.

A planning policy that undermines faculty morale by creating uncertainty about the "fit" of current members in a future organizational structure is counterproductive. Never again would I ask those wedded to their vested interest in the present to make creative and enterprising decisions about an uncertain future. Without the political will to change among those who will be affected by the change, no planning process works. Mussolini made the trains run on time, but he did not do it through participatory planning.

I also learned that colleges and universities are not organizations, they are coalitions. They are not unitary, they are hybrids. There is not a single culture, there are multiple cultures. As immigrants find out quickly, it can be unacceptable to exercise the values of one culture in the environment of another.

I learned through hard experience that it is next to impossible for a dean personally to effect significant institutional change based on priorities or values that differ from those prevailing among faculty members. Such attempts at dramatic organizational change in defiance of well-protected institutional custom not only fail but they also produce lasting and disfunctional enmities. Most meaningful change occurs incrementally, in acceptably small portions. But I did not know the risks of impatience when I took the job.

I did not appreciate how difficult it is to break through the conventional behavior patterns and to get people to give up a piece of their identity for the greater good. I am now convinced that deans cannot change the academic behavior of faculty members who do not themselves aspire to change. Deans can only achieve their academic goals if they are able to replace non-performers with performers. If a dean lacks the opportunity to make additions or replacements to the faculty as I did during a long period of budgetary cutbacks, it serves no constructive purpose to exhort unproductive faculty members to meet what for them are unattainable standards. Baseball coaches cannot make hitters out of non-hitters. If they need more batting power, they trade their non-hitters for power-hitters. It would be nice if academic administrators who inherit a faculty loaded with tenured non-hitters could trade them away for several young untenured players and a first round draft pick.

After seven years, I resigned as dean to return to the faculty. When the University was recruiting my replacement, one of the candidates asked me a simple question. She said, "If you had it to do all over again, what would you do differently?" I had thought a lot about those seven years, my successes, and my failures and my response went something like this.

I would discard the notion that deans can change the academic behavior of faculty members. Sure, there are some minor perks that can be used to reinforce expected behavior and modify unacceptable conduct. But, they are not enough to make a good school out of a poor one, particularly in the inflexible, unionized New York State system.

Management theory says that good managers are value shapers. The reality is that organizations learn and adopt new values very, very slowly. Andrew Pettigrew, a British researcher, studied the politics of strategic decision-making and was fascinated by the inertial properties of organizations. He showed that organizations hold on to flagrantly faulty assumptions about their world for as long as a decade despite overwhelming evidence that the world has changed and that they probably should also. We have many examples of major companies like Howard Johnsons and Sears Roebuck failing because they held onto outmoded ideas long beyond their relevance.

The older and bigger the institution, the more inertia there is to overcome. When Harry Truman was leaving office, he predicted that the new president, Ike Eisenhower, would sit at his desk in the Oval Office and say "do this" and "do that" and that nothing would happen. "Poor Ike," Truman said, "it won't be a bit like the Army--it will be very frustrating."

It is clear to me that superior/subordinate relationships are central to the success or failure of deans. Deans must be executive champions--nurturers, protectors, facilitators, and interference runners for as many energetic champions as can be induced to sally forth. The rest need to be helped as much as possible, but it does no good to point out their deficiencies. Emphasizing failures without nurturing the spirit of the champion tears down self-image. All of us are self-centered suckers for a bit of praise and generally like to think of ourselves as winners. But the fact is that our talents are distributed normally--none of us is as good as we like to think. But rubbing our noses daily in that reality does not do a bit of good. We are, for the most part, sensitive to our environment and responsive to rewards and punishments. The only effective strategy is in the value of positive reinforcement. Label a person a loser, and he or she starts acting like one.

I believe that a Dean can be effective only as a facilitator or enabler for others, not as an orchestrator of programs. Rather than pour energy into potentially self-destructive attempts to raise academic productivity to new heights of

accomplishment, I would encourage and assist creative and ambitious colleagues in implementing any new ideas that would further the university's mission. If no one came forward with an imaginative proposal for a period, I would patiently (something I did not do) refrain from substituting one of my own. That way, there might be less organizational stress and a greater probability of acceptance when a new idea came along.

I would pay much more attention to the personal leadership characteristics of departmental chairs. More than middle managers or administrators, they must exhibit the characteristics of proactive leaders. In the book, Thriving on Chaos by Tom Peters, a proactive manager is described as:

1. Obsessed with responsiveness to consumers, in our case, students.
2. Interested in constant innovation.
3. Supports team play--wholesale participation and gain-sharing with all people in the organization.
4. Provids leadership that loves change, instead of fighting it.
5. Controls by means of simple support systems aimed at measuring the "right stuff."
6. Judges quality as everyone, not just the faculty, perceives it! Measures everyone's satisfaction.

Finally, I would devote a great deal of effort to polishing the institution's image and my own. Academic image is often more influential than the reality of an institution, as my predecessor demonstrated. In fact, it is often more difficult to change the public's perception of an institution than it is to alter the actual quality of its performance. Similarly, it is not only what deans do but how they look while doing it that counts. Therefore, I would put creating a positive image before the quixotic ambition to be the driving force behind major academic achievement.

Every dean has an obligation to leave the institution in better condition than he or she found it--and I did that! Before I left, every one of my professional programs was accredited without reservation for the longest period possible. I created a robust Faculty Council to which I referred academic decisions. During the last year of my term, I managed to recruit a number of promising faculty and a superior department head. There were other accomplishments as well, but none outweighed the disappointing realization that I could never accomplish the goals that I had set for myself.

Thus, after revisiting my deanship in the light of a less grandiose and more realistic interpretation of the functions of

leadership, I can better appreciate the words of Warren Bennis and Burt Nanus in Leaders: Strategies for Taking Charge. "It is not easy, you know, learning how to lead," they wrote. "It is sort of like learning how to play the violin in public."

KEEPING THE DEANS HUMAN

Kendall Blanchard
Emporia State University*

In reflecting on the theme of this meeting and on Dr. Sultz's remarks, I am struck by the paradox that is deaning and the frequently contradictory expectations that go with the job. The academic dean is all at the same time expected to be: (1) scholar and manager, (2) colleague and boss, (3) risk-taker and caretaker, (4) rogue and saint, (5) thief and philanthropist (the Robin Hood syndrome), (6) tightwad and spendthrift, (7) friend and foe, (8) skinhead and nerd, (9) advocate and judge, (10) passive and aggressive... The polarities are many.

Here I am reminded of a chemist and dean I once knew named James Shands. I have written a few lines about him, entitled

Deaning: Living with Inbalance

There once was a dean named Jim Shands
Whose job finally got to his glands
"My ulcers," he cried,
"Have ruptured inside
From the stress of conflicting demands."

"I once was a chemist," he bleats,
"Widely known for my scholarly feats.
Now, I've no research to show
And all the acids I know
Are those that my stomach secretes.

"A strange, paradoxical lot,
The process of deaning is fraught
With do's that are don'ts
And would's that are wont's
And thinking you are who you're not."

"The provost claims that as a dean,
I'm soft; insufficiently mean.
But the faculty scold,
That I'm ruthless and cold.
Perhaps I am somewhere between."

"Some faculty think I'm "precisive,"
Decisions I make all incisive.
Yet some say I'm awful,
And constantly waffle.
Can I be both in- and decisive?

"The life of a dean drives one nuts.
No certains, just maybes and buts;
No time for grant-getting,
Lit tests pipetting

Few Kudos or praise, just 'so-whats'."
"On Monday, the art chair will gloat
'I'm firing Schmedley, that goat!'
But on Tuesday he'll bring
His plans for the spring
Demanding I Schmedley promote."

"On Wednesday, the provost will call.
'Your budget? I'm taking it all.
And oh, by the way,
I found out today,
You'll need ten more math classes next fall.'"

"On Thursday, the President rings
With the usual good news his call brings.
'You'd best start right now,
Your school to endow
If you want to keep paying for things.'"

"On Friday, a coach shakes my hand
And barks, 'We all love the old band.
But tomorrow's big game
Is sold out, what a shame,
Ain't no seats for the band; they can stand.'"

"On Saturday, time for awhile
To catch up; to trim down the pile
Of papers, reports,
And notes of all sorts;
To move memos from desktop to file."

"On Sunday, I sit to rewrite
An old paper on copper sulfite
But then there's a knock;
A friend wants to talk,
And the talk takes us into the night."

"The new week is just like before
More problems than warts on a boar.
The math chair's resigned,
Enrollments declined,
(And) Schmedley's filed a lawsuit once more."

"I sit and I ponder my fate
Being dean really ain't all that great.
Instead of prestigious,
It's just plain litigious,
And carries more baggage than weight."

"After ten years of being a dean
And fighting this awkward routine,
It still isn't clear
If I'm there, if I'm here,
Or just hanging betwixt and between."

"How pitiful, now in my prime,
I've only some junk for my time:
Brochures, propaganda,
And bound memoranda,
No articles, books; e'en a rhyme."

"My once fertile mind now lies chaste.
The talents I had all "awaste."
I can't let this fester
For one more semester.
I'm giving up deaning post haste!"

So, Shands, with firm resolution,
Made a major career substitution.
From glitter to drab,
From desk to the lab,
Where one is assured a solution.

The mor'l of the story is clear.
The dean's is a hapless career,
And getting too serious
Can drive one delir'ious.
So, mask all the conflict with cheer.

Smile when things aren't what they should.
Joke when you can't though you would.
Greet fools with a grin,
Keep all the frowns in,
And laugh at what's not but once could.

To counter the bane with the bliss,
Whistle loud as you cruise the abyss.
Confront the absurd
With some obscene word
And write silly limericks like this.

When it seems that this blind lackidaisy
Is making your mind a bit hazy,
And you fear the inane
Will drive you insane,
(Remember) Good deans must also be crazy.

If I could summarize the basic theme of our keynote speaker's presentation this morning, I would title it: "The Importance, Effectiveness, and Power of the Dean in Affecting Change: Limits and Possibilities." What Dr. Sultz has done for us is raise some interesting issues for discussion. These include the following:

1. The measuring of success--the success of faculty, of students, and of curricula.

2. The possibilities and limitations as administrators attempt to bring teaching institutions into the circle

of big-time research institutions with existing resources.

3. The problems of altering organizational structures and the relationship of these structures to institutional culture.

4. The importance of long-range planning.

5. The role of the dean in that planning.

6. Organizational cultures as weak or strong and their relationship to planning and change.

7. What deans can do as facilitators.

*Customarily, the Proceedings of the National Conference of Academic Deans do not include introductory comments made by the discussion leaders. For cause, an exception has been made to capture Kendall Blanchard's creativity.

REPORT OF DISCUSSION GROUP I
Monday, July 30, 1990, 10:45 a.m.

Discussion Leader: Kendall Blanchard, Emporia State University
Recorder: Leland Bartholomew, Fort Hays State University

KEEPING THE DEANS HUMAN

Conference participants commented on the keynote speaker's suggestion that deans should not exhort unproductive faculty members to meet what are for them unattainable standards:

> Merit rewards systems, while they champion the faculty heavy hitters, punish weaker faculty.
> We need a merit process that will not punish faculty who are doing a decent job.
> Merit increase money should be awarded to departments--not to individual faculty.
> The participants compared the circumstances of new deans brought in from the outside with those of deans moved up from within:
> Deans brought in must learn the culture of the institution; they must be ready to adjust.
> Provosts sometimes bring in deans from the outside in order to shake things up.

- The participants discussed issues involved in hiring new faculty:

> New faculty may well be oriented toward the cultures of the institutions from which they received their doctorates--cultures far different from those which they may face in their first jobs.
> Deans have a role to play in making certain that new faculty have a clear understanding of institutional expectations (e.g., teaching loads).
> Advertisements for faculty positions should present a true picture of the institution's expectations.

Speaker Sultz noted that institutions with strong cultures can change more readily than those with weak or uncertain cultures. This led to various comments:

> The roles of many institutions are in transition.
>
> Some institutions (e.g., regional institutions) are uncertain about their identities. They may waver between the community college and the research university models.
>
> Some institutions emphasize research for its public relations value.

Some institutions emphasize research because research and grant getting are easier to measure and evaluate than is teaching.
Describing an institution's culture takes less time than changing it.

Institutional views of their missions are changing. Even community colleges emphasize activities beyond teaching (e.g., research and especially service). Large research universities have recently begun to reflect sensitivity toward their responsibilities in teaching; they have been the objects of severe criticism, and they must address the teaching issue in self defense.
A recent article in the Chronicle cited growing emphasis on research in liberal arts colleges that have heretofore devoted themselves fully to teaching.
Mission statements notwithstanding, institutions tend to be merging in their roles, trying to do the same things in teaching, research, and service. They need to promote uniqueness.
Pressures from faculty unions in some institutions have affected the cultures of those institutions.
The unionization movement is standing still.

The participants then turned their attention to interdisciplinary questions:

Some outside funding opportunities can contribute to interdisciplinary cooperation.
At one institution a new, 62-hour general education program requires interdisciplinary experiences.
One institution has established research centers requiring interdisciplinary cooperation.

The deans as agents of major change:

How can deans bring about major changes?
Long-range planning can work if the authors of the process created a package that is salable to the faculty.
Presumably, the authors will be administrators.
Tenured faculty are comfortable; change is threatening.
Faculty (like alcoholics) must admit that there is a problem before they are willing to accept the prospect of change.
Deans must be looked upon as friends and supporters.
Budgetary sovereignty is an important tool for the dean's use in effecting change.

Bits and pieces:

How long should a dean remain a dean?
Be a dean as long as you can be an effective leader. Most deans pick up negative baggage along the way.
Deans should continue to be a presence in areas where they have made unpopular decisions.
Deans should continue to engage in teaching, research, and

service in order to sustain their roles as colleagues of the faculty. (This issue received generous discussion the following day.)

Keeping in Touch With the Faculty: Policies and Mechanisms

Betty Becker-Theye
Kearney State College

Whatever our function in the university, we view it and speak of it from the language and perspective of our discipline.

Since my disciplines are European Languages and Literature, I view the dean's role--in the tradition of the European university since medieval times, as the oldest member of the faculty. This tradition is becoming easier and easier for me each year, I might add.

But taking the role of the dean as "the oldest member of the faculty" gives one a possible view of the job--as senior faculty member, as the eldest looking out for and trying to be one to be looked up to by junior faculty as well as equal among equals with senior faculty.

The fact that I came from the faculty to the deanship at Kearney State, and the fact that I am at a rather non-hierarchical institution, while having some disadvantages also has advantages for keeping in touch with the faculty.

As Dean, it becomes quickly evident that no one on the faculty knows what deans do, and therefore they have no idea what you are doing. If you engage them in a conversation, you will learn they do not really want to know what you are doing as Dean, but they do want to feel that you, as Dean, know what they are doing.

My own tenure as dean coincides with implementation on our campus of a formalized system of faculty evaluation. Evaluation can be an extremely sensitive issue on campus, but its sensitivity can be tempered if policies and mechanisms are put in place for faculty development and faculty recognition.

I want to describe some mechanisms and policies implemented in the School of Fine Arts and Humanities, at the school level, and some at the institutional level by the Council of Deans to humanize the faculty-dean relationship and to actualize or symbolize the process of keeping in touch with the faculty.

Kearney State, soon to be the University of Nebraska at Kearney, is clearly an institution in transition--not only in its structure and expectations but in governance at the board level. It has 10,000 students; it is a unionized campus. The School of Fine Arts and Humanities is one of four undergraduate schools and has seven departments and eighty faculty, forty of whom I have hired.

The first strategy for keeping in touch with the faculty is both policy and mechanism. It is institutional policy that tenured administrators teach. I teach once every two years. It puts me in one of the buildings other than where my office is, it puts me in touch with students, and it gives me some of the same responsibilities and concerns faculty have at the same level and time that they have them.

The second strategy is an individually imposed one of visitation. If I remain in my office and see only those who come in, I will see only (1) old cronies, (2) those who are experiencing a problem with someone else, or (3) whomever I am working on a project with at the time. With only those contacts, the view could become quite distorted as to what is on faculty minds, so I visit each of the eighty full-time faculty and directors during the course of the semester in his or her office. It is always interesting to learn what is on their minds: a new grandchild; a new way to teach a course; how to get the Laser printer to print Danish.

This year, since the institution is undergoing a governance change, I will, no doubt, have questions to pose concerning their views or their worries about the change.

Other mechanisms I employ within the School of Fine Arts and Humanities to recognize faculty activity and achievement include going to events in the areas of the visual and performing arts. This is a form of on-going recognition and evaluation, and it is followed by writing an "attaboy" or "attagirl" note afterward. While some administrators have discontinued these letters, fearing they will show up in promotion folios or elsewhere, I feel the limited legal risk is worth the morale boost of an acknowledgement letter from the Dean.

Other mechanisms within the school include a booklet publicizing faculty presentations and achievements an exhibit of faculty publications and awards at the opening school meeting, and keeping clippings of faculty recognition on file.

As a Council of Deans, we have established a few programs of faculty recognition at the institutional level of which I want to mention three at this time. The first is a Summer Fellowship Program created from leaves-of-absence monies and administered by the deans to stimulate faculty research and creativity. The stipend is three thousand dollars, and the individual project must take the person away from the campus for at least five weeks. This program has become extremely popular and has re-stimulated interest in academic year leaves as well. The second enterprise of the deans is a Deans' Award, given by the Council of Deans to faculty for exceptional contributions in scholarship or service. The Award is presented at a luncheon where spouses and the president of the institution are present. At the luncheon, the award is always presented to the facvulty member by the dean of another school in order to emphasize that it is an institutional and not a school award. The third program is a

school-level colloquia series in which faculty share their research or creative work with colleagues from the school.

Administrative evaluation is another mechanism to keep in touch with the faculty.because faculty are evaluating the dean, and the dean may as well hear what is said. The first evaluation was self-administered at the end of the first four years in the job. From the evaluations submitted, clearly the dean's "humanity" or "inhumanity" is at issue as well as the individual's relationship to the chair. In my most recent evaluations, I saw the faculty perception of me as airline stewardess, which was certainly never a career aspiration of mine, but it does symbolize the service to faculty interests that is expected (by at least some faculty) of the Dean.

"Teacher" is a noun derived from a verb. While we say "deaning," the word dean is not derived from a verb. It does not describe an action or an actor but a position relative to other positions, i.e., a relationship. The challenge and opportunity the deanship presents is to balance the "doing" part of the dean's job with the part of the job which is a relationship, that of being the dean.

Neil Hattlestad
University of Central Arkansas

Over the past two decades changing demands on the professoriate have had a profound influence on the attitudes of professors toward themselves and their students. In his recent text, Evaluating and Developing Administrative Performance, Seldin describes this phenomenon as a shift from a familial orientation where collegiality was the theme, to a "we/they mentality." The increasing number of lawsuits and grievance proceedings offer ample evidence of the erosion of trust and shared sense of mission between faculty and administrators.

In a recent editorial in the Chronicle of Higher Education, Richard Traina observed that if the integrity of learning is to be maintained, faculty must develop a new sense of community. This is becoming more difficult to achieve because a majority of the faculty are too young to have experienced the academic world when there was a feeling of "coherence and community like the one they are being asked to redesign." To recapture this atmosphere, faculty must break out of the current condition of isolation and recover a". . .sense of their central place in the institutional scheme."

As deans, our efforts to keep in touch with faculty can have a major impact on the achievement of this goal. We can reduce the distance between administrators and faculty in two fundamental ways. First, the downward flow of information must be consistent, and accurate. Second, faculty must have more direct contact with administrators. In those instances in which

faculty and administrators are consistently in touch with one another, deans do not often hear themselves portrayed as "the administration." In all too many instances when that phrase is uttered, it is normally expressed in a tone that describes some sort of amorphous evil force.

If faculty are to feel comfortable working with administrators toward the accomplishment of institutional goals, they must have more direct contact with them. After being in this business for only a short time, I soon realized that deaning is part art and part science. Certainly there are times when no book on management theory provides adequate answers for the problems we face. While each of us must administer in a way that fits our style, there are certain principles which are commonly observed in outstanding administrators.

A list of characteristics observed in effective administrators was presented by Douglas. They were obtained by asking subordinates of "effective administrators" to identify the most important behaviors they observed in those individuals. They were presented in an article entitled, "In Search of Excellence on College Campuses," (1984). In this article, which appeared in The Chronicle of Higher Education, Douglas listed seven behaviors consistently found among those administrators judged as being most successful. These included:

1) adjusting and adapting to change;
2) knowing the students as much as individual and institutional circumstances permit;
3) encouraging faculty and students to excel in their efforts;
4) recognizing and acknowledging a job well done;
5) remembering that people make an institution function;
6) becoming personally involved throughout the institution; and,
7) allowing faculty members enough freedom to do their jobs yet being ready to step in to meet a crisis or unique opportunity.

With the exception of the first behavior listed, all others involve some type of contact with the faculty. The amount of personal contact required in six of these seven behaviors can best be achieved through the "management by wandering around" approach advocated by Peters and Waterman in their best seller, In Search of Excellence. In light of the time consuming nature of "management by wandering around," the only deans who can use it with any consistency are those who also possess exceptional skills in time management.

First, a word about written communications. All of us have faculty members who feel compelled to keep us informed about activities within the college via the regular mailing of notes and memoranda. In most instances I try to respond immediately. When the purpose of the memo is to communicate a complaint, I prefer to react to those verbally. Memos from the faculty

containing positive suggestions present deans with a golden opportunity to tell faculty how much they appreciate their interest in the work of the university. This is an excellent time to reinforce the notion the faculty are central to the achievement of our mission. This must be done carefully, however.

I am reminded of the airline traveler who saw a small cockroach scramble across his plastic tray. He fired off an angry letter to the president of the airline and received a contrite and sympathetic response. Immediately upon reading it, the traveler glowed with righteous satisfaction...that is, until he noticed something else in the envelope, shook it again, and a penciled note tumbled out, stating: "Send this idiot the bug letter!"

There is little question that the most effective method of keeping in touch with faculty is through one-on-one conversation. To maximize the limited time we have for the exchange of ideas with faculty, we should give attention to at least two primary factors. These include the setting for the conversation and the sharpening of listening skills. As for the setting, whenever possible it should be on the turf of the faculty, or on neutral ground such as the student union.

Attendance at student functions presents an excellent opportunity to communicate with faculty and to show them the high degree of importance we attach to visiting with students. Many of us set aside a small amount of refreshment money to distribute to those faculty willing to host student groups in their homes. My experience has been that this is money well spent. When schedules permit, it is certainly advantageous for the dean to manage an invitation to these gatherings.

A final point which I raise in the hope it will stimulate an additional exchange of ideas later, relates to how the quality of conversation between the dean and individual members of the faculty can be improved. We must remember that there are several avenues through which faculty learn about the views of deans, vis-a-vis attendance at college meetings, memos from the dean's office, downward flow of information via the department chair, etc. Therefore, conversations with faculty are most profitable and meaningful to the professor when the dean is an attentive listener. It is therefore incumbent upon each of us to sharpen our listening skills.

Some excellent ideas for this are presented in The Academic Chairperson's Handbook (1990). This book is the summary of the results of surveys of over 200 department chairs on 70 campuses. It contains some excellent suggestions for improving departmental productivity and reaching out to faculty. Of particular interest

to me was the series of suggestions related to improving listening skills during faculty conferences.

It was emphasized that there is a proper sequence to follow in the art of effective listening. One must first listen for key phrases which reveal the faculty member's interests and needs. Once these are known, be alert to signs of disharmony between faculty assignments and their interests. Obviously, we must be very cautious here so that we do not invade the domain of the department chair.

Second, listen for aspirations which faculty members hold for themselves, or for the department. This can often serve as the point of transition into a discussion of issues or problems facing the college or the university. This is the most important phase of the conversation because it communicates to the professor that his/her opinion is valued. If we are to regain our sense of collegiality and community, it must certainly begin with a show of respect for the opinions of each member of the faculty.

Don Looser
Houston Baptist University

I represent the token Vice President on the panel and am very well aware of that. My experience from the machine-gun nest where I sit is that the game is pretty much the same; only the players have different names. You may call each of the players one thing; I may call them something else; but, by and large, they are all the same. I am convinced of that because I am having what I know is a typical summer. I am currently the defendent in a faculty lawsuit alleging everything from breach of contact to defamation of character; my secretary of sixteen years walked in a week ago Monday and gave me one hour's notice of her eminent retirement; I have had five unexpected and unrelated faculty resignations since June 15; and, last night, my twenty-year old son called me long-distance to find out what you do when you put the wrong gas in the lawnmower. Stillwater will be a port in the storm for me.

My approach is going to a general one, one which seeks to take a look at who deans are, who faculty are, and then move in the direction of a menu of suggestions for the effective interrelating of the two. I think it is noteworthy that deans consider themselves as faculty. I would suggest to you, respectfully, that most faculty members consider deans as deans.

It has been said that a dean's day is much like a dentist's--twelve to fourteen appointments a day, frequently accompanied by pain. Deans are the champions of academic policy, specifically, of discipline-oriented causes, frequently balancing the chief academic officer who is charged with responsibility for the whole enterprise. The Dean must have a healthy self-confidence, because faculty are not likely to provide a great deal of

psychological support. Deans must learn to cope with their own ignorance or with the belief that their chosen discipline is the doorway to all knowledge. Although football teams recognize their need for quarter-backs and coaches, academic faculty perpetuate the fantasy that they can succeed more or less on their own, and they would rather it be more. In reality, the days when academic iconoclasm was possible are fading fast. In summary, faculty really do not want the deanship for themselves; they just do not want a dean to have it, either.

Allan Tucker and Robert Bryan have described the dean in their new book as a dove, a dragon, and a diplomat in dealing with faculties and other constituencies. The critical thing about the deanship is its stark dependence on the support of a number of other constituencies--above, below, and beside. Tucker delineates the passing of the era of school administration and the dawning of the era of academic management. Today, deaning is more an acquired or applied art than is science. He asserts that we are at the end of the history of management by faculty committee, which had almost guaranteed inadequacies built into the system to be replaced by management by a team of experts. Only a genius can know all the forces that should come into play in formulating plans; unfortunately, few deans are geniuses. This status, says Tucker, is reserved for senior professors and college presidents, which explains why these two groups give the dean the most advice. The day of the imperial dean whose policies are viewed as Hammurabi's Code is gone.

Tucker describes the dean as the dove of peace, intervening among warring factions that cause an unacceptable level of turbulence in the college. Given the religious zeal with which academicians can fight among themselves, these conflicts almost always leave everyone involved impoverished in one way or another. It is the duty of deans to see that departments and programs under their jurisdiction are enriched, not impoverished, hence the necessity to act on occasion as peacekeeper or peacemaker. Sometimes, however, deans must be dragons and drive away internal or external forces that threaten the value system, the financial health, or the very integrity of their academic units. These forces of destruction, while varied and sometimes very subtle in form, are nonetheless real; and sometimes, only a dragon can conquer them.

But the most often assumed role of the dean is the role of diplomat. Academic life is a meritocratic life, and each member of the community strives for excellence; the competition for meritorious recognition is fierce and unrelenting. External criticisms of the academic community are often just as fierce and unrelenting as those internal ones. Only a diplomat can guide, inspire, and encourage the people who live and work in such an environment.

Tucker adds three additional roles of the dean's work: psychiatrist (counselor), priest (confessor), and king (judge). I would add a fourth, the role of police (enforcer), to this list. Rules which I have handed to me are treated like a policeman giving a ticket. What the officer thinks of the law is not terribly consequential. On the other hand, if I make the policy or have a role in its formulation, then I feel, as a judge, that I can interpret the law and make adjusted application when I deem it advisable.

Another writer trichotomizes the role of the dean with faculty into:

1) Academic administration based on policies which give stability, confidence, and trust to academic agreements.

2) Academic management, which is designing and taking steps to bring about change to develop strategies for dealing with new problems while still preserving the security of academic administration.

3) Academic leadership,-which is making one's values and goals visible to others and empowering their participation. Power recognizes the mutuality of interest being met by both faculty and the dean. No domination or zero sum context are adequate for this function. Advice must not be solicited and then ignored. It does not have to be followed; however, it must be acknowledged.

Who then are the faculty? In many ways, we are dealing with a troubled faculty in contemporary days. They are decreasing in number. They are facing a loss of public status, an eroding self-esteem, a loss of a sense of security, a decline of income, a loss of excitement due to immobility, the prospects of fewer and less well prepared students, and a greater range of vocational options. The professoriate is one of the few jobs in which one signs on for thiry-five or forty years in the same capacity. In fact, the yardstick for measuring success remains constant for all of those years. For troubled faculty, the dean is like a lightening rod, drawing strikes of anger, frustration, and conflict. The traditional faculty life style has focused on process--committee work, reflection, discussion, consensus, leisure, freedom from schedule and supervision, and iconoclastic autonomy. Time was never viewed as money in academe!!!

George Keller in his book, Academic Strategy, chronicles: "Since the Second World War, the power of individual faculty members has increased on campus while the power of the collective faculty has waned or crumbled. Research grants, media attention, lucrative consulting practices, academic prizes from professional associations, and student glorification have given some scholars enormous influence in the institutions. At the same time, faculty senates have become increasingly ineffective, even empty; many campuses now have trouble raising a quorum in their senate

meetings." Hence, there is not the strength in numbers that there once was. As a matter of fact, it is the nature of the beast that faculty appointment is a very autonomous activity. The professor is neither a member of a large orchestra with colleagues and a conductor nor a member of a team with a quarterback and a coach. The faculty member writes books and stands before classes alone. Indeed, the essence of academic life is the demand for continued investment in one's self. Therefore, much of what a faculty member needs from a dean is affirmation--personally and professionally. We need to hold up mirrors for our faculty in order for them to see how they are doing.

There is an extraordinary new book with which I hope you will all become familiar. It is entitled, The University: An Owner's Manual written by former Harvard Dean of Arts and Science, Henry Rosovsky. The volume is wonderfully entertaining and resourceful. In a chapter which he calls "Burnout, Envy and Other Forms of Pain," Rosovsky notes, that despite the changes of recent years and the nature of the enterprise, most professors enjoy going to work over the span of their entire professional lives. Few are seeking early retirement or liberation from the grind. There is deep commitment to the disipline and the institution. However, Rosovsky notes that faculty spend their lives asking for release from committee assignments, from teaching responsiblities, and departmental activity; then, when they get what they want at age 65-70, they become angry and obdurate about leaving.

He discusses envy from a perspective that is beneficial to all deans in dialoguing about relations with faculty. Academic envy, as he describes it, is basically a matter of dealing with the haves and the have-nots. There are at least two distinct life styles in academe, he maintains. The traditional disciplines represent the have-nots. They have generally lower salaries, older faculty, frequently fewer secretaries, and a dearth of modern status symbols (even support facilities) like word processing, answering machines, computers, touchtone phones, fax machines, scanners, and data-search equipment. The haves on the other hand, who are frequently on fat outside contracts, use personalized stationery to write letters which are perfectly prepared and laser burned into vellum. They employ secretaries with status-sounding voices characterized by English accents and are, of course, the owners of all the latest equipment. They are constantly changing their 386 machines for 486s while others are looking for a used copy of Applewriter II. One task of the dean is to minimize the great gulf fixed between the haves and the have-nots.

Another area of having and not-having is at the skill or gift level. This is what Tucker calls the Amadeus dilemma. In addition to the departments that are the haves because of the discipline, each of us has the superstar faculty member who has achieved such status because of unusual and precious gifts of ability. Many, like Mozart, are brilliant but insufferable,

offensive, crude, and infantile people producing work of pure genius. While alongside are the Salieris of the world, toiling long hours to produce only a good product. There is envy in this dynamic as well. The solution for many deans is to build the genius his own building, banish him to it, leave him alone, and show up for public relations photographs when the awards are announced. This rarely solves the problems of envy, however. It simply brings it to mind less frequently.

There are in fact some rather traditional sources of conflict for deans and faculties. These include: (1) age and gender--the young turks vs. the old guard; feminists vs. the good old boys; (2) new technology vs. old techniques--or things vs. people; (3) political ideology differences--faculty are not objective thinkers, contrary to public opinion; (4) clash of personalities--the most difficult form to deal with; and (5) disciplinary tensions--the haves vs. the have-nots, where students so often become the pawns.

The title of our assigned topic asks for policies and mechanisms. Both of these are rather impersonal ways of dealing with what is basically a personal relationship--the one between the dean and the faculty member. I prefer the word "practices" because it refers to what I do in concert with others for whom I am responsible. At the heart of my own philosophy--whatever its name--is a commitment to maintain personal relationships in spite of professional problems. I worked for twenty difficult years with a colleague whose practice it was to confront a problem by disemboweling the individual so that he never had to deal with the merits of the case. In my own case, almost universally I find that personal relationships can be maintained through even the most difficult of professional actions, even termination of employment.

Communication is at the heart of faculty relationships. The fact that communication is a two-way street is the most important axiom of all. I am a firm believer in listening to gossip, rumor, restroom scuttlebutt, whatever you call it. For one thing, everyone else is hearing it; you had better know what is being said, too. Hang out at all the natural gathering places--the post office, the snack bar, the student union, the bookstore, and at intramural games--places where people who want to can approach you outside your own office. Management by walking around is helpful, but it can be threatening and result in quickly made telephone calls saying, "He is on his way in your direction." I go to the office of people I need to see, after a telephone call to see if they are available. I visit with secretaries on the campus on a personal level. We use brown bag times, coke hours, brunches, suppers and dinners, working luncheons and breakfasts and occasional covered-dish, all school events. I meet frequently with titled groups--program directors, department chairs, new faculty, etc. I try to avoid creating or allowing to be created a kitchen cabinet of advisors. You may find that you frequently have to walk away from good friends. It is interesting that today's younger faculty and students often

brand one as unresponsive if one says "no." "Yes" is the only acceptable response.

Communication takes many forms. There is no substitute for written communication; it says what you want, how you want it said. It yields an accurate rendering for second-hand transmission, and it provides a permanent record of what was said. There are, however, some caveats about written communication. First, it should be distributed through the chain of command--no level should be bypassed. You may elect to stop at a given level and have the word relayed from there, but you run the risk of being victimized by the relayer. Second, one should only the big news for direct communication, unless you are writing a newsy "Dear Colleague" letter on a regular basis. Readers can and will become blase to a steady stream of correspondence about minor matters. I put those in a calendar or summary sheet. Third, one should write letters and not memos; I make visits when possible instead of phone calls. The value added is worth the extra effort. Fourth, one should require written memos back from subordinates about information exchange; do not accept oral messages about business matters.

Here are some other axioms which I follow in meeting directly with people. First, I always have a third party present if the subject is substantive, or I summarize the conference with written notes. Second, I resist conferencing with someone who has jumped a level in the hierarchy. I try to include the middle person in the conference or in a meeting prior to the conference. Third, I try to develop with my secretary a way of setting up only future appointments with those for whom I are not directly responsible. Fourth, I try never to make a decision in the midst of a conference. I state that I will get back to the person with an answer. Fifth, I try to find a way to empathize with the person, i.e., "I understand how you could feel that way." People deal with disappointment much better than they deal with the frustration of feeling they are not being heard. Sixth, what people think is true is what I must deal with as truth. Their perceptions are my mandate. Seventh, I feel that in a service industry, people are due a rationale for my action. They may not agree; but they are entitled to know how I arrived at my decision. Eighth, I try to organize access to myself in a way that does not create anger and frustration when someone wants to see me. For example, I try returning outside calls at a point of the day that is convenient for me. I try to schedule afternoon appointments only. I try to reserve Wednesdays for paper work. I have set up a system to prevent being victimized by the code words, "It is a personal matter" or "it is confidential." Ninth, I try occasionally to lose to a subordinate over an issue that could go either way. Tenth, I try to keep the focus on the individual by statements like, "What do you want me to do?" or "You need to know what is being said." Eleventh, I am aware that some faculty are information freaks; others really feel that ignorance is bliss. You must diet one group and force-feed the other. There are hangers-around who never get enough strokes and who never have enough information. Finally, I am reminded that

faculty, like other children, frequently need to be told you love them. I am accessible. There are probably no greater resources you have than an open door and a willing ear.

Avoid the overexposure of called meetings which tend to weaken leadership perceptions. Next to my favorite spoonerism, which is "time wounds all heels," is one which says "familiarity breeds." Use pre-existing meetings to collect comments and disseminate information. But be accessible yourself to faculty and students. I estimate that my open door adds roughly two hours to my day.

Finally, here are some helpful hints from some experts!

1. Learn to communicate about problems rather than solutions.

2. Remember that it is usually easier to touch bases than to mend fences.

3. Be aware that the kitchen usually stays hot.

4. Write in pencil and carry a big eraser.

REPORT OF DISCUSSION GROUP II
Monday, July 30, 1990, 3:15 p.m.

Discussion Leader: Charles Martin, Mississippi College
Recorder: Ray Malzahn, Missouri Southern State College

Keeping in Touch With the Faculty: Policies and Mechanisms

The discussion leader began by commenting that it is the Dean's job to KNOW. For example: the Dean should know more about the academic program than anyone at the college. Furthermore, he believes that because an institution is shaped by thousands of small decisions, they may be more important than the big decisions.

Betty Becker-Theye was asked how formal evaluations of faculty are carried out at Kearney State College. Students and chairs evaluate faculty in writing. Probationary faculty are evaluated each semester during their first year and annually thereafter; tenured faculty are evaluated at least once each three years. The chair discusses the evaluation with the faculty member, who retains the raw data, and summaries of the evaluations are sent to the Dean. The evaluations are used for improvement of performance but also for making decisions concerning retention, promotion, and tenure. The opinion was expressed that a fair and careful evaluation system will not prevent individuals from suing the institution but can prevent them from winning.

Betty Becker-Theye was also asked for more information about the Summer Fellowship Program at Kearney State. The fellowships are for $3000 each, and the recipients must be gone from the campus for at least five weeks during the summer. The fellowships come from a fund separate from the research fund and are administered by the Council of Deans.

Deans from other colleges reported similar programs although most were designed specifically for research. One dean commented that summer fellowships are more popular among his faculty than sabbaticals. Another Dean stated that their union contract mandated sabbaticals for all faculty each time they complete fourteen semesters of teaching.

Several deans described ways they use to promote social, rather than professional, contact with faculty, especially new ones. One invites them a few at a time to dinner at his home. Others invite them to picnics prior to football games or simply for pie and coffee at their homes on Sunday afternoons. One makes a point of keeping up with births and illnesses among the faculty and their families and making hospital calls and sending cards.

An inquiry was made about the orientation, status, and salaries of part-time faculty. One vice-president personally interviews all part-time faculty. Another college offers faculty development services at night particularly for part-time faculty. Several colleges provide many of the same benefits, such as research and travel money, that they do for full-time faculty. All the respondents appeared to believe that this was an area that deserved greater attention.

Salaries for part-time faculty varied from a low of $250 per credit hour to a high prorated on the salary that a full-time faculty member with similar qualifications would receive. Many colleges had a scale of salaries rather than one fixed rate.

TUESDAY, JULY 31, 1990, 9:00 a.m.
THIRD PLENARY SESSION. CASE STUDY 3, STUDENT UNION

"KEEPING IN TOUCH WITH THE FIELD: REAPING WHAT WE SOW"

Annette Chappell
Towson State University

Bill Nunez reminded us yesterday that the Dean should be a part of the academic culture, and keeping up with the field is certainly a session in which we should focus on that kind of issue. I could not remember whether the subtitle was "Reaping What We Sow" or "Sowing What We Reap." It turns out it is just about the same thing. The panel topic assumes that keeping up with the field helps Deans to stay human: the panelists will speculate a little on why that is so. But the panel also turns on the issue of what, in fact, we mean by keeping up with the field. What is keeping up? Does it mean teaching? Does it mean research? Does it mean both? And, what field are we talking about? The panel is going to offer several different answers to those questions.

Glenn H. Bernet, Jr.
Evangel College

In keeping with the tradition of this conference I am going to broaden my remarks just slightly. As all of us are Deans, I am sure it goes without saying that we have all come, at one point, from the teaching careers. That seems to be sort of a prerequisite for getting into the dean business.

I would like to make some remarks on teaching itself because I have, upon assuming the deans position about five years ago, decided that I should try to maintain some active teaching responsibility at my institution and have taught one course a semester for each of the ten semester except for one. In the fall of the year, I teach an upper-division course (I suppose for the basic reason of just wanting to try to stay more in tune with the discipline), and in the spring of the year I teach one of the courses in the calculus sequence. Mathematics is my discipline, and basically I do the calculus class so that I can have some contact with freshman students and perhaps with a slightly larger number of students than is typical in an upper-division course.

I would like to talk about four aspects. First, faculty; second, students; three, diversion; and finally, the announced topic -- keeping up with the field.

Since I did move from teaching to the dean's office at the same institution, I was a part of the culture and, hopefully, was acquainted with what was going on on campus. But, I felt a real need to keep in contact as best I could with the faculty and to

be closely identified with the faculty. I was struck yesterday by Don's comment that deans may consider themselves as faculty, but faculty consider deans as deans. Perhaps by staying active in the teaching business, one can at least try to modify that faculty perception and try to maintain some collegiality with the faculty. I think a dean does not want to be totally separate from the faculty.

Second, with regard to students, teaching is certainly a way of keeping in contact with students and of being aware of current student perspectives and their attitudes and their concerns on campus. Trying to develop a teaching relationship with students, I think, breaks down some of the barriers that we find between students and administrators. At our institution, a number of administrators--including myself--are behind the red door, and the red door is symbolic of a barrier. By trying to get out beyond the red door and by being involved in teaching, I hopefully break down the barrier just a bit. At least it gives me some greater visibility on campus. I think we should often just stop and ask the question: Are you known on campus? Are you recognizable? Do students as they pass you in the hall know who you are? Do they know that you are the Dean; do they have even the slightest idea? I remember as a undergraduate I think I did not even know the name of the Dean of the institution I attended, and that is perhaps not an unusual circumstance. I think another reason for striving for closer contacts with students is simply that, as they get to know you in a teaching situation, they can be a source of information to you. They can be a little more open with you and can start to share information with you that might otherwise take you some time to gather on your own.

Third, I think teaching can be a diversion. The topic of our conference is "Keeping the Dean Human," and one of the ways of doing that is to have various diversions. Teaching is a very organized, consistent program of getting away from the dean's office. There are other schemes that I have thought about and have tried from time to time which were very well-meaning, but they tended to be overwhelmed by the demands of the office and they received lower and lower priorities as the semester went on. When I first moved into the office, I read about one dean's strategy of getting out of town with the family consistently one week a month, just packing up and moving out. I thought that was great and was going to do that, but it just did not happen. But I think teaching is something that forces you to have some diversion. You have to go to class, and you have to prepare, although of course there is always the possibility that you are going to miss a class occasionally, and you have to consciencely guard the preparation time. Nevertheless I think teaching is a diversion that you can maintain through the semester. Teaching does, I think, help one keep up with the field.

As a mathematician, I think it is axiomatic that if one is to be a mathematician, then one has to do mathematics, and the

doing of mathematics in part can be accomplished by teaching mathematics. It is not unlike playing the piano--if you do not practice, you soon do not play the piano. Certainly, teaching does not keep one on the frontiers of research, and several years ago, I came to the conclusion that I was no longer on the frontiers of research in mathematics. But, I like to keep at it a little bit. As you do prepare, you have to look at the periodical literature and see what is going on at least in those areas that you are teaching in. I try to maintain a schedule of reviewing some of the periodical literature. Furthermore, preparing ourselves for teaching serves as an incentive for getting away to the professional meetings within the discipline.I think another excellent way of keeping in touch is through the textbook review and selection process, which lets one know what is currently being offered in the way of curriculum and what is happening in mathematics. Even some of the basic areas of mathematics are undergoing rather strenuous review, and calculus is perhaps the one that is getting the most attention. The Chronicle has had several articles on the revolution that is taking place in calculus and on whether it is the foundation course that we have traditionally thought it to be. So, reviewing periodical literature and keeping up with textbook review and selection are ways of at least trying to keep up with the field.

Betty Becker-Theye
Kearney State College

If teaching is the method of keeping in touch with the field that is in tune with the campus culture, than the area that I am going to discuss, the professional practitioner, is the counter-culture method of keeping in touch with the field.

One of the ways deans keep in touch with the field (often adjunct to teaching) is by being a professional practicitioner in their field. This is a natural process for deans in the fine, visual, and performing arts because those field expects a performance or creative work and because they can usually continue with performance or practice, with painting or whatever their field might be. It is also a natural for those in clinical fields, and deans have been very inventive, I think, in creating areas of consultancies, spining off from academic disciplines.

Such an approach has been particularly attractive to deans whose fields are, like mine, in the social sciences or humanities where the scholarly output of the profession is so vast that a dean--however scholarly he or she might be--has difficulty managing even a familiarity with the field, let alone continuing to produce in that field. A decade ago, when as a newly-promoted-full-professor-made-dean, I rather quickly exausted the reserve of unpublished research and unpresented papers in my academic field of comparative literature and foreign language teaching. The piles of paperwork and professional reading, which

you are familiar with and which are probably camping out on your own desks right now, made it increasingly difficult for me to follow, let alone lead, the scholarly work of full-time researchers and scholars in the fields of comparative literature and foreign language, pedagogy, French literature, the fields I would have developed. Fortunately I was also a professional practictioner of translation and interpretation and was an accredited active member of the American Translators Association, which is an organization of about four thousand professional translators. Very few of those are academics, and none, as far as I know, is a deans. I found, and I think other deans have found, that the organizational structure and expectations of professional practictioner organizations are somewhat more compatible with the demands of the administrative duties that we hold as deans. The fields of practictioners are often more focused than the academic fields in which our disciplines fall. One is more apt to follow that focused line of work while working full-time in another field, there are certain rewards of following a professional practictioner organization, and serving as a professional practitioner might interface better with on-campus commitments. In the field of translation interpretation, I can teach the seminars in simultaneous interpretation or in translation. It provides publishing and speaking opportunities that are for more general audience than the arcane followers of some tiny corner of French literary criticism. There have been opportunities to hold office in that professional organization, and there is a refreshing aspect to having colleagues who are employed professionally outside of the academy. It gives a different perspective, a counter-cultural perspective, if I want to keep to the language we have been using in this conference.

Why is it important to keep active in one's field? I think it has to do with a kind of empowerment that is personal. It is a way of keeping in touch with students based on what one knows instead of who one knows or what one can sign off on. Students are likely to interact with the dean for privilege or because of problems, and it is refreshing to have contact with students who are interested in knowing what you know of your academic field. There is a certain power that comes from feeling your mind stretch and running with an abstraction or an idea instead of a work load report that you are completing for someone's assignment. It is a refreshment that comes from interacting laterally with colleagues, and it can give an opportunity to keep in touch with faculty if they are aware of your professional practictioner role. It gives something of interest for them to discuss with you that takes you into a larger field of discussion and campus events. Deans whom I know who have followed a similar pattern include a dean of business who has carved out of niche as an expert in rural economic development. He does not write in that particular field, but he speaks all over the midwest on the subject. The newest dean on our campus is an expert in the field of aggression, which I think means he will not have to go outside to stay with his field. I think the professional practictioner role, as well as some of the other traditional ways of keeping in

touch with the field, is a way of having something from the job that you can take with you. It may lead to employment outside the academy, or something that one could expand on when leaving the Dean's office or going into retirement.

Being a professional practitioner is clearly an activity that comes in the 20% part of my 80-20 split, because the institution is obviously more interested in what I am doing as Dean rather than as professional practitioner. They are interested in what we do that builds the institution, but to the extent that there is a professional practice that is appropriate for a dean's abilities, that also contributes to the institution in terms of curriculum, program, and image. It is a positive aspect for the institution as well. Even if such activities were not valuable to the institution, keeping in touch with the field is a way of keeping in touch with oneself. Yesterday we pondered the question of when does a Dean know he or she should quit. One answer to that possibly is when the job has changed you more than you have changed the job or the institution. That is certainly a time when you wonder whether your effectiveness is as great as it should be. One's field is, in most cases, the first and most personal attraction that drew us to higher education. Keeping in touch with the field by whatever means is a way of keeping in touch with oneself in a sense of continuity with one's connection throughout a career where one's role and function with the institution or institutions might change.

Richard A. Cording
Sam Houston State University

My institution is much the same as yours, and the chair I sit in on campus is structured much the same as yours. Yet I see my role as dean perhaps somewhat differently from most of you, or--to put it another way and keeping in mind the comments from yesterday's session on keeping in touch with the faculty--chances are I have redefined the role and I may be standing alone in the way I view the role of the dean. The direction I go involves mostly choice on my part, but I think not completely. It may be determined more by the twelve years that I have been in office, by timing, by circumstance, and by some institutional uniqueness. Let me give you some examples. I do not teach; the last time I taught, I missed eleven times and knew then I would never walk into a classroom again, if I were going to miss that many times. The last discipline or academic paper I read was to the medical school/humanities faculty at Texas A&M University, and that was in 1983. If I were asked to do such a thing again, I would decline.

After so many years, my Ph.D. academic training has slipped away. What is my academic discipline? Well, it is philosophy and let me very quickly say I know what some of you are thinking--"Philosophy? What is there to slip away?" But there is another reason. I failed the test of the intellectual. I do not know if

you have ever taken that test, but I understand that an intellectual is one who can listen to Rossini's without thinking of the Lone Ranger. Not only did I think of the Lone Ranger, I even remembered the introductory narrative to the television series.

I do not divide my time 80-20 or 90-10 or 99-1. It is 100% administrative. I do not walk around, either. I would never get there if I tried. Now most of the time I do keep my soul well disguised, at least on campus, and deliberately so lest I bare scars and flaws.

Today we all recognize that the university is a big business and more of a big business now than it has ever been before. Some of you commented yesterday that your universities were in transition. Some of you mentioned that you did not know quite where you were going or where you were or who you were. My role has surely changed as dean. I just told you what I do not do, even though most of you do such things and think they are important to do. I should say, perhaps, what I have chosen to emphasize has changed. Sure, we continue to have students and faculty and committees and meetings and funding levels and evaluations and disagreements and sex scandles. Nothing has changed in that sense. We are busier as deans then ever before in our lives on campus and off. There is more paper work now then ever before. Legal issues have become almost all consuming in our offices with faculty, with students, with learning disabilities, and with more concern with quality perhaps than ever before. Someone told me that now one of every twenty students claims a learning disability. If it is mathematics on my campus or on your campus, it is seven out of ten because that is about how many fail or drop the beginning math courses.

I have become much more of an external dean, a dean who sees the cultivating of external relationships as more critical now than ever before to any university. I missed the class eleven times because I was not there eleven times. In calendar year of 1988, I drove to meetings in Austin 26 times, and that was on higher education coordinating board business, not on Sam Houston State University business. I also chaired two major conferences, served on two accrediting teams for the Southern Association, visited industry and business, and never left the fax machine or the office to take a coffee break. Now you say, "Oh, my gracious, Dick, what a busy dean are you! If you want to do a little bragging about activities, then you ought to look at my list. Come and see what kind of a job I do, and it will make your job look like an anthill compared with the mountain I climb every morning." But, no, I do not want to do that; I do not want to compare busy lists; I do not want to compare lists of activities. That is not the point.

You did not drive to Austin 26 times, or to Jefferson City 26 times, Lincoln, or Topeka 26 times because you are too busy teaching classes. The faculty are paid to teach classes,

expected to teach classes, and probably do it as well as you do and perhaps better. But, no, you have to stay in contact with your students. You want to know where your students are, whatever that really means. Furthermore, you are busy researching; you are trying to get some mediocre paper out so you can put it in the activities list to show to the faculty. On the cutting edge of research? What do you mean, on the cutting edge of research? Or, you are busy walking around, so you can keep in touch with the faculty. I know they love to see you coming. I have every confidence that they do, so you can get to touch their hands and say, "Looky here, I am a good ole boy just like you. I am part of the faculty, and I want to be a part of it as the Dean. I want to be seen as no different from the rest of you. I want to keep my roots in my academic discipline." Your roots were cut off the day you walked into the Dean's office, and probably some other parts of your body as well. People will sometimes say, "There is too much going on my campus, I do not have time to get away, and I do not have time to attend this or that meeting." I will say to you, "You do not have time not to attend that meeting. You do not have time not to go Austin that many times."

How do the faculty see that, how do the faculty see absence? I think they see it very positively. I think it is much more important for us as deans to be involved in major decisions (when we can) at the state level, at every educational level. I think that it is very important that the faculty see me as having a major part in writing the core curriculum for the state of Texas or being involved in many teacher education conferences, where most of us are lacking any input, and where we need to establish more trust than ever before. That is why we are off campus, and that is why we need to be off campus more than we are. It is true, as I have already said that the Dean's job is growing more complex everyday. We are all a part of Kendall's poem, and we never catch up, as Betty said yesterday. How do we give our time when there are more demands than we have time to give? How do we make the choices? We make them. Hopefully, those choices are the best for our institutions and the best for us. I think now you are going to be required more and more to be more and more an external dean. You have my choices. I think they will soon become yours.

Annette Chappell
Towson State University

I think that my experience has probably been more like Dick's, but I want to wrap up this panel by talking about some compromises which have helped to keep me sane over the years. Like Dick, I quit teaching a long time ago when I discovered that I did not feel good about what I was doing, because I knew I was neglecting the students. I knew I was not as well prepared as I ought to be. I knew I was missing classes. I thought for a while that if I would teach at 8:00 before other stuff got into

my head, I could get it done and take good care of it, but when you get a call at 4:30 that says be in Annapolis at 10:00 tomorrow morning you cannot teach at 8:00. You cannot even notify the students that you are not going to be there. So, I quit teaching. My field is English, and sometime during the thirteen years that I have been Dean, that field changed its language. I think it is now written in Farsi, and I cannot understand most of the criticism in English that is now being written. It is all deconstruction, undeconstruction, reundeconstruction, and none of it makes any sense to me.

I have made a few compromises which, on the one hand, help me to feel that I am still a part of the intellectual scene on campus but which, on the other hand, do not make me feel bad the way trying to teach did and do not make me feel stupid the way trying to keep up with research did. I have, as Dick has, redefined my field in one sense. My field now is not English, my field is deaning. When I put items on my list to show the faculty that I am as active as they are, they are things like this presentation in Stillwater. But I also do try to make myself available for guest lectures or for substitute teaching occasionally. That allows me in a limited period of time to rediscover the excitement of preparing lectures and giving classes and interacting with the students, but it does not tie me down like having a whole semester course to be fully my responsibility. Also, it means I do not have any papers to grade. My particular specialty in English is Renaissance drama, including Shakespeare, so when the man who usually teaches our Shakespeare class got called to jury duty, I taught for a week. He tried a murderer while we tried "Richard the Third," and that was a lot of fun. When the chairperson of the English department had a back problem and was out for a couple of weeks, I substituted for one of those two weeks and taught one of Kafka's novels--a Kafka's novel is a lot like being a Dean. I try also to make myself available for the kind of non-class, semi-teaching lecture work that goes on on many campuses, for example, through our speakers bureau, through our women's studies lecture series. This year, in our Summer Arts Festival, we decided to run four of Laurence Olivier's Shakespeare films and to have a lecture before each film. Last week I did the lecture on "Henry V." That kind of one-shot teaching helps me feel I have not entirely abandoned being a teacher, but I am not tied down by it for long periods of time.

I have also parlayed some hobbies into opportunities to do guest lectures. Somebody mentioned having an interest in doing some genealogical work, and I have also gotten interested in that. What sparked my interest was two diaries from the 1830's, one belonging to my four times great-grandmother and the other belonging to my three times great-grandmother. Several times, my colleague who teaches social history has invited me to address a social history class to talk about the kind of research that came

out of those diaries, which for me is, again, refreshing rather than a chore since it is more of a hobby and less a part of my everyday job.

Because I have redefined my field as being deaning rather than English, I do try to give at least one panel presentation or paper a year at a meeting such as the National Deans' Conference or the Council of Colleges of Arts and Sciences--some place where I can interact with Dean colleagues as opposed to English-type colleagues. Furthermore, more as a hobby than as an academic interest, I try to give myself a little time for creative writing.

These are all compromises. I do not think I could ever go back to the faculty; some of you clearly feel that you could, would, or would want to. Others have cut the ties. I think I have cut the ties, but at the same time I do believe that it is important for the Dean to have research and teaching interests. They are simply a different kind of interests. They are expressed differently. The balance of time spent on it is different, and like most of the things I do, I am never totally sure that I have discharged my duties in all the right ways at all the right times. But deaning is, if nothing else, a balancing act. We are all always in transition. We are all always trying to cope with the new, trying to cope with the external as well as with the internal, trying to cope with the simultaneous pulls of many different duties. If we approach that in small ways, in manageable little chunks, we can stay more satisfied than if we make big commitments that we will never be able to live up to.

REPORT OF DISCUSSION GROUP III

Tuesday, July 31, 1990, 10:30 a.m.

Recorder: **Jerry Berlin, Southwest Missouri State University**

"Keeping in Touch With The Field: Reaping What We Sow"

The role of the dean in teaching and research was addressed during the session, and as one might expect, the opinions were mixed.

The consenses was that most, but certainly not all, deans think their involvment with teaching is beneficial to their position. Some of the benefits include it keeps deans in contact with students and commands faculty respect while maintaining at least a pseudo faculty status. Difficulties mentioned included:

1. The time commitment required to do a good job in a classroom.
2. The conflicts that arise from late commitments to meetings and scheduled class times.

The question was raised as to whether teaching raises the deans' prestige with faculty or whether faculty actually resented deans who teach (or, by extension, perform scholarly activities) and feel deans should be doing deanly things. The prospect of returning to the faculty after deaning was favored by most deans in attendance. However, several readily admitted they had no desire to return to the faculty as they felt their careers were channeled toward administration.

The two reasons mentioned for a dean to keep up with research or other scholarly activity in their professional discipline included; 1) Self-serving purposes e.g., preparation for returning to the faculty or the need to beef up one's curriculum vita to stay viable in the job market; and 2) the way the dean is viewed by the faculty (faculty want the dean to understand what they do i.e., the dean should be a role model). A number of interesting issues were raised about these points:

1. Once deans are away from teaching and research, it is difficult to return. We may, in fact, be kidding ourselves that deans in office for a number of years can ever return to being an effective faculty member.

2. Scholarly activity for deans can be in the field of deaning e.g., attending deans meetings, participating in deanly societies, and studying higher education <u>per se</u>. Our discipline is deaning.

3. Young deans in particular need to evaluate career options. For example, do you want to return to the faculty or move up in administration? In either case, continued participation in one's professional discipline is necessary for either option. Deans who do not keep up in their professional discipline are digging a hole for themselves in applying for other jobs because of the way search committees are structured with heavy faculty representation. On the other hand, deans who do keep up with professional activities risk neglecting their deanly chores. It was pointed out that a distinction should be made as to whether we are discharging our current job or promoting ourselves for our next job.

TUESDAY, JULY 31, 1990, 1:30 p.m.
FOURTH PLENARY SESSION. CASE STUDY 3, STUDENT UNION

"KEEPING A LIVELY MIND: "HAVE TO'S VS. WANT TO'S" -- SATISFACTION BEYOND THE JOB"

H. Delano Black
Memphis State University

What is deaning all about? A day, a week, a month, a semester in the life of a dean seldom operates according to plan...we spend much of the time reacting to requests or making decisions based upon funds, space, time, and talent that is available for us to work with.

One of the things that we have to do as deans is to come to grips with budgets--**operating budgets and maintenance budgets.** By the way, state institutions are notorious for providing you with all sorts of money to buy new equipment, but not for maintaining it. If you have an ultracentrifuge that malfunctions during the year, you have a hugh repair bill on an expensive piece of equipment. You have to establish **salaries.** The guidelines for allocating salary increases are set by state legislatures, or the Tennessee Higher Education Commission (THEC), or whoever is deciding about salaries at your particular institution. I am not sure they are very reasonable in establishing the guidelines for salaries. Sometimes, we are told to give raises across the board; at other times there is a percentage increase that gives you far too little leeway for merit raises. Those of you from state institutions know that the legislative committees project what the income for the state is going to be, and frequently sales tax and income tax do not quite produce what has been projected. Suddenly you get a call about mid-year after virtually everything has already been allocated, and they say, "By the way, because of the short fall in tax revenues, we want a hundred and fifty thousand (**tax**) from Arts and Sciences, and we are taking at least that much from Engineering and so on and so forth." Well, Engineering is not your problem, but the College of Arts and Sciences is <u>very much</u> your problem. These unexpected taxes on your funds cut deep into any mjoney that you might have put back to field certain emergencies during the year. Budgets can be a headache!

Dealing with tenure is a problem when, as a Dean, you have to tell people who have given their best, who think they have done everything right from day one on campus, "We appreciate your years of service, but do not call us next year. We will see you around." That is not an easy time for a Dean, because you are dealing with an individual's life. Denial of promotion are considerably less painful, but still not something Deans <u>want</u> to do.

We have talked about **grievances from students**, including sexual harassment, grade appeals, and allegations of prejudice. There are also **grievances by faculty.** "My chair is unfair to me. He always gives me a 7:00 a.m. class and a 7:00 p.m. class. I never get to teach on Monday-Wednesday-Friday when everyone else does or on Tuesday-Thursday so that my weekend runs from Thursday noon until Tuesday morning." Ever hear that from some of your faculty? These are the kinds of things to which you have to respond. The seeds grow all the time, and it makes your job fun and exciting, does it not? You never know which one of these delights you are going to be dealing with on any given day.

Occasionally, you have to **replace a chair.** The chair of a particular department is simply not stacking up in evaluations. Maybe he or she has been there for six or seven years, and the first five or six years were all right, but the seventh year things began to go down hill. The reviews in the eighth year are just absolutly down the tube, and you have to persuade the individual to go back to the faculty and let someone else take over. "Here is the sabbatical, go retool yourself for a year or six months or semester, and then come back and do what is needed in the department as a faculty member." Those are hard times for deans, and they are "have to" jobs.

The removal of faculty for **just cause** generally proves to be disrupting both for the department and the college office. In the case of a tenured person, you know how difficult this process can be. In dealing with lawsuits, disputes over tenure, promotion, and removal of faculty for just cause - all require that tough decisions be made. Another "have to" is planning your **schedules** and **curricula.** Right now they are asking for our spring, 1992, schedules. Now you are wondering, "Okay, but what are we going to be doing during the fall of 1990?" They are already projecting and asking you how many sections you want in English 1101 and 1102 for the spring 1992.

Seeking **additional funding** to state appropriations is another "have to." Someone alluded to this earlier by saying that they were supposed to raise $3.5 million each year in addition to keeping the shop going. That is hard to do especially if you are in the classroom and not getting out in the community and not talking to funding agencies outside the state. You, as a dean, are a **public relations agent** in a real sense. Every time you are seen in the community, whether it is at a reception, a symphony concert, or a ballgame, you are the dean. You show by your demeanor that you represent the best of that school. If school fund raising were not challenging enough by itself, you also have to track on **indirect cost** on grants secured by various faculty or departments because this is the sort of thing that central administrations like to take over completely even though in direct cost may be as high as 50% to the university. There should portion of the indirect cost that should come to your college, you have to negotiate and budget for that amount throughout the year.

You have to supply **graduate assistants** for undergraduate programs, taking into consideration the budget. How much is the Vice President for Academic Affairs or the Vice President for Research going to give you toward your graduate assistantship program so that you can pay fair salaries, but also give some kind of salary increases to your graduate students each year? If you have a newly developing Ph.D. program, this is absolutely essential. You have to have competitive graduate assistantships. You may think that this problem does not belong to the Dean of Arts and Sciences, but it does, because the people who are coming in on graduate assistantships are teaching a lot of your courses so that you--in turn--can release faculty to do additional research and develop additional proposals.

A problem which all of you have faced at one time or another is **space**. Who gets what? How does anyone get more space? Seldom does someone walk into your office--either a chairperson or a faculty member--and say, "You know, I have got this labratory and this nice office and this waiting room outside, and I really do not need all that. Why don't you give it to somebody else?" That does not happen too often! You have to manage **allocation of special funds** for major travel, in order to be able to send people to the Orient, to Europe, or even throughout the United States to present papers. That is not going to be within the departmental budgets in all possibility. So, those are some of the things that you have to face in your office. This is not an exhaustive list; it is one that I thought of as events hit over the last couple of weeks at Memphis State.

What about the **"Want To's"**? These are the things that make your job worthwhile, that make it pleasant, that give you an ego-boost because you are able to do something for your college, and for your institution.

This morning we had quite a discussion about **teaching**. I think all of us went into this profession because we wanted to be teachers. We wanted to be a professor in a university. Very few of us began our careers with the intention of becoming a dean or a vice president or a president of an institution. Initially we made the decision to teach with some sense of dedication, as something that we wanted to do for your fellow man. If that is the case, we have to talk about some of the difficulties we are having in finding time as a dean to teach. It is not easy, and I think that the obstacles stacking up against the possibility of deans teaching are rather self-evident. Those of you who are still able to teach are to be commended.

As a dean, you need time to **extend congratulations** to graduates, to parents, and to say "thank you's" for parental support of the students who have come to your university. You have the opportunity to recommend tenure or promotion to people who have served above and beyond the call of duty at your institution, saying, "Yes, you are granted tenure," or "Yes, you are promoted to an associate professor or full professor." Yet

even this falls short. It is sort of like giving an "A" to a student who took copious notes, knew everything that you said, seemed to understand it almost as well as you did and all you could do was put down an "A" on the grade runner at the end of the semester. You wanted to do much more for that person, but, awarding tenure and those positive strokes for your faculty makes you wish you could do more. You want to have time to **recognize your faculty for outstanding service, outstanding grants** that they have received, **outstanding scholarship.** We have a young man in our History Department who has just received a Lynnhurst Fellowship, a fellowhsip of forty thousand dollars a year over the next three years. He brought his first forty thousand dollar check by to show it to the Dean and to me. We were thrilled beyond words for him. It is exciting when you have somebody on your campus who has been recognized. The Lynnhurst Fellow, of course, are not sought; they have to be noticed because of their outstanding work in order to be recommended.

Another want-to is advising outstanding students about **graduate scholarships,** trying to tell them about Rhodes Scholarships, Truman Fellowships, Mellons, Fullbrights, Rotary, Marshalls, and the rest. If you do not have an assistant or associate dean to handle those kinds of things, it would be nice if you could find the time to counsel or advise your outstanding students because all of us, no matter where we are located in the country, have a few students each year who could benefit from these tremendous scholarships. But, frequently students come through and are not even aware that these scholarships exist. What a joy it is to watch a superior product, to see a group leaving the university that you think is really ready to tackle the world. They have been educated, they have an understanding of basic English, mathematics, history, philosophy and sciences. They are ready to go out either to take their place in society as housewives, join the labor force or to go on into engineering or chemistry or whatever area they choose as outstanding graduate students.

Another want-to is **holding receptions to say thanks** or to **recognize achievement** or **forming advisory boards** just to get a pulse of how the community perceives your institution. This is important. You have to listen to what the people in the community have to say about you. You may think you are doing the greatest job possible, but other people may think that nothing could be any more ridiculous.

You have to make time for recreation and relaxation. Learn to play tennis, handball, workout in a Nautilus room, go hunting, swimming, fishing, and take walks. **Leave town with your family,** because when it comes down to balancing the budgets and your own personal life later, the family is what should really count for you. Do not ignore them. Your job is important, but it is not something that requires twenty-four hours a day from you. Find time to **do volunteer work, serve on boards** for the symphony, your church, the opera, Rotary, Lions, Kiwanis, and the United Way.

Be part of the charity programs in your communities, because if those charity programs do not succeed, then you are going to pay a lot higher taxes ultimately. Somebody has to bear those burdens. **Develop or coordinate special programs** for your college, your university, and your community, such as a Nobel Laureate Lecture Series or an Acter Residency. We have a group of Shakesperian actors, the Alliance for Creative Teaching Education and Research (ACTER), at Memphis State every other year, and their work is amazing. These people are able to interact with about 40 classes during the week of residency. They do two Shakespearian productions plus one modern play, and the feedback we get from the community is incredible. The event offers a big boost to the community.

Support major conferences. When you are asked to welcome them, do so gladly. If the president cannot be there, at least the dean needs to welcome them. **Communicate with your colleagues.** Some of you are receiving a publication called "Gallimaufry" from Memphis State University. It started out a couple of years ago as "A & S News". It shares things we are doing at Memphis State. If you have newsletters, we hope you will share those with us at Memphis State because we would like to know what you are doing. Although it is hard to take a Texas-sized idea and try to make it happen in Tennessee, we will try. These newsletters develop a sense of pride among the alumni for the institution. Maybe they have not heard from the institution since they graduated, and all of a sudden they get a newsletter from the College of Arts and Sciences and say, "Gee, look what is happening down there. That Biology Department or that Philosophy Department now has a Ph.D. program. When I was there, there were only two philosophy teachers in the entire university." That is exciting. Deans do have a lot of **"have-to's"** but we can also emphasize some of the **"want-to's."**

John Churchill
Hendrix College

What I want to talk about for a little while emerges from reflections about the rhythms in which our work moves. I want to talk particularly about the ways that three very different kinds of rhythms intersect in my own work. Those rhythms are cycles, projects, and emergencies. Perhaps you can recognize these rhythms, and perhaps you have others that intersect with these in interesting ways. I am actually going to talk about cycles and emergencies. The things we really want to do are, of course, the projects, and the trick is to keep the cycles and emergencies from crowding the projects out of our lives. So in what follows, I am going to follow the lead of a great twentieth-century philosopher, Wittgenstein. Speaking of the only book he published during his lifetime, Wittgenstein said he had left out all the important stuff. That is my talk. I am not going to talk about the important stuff, the projects, but about the stuff

that is liable to get in the way of them. I am going to use some vignettes that I hope will strike chords of recognition with you.

Here is one: The paper at the top of the stack on my desk began, "Professor Jackson said that the college had abandoned its historic mission." Of course, I was doing the final editing of the minutes of the last faculty meeting. I was considering the first verb in this passage from the minutes. Should "Professor Jackson said" be "Professor Jackson alleged, complained, or even wailed or howled"? The choice triggered one of my favorite fantasies--editing the faculty meeetings minutes with descriptive flair. I mused on some possibilities. I could have written, "The President's remarks were greeted with a quick splatter of obligatory sycophantic applause." Or, "When the Dean anounced his plans, his toadies and lickspittles bleated their approval." Or "Discussion degenerated into the usual grousing and whining, with occasional interludes of nasty backbiting." Or, "Professor Whackstaff's proposal, under scrutiny, was eventually recognized as total nonsense." Returning, however, to the sentence at hand, I had just struck out the verb when my assistant's voice sounded in my ear, "John, you have a call from the Spigot Foundation. They have a question about the grant application you just sent them. Can you talk to Dr. Fountain?" Before I could answer, a shower of tattered, twisted papers fell into my lap. I recognized, in shreds, the evaluation file of Dr. Himmel, an anthropologist under consideration for tenure. Glancing up, I met the enraged disheveled glare of Himmel himself, who was taking in breath to ready his lungs for an outburst.

Now, the Dean's job has, I think, at least these three dimensions: cycles, emergencies, and projects. In that vignette you see a cycle, something I do all the time--editing the minutes so I do not get blindsided in the faculty meeting. Remember that nobody calls you up before the meeting to say, "Oh, there is a typographical error on page two of the minutes. I know you want to change it before the meeting." No. When you ask: "Other corrections or additions to the minutes?" Then, in front of the entire community: "Yes, the Dean has mispelled a word on page 2." So, I take care with that. Then you also see the emergency, of course, in the appearance of the enraged Dr. Himmel and his shredded evaluation file. Then there is the project, what I really wanted to do. I wanted to work on the grant application. Here is a chance to have a conversation with the grants officer of the foundation, but no, for here is this livid anthropologist.

Cycles are the regular functions which must be done over and over again weekly, monthly, or yearly. Projects are the enterprises that you plan, undertake, develop, and occasionally complete. Emergencies are--as the term implies--matters that break unanticipated like the Loch Ness monster from beneath the visible surface of day-to-day activities. Some cycles are daily. You check your schedule, you go through the mail, you may

teach. Some cycles are weekly, like staff meetings. Some are monthly--luncheons or faculty meetings or committee meetings with their attendant flow of minutes and agendas. Some things you do once a term, like registration, exams, midterm reports. Some things twice a year: in my case, trustee meetings. Some things are annual. Lots of things are annual for us: commencement, orientation, faculty evaluation, promotion considerations, tenure, a whole litany of stuff. Budgets happen once a year. Some things happen at even greater periodicity then that, e.g., ten-year things like regional reaccreditation visits. The ultimate may be Centennials. You ask yourself, how did we do this last time? At Hendrix, we have had three centennials in the last decade and a half--the foundation of the little frontier academy in 1876, its purchase by the Methodist Church in 1884, and the move to Conway in 1890. We are getting pretty good at Centennials since we do them more often than just once every hundred years.

Cycles are not necessarily routine although some of them may be. It is a grave mistake to think cycles, or things you do over and over again, can simply be a matter of turning the crank and letting some automated process take care of the details. Second, cycles offer opportunities for emergencies. You can cite Murphy's law here, if you wish, since things will always come unstuck. (I will illustrate that in a minute.) Third, cycles lend themselves to management techniques. This is the subject of the books, pamphlets, and papers that we see all the time talking about how to manage your time, how to organize your work flow, and how to relate to people in your office or in other offices. It is in the cycles, I believe, that we can most usefully apply those matters of management technique learned from all those books. Sometimes it is simply a matter of sorting out what needs attention and judgment and what can be routinized and be a matter of following routine. Fourth, cycles offer no opportunities for credit but many for blame. I go back to the faculty meeting minutes. If the minutes are letter perfect and reflect not only the English language but what everybody actually said, that is as it should be; but if you get somebody on the wrong side of an issue in the minutes, you are in trouble.

Here are a couple of ways that emergencies can occur. Another vignette. I always enjoy the meetings of alumni groups. There is nothing to do but sit benignly for two hours. Nothing but a ten minute stretch of remarks to the group bragging on the young faculty reassuringly, answering questions about the old faculty, and priming the fund-raising pump for the new library. Otherwise it is a matter of relaxing, mind on idle, while people give reports and tell stories you have heard before. A little occasional automatic laughter gets you by.

I was dozing through such a luncheon when the opposite doors of the diningroom ratcheted open. Through each stepped a uniformed security guard, one tall, enormously fat, jowlly with Edwardian sideburns; the other a little bird-like man, crisply

hopping. They converged on me as the speaker went on about the library fund drive. The birdman reached me first. "They cannot find your wife, but the thumb will be all right." "What?" "They need permission to sew her up." "Who?" "Your daughter. She caught her thumb in the garage door, but it is going to be all right. Just call the hospital." By then the jowly man was in my other ear. "They found him." "Who?" "Professor Armbruster. He is at the Holiday Inn in Shreveport. Don't worry; he is alone, but he does not know where he is." "What?" "That is right. The manager recognized him and saw something was wrong. Here is the number. Better call right away." I put my napkin in a sloppy fold next to my iced tea glass and waved weakly to the speaker as I made for the door, wondering if I should use the phone in the food service office or go to my own office to get started on all this.

Let me make a couple of reflections about that. Some of us were talking yesterday about the advantages of reading Machiavelli for professional development. In The Prince, Machiavelli talks about the importance of always preparing for war. His example is, of course, drawn from the style of war of Renaissance Italy, and he advises the prince always to survey the terrain when he is traveling. As you are riding along a stream or over a hill ask yourself, "Suppose I were encamped on this hill and my enemy on that one. How would I attack him? Or suppose as I come down this narrow valley, suddenly I were attacked from the left by mounted knights. How would I respond?" You should always be doing this when you travel, says Machiavelli. Now to translate that into our work, I suppose the admonition would be: we should sit around in idle moments saying, "What would I do now if the president suddenly fell over dead? What would I do now if suddenly fourteen faculty members came in alleging sexual harrassment by students?" Now I am not recommending that. We are all paranoid enough as it is. But it does strike me that there is a possibility here, and we may want to do some of this by sharing crisis management stories. I feel really strange in suggesting that. Our president has been trying to get me to develop an earthquake readiness policy. I cannot even bring myself to think about the next New Madrid earthquake. But, seriously, I do think that a sharing of crisis management stories might be useful for us. We could learn from each other, and they are always therarpeutic to tell about after they are over. We could talk about what worked and what did not.

These two emergencies, the family one piled on top of this faculty crisis, are what I call blindsides; there is no way to anticipate them. There are also, however, self-generated emergencies. These are routines marred by blunders. Here is an example:

"Mr. President, the Department of Foreign Languages was not consulted on the landscaping plans for the new parking lot." It was already past 9:00, and the faculty meeting had been going on for an hour and a half. There had been an unusually long report

from the committee on computing. The chair, the junior member of the faculty in charge of the committee for the first time, had been painstakingly thorough. He had gone on about CPU's, networks, fiber optics, and so forth, ... forever. The man had illustrated the phrase "random access memory." Then, there was a debate over visitation hours in the residence halls. Was a man in the corridor of Reece Hall at 8:30 a.m. in violation of the hours policy, if you knew he was on his way out and not in, but could not prove it? The faculty was divided between those who took parental issues as a sacred trust and those who were embarrassed to deal with them at all on the grounds that young adults making choices in the privacy of their own...and so forth and so on. So it had already been a long meeting when the professor of Portugese raised his query about parking. What was he up to, and why was the dean looking so suddenly flushed? "On the contrary," the president replied from his lectern, "I understand that Dean Slippage, as protemp chair of the grounds committee (it was Dean Slippage who was sliding red-faced further into the cracks in his chair),"has consulted with the department and has conveyed the department's concerns to the committee. I am indeed sorry if you did not like the final design, but you were a part of the process." The president prided himself on participatory governance--ask, consult, involve, explain, report. He was a man of many shibboleths. "Nobody asked me," the man in the back row resumed his complaint. "I had no opportunity to express. . . ." By now the dean seemed to be propelling himself downward through the cushion of his chair by sheer force of will or straining to disappear into an orifice of his own body like a human Klein bottle. For what was being said was true. Nobody had asked the professor of Portugeses his opinion of the proposed parking lot. In another part of the room, a seat flipped up to its unoccupied position as the chair of Foreign Languages, a likeable man who hated conflict, quietly made his way toward a far door. This vanishing man was the dean's co-conspirator, and their conversation had gone like this.

"Well, we could call him at home, but he is on sabbatical and may be out of town. We could cover ourselves just by calling, and if he is gone we will not have to mess with talking to him." "But if he is there we will have to suffer through a tirade." "He will either fuss now or fuss later. Let's put it off." It was on the basis on this exchange that the Dean had assured the President that "Yes, the Department of Foreign Languages has been consulted." And technically it was true, but just not every member, especially just not the most opinionated member who was likely to make a major disturbance over the least breach of profession protocal or privilege and who was doing just that, just now. The President believed with justification that the man was lying. "Who would have thought," the Dean groaned to himself in his misery, "that the man would come in from sabbatical to throw a fit at the faculty meeting. Who would of expected it? I should have," he mumbled aloud and pressed further against his chair.

Now I do not know how that vignette comes out. It can not have a very happy outcome, I suspect. How did it happen? It was a mistake, a blunder, a risk taken with a little bit of calculation, but not much. By the way, you can put either set of remarks into the mouth of the Dean or the Chair of the Foreign Languages. It does not matter. But, it was a blunder that turned out to be a blunder only in retrospect, only through a concatenation of unexpected circumstances, but perfectly intelligible circumstances, given the cast of characters.

There are then, two kinds of emergencies, the blindsides and the self-generated one. With blindsides, as I said earlier, there is nothing to do; they just hit you, although that is not quite true. You have got to keep your ear to the ground. Charles Martin said yesterday, "The dean's job is to know." The more you know and the more your ear is to the ground, the less vulnerable you are to be blindsided, although the garage door will get you every time. But, perhaps, we should have known that Professor Armbruster is the sort who is liable to turn up incognito at the Holiday Inn in Shreveport.

In the self-generated ones, one maxim is to handle the cycle skillfully. Handle routines or what appear to be routines as skillfully as you can and never treat as routine something that requires judgment. That, of course, is not a guarantee of invulnerability against self-generated emergencies, but it may decrease their frequencies.

I have said almost nothing about projects. But the point of all this, I think, is that to the extent that we can make ourselves efficient in the handling of cycles and make ourselves agile in meeting emergencies, and--particularly--keep the cycles from generating emergencies, we will have time to do what we not only have to do, but want to do, namely, work on projects.

Wilkes Berry
Texas Woman's University

Talking to participants at the Stillwater Conference on the topic on "Have to's vs. Want to's" smacks of preaching to the proverbial choir, because many of us have found the Stillwater Conference a special kind of conference. We have found it instructional and helpful and even inspirational in years past, but all of us I think would admit that it is a far cry from the kind of high pressure, high intensity conference that we often attend in the course of the year. It is clearly a "want to" and not a "have to," so I think perhaps this group is a little farther down the road toward grasping the principle of "want to's vs. have to's" than some of our colleagues, who, of course, are determined to make an appearance at all the proper conferences and to be seen and to participate in those high-level conferences where visibility is particularly intense.

A number of years ago, I came across a remarkable phrase "the tyranny of the urgent," and it leaps to mind more and more often these days. It leaped back brutally to life and into my mind as John spoke about cycles and emergencies a few moments ago. The tyranny of the urgent permits urgent things to crowd out important things, and despite developments in Eastern Europe, that is the tyranny which has not been broken and is not likely to be broken so far as academic administrators are concerned. I want to talk for a few minutes about some of the important things, rather than about the urgent things, and to suggest some possible ways in which we might make room for important things, meaningful experiences which deans and other administrators might find invigorating, challenging, and refreshing, as opposed to the urgent matters which we are called upon to deal with constantly.

I think that we can all confess, quite apart from our sins, that we have left undone those things which we ought to have done. I want to suggest a few of the things which we might consider doing for our own benefit and, by the way, for the benefit of the office we hold and the institutions we serve. I want to talk about a few options, a few avenues that we might pursue that would be valuable to us not only as human beings but also as deans. First, I would like to mention something that Delano mentioned briefly in his remarks, and that is the importance of volunteer service with a nonprofit agency. I suggest that almost every city or community has a full array of nonprofit agencies, and if you have an active United Way, you have a particularly wide variety of nonprofit agencies all of which are hungry for your attention and service. There are arts groups, literacy groups, crisis-intervention groups, groups devoted to solving community problems, and other groups concerned with the delivery of health care. You can work with the old, the young, men, women, boys, girls, or both. Let me mention several of the advantages that I have experienced personally in my service with United Way Agencies. First of all, you come in contact with community leaders. For almost every one of those agencies, there is a large and active board made up of prominent people in the commmunity who can be encouraging and helpful to your institution. Another matter has to do with strategic planning. Almost all of the nonprofit agencies that I know of are either concerned with strategic planning in the sense that they are involved in it or they are contemplating becoming involved in it because they are under pressure from the United Way and from their national offices, if they are national agencies. Many of them do not understand much about what is involved in strategic planning and are particularly eager to have the service of people who have been through strategic planning, who know the literature on strategic planning, and who know what works and what does not work in strategic planning. You can make a genuine contribution there, and I assume nearly all of us have been intimately involved with strategic planning or are currently involved with it. Another way in which you can be particularly valuable to a nonprofit agency is by increasing social awareness. Such boards are often dominated by white male business people and

especially the leadership tends to be dominated by white male business types. Those boards are often not as sensitive to the importance of including appropriate representation of women and minorities as they should be and, because most of us are more aware than the typical board officer that you find in United Way agencies, we can continue to urge and prod and encourage those boards to include proper representation of women and minorities not just in the membership, but in the leadership of the board. I have also found my service on a United Way board to be a very valuable recruitment tool. I have recruited students to Texas Woman's University through my service on nonprofit boards in the Dallas-Fort Worth area. I have recruited advisory board members for various programs at the University, because you do need people with a variety of interest and expertise. I have found attractive guest speakers to bring to the campus on various topics plus adjunct faculty who are qualified to serve in various departments or schools of the University. It has also given me opportunities to involve our students and faculty in some meaningful projects. Let me mention just two or three of those.

I am involved with a committee that is charged with bringing people from higher education, public education, business and industry, and local government together in the Dallas-Fort Worth Metroplex to identify what the job needs will be in that area during the next generation. The committee was worried about getting the word out, publicizing its activities, and making the public aware of what its goals were. I suggested that one of our faculty members in mass communications and her class in public relations might take on the publicity campaign as a project for that committee. The faculty member was enthusiastic about that, and the students spent the better part of a semester planning a complete public relations campaign for that interlink committee.

Another example is that the people who were planning to implement the 911 emergency program in the area indicated that they needed some help in planning an educational program for the public. A faculty member in advertising design and her class took that on as a project. They found that very rewarding. It gave them an opportunity to apply their skills in a real world situation.

Another example is that one of the agencies for which I serve as a board member conducts a week-long camp every summer for children who have experienced the loss of a close relative--usually a parent or a sibling--to death. Of course, those responsible for the camp knew they needed physicians and counselors there. I suggested that they consider including a music therapist and music therapy students, and we have a large program in music therapy. Once again, the faculty member and the students found that a particularly challenging opportunity for applying their skills and their knowledge to a somewhat extraordinary circumstance by working with young children who had experienced the death of someone close to them.

One final example is that a board on which I serve is planning to become involved in day care in Fort Worth, and we are building a day care center which will not only provide care for about 135 children but also serve as a national center for training day care providers. That was a natural, of course, for involving faculty members and students in our program in child development. They were grateful and responded well to the suggestion that they help with a day care program that was just getting underway and to which they could contribute ideas regarding the design of that program. Far from finding service on nonprofit agency boards frivolus, by-the-way, or marginal, I found that they have very real benefits for me as an academic administrator and have provided ways to promote the programs, the faculty, and the students of our institution.

Another opportunity I want to mention to you is that of volunteering your services to your alumni association or your office of institutional advancement. They, too, are pathetically eager to have the cooperation and help of the faculty and academic administrators. If you offer your services, they will be pathetically grateful to you. They will rise up and call you blessed, in fact, if you offer to go to speak to alumni groups, which I find to be very challenging, interesting, and quite rewarding. In the first place, it gives you an opportunity to spread the word about your own college and to be sure that the programs and the initiatives in your college get adequate attention. The temptation often is to showcase business; in our own case, we tend to showcase nursing and allied health since we have large and nationally known programs. It is easy to neglect the arts, the humanities, and some of those less visible, less glitzy programs, but if you are the one giving the talk to the alumni association then you can be sure that that balance is redressed.

I think another advantage to volunteering your services along this line is that you never come back from one of those alumni meetings without some positive feedback for your faculty. The alums will seek you out to tell you anecdotes about favorite faculty members, some from two or three generations back. I spoke to TWU Alumnae in Tyler a couple of months ago, and one of the women who attended was graduated in 1925. There is no one still on the faculty who was her instructor at that time. The younger alums will tell you their stories about current faculty, and almost everyone who comes to such a meeting has a positive association with the University. They have very fond and favorite memories that they want to share with you, and that gives you the opportunity to give the faculty some positive feed back and genuine compliments that lets them know their former students remember them fondly and what they taught made a difference in their lives. It also furnishes you with a wealth of anecdotes to use in other talks, the kind that we are all called on to give to new student orientation in the summer or at the beginning of the fall semester or to high school preview days You get a lot of anecdotes to call on to stress the difference

that the education at your college or university has made in the lives of alumni, and you can quote what the alumni have to say to incoming students or to your present students.

It is also a rather quick, informal, and painless way to begin conducting a survey of institutional effectiveness. You get some comments from those alumni about the outcomes which your institution has been able to accomplish with them and it gives you some idea of just how effective various programs have been. It also immerses you in the institutional culture and ethos. Yesterday we talked about the importance of understanding the institutional culture. For those of you who are relatively new at your places or have come in from the outside, that is a way to master rather quickly the institutional culture of your university. I even volunteer to write the copy for the homecoming brochure for our alumni association. It is not an onerous chore; it is a rather simple matter. I even suggest what the theme of homecoming might be, again, with the purpose of being sure that a range of programs are showcased and spotlighted, instead of giving attention only to those which are often trotted out for exhibition I would also like to mention professional practice and participation through the speakers bureau and occasional lecture, but I will do so with a slightly different emphasis. I give off-campus speeches as often as possible, and you will be in demand if you let it be known that you are willing to speak for thirty minutes on a topic appropriate to a variety of groups. Of course, we are all called on often to talk about trends and issues in higher education, the educational reform movement, and critisms of higher education. We do that routinely, but if you let it be known that you have a repretoire of thirty minute talks on a variety of topics book reviews, topics related to your own intellectual and cultural interest, you will be much in demand, and the advantages are that it raises the visibility of your programs and your institution. It helps you to polish the image of the institution and your own image at the same time. It gives you an opportunity to correct misconceptions about your institution. I am always astounded at how many misperceptions there are in our own city and area, not to mention the region and the state, about the mission of our institution, what we are up to, and what our plans and aspirations are. Even if you are talking on biographies of women or some other topic which would be appropriate and interesting to such groups, you can always find time to deliver some correct and accurate information about your institution and to fly the flag of your institution in the process. It also helps to counteract the perception of town vs. gown. If you are willing to go out and speak to service groups, to study groups, to book review luncheon groups, you have helped to break down the suspicion that the university is a cloistered elite that cares nothing at all about the activities and involvments of the community at large. Last year, one of our biology faculty members invited me to speak to one of his seminars on Shakespeare, which is my own area and biology. He had in mind Shakespeare's view of the human body or Shakespeare's view of the physical nature of the human being. I

did that. This year he called to tell me he was the outgoing president of the Lions Club and asked me to speak on Shakespeare and lionism. I interpreted that assignment very loosely. My one fear now is that he is also our radiation safety officer and I am expecting next year that I will be invited to speak on Shakespeare and radiation safety.

Jane Earley
Mankato State University

There are many ways to interpret what the title of this session means, and my colleagues have spoken to many of them. I should become an object lesson on life after work and indicate that you have heard enough for today, that your work is done, and that we should adjourn immediately to whatever pastimes beyond the job give us pleasure. But I will not!

Beyond the job: does that mean beyond what some would identify as normal working hours? If so, there are many parts of the dean's job that extend beyond office hours. There is always work to stay late and finish, work to take home, and--if you are dean of arts areas--too many activities to attend in the evenings.

When I was a faculty member, I regularly went to concerts and plays because I wanted to. Now, however, it is part of the job. Even though there are no free tickets in our institution, when I do not show up, I am prepared for the inevitable comment, "We missed you last night at the concert/recital/lecture/reception/gallery talk/poetry reading." Our music department has two hundred and fifty events each year; our theatre runs a full season of nine mainstage and a dozen small-stage events; our writers' series sponsors at least nine artists in residence; our gallery has at least six major shows of visiting artists and many senior shows; our journalism program runs a Media Days series; our speech people complain that I never come to the forensics competition (I remind them I judged for them once and was never invited back). You can add to this list: every program has events occurring during evening or Saturday hours that you "should" appear at, even if you do not "have to." Some of these, you "want to" attend because of your own affinity for the event or the persons handling these things; some you would never choose to attend left to your own wishes.

As I see it, one of the problems for the dean here is not deciding how many of these to attend, but how to distribute your attendance with an even hand or be prepared to handle negative criticism for your "always" support to one unit's events and your perceived "never" support to another unit. I am amazed at how much time people spend tallying where I have been, with whom, and where I have not been. I believe the dean needs to make a good faith effort to show interest in the programs and events of all the units reporting to that person, but I also believe the dean

must get over feeling obligated to attend everything. The potential divisiveness of this situation can be seen probably most readily in music departments, where you never attend enough things but are further penalized because the ones you attend are all choral events (or all orchestra concerts, or all piano recitals, or all something other than the event of the person doing the tallying) and where you show favoritism by attending so selectively. It is enough to make you stay home.

Aside from events, there are the nagging "have to's" which complicate the dean's hours beyond the job: how can you enjoy the evening or even catch your breath or get a good night's sleep when you know lurking in your briefcase in the hall are all the five-year equipment plans which need reworking before the week is done--and your days are blocked out with taskforce meetings. Carrying work home and not doing it can loom large enough to ruin an evening as easily as staying until 10:00 p.m. at the office.

It seems to me the dean needs to develop strong self-discipline about these things to be able to sift out the really important items that need immediate attention and must be dealt with beyond the office hours from those that will simply clamor for attention no matter when they appear. The dean must develop strong self-discipline about how much of his/her life (I almost said "afterlife") will be spent at evening events and set some real limits on the time. The dean must develop strong self-discipline to "let go" of feelings that others will try to impose about not measuring up because one has not attended Professor Smith's event.

I would like to say an additional word about this as it relates to gender and surely you did not expect me to get through a talk here wtihout bringing up questions of gender. All of us can be prey to this kind of self-flogging for not doing enough to support these folks' events, but I think women are particularly susceptible to the kind of thinking that allows failure labels to be attached for attendance flaws. It is the kind of thinking that starts out, "I will not go" and then progresses through a quick chain of ascending difficulties that grow out of the decision not to go: "I will not go; but then the chair will call tomorrow and harp on that and will especially bring out that this is the tenure year for the soloist and that there is some question about performance; and then the vice president will be there--his first time this year in the concert hall--and will notice that I am not there; and then he and the chair will discuss that at intermission; and then someone will fall down the steps in the concert hall because that carpet has not been repaired, and I will not be there but the vice president will.be...." So it goes: one tiny thing leads to catastrophic thinking, in which events of global (well, global on campus) proportion develop in the mind if not in probability. So I put my shoes back on and trudge back to campus and resent the whole event. I do think women are more apt to do this than men and to brood over the decision and the outcome.

I wish we could all unlearn most of a very good lesson we learned as children, probably from Poor Richard's Almanac, although this has also been attributed to George Herbert. You know the lines:

For want of a nail, the shoe was lost;
For want of the shoe, the horse was lost;
For want of the horse, the rider was lost;
For want of the rider, the battle was lost;
For want of the battle, the kingdom was lost;
And all from the want of a horseshoe nail.

This was a very good lesson that we all learned for paying attention to details and seeing that small things end up big. BUT we also need to be able to see that sometimes a nail is only a nail, and not globalize everything. Not everything is going to amount to a catastrophe; and we need to recognize that we do not have all the power that old expression implies: we cannot stop some things from happening, and we cannot cause others to happen. We just do not have the power, and if we pay attention to that, we may be able to escape some of the guilty feelings we heap on ourselves for doing or not doing various things at work as well as beyond work.

Another way to look at the question in this session's title is simply to ask, "What do I do beyond the job to keep my mind lively, to give me satisfaction?" Here I would join my colleagues in citing some things related to job, some not. When I attend professional conferences in distant cities, I try to add a few days on either side and get out into the city to visit art museums, attend concerts or theatre, become a tourist, and do local sightseeing. I believe this is just as important an activity in my own region: I try to look at and learn about whatever location a meeting is in, even off-campus meetings in our own town. When we turn a "tourist's eyes" on our own locations, they become new and enable us to refresh ourselves.

For me, one of the most important "want to's" involves contacts with friends, and many of those friends are other deans I have met at such conferences such as this. I am not much given to huge parties and frenzied socializing; I prefer enjoying my friends in smaller settings, low key. I thank whatever fates there were that telephones were invented, for they make easier nurturing friendships with those far away, and my monthly private phone bill is among my largest vices. I also write about three hundred and fifty letters a year to persons who have been close for years; high on my "hope for's" is a mailbox full of "real" letters (as opposed to fake letters from political candidates and causes).

For me, my "want to's" contain things which my own institution does not really care about but which are terribly important to me, such as working with ACE-NIP or serving as a consultant evaluator for the North Central Association. Through

this latter group, too, I have made many significant friendships which have nurtured my beyond my job and in fact have often nurtured me about my job!

Beyond these things, I believe I have a list of the kind of private vices all of us have that are part of our important "want to's" in terms of keeping us who we are, keeping our spirits up, keeping our lives from being taken over by our work. Mine includes watching some "bad" TV programs or listening to terrible radio stations; cooking some definitely non-gourmet but "comfort" food; going to greasy spoons where colleagues would not be caught; attending sports events which are entirely out of my field (no pun intended); reading some trashy books; playing with my kaleidoscope and fountain pen collections; and pouring over millions of mail order catalogues and marking stuff to buy that I never send for. These are in addition to the sort of perfectly respectable hobbies that I list when called on to do so: attending concerts and plays; travel; playing the piano; reading. Those are for public review; only in a place as safe as this do I reveal my private "want to's" and vices.

Finally a word on doing nothing: I invite you to look up Walt Whitman's "Song of Myself" for advice. Here are a few lines from the poem:

> I celebrate myself, and sing myself,
> And what I assume you shall assume,
> For every atom belonging to me as good belongs to you.
>
> I loafe and invite my soul,
> I lean and loafe at my ease observing a spear of summer grass.
>
> My tongue, every atom of my blood, form'd from this soil, this air,
> Born here of parents born here from parents the same, and their parents the same,
> I, now thirty-seven years old in perfect health being,
> Hoping to cease not till death.
>
> Creeds and schools in abeyance,
> Retiring back a while sufficed at what they are, but never forgotten,
> I harbor for good or bad, I permit to speak at every hazard,
> Nature without check with original energy.

There is a lot to learn here, for deans. So many people control so much of our agenda and our energies, and we direct so much of what is left to the "have to's" of our lives. I think we should adopt the Whitman song, and loaf and invite our souls without the least bit of guilt for seeming to be non-productive. We owe it to the rest of our lives to take a vacation every day from the pressure that is on us, and we will be much the better deans if we can achieve this. In this advice,

I preach to myself, but if you want to loaf with me, please do--just do not divert me when I am totally preoccupied with "a spear of summer grass." I'll be working on my soul.

REPORT OF DISCUSSION GROUP IV
Tuesday, July 31, 1990, 3:30 p.m.

Discussion Leader: Edwin C. Carpenter, Northeastern Missouri State University
Recorder: David B. Merrell, Abilene Christian College

KEEPING A LIVELY MIND: "HAVE TO'S VS. WANT TO'S" -- SATISFACTION BEYOND THE JOB

Poem reading: "When I Am an Old Woman I Shall Wear Purple," by Jenny Joseph. Also entitled "Warning."

Are deans too much reactors and not enough actors? After all, John's polysyllabic ponderosity permeated the perimeters of the room profusely. Just because a dean is paranoid does not mean people are not out to get him/her. Are deans really masters of their work fates, captains of their own souls?

Deans must ask whether they are more concerned about the school's students than their own children.

Is there a life outside the deanship?

Concerning cycles: There is always something to be done--remember, some might be done by someone else, some might not be done at all. Therefore, review your cycles. Beware of creating new cycles uselessly. Evaluate whether you should do even those things which you have always done. Find ways to cut down on things that appear to be "have to's."

Concerning emergencies: being aware of signals ("keeping your ear to the ground") may help one avoid being blindsided by an emergency. Some can be averted. Some can be expected.

Time is a major problem. There are more things that someone labels "have to" than there are hours in the day. Paperwork is ever expanding. Deans cannot get it all done. Make definite commitments to get out of the office, to spend time on things we want to do, to spend time with family and friends, to work in community, to meditate. Learn to say no, set priorities.

Story to illustrate: dean's wife fixing supper at 7:00 one night. Small child tagging at her skirt asked wistfully: "Do you remember daddy?"

Everybody's job is too big; every institution has taken on more than its resources are capable of handling. We must remember that to take on a new task, project, program may mean deleting an old one, and not from our personal lives. We need to remember that no one is indispensible. Under time pressures, it is difficult to maintain concern for people, particularly those we work with and live with. Administrative jobs as outlined in

job descriptions can not be done completely. We should watch for signs of overwork in those we work with.

Aphorisms: "Always take care of yourself because no one else will." (Others may be concerned in real life.)

"Don't sweat the small stuff, and it's all small stuff."

"There's no such thing as an academic emergency."

From a grandmother: "I am an old woman and I have sat at many death beds. I have never heard anyone lament as they were dying 'I wish I had spent more time at the office.'"

Ask, "How important or significant will this be in 5 years, 5 months, or even 5 minutes?

We may have a tendency to take ourselves too seriously. Find ways to interject fun into what we do, and fun for those around us.

Do deans show a sense of humor in other places for faculty. We may laugh more at ourselves with other deans than in other places. Deans do show more humor and are more congenial and more sharing than are academics who attend disciplinary meetings. Deans seem to want other deans to succeed.

Take seriously "when you start something new, drop something old;" but be careful that what you drop is not your personal life.

Deans seem to have a personality flaw: we think we can do it all. Perhaps a solution is to learn to fail--selectively. Many things do not matter a whit whether they are done or not. Advice: Selectively fail and remember categories in which it does not make a difference.

We must continue to make decisions about our own lives. Therefore, continually clarify priorities around family, emotional needs, and stress. These things change. Reevaluate priorities. Build in times for reflection, contemplation, and meditation.

Remember the value of patience. Do not think you must come up with all the ideas; let faculty come up with some of the options and then react.

Hope: A faculty member will say, "Did you make some significant decisions today, and did you have fun doing it?"

SMALL IDEAS THAT WORK

WHAT WORKS

Contributed by Jerry Berlin
Southwest Missouri State University

Deans are expected to be walking data banks and to possess a myriad of information at their finger tips. One way I combat this problem is to miniaturize departmental profile data to fit on a small piece of paper (both sides, approximately 3"X5") that can be carried in my shirt pocket. One side includes the number of faculty, majors, and credit hours, instructional budgets, instructional ratios, credit hour costs and other productivity descriptors in a typical spreadsheet format (Table 1). Also, these data are converted to the percent departmental contribution to the entire college (bottom of Table 1). Obviously, the data included should be personalized to your own environment. The other side of my piece of paper contains similar information for the past several years (Table 2). The tables shown are considerably enlarged compared to what I actually use; however, I find my eyes become keener when the president is on the other side of the desk.

These data are exceedingly useful when talking with heads, vice presidents, and the president. For example, while waiting to see the president, I typically review data I think may surface during our visit. I find I am frequently able to score points for the college using this crutch that I might otherwise have missed.

DUAL CERTIFICATE PROGRAMS

Contributed by Mary Ford
Rivier College
Nashua, New Hampshire

In an effort to prepare graduates better for the changing nature of the elementary classroom in today's schools, as well as to increase enrollments in and awareness of the Special Education program at Rivier College, we developed two dual-certification programs--one in Special Education and Elementary Education and another in Special Education and Early Childhood Education. Several courses were restructured to address required areas of expertise, and the student teaching experience was restructured to accommodate two separate placements, one in Special Education and one in the regular classroom. Students are able to graduate with certification in two fields, thereby increasing their employment opportunities significantly and also preparing them for dealing with the large number of special needs children whom they will encounter in their traditional elementary or early childhood classes. Enrollments have increased somewhat in the first two years of the programs, although not as much as hoped originally, but awareness of the extra preparation of these graduates has made them more attractive to the school systems, which may be the key to long-term enrollment increases and changes in classroom instruction.

FACULTY PERSONNEL FILES

Submitted by Charles E. Martin
Mississippi College

Keeping faculty personnel files up to date with graduate transcripts is a fountain of frustration in my office. It is not too difficult with full-time faculty, but we use many adjuncts. They are poorly paid, loosely attached to the institution, and seldom seen. The fact is that we need them more than they need us, and they are not strongly motivated to go to the bother of writing for a transcript.

I did what any dean does with a problem; I invented a form to be filled out (see next page). This form accompanies the contract and is signed along with the contract.

The top part of the form explains that accreditation requires that we have on file transcripts that document such faculty member's qualifications for teaching the particular course or courses. It adds that, to save you the trouble, we will write for the transcript; we just need to know where to write.

The rest of the page is a request for a transcript to be sent to my address. The person fills in name, student number or social security number (if needed), dates of attendance, degree program, and signs the request. The form comes back with the signed contract, I have the Business Office cut a check for $2.00 (or whatever) and we mail the request.

This has been in effect for 2 or 3 years, and nobody has failed to fill out and sign the form.

Explanation to Faculty Member - Full-time or Part-time

Accrediting agencies require the College to maintain on file for each faculty member appropriate transcripts that validate the academic competence on which the teaching assignment is based. Thus, we need a transcript for your most advanced degree appropriate to your teaching field.

Because writing for transcripts is a bother, the Office of Academic Affairs has agreed to do that for you--and pay the transcript fee. All you need to do is provide the necessary information, sign the request, and return the form to Box 4086, Clinton, MS 39058.

We thank you for your help.

YOU/WE HAVE THREE CHOICES

Contributed by Annette Chappell
Towson State University

When those really ugly situations occur, I have found that the "three choices" approach helps a little bit in keeping communication open and preserving relationships. It works like this: in confronting someone who either has or is a problem, I try to summarize the situation, and then say, "You (or we, whichever is more appropriate in the circumstances) have three choices," and then outline those choices.

Sometimes the three choices are pretty dramatic: "You can resign (or retire), I can start proceedings for your dismissal, or you can shape up." Sometimes none of the choices is particularly attractive to the other person: "You can repeat the course, you can change your major, or you can transfer to another school." Sometimes there are really only two choices: "You can accept your failing grade, or you can appeal to the Academic Standards Committee, which will assuredly want to know why you thought you could pass a lab course without ever attending the labs." The theory, however, is that no one likes to feel that someone else has all the control in the situation; the "three choices" permit the individual to retain a sense of control.

ATTENDING FACULTY CONFERENCES

Contributed by David B. Merrell
Abilene Christian University

In an attempt to understand the other disciplines in my college, I attend various professional meetings with groups of faculty from departments. I try to minimize travel, often attending more than one conference on a swing. I try to avoid great distances and Houston. All things being equal, I try to find meetings in San Antonio. Visiting meetings of music and history faculty does give some insight into diverse disciplines.

THE GOLD CARD

Contributed by Karen LaRoe
Fitchburg State College

The Gold Card concept was developed to give an Undeclared Student with a cumulative GPA of 3.0 or better, the opportunity to explore course interests until the end of the "drop/add" period in a system which does not permit unenrolled students in the classroom. By using the Gold Card, students identify themselves as strong students academically who are trying to decide on a major and are interested in a particular course or discipline. Few faculty members hesitate to welcome such students to their classes.

The process is simple. Each qualifying student is presented with a "gold" card with his or her name printed on it. Faculty are sent a letter explaining what the card represents and asking them to permit the student to explore their interest in the faculty member's course and discipline. In this manner, the Undeclared Students can determine whether or not the course is of interest without committing themselves for a full semester or risking enrollment in a course from which they later will withdraw because of lack of interest or of sufficient preparation. Experience has shown that most faculty can always find room for a Gold Card student. Regardless of the student's choice, he or she has been assisted in narrowing the selection of potential fields of interest as a major and in progressing toward graduation. Retention of this group of students has been improved as a consequence of turning what seems initially to be a negative situation into a positive opportunity.

ACCOMMODATING THE SALARY DEMANDS OF BUSINESS FACULTY WITHOUT UPSETTING OTHER FACULTY

Contributed by Richard M. Bernard
Bethany College

The Problem:

Business professors can demand higher salaries in the academic marketplace than Liberal Arts faculty members. Schools must either hold to their salary scales and do without quality business faculty or violate their pay scales, pay them more and suffer the resentment of other faculty members.

Bethany's Solution:

Bethany employs its business faculty members internally, assigning them to run our Career and Professional Placement Center. For this service, which requires work outside the regular school terms, they are paid stipends beyond their regular salaries. Thus, they do in fact make more than other faculty members but they clearly and visibly do more work for the school to merit that additional pay./ As a result, there is no noticeable resentment against them.

SCHOLARSHIP AND UNIVERSITY LIFE

Contributed by Kendall Blanchard
Emporia State University

"Scholarship" as it relates to the professional lives of university faculty members is taking on new meaning (see Ernest Boyer and R. Eugene Rice, The New American Scholar (1990). In an effort to give the faculty an opportunity to reflect on the meaning of "scholarship" and the shape that it takes in the various disciplines across the university campus, I organized a series of special presentations during the 1989-90 school year. These presentations, titled collectively, "Meaning and Legitimacy in the Professoriate: The Changing Face of Scholarship in the Life of the University," were made by representatives from twelve different disciplines on campus. Each addressed the following issues from the perspective of his or her particular discipline: the meaning of scholarship, the relationship between scholarship and teaching, the recognition and rewarding of scholarship, and the support for and impediments to scholarship. The presentations were by design autobiographical and frequently anecdotal. Refreshments were served at each of the sessions and the lectures video taped. The papers were submitted and are being edited and printed in a collection under the title of the lecture series.

The seminar was viewed as a success, even though the attendance was not always as large as I would have liked. Most of the participants felt that the greatest strength of the series was the way in which it gave them a better understanding of the work being done by their colleagues in other divisions and schools. In this regard it made a contribution to the intellectual life and sense of community on the campus.

VOLLEYBALL

Contributed by John Churchill
Hendrix College

Some faculty members often express the wish for more opportunities for informal social interaction. There are various existing functions: a winter term book discussion series, hosted by the president and myself; a faculty colloquium series, run by a member of the chemistry department; campus-wide receptions following plays, concerts, lectures, and the like; and a series of faculty buffets, with special meals laid on by the food service. Nevertheless, a common faculty remark is to this effect: "Gee, I wish there were more times when we could interact with each other without college business being the agenda."

Believing that such occasions are very important in community-building, various faculty and staff members of the college have tried to find ways to provide such informal interaction. One very popular way this past spring was a series of lunchtime coed faculty beach volleyball games. Beach volleyball is relatively low-impact, and is non-threatening to a wider range of participants than versions of the game played on hard surfaces. Coordinating the games with lunch makes it possible to provide exercise for participants, entertainment(!) for spectators, and conviviality for both.

Our experience was that middle-aged faculty members, settling down to a sandwich after 45 minutes of volleyball, would talk about the 1960's. Surely this is a sign of something.

For beach volleyball you need:

1. a sandy stretch (ours is dug out and filled in)
2. volleyball equipment (cheap)
3. a gung-ho faculty member
4. accessible showers

It is also important to make welcome those who wish to take part in the community-building, but not to play.

1990 NATIONAL CONFERENCE OF ACADEMIC DEANS

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