Forty-Fifth Annual

NATIONAL CONFERENCE OF ACADEMIC DEANS

July 27-30, 1991

Endangered Species: The Dean in a Time of Transition

The Fiftieth Anniversary of the Founding of the National Conference of Academic Deans

Oklahoma State University
Stillwater

Department of Educational Administration and Higher Education

Office of the Vice President for Academic Affairs and Research

FORTY-FIFTH ANNUAL

PROCEEDINGS

of

THE NATIONAL CONFERENCE

OF

ACADEMIC DEANS

July 27-30, 1991

ENDANGERED SPECIES: THE DEAN IN A TIME OF TRANSITION

Conference Coordinator
Thomas A. Karman

Oklahoma State University

Stillwater, Oklahoma

1991

This volume of the Proceedings
of the National Conference of Academic Deans
is dedicated to

BETTY RUTLEDGE

Conferences are nothing more than collections of people, and the really successful conferences are supported by really exceptional people. One of those who has made the National Conference of Academic Deans so successful is Mrs. Betty Rutledge, who was aware of the Conference for many years as she served in the College of Arts and Sciences but who--by her own admission--was exceptionally apprehensive about assuming any major responsibility for the conference.

Apprehensive or not, when sponsorship of the Conference moved to the Higher Education program, Betty rose to the occasion and provided outstanding service from 1982 until 1991. During that last conference, she had already retired from the University but agreed to come back to help out. Over the years, Betty prepared material for brochures, maintained and updated the mailing list on a weekly basis, got the brochures out, worked with The Chronicle for both ads and coverage of the conference, handled registration, booked space in the Union, organized picnics, banquets, and coffee breaks, developed programs for spouses and children, and oversaw the transcribing, editing, and publishing of the proceedings. In addition to all of that, she made sure that the deans paid their bills or were billed, that the conference itself paid its bills, balanced the books, and prepared the audit for the deans. In reflecting on the above, it is amazing that one person was able to do so much, not to mention the fact that all of it was outside of her job description and required her participation on weekends and during what would normally be her lunch hour.

While Betty was amazingly effective and productive on behalf of the conference, the hallmark of her service was Betty herself. She was delighted when deans would phone in, regardless of whether they brought problems, solutions to problems, or simply information. She especially looked forward each year to registration in the Student Union Hotel, for then she could at least greet once again the deans, their spouses, and their children--or grandchildren in some cases. She always worked with a smile which revealed her good humor, and she was always genuinely glad to see "her" deans.

She and her gentle competence will be missed, but she has surely earned the right to a happy retirement. We wish her health and continued happiness.

THE NATIONAL CONFERENCE OF ACADEMIC DEANS
FIFTY YEARS OF QUESTING
1941-1991

Year	Theme	Chairman
1941	Problems of the Dean	Charles Prall, Commission on Teacher Education, American Council on Education
1948	Implementing the General Education Program	Clyde M. Hill, Chairman Department of Education, Yale University Graduate School
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
1957	What is Effective Training?	E. Ray McCartney, Dean Kansas State College
1958	Evaluation of Student Achievement	Merrill Patterson, Dean Marietta College

THE NATIONAL CONFERENCE OF ACADEMIC DEANS
FIFTY YEARS OF QUESTING
1941-1991
(continued)

Year	Theme	Chairman
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
1972	Achieving Academic Quality with Reduced Budgets	Robert H. Farber, Dean DePauw University

THE NATIONAL CONFERENCE OF ACADEMIC DEANS
FIFTY YEARS OF QUESTING
1941-1991

(continued)

Year	Theme	Chairman
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
1984	The Role of the Dean in the Search for Educational Excellence	James V. Reese, Dean Stephen F. Austin State University

THE NATIONAL CONFERENCE OF ACADEMIC DEANS
FIFTY YEARS OF QUESTING
1941-1991
(continued)

Year	Uheme	Chairman
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
1991	Endangered Specides: Deans in	Don Looser Vice President for Academic Affairs Houston Baptist University

FORTY-FIFTH ANNUAL NATIONAL CONFERENCE OF
ACADEMIC DEANS

July 27-July 30, 1991

OKLAHOMA STATE UNIVERSITY

**"ENDANGERED SPECIES:
THE DEAN IN A TIME OF TRANSITION"**

SATURDAY, JULY 27

3:00-5:00 — **REGISTRATION. HOSPITALITY SUITE, 215 STUDENT UNION**

5:00 p.m. — **ORIENTATION FOR NEW ATTENDEES. COUNCIL ROOM**

Richard Cording
Dean, College of Arts & Sciences
Sam Houston State University
Huntsville, Texas

7:30 p.m. — **CONFERENCE BANQUET. OKLAHOMA ROOM, STUDENT UNION** (Second floor).

PRESIDING: Don Looser, Conference Chairman
Vice President for Academic Affairs
Houston Baptist University
Houston, Texas

SUNDAY, JULY 28

Suite 215 in the Hotel is open for spouses and deans without conference duties.
See list of Stillwater restaurants for dining.

1:00-1:30 p.m. — **LATE REGISTRATION. FOURTH FLOOR HALLWAY, STUDENT UNION**

1:30 p.m. — **OPENING SESSION. CASE STUDY 3, STUDENT UNION**
Spouses are encouraged to attend.

Group Photographs Will Follow Keynote!

PRESIDING: Don Looser
Houston Baptist University

KEYNOTE ADDRESS:

"Endangered Species: Deans in a Time of Transition"
Dr. Eugene Rice
Dean of Faculties
Antioch College
Yellow Springs, Ohio

(Sunday, July 28 continued)

2:45 p.m. COFFEE BREAK. FOURTH FLOOR HALLWAY, STUDENT UNION

2:45 p.m. SPOUSES' PHOTOGRAPH

3:00 p.m. DISCUSSION. CASE STUDY 3, STUDENT UNION

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

RECORDER: Horace Bailey
Dean, Agriculture, Nursing and Natural Sciences
West Texas State University
Canyon, Texas

4:15 p.m. DEANS' PHOTOGRAPH

5:30 p.m. Conference Picnic (Garden Terrace and Dogwood Room, first floor, Student Union)

7:00 p.m. SECOND PLENARY SESSION. CASE STUDY 3, STUDENT UNION

Presiding: Don Looser
Houston Baptist University

PANEL: "Endangered Species: Decreased Resources/ Increased Expectations"

LEADER: Kendall Blanchard
Dean, College of Arts and Sciences
Lamar University
Beaumont, Texas

James Wolfe
Dean, Graduate College
Emporia State University
Emporia, Kansas

John Carlson
Dean, College of Arts and Sciences
University of South Dakota
Vermillion, South Dakota

James Muyskens
Dean, Liberal Arts and Sciences
University of Kansas
Lawrence, Kansas

Bethany Oberst
Dean, College of Arts and Letters
Southwest Missouri State
Springfield, Missouri

8:15 p.m.. **COFFEE BREAK. FOURTH FLOOR, STUDENT UNION**

8:30 p.m.. **DISCUSSION. CASE STUDY 3, STUDENT UNION**

DISCUSSION LEADER: William J. Nunez III
Dean, Liberal Arts and Sciences
Missouri Western State College
St. Joseph, Missouri

RECORDER: Glen E. Eaves
Dean, College of Arts and Sciences
Mississippi College
Clinton, MS 39058

MONDAY, JULY 29

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

PRESIDING: Don Looser
Houston Baptist University

PANEL: "Endangered Species: Sheep Stealing to Self-Marketing, the new Dynamics of Supply and Demand"

LEADER: Betty Becker-Theye
Dean, College of Fine Arts and Humanities
University of Nebraska at Kearney
Kearney, Nebraska

Jerry Berlin
Dean, College of Science and Mathematics
Southwest Missouri State University
Springfield, Missouri

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

(Monday, July 29 continued)

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

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

DISCUSSION LEADER: Delano Black
Assistant Dean
College of Arts & Sciences
Memphis State University
Memphis, Tennessee

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

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.)

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

PRESIDING: Don Looser
Houston Baptist University

PANEL: "Endangered Species: Administrative Evaluation, the Dean in the Middle"

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

Edwin C. Carpenter
Division of Language and Literature
Northeastern Missouri State University
Kirksville, Missouri
"Evaluating Academic Programs and Outcomes"

Lawrence A. Davis, Jr.
Dean of Arts & Sciences
University of Arkansas at Pine Bluff
Pine Bluff, Arkansas
"Evaluating Academic Personnel"

(Monday, July 29 continued)

Annette Chappell
Dean, College of Liberal Arts
Towson State University
Towson, Maryland
"Evaluating Administrative Officers and Functions"

Glenn H. Bernet, Jr.
Academic Dean
Evangel College
Springfield, Missouri
"Evaluations Among Friends"

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

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

DISCUSSION LEADER: Ray Malzahn
Dean, School of Arts & Sciences
Missouri Southern State College
Joplin, Missouri

RECORDER: Wayne Cogell
Associate Dean
College of Arts and Sciences
University of Missouri-Rolla
Rolla, Missouri

4:15 p.m.. EVALUATION OF THE CONFERENCE, AUDIT COMMITTEE REPORT, and ELECTION OF PLANNING COMMITTEE FOR 1992

4:30 p.m.. JOINT MEETING OF THE 1991 AND 1992 PLANNING COMMITTEES. COUNCIL ROOM, STUDENT UNION

TUESDAY, JULY 30

8:30 a.m. FIFTH PLENARY SESSION. CASE Study 3, STUDENT UNION

PRESIDING: Don Looser
Houston Baptist University

"Endangered Species: The Dean as Litigant"
M. Scott Fern
Associate Legal Counsel
Oklahoma State University Board of Regents

10:30 a.m. GAVEL PASSES TO ANNETTE CHAPPELL

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

CONFERENCE LEADERS

Nineteen hundred and ninety-one marked the Fiftieth Anniversary of the founding of the National Conference of Academic Deans. Although there is little known about the genesis of the conference, it appears that Dr. Henry G. Bennett, the President of the Oklahoma Agricultural and Mechanical Colllege, and Dr. Shilller Scroggs, the Dean of the School of Arts and Sciences, issued an invitation to Arts and Science deans tyo attend an initial meeting in 1941. At the end of that year, of course, the United States formallly entered World War II, and non-essential travel was sacrificed to the war effort. Consequently, the conference did not reassemble until 1948, after which it has met each year. This then is the 45th edition of th eproceedings but the 50th anniversary of the founding of the conference.

Over time, the name of the conference has changed, although as far as is known, there is no really "official" title. It has been known as the Stillwater Deans' Conference, as the Summer Deans' Conference, and as the National Conference of Academic Deans. Regardless of the assigned title, each year the group comes together, dokng so without benefit of by-laws or structure save for a chair and vice chair who are nominated by a committee of former chairs and elected by the deans in attendance--there is no membership list. The assembled deans, working with a planning committee, establish a topic for the next year's session, and it is then the responsibility of the chair to get the program organized, doing so with the assistance of the vice chair, who succeeds to the chair the following year. The conference is a model of effective non-organization. It has always met in Stillwater and been hosted by Oklahoma A&M College/Oklahoma State University, but that is by tradition only since the conference belongs to the deans and not to the hosts.

For the proceedings of this anniversary year, an effort was made to obtain photographs of each person who has served as chair. The effort was not wholly successful, but on the pages which follow are pictures of each eprson for whom a photograph was obtained, complete with name, institution, and year the person chaired the conference.

Russell M. Cooper,
Assistant Dean
College of Science,
Literature and the Arts,
University of Minnesota
1950

Sidney Hook, Professor
Psychology
New York University
1951

Emil Leffler, Dean
Albion College
1952 and 1953

Wendel S. Dysinger, Dean
MacMurray College
1954

Ernest G. Hildner, Jr.,
Dean, Illinois College
1955

W. Francis English, Dean
University of Missouri
1956

Merrill Patterson, Dean
Marietta College
1958

Frank W. Clippinger, Dean
Drury College
1959

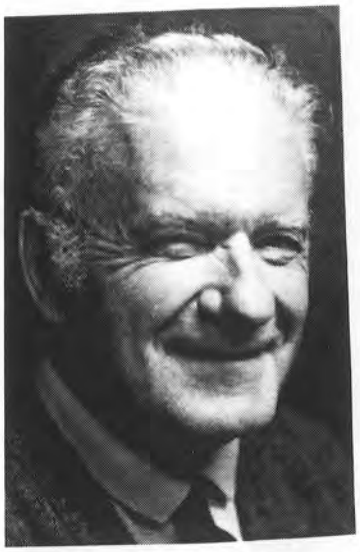
William L. Dunn, Dean
Lake Forest College
1960

H.B. Smith, Dean
Hardin Simmons University
1961

Emerson Shuck, Dean
Ohio Wesleyan University
1964

Leo L. Nussbaum, Dean
Austin College
1966

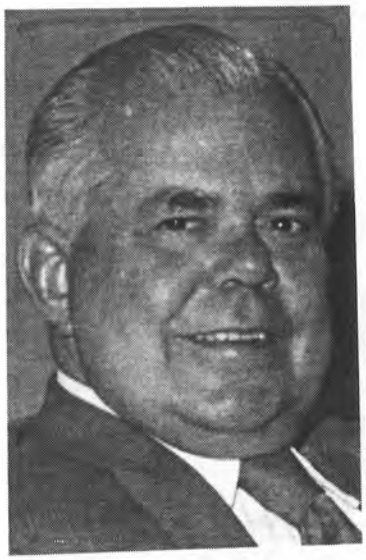
Karl E. Limper, Dean
Miami University
1967



Robert P. Ashley, Vice President
Ripon University
1968

Harold J. Haverkamp, Dean
Hanover College
1970

Joe P. Harris, Dean
Southern Methodist University
1971

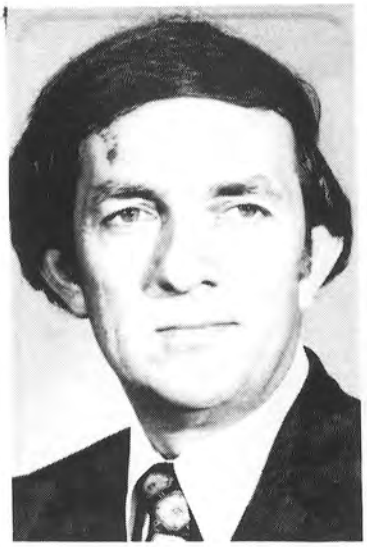


Robert H. Farber, Dean
DePauw University
1972

Dan T. Bedsole, Provost
and Dean
Austin College
1974

C. Robert Haywood
Washburn University
1976

Lawrence L. Graves, Dean
Texas Tech University
1977

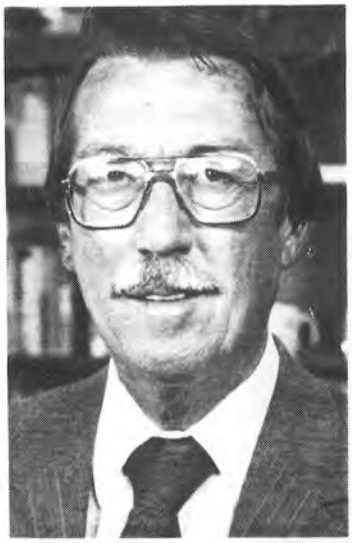


Thomas B. Brewer, Dean
East Carolina University
1978

Charles E. Martin,
Vice President for
Academic Affairs,
Mississippi College
1981

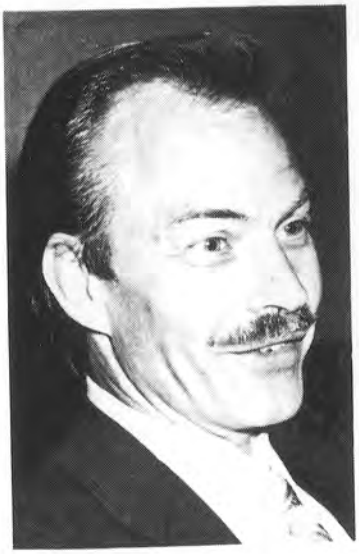
C.K. (Bud) Willliamson
Dean
Miami University
1982

William J. Watt, Dean
Washington and Lee
University
1983



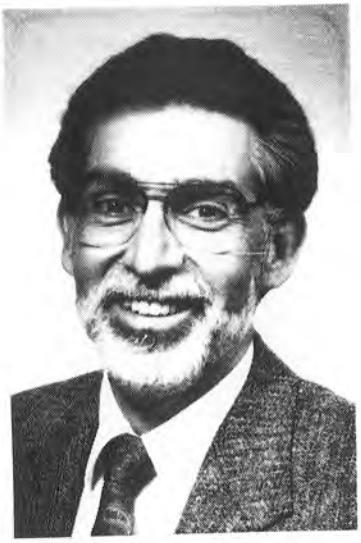
James V. Reese, Dean
Stephen F. Austin
State University
1984

George T. Tade, Dean
School of Fine Arts
Texas Christian University
and Applied Technology
1985

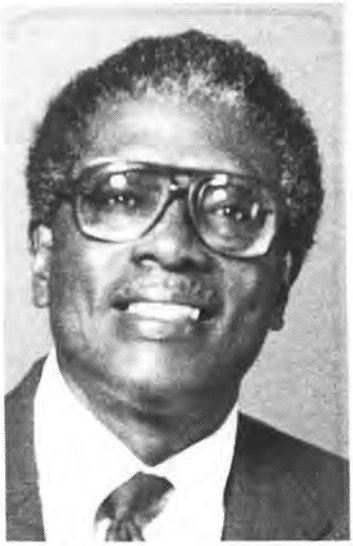


John H. Wakeley, Dean
College of Arts and
Sciences
Memphis State University
1986

John Churchill, Dean of
the College and Vice
President for Academic
Affairs
Hendrix College
1987



E. Don Williams,
Academic Dean
Lubbock Christian College
1989



Lawrence A. Davis, Jr.
Dean, Arts and Sciences
University of Arkansas-
Pine Bluff
1990

Don Looser
Vice President for
Academic Affairs
Houston Baptist University
1991

REFLECTIONS OF FORMER CONFERENCE CHAIRS

Don Looser
Houston Baptist University

Tonight, I have asked three of our colleagues to give their personal recollections of their own experience of the Stillwater conference, and in this order we are going to ask Charles Martin, Jane Earley, and Bob Kamm--all three former chairs of the conference--to come and speak.

Charles Martin
Mississippi College

I am not sure why I am here, but I am honored to be here. You notice the printed program says, Reflections from a previous chair, and then Don mentioned three names. I am not sure what the implication is--perhaps that it takes three deans to do a decent job of something like this, or maybe he is really suggesting that what passes for a chair of this outfit is really a three legged stool.

In 1969 I was an honest faculty member trying to earn a living, teaching and managing a comfortably small department, comfortable in what I was doing, and confident I could keep on doing it. Suddenly I was catapulted into an administrative job where I was supposed to know everything and answer all the questions, when in fact I could not even understand the questions. I felt I needed help and would have gone almost anywhere to get it. Somewhere around this time, I got a phone call that has helped me through the years to keep things in academic administration in perspective. Miss Elizabeth Craig taught French at a neighboring institution, and she and I had been colleagues in professional organizations and so she called me one day asking for advice on something or other. We chatted a little bit and then started reminiscing. I asked what happened to Bill, who was head of her department. She said it was too bad about Bill since he was off in the Carolina's. She said it was really a shame, since Bill was not doing anything now; he was a dean or something. That really fired me up and has kept things in perspective for me.

Because I was "trying to be a dean or something" I felt I needed help and somehow I got a brochure from a deans' conference in Stillwater, Oklahoma. My predecessor had never heard of it, I cannot imagine how anybody in Stillwater, Oklahoma, ever heard of me. I do not know how I got the brochure, but it offered help and I took it. I came to Stillwater, and they had a conference for new deans led by Dean Alfred Newman who was from the University of Houston, and later became president of the Clear Lake campus of the University of Houston. He had a program that was beautifully done. He had ten commandments for deans and they

were in alphabetical order. The first one was, "Accept resignations." Ms. Craig notwithstanding, he said something else that has stood me in good stead, I think. He said, remember that as you are feeling deprivation from having given up your teaching position, your position of scholarship and suddenly you are an administrator, just remember that deaning is also an honorable profession; and he made some suggestions about how we might go about making it an honorable profession.

As I look back, I notice the topic of the first conference was "Problems of the Dean." In these 50 years, the topic has not changed. Oh, the wording has, but the subject matter of these conferences has not changed, probably because nobody has solved the problems of the dean; but the humbling thought in connection with that is: if anybody did solve the problems, then there would not be any need for another conference because there would not be any need for deans. So we keep on with the topics and we keep on coming back. I am one of those who comes back as predictably as swallows to Capistrano. This is my 23rd meeting.

When we came to our first conference in 1969, our three children came with us, and our youngest was 8 years of age at the time. Hedda, the daughter of that youngest, is just two years younger than her mother was when she was here in 1969, and in that I see symbolism of the continuity of this conference. Just as the topics keep going and the problems keep going from one generation of academic deans to the next, so many people keep coming in the cycle. The author of Ecclesiastes said that the sun comes up, the sun goes down, and then hurries back to the other side to come up all over again. So one of these days I have a feeling that either Hedda may come back to the Stillwater conference as an academic dean in her own right, or else I will still be coming back accompanied by my great-grandchildren, still trying to find out how to do a decent job of being a dean or something.

Jane Earley
Monkato State University

I am feeling very shy in this assembly because some of my heroes, my all-time heroes and mentors, are here tonight and because the Stillwater conference is an extremely important part of my life. There are a lot of changes this year in the conference but I want to tell you there are a lot of things that never change at Stillwater. How to get into the Student Union, that's one. The temperature of the Student Union rooms is another. A third is the hospitality of the Stillwater people, the Oklahoma State University people who have been our hosts over the years and who have been without exception so kind to all of us who are transcient, who come in with all of our demands, our needs, our wants. They look after us, they care for us in ways that make us feel very special, and I'm going to stop in just a minute and give my special thanks to Tom Karman and all his

people, and especially to Betty Rutledge who has worked in Tom's office and for the University for many years and who has taken up our cause and worked for us even after she retired because she thinks we are important and vital and what we do is interesting and fun. I want to especially thank her for that.

Bob and Maxine Kamm never change. They are always here. They were here the first time I came in 1974 and made me feel welcome even though I came from Iowa, their state. We were pleased always to see them every year. Maxine, too, I particularly want to thank for the way in which you have remembered people in the room over the years as if we were important to you as well as to each other. Other things that have not changed include George Tade's car. If you found out how to park downstairs in the parking lot and saw a strange car, that is George's. The puzzle of where to eat Sunday night (which usually never changed) has now changed since we have combined the restaurant situation by organizing something for ourselves.

This year I counted up as my 18th at the conference, although I have been telling everybody it was my 16th. That year, I had been dean for three weeks. The son of a faculty member and I drove from Mankato State, 16 hours in a state car that had a black plastic interior and no air conditioning. We drove and drove and drove and thought we would never get here. When we did arrive, coming in hot and dishevled as you can imagine, we were greeted in the hotel lobby by the hat lady, Jean Ray who recognized me as the only women dean coming that year. She asked in has genteel way if I wanted tickets for my "traveling companion" for the rest of the events, and I suddenly thought what does she think this is? What else do I remember from that first year? I remember very clearly the picnic at Theda Ponda. I remember the yellow watermelon at that picnic and being astounded by that. It was totally foreign to me. I remember there was a conversation in the hallway about what deans were not there. People were going down a list of deans and saying "Where is so and so? One of the first things that happened to me when I got here this afternoon was that Dick Cording came in, sat down, and said, "Where's so and so?" So that tradition lives on. One thing has changed over the years, unless I am not being invited any more. There used to be an after hour session of the Texas public school deans in somebody's room in which they told stories about Texas and Texas schools. I believe I was invited because they all knew each other's stories and needed some audience. Again, I found it absolutely fasinating. I do not know if any of it was true, but it certainly was interesting. These stories have long been a part of the tradition of this particular organization and we have noted that as deans' fortunes has risen and fallen, the quality, the depth, and the number of deans stories have reflected that rise and fall. Some years when we do not hear any jokes (for example, you know there was a dean who was so dumb the other deans noticed), then you know it was a particularly bad year. Other deans feel its been a particularly good year so you have no need for telling a story.

My feeling is that over these 18 years, and I have not missed one, the programs have been excellent, but they are supplemented by the informal corridor conversations which are probably among the most valueable things that happen at this particular conference. From the corridor talk I have received some of my most important coaching in how to be a dean including very specific things like do not use the word "my" (example: my college, my faculty, my this, my that). It should be "our" college, our faculty, and all that. Another suggestion was to stop acting as if I were just visiting in the deans office and pretending that I was a fugitive from English and recognizing that there was a literature and discipline that I needed to be aware of. I was asked today what I had done before, how did I get from English to administration, and it is interesting how we come to this but assuming that we would know what we're going to do when we got to where ever it is we are headed. I do want to say that former conference chairs and senior deans who are here have been for me some of the most important influences in my life, and not just for the occasions when I need inspiration or bailing out about some dean problems but also for how a good life is lived, what things are important, and what values out there are significant. I think of the people I know here as my most valuable friends; even though I see them only once or twice a year, they are important to me. So if a name comes up I know immediately how that person will value things and what kind of things that person will carry with him or with her and I am glad there are more "her's" than there used to be. I guess that will bring me to you know I'll never get out without doing Robert Frost if I can. There was a little couplet he had which said, "They will not find me at the end of this life, they will not find me changed from him they knew, only more sure of all I thought was true," and I believe there is something about the Stillwater conference that brings that back to me in the people who are here each year sharing the things that are most true and helping each other remember them, and I am thankful that 18 years ago with only three weeks of experience some how I got here in a plastic black car. Thank you.

Bob Kamm
Oklahoma State University

What a pleasure it is to have you back on the Oklahoma State University campus! We welcome you, and we wish for you a most pleasant and profitable time together.

Fifty years have gone by since Dean Schiller Scroggs invited a few colleagues to this campus to discuss common educational concerns and needs. Since then an estimated 2,000 academic deans and vice presidents from most of our 50 states have participated. The list of keynoters and participants is indeed a "Who's Who" of American educators. It has been my pleasure to have shared in some way in three-fourths of the conferences.

Although I wish to speak primarily about the founder of this conference, Schiller Scroggs, I wish to note that the conference has continued and prospered as the result of great leadership from off this campus, together with the fine efforts of a few key people on this campus, who have provided the "glue" to hold things together. I see several of you here tonight who have provided leadership as conference chairmen--Bill Stamey of Kansas State, chairman in 1973; Lawrence Graves of Texas Tech University, 1977; A. L. Langvardt of Hastings College, 1979; Jane Earley, Mankato State University, (our first woman chairman), in 1980; Charles Martin of Mississippi College, 1981; and George Tade, Texas Christian University, 1985. To that list we will add shortly, Don Looser of Houston Baptist University, this year's very able chairman. To those chairmen in attendance we express our deep appreciation. To former chairmen not here tonight, and to the hundreds of others who have contributed so much to the relevancy and the vitality of this conference, we express our deepest thanks.

On the local scene we have also had some fine people who have served over the years--Walter Hansen, George Gries, Brown Monnett, and Tom Karman, our host of recent years. I would mention also, Betty Rutledge, Tom's gracious colleague; Maurine Riggs, able associate of both Dean Scroggs and myself; Jeanne Adams Wray, the lady who literally wore many hats; and Rosalie Drew who assisted deans George Gries and Brown Monnett for many years. I would also mention my wife Maxine who in earlier years of the conference did much to assist those in attendance.

Let me now speak of Schiller Scroggs, founder of our conference in 1941. At the time he was dean of Arts and Sciences on this campus, a position to which he had been named in 1935. He was a scholar, philosopher, teacher, and researcher. Very few of us here tonight knew Schiller (four of us). He was such a special <u>person</u> and <u>educator</u>. It's really very difficult to communicate the kind of person he was. The fact that he was a poet--a poet of considerable ability--helps in becoming acquainted with him.

So, in order to present a portrait of the founder and inspirational leader initially of this conference, let me share with you four of his poems, three of which were published in a volume of poetry entitled <u>Anxious World</u>. The first two reflect his concerns over the unleashing of atomic power. The third, entitled "Ah, Woman", shows a lighter side of the man, (he probably was writing about his lovely wife, Marie). The fourth, entitled "Godspeed" was addressed to students and appeared in the <u>O'Colly</u>, student newspaper at OSU. It was written as Schiller was about to retire, and reflects (despite the hard times he experienced) great faith in young people and their future.

Without further commentary, I introduce Schiller Scroggs to you through four of his poems.

ANXIOUS WORLD VI

Civilization will not perish
In an incandescent blast;
Nor the freedom that we cherish
Join the cycles of the past.

Knowledge, always fraught with peril,
Brings commensurate control;
Fear, despair alone are sterile:
Hope sets fire the human soul.

Learning's blaze leaps ever higher,
Flame on flame toward heaven ascend;
Imagination shall inspire,
Faith and wonder comprehend.

INVOCATION

God of the megaton thunder,
Might of the roaring rocket,
Immanence in the arching flare,
Arbiter of the upper air,
Author of valve and sprocket,
Lord of the world and its wonder:

Give us the wisdom and vision
Vital to awful power;
May our dominion bring no blame,
Let it entail no future shame;
Rule this portentous hour,
Hour of dreadful decision.

Grant we encounter tomorrow
Girded by freemen's valor,
Knowing resort to naked force
Must be the final grim recourse;
Knowing that death's drawn pallor
Predicates infinite sorrow.

AH, WOMAN!

Eyes! Is it eyes that make the difference?
Widening when she sees you passing by?
Shining with liquid, lambent diffidence
So that a smile is your unformed reply?

Is it the arching of her breast that so implies?
Is it the curve that shapes her pixie waist?
Is the bright nectar of her person laced
With secret sweetnesses that tantalize?

Is it her spirit that informs these shapes?
Spicily animates, creates the whole?
Now from her lips a smile escapes--
Does it externalize a gracious soul?

Radiant woman! How the question swarm!
Every clue exultantly ransacked,
We must accept her pulse disturbing charm!
She is not mystic, but a lovely fact.

GODSPEED

Disillusioned, gloomy, worn,
My spirit stirs, uplifts itself
When I meet your fine, straight gaze,
And feel that possibly in you
My own spent dreams may find fulfillment!
Not suspicious of your new freedom,
I glory in your emancipation and wish you well,
Freed of a thousand trammeling conventions
That strangle self-expression.
I know that you are pure, fine, spontaneous--
A lover of thrills.
From its slow-born despair,
My weary heart calls to you, Godspeed!
With your new freedom, your mistakes cannot bring you a lot
More bitter,
More empty,
More frustrated,
Than this my virtue has brought me!
Envy may scorn you,
Weaklings suspect you,
Dotards decry you;
But we who have been strong to endure suffocating convention
Know you are more to be trusted than age.
Yours be the joy of untrammeled endeavor;
Yours be the liberty of unlimited experiment!
Trust your deepest instincts;
Use wisely your freedom.
I thrill with faith in you.

Let me close with a challenge--a challenge which Schiller might issue, were he here tonight.

He would, first of all, be very pleased (in a quiet sort of way) that after 50 years the conference is continuing. He would applaud the high professional level of this conference and of the 38 others since he departed his leadership role.

He would urge, in view of the interest manifested, that we continue meeting annually--that we continue the informal, relatively small conference format, where we can share and interact with colleagues from across the nation.

I believe that Schiller would urge us "to widen the circle" and include additional new participants who can both give to, and receive from the conference. And, you know, he might just say it all in poetry!

Thank you all very much.

Don Looser

Thank you Charles, Jane, and Bob. I did say there is not a chair here tonight who would not be the first to state that the real strength of the conference is in the corporate whole. But those of us who have looked on as others have led are the first to realize that, without those who have shouldered this responsibility year after year, we would not have grown as professional as we have. So tonight we have tried to prepare a very simple "thank you" for all of our former chairs. Many of them are able to be with us tonight; many are not. I have received a number of letters in the course of the last several months from our former chairs, and we will try to say more about that as the conference progresses. But we do want to make a presentation tonight of a very simple but very heartfelt expression from the conference.

One of the things absent in this conference, and one of the things that makes it different from many other conferences is in the area of the non-tangible. For example, we do not have a gavel even though the last official act of each conference is passing the gavel to the new chair. We've never had a way of thanking the chairs, either. So with this goes love and our very great thanks to our chairs.

I would like to ask the former chairs who have not yet spoken to come forward to accept a token of our appreciation and to bring us up to date regarding what they are doing in retirement. They will be George Tade of Texas Christian University, who was chair of the 1985 conference, Art Langvardt of Hastings College, who chaired in 1979, Larry Graves of Texas Tech University who held sway in 1977, and Bill Stamey of Kansas State University who chaired the 1973 conference.

George Tade
Emeritus, Texas Christian University

I appreciate this. After I retired the unexpected happened. I became interim head master of a private academy for a year, and I began for the first time in my life to work with youth who were younger than college age: pre-kindergarten on up, and that was quite an experience. I enjoyed it a great deal. It was a fine transition. I am back at TCU now teaching one class. It is a real privilege to be here with all of you tonight. I have warm memories of the conferences I have attended here. I believe the first one was in 1953, and that was some time back.

Art Langvardt
Emeritus, Hastings College

Well, it is wonderful in many ways that I am probably as busy as I every was. I do remember how great it was to attend a number of these meetings. I think I attended 15 of them. I would have travelled many miles on the chance of seeing some of the deans whose friendship I treasure.

Before I retired, I thought I should regain some degree of respectability so I asked to go back to teaching. I keep busy, I do some things at the college, which is a small college of about a thousand. I get involved on committees, we travel a little, I have written a little--not nearly enough, I have read some--and not nearly enough and yet I am complaining to my wife all the time that I did not get enough done. She said she thought that was why I retired. Any way, life has been good, and I appreciate all of the fine people here. I thank you very much.

Larry Gray
Emeritus, Texas Tech University

I guess one of the oldest, if not the oldest, saying about a dean or leader who quites or gets fired is that he or she went back to the first love of teaching and research. I retired in 1983. In Texas, which some of you are probably familiar with, they have The Handbook of Texas, so when I left higher education all I had to do was change my office in the same building and work on getting together articles on Northwest Texas for the handbook. That project is winding down now, so I have gotten involved in research, which is a joy. I am researching who must be one of the most unknown men who ever served in Congress--George Mayhan. I cannot find any record of him in the state of Texas, yet he was one of the most important men in Congress for many years. He chaired the House Appropriations Committee for 14 years when it was the committee which handled the money bills in Congress. Even though progress is shared, it is a real pleasure for me to be able to continue doing that.

My memories of this conference are very similar to those that have been expressed earlier. But I have one that is different. It has to do with architects, because when I first came to Stillwater in 1970 we used--as you still do--the case study rooms. We were building a building for our social sciences shortly thereafter, and I was so very much impressed with that case study room that when the architects were talking with us I urged them to put in a case study room so that we could get the same kind of interchange which always seemed to me to be especially important to this conference.

I am delighted to have been asked to come back, and I am delighted to be here and to meet so many of you who are new as well as some of my old friends who are still here.

Bill Stamey
Emeritus, Kansas State University

Like the rest, I am delighted to be here. When we received the notification I am sure our reservation was one of the first to be returned. I also want to say what a great job Jane, Bob, and Charles have done. And also you, Don, in preparing that slide/tape show. That captured so well all of the spirit that I have felt during this conference, over the years. As I thought about it, I have the perspective of 22 years. Over the years, our children came, and then time moved on and we brought our grandchildren one year. They have great memories. One of the grandchildren almost came along this year, but more pressing matters prevented that.

One memory that stands out very much is my first conference. We were having, as usual, a meeting for new deans, and I was a new dean. The coordinator of that particular session was Dean English of the University of Missouri. Dean English was my dean when I was in the college of arts and sciences as a graduate student, and it was a great thrill for me to be in the room with Dean English, seated as a colleague and getting the benefit, the experience of the other deans who were there. I went away to Wisconsin just absolutely inspired. There was no question that I would come back year after year. It has always worked out, and that is what I wanted to do and was glad to do.

As for now I am enjoying what I am doing, which is just whatever I want to do. I had, while I was dean, a great secretarial staff who were just the very best people, but I never realized what a slave I was to them because when they said "Be at the President's office at 10 o'clock," I was at the President's office at 10 o'clock. If they said "Be back here by 11:00 because you have an appointment, "I was. Now I make my own schedule and it includes such things as going to the library just to read. I use to avoid the library because that looked like I was not doing what I was suppose to do. I was the dean of the college of arts and sciences, and I had to stay away from the

library. But I have spent a great deal more time in the library than I did during that period, and I have enjoyed it a great deal. Above all, it is great to be here tonight. Thank you.

Don Looser

I would be remiss if I did not say that we received many special greetings in addition to those that have been mentioned either on the slide/tape presentation or otherwise tonight from Bud Williamson who called just this past week. I already mentioned Jean Ray. I did not know Jean Ray, but after talking with her on the phone I think that would be one of the most interesting experiences of my life. I am going to add a visit to her to my itinerary the next time I am in California. She is having a wonderful life, as those of you who knew her would expect her to have. A number of others have written, and we will put those in the conference proceedings so that everybody will have a chance to see them.

One final bit of business tonight is terribly appropriate to the occasion. We do have some very special thanks to give, and I would like for Betty Rutledge to come up and join me at the podium at this time if she would. I can tell you that, on the basis of my experience this year, this lady deserves all that we can ever afford to give her, which is not a great deal, Betty, as you know probably better than anyone else. We have prepared a certificate of appreciation which we would like for you to have, and here is a card which most of us have signed. Jane has not signed it yet because we were trying to keep is away from you. If there is anyone else in the room who has not done so, you need to sign it during the next couple of days. Finally, as a small token of our appreciation, we would like you to have this to remember us by.

Betty Rutledge

The first person I worked for on the OSU campus, Oklahoma A&M then, was Dr. Walter Hansen, and I heard so much about the conference from Dr. Hansen and from Dr. Jean Adams Ray and Rosealee Drew. It thought it was marvelous they talked so much about how much it was like a family, and they always looked forward to seeing you. At the end, they were always exhausted, but they always looked forward to it. I had no idea I would ever be connected with the deans conference.

In 1981, it may have been '80, Dr. Karman said, "Betty, they'd like us to take over the academic deans conference," and I thought we can't do that. I kind of crept into his office and said, "You know, that's an awful lot of work," and he said, "Oh, you don't think you can do it?" That was all I needed. I would not have missed this for anything. During the ten years that I have been associated with the conference, you have all been so

friendly, and I have really been blessed by having the association. I thank you very much for the memories and for the honors tonight, and I wish you much success with the conference in the future. Thank you.

ENDANGERED SPECIES: THE DEANS IN A TIME OF TRANSITION

Eugene Rice
Dean of Faculties
Antioch College

I am honored to be here. I recently went through a major transition, moving from being a faculty member most of my adult life to being a dean. I want to take this opportunity to make some observations about that to my new colleagues.

My one year experience as an administrator reminds me of Alfred North Whitehead's statement about the relationship between imagination and experience. Whitehead said that imagination is not to be divorced from the facts. It is a way of illuminating the facts. The tragedys of the world is that those who are imaginative have but slight experience while those who have experience have feeble imaginations. As a new dean, I had a lot of imagination and ideas, but as an administrator I am short on experience. On the other hand, I have 25 years of experience as a faculty member, and I am convinced now that it is most important that academic administrators keep alive that memory of what it meant to teach day to day. It passes quickly. Faculty come in now with a new idea, and my first response already is to ask how much will it cost. What I do remember from my years as a faculty members is how to critique. On your way to getting a Ph.D. you learn to be critical, which is why my list of why almost any idea would not work is very long. I have also discovered that most ideas not only cost money but also create work for administrators. The incentive to say "no" is monumental in this role, and the challenge is to find ways of saying "yes" in spite of these obstacles. I have spent this first year trying to find ways to make myself say "yes." How can I encourage ideas? How can I fan those flames? Usually faculty come in with ideas that are rather fragile to begin with, and there is just an enormous incentive to say "no" and to back away.

Let me draw on my first year of experience and pass on some things that I have observed before the memories pass. We forget that teaching is hard work and takes time. As I go around the country, and as I talk with my own colleagues, I am surprised at how much faculty bashing I discover among administrators, among those who maintain they are interested in faculty development. We tend to be fairly hard on faculty. I think it has to do with resentment--maybe Nietzsche's notion of resentment--about the use of time. Our days are crowded with tasks that never get completed. The top of our desk never clears unless you put it in a drawer like I did before I left, but it is still going to be there when I get back. Faculty, on the other hand, have what seems to us to be a limited number of tasks and actually experience closure. The envy mounts up, partically at this time of the year. I can remember finishing my grades and feeling a glorious sense of relief. Administrators do not have that. Very seldom do you really have a feeling that the task is finished.

Good teaching is hard work, takes time, and needs to be honored. Deans need to keep the learning agenda up front, to cultivate an intellectual climate on campus, and to nurture excitement around ideas. Perhaps the only way we can do this is to have an intellectual life of our own, and I am finding out how difficult that is. You go home very late at night, you are tired, and even then you have to shuffle some of those papers. Finding time to do your own work and your own reading is very hard, if not impossible. But I think that is important to keep that imagination alive so that it is not just experience that informs what we do, for it is that intersection between experience and imagination that is so vital.

Deans need to stay in touch with students rather than getting buried in administrative detail. It is so easy, and I find myself doing it already, channeling students off to an associate. I justify that by saying there are other, more important things that deans need to attend to. But students, I think, are the best barometer of what is happening on a campus. Faculty who are really good teachers and who are doing well, faculty who are having difficulty--that information comes through, and over the long run students are fairly reliable.

Next, I think deans need to cultivate a diverse faculty. I am convienced that this is related to the quality of learning that takes place on a campus. Feminist scholars now talk about the relationship between bonding and learning, and that primary connection makes a difference in student learning. I think it is one of the reasons why a small college like Point Loma can provide such a very good education. When I was there, there was that kind of bonding that you can count on that coming together, and then learning was related to life and focused on relationships, community, and context. It is that connection that makes learning come alive for students. Not only does a more broadly representative faculty establish a welcoming environment for minority students and provide the necessary mentoring, but they also help prepare all of our students for the pluralistic world in which we are going to have to live and in fact with which we are already confronted. I do not have to tell people in the southwestern part of the United States about that. This is an issue of quality. I have learned that the most effective way to improve teaching on a campus is to attend to the recruitment of new faculty. In just replacing the senior faculty who are retiring we have an enormous opportunity. There is a window that is going to be developing over the next few years as those faculty who came in during the 60's, during that hey-day, during that period of expansion in higher education, will be facing retirement and their replacement gives us an enormous opportunity.

If we are going to insist on good teaching, have candidates for positions teach on the recruitment visit, but do not have them talk about their dissertations. Get your own students

actively involved in the interview process. Give teaching the highest priority in the orientation of new faculty. I do not know how many of us really take that orientation process seriously. What is the mission of your institution and how do individual faculty work relate to that mission? We will talk about that later because I think it is that nexus, it's that connection between institutional mission and individual faculty work around which this whole issue of scholarship circulates.

The bulk of what I want to say relates, however, to faculty development and has led to this concern for a scholarly role for the dean. I am convinced that the dean is the key faculty development officer on a campus. Let me get autobiographical here a little bit and talk about some of the work I have done. John Kenneth Galbraith is fond of reminding us that any one can be a genius in a bull market. In the 60's there were a lot of geniuses in higher education. Since then they have been hard to find, and part of it has to do with the climate. Particularly for those of us in liberal arts, this has been a difficult time. Maintaining faculty vitality and commitment has become a national concern. Remember it was back in '74 that Joe Katz was involved in putting together a little booklet that came out from Change Magazine entitled "Faculty Development in a Time of Retrenchment." In that same year, I went to the Danforth Foundation to do a study of Danforth Fellows in mid career. The Foundation was concerned with what was happening to these in whom they had invested. How were they maintaining vitality?

We have learned a lot since 1974 about faculty lives academic careers. My own work is focused on these four elements, and I will just go around the circle here. The one I really care about is the symbolic one. I have, in fact, a faculty appointment now in both sociology and religion and have maintained that throughout my academic career. I really care about the symbolic issues, the questions of meaning. Of course the first issue addresses that. What does it mean to be professional? More recently that has taken the form of "What does it mean to be a scholar?" I am interested in what is it that gives dignity and meaning? What is it that provides that kind of intrinsic motivation for faculty to stay committed to their work? We will come back to that with the scholarship issue. But let me take you through some of the other work that I have done over the years.

I have spent quite a bit of time looking at career research at other organizational careers, and at what we can learn from them. I have spent a lot of time with business school faculty looking at what people are doing particularly in corporations. What is transferable from the corporation to the college? What isn't? One of the more interesting things I found was the work of Edgar Shine, who has been dean of Sloan School of Management at MIT for a number of years. He spent a lot of his professional career looking at career anchors and saying, "Look, careers develop in different ways." He argued that what was really

central was the anchor. What really is the master motive in the way in which we deal with our careers? He argued it is not location, it is not even organization. He has developed an instrument that can be used with faculty, and faculty score, as you can guess right off, very high in autonomy. In fact, that is probably the bane of a dean, that faculty really are there because they want control over their lives. Since they want control over their time, and since they want control over their work, autonomy becomes a key variable. Another factor that is interesting, and one which came out in the Council of Independent Colleges study, was service. A lot of our faculty, particularly in that association group of small colleges, are there primary for service, and that is their key anchor.

Another study is out of USC, which looked at career concept types and pointed out that most of us think about a career in terms of a linear orientation. People want to move up; there is an interest in achievement and upward mobility. But that is not true of most faculty. It is interesting that in their career orientation, they are much more spiral than linear. They are there to learn. What they are interested in is growth, creativity, and moving laterally into new opportunities to develop other parts of themselves. They often want to learn in other ways, yet how few of our institutions provide for that kind of learning. There is also the steady state type that really holds our organizations together. These are the people who are there and who can be depended upon. Often their central life interest is outside of work, but they hang into the organization and are really interested in security. Another type is transitory, and increasingly our faculty are becoming that, particularly as they develop areas in communications, and business and become part of consulting firms. The academic career has three strands: the disciplinary strand, institutional strand, and the external. For some of our junior faculty in these new areas, it is that external strand that is becoming increasingly important. They are consulting, moving in, making a difference, and moving out. In fact, in those growth areas we will probably be losing faculty as they move in that direction. What is important about career research is that people like Shine and Driver recognize that what we ought to be honoring is not homogeneity in the work force but heterogeneity. We need to honor these different orientations to work. How in the organization can people with those different kinds of orientations be themselves, how can they realize their own goals? So often organizations fit people into a slot and have limited expectations. Yet one of the thrusts of the focus on scholarship is to utilize a multi-dimensional approach to the way in which we work with faculty, and it is that organizational development aspect that I want us to think about.

Going around the circle, in addition to career research, there is adult development theory. We have really come a long way since 1974 when Daniel Levinson began his work on adult development. Erikson had worked on it, Jung was earlier than

that. We all know that adults change, but we are not willing to take it very seriously. In fact, if adults were to change, it was seen as a sign of immaturity when I was growing up. If you went through a change, particularly for men, something was wrong. You were expected to make some basic choices by the time you were 25 and stick with them. But now we recognize that adults go through rather perdictable changes. Levinson's work has been critiqued in a whole variety of ways, but I think these assumptions still stand. The first is the notion of an individual life structure, of something we put together that makes sense, that relates ourself to the world, and that becomes an underlying pattern or design for our lives. The difficulty is that an individual life structure is only temporary and changes every 6-8 years. We all go through major transitions, adulthood is moving from periods of stability to transition, building structure, and then moving to a new transition. The time when you can really have a major impact on the life of an adult is during those transition times. Truman Capote talks about hearing voices from other rooms, and while we may not want to listen to the voices he did -- I do think there is a multi-dimensional self which, during periods of transition, has other parts of the self cry out for attention. For faculty, this often means, where are you going to invest yourself? What about the teaching and research debate? What about the concern for professional service? These pull us in different ways, for they are different aspects of learning. Yet in making those periods of transition, faculty often are struggling with where are they going to invest themselves, how they are going to develop those other selves so that a rounded, fuller sense of being human emerges. I think the dean has a very special opportunity in those periods of transition.

Another facet relates to the age issue, which is an important one. You need to think about the age profile of your faculty. Where are they? I started my teaching career working with other young adults who were going through the early adult transition. Very few of us in that new, experimental college in California were over 30. That's one kind of college. Now in that same institution, the average faculty age is 53, yet the students are the same age. Makes a big difference. But it's a different kind of institution given that age profile. We are on the verge of going through a major shift in terms of that profile as faculty retire, and as we bring new people in. The place of adults in the professional world, and the relationship between career stage and age both need to be attended to, if we are going to take our jobs seriously those issues need to be cultivated. David Cole talks about how people move in early work experience from accentuating their learning style to integration. A part of that mid-life transition is finding a sense of the whole, even around the issue of mentoring. Before age 40 you <u>have</u> a mentor; after 40, after that mid-life transition, you <u>stop having</u> a mentor and start <u>being</u> one. Deans are mentors and need to take that role seriously, yet how few of us can really be generous and let go so that the young protege becomes his or her own person.

I still call one of my sociology professors "Dr. Browning." We meet at sociology conferences, but we cannot transform our relationship from mentoring to colleagueship or friendship. Deans struggle with that. We need to think about our responsibility and about the discipline that goes with mentoring.

The fourth issue is institutional policy. Now, it will be no secret that, as a sociologist, I am convinced that the institution's job is to shape people in a profound way. How we treat people and the kinds of policies we develop have a lot to do with whether people have a sense that they are going some place with their career. It has to do with self esteem, with position opportunities, with recognition, and with how people in authority are responding to them. We think of faculty as being highly autonomous and self-motivated, as not needing recognition, yet, I think they do need it. In fact, a pat on the back in recognition and acknowledgement of achievement goes a very long way. Also, we generally fail to recognize that faculty themselves are not good at being colleagues. When I was at the Danforth Foundation, we had six staff people who cared about what we were doing. When somebody did something fairly good they got a note, saying they had done well. If somebody screwed up a little, they would get a note asking if they could use some help. Then I went back to teaching and found that no one cared. I was in the classroom, and I was there by myself. Sure we get some feedback from students, but very seldom do faculty support one another. That was probably the key finding of the Danforth study. Faculty were men and some women who went into college teaching because they wanted to be a part of a community of scholars, the thing they missed most was colleagueship.

I do not think I can talk about institutional policies without saying a little bit about the relationship between extrinsic and intrinsic rewards. We assume that most of us went into higher education for intrinsic reasons. Certainly people who are concerned with high paying jobs would have chosen another career. But, in a national study done by Ann Austin, she found there was an interesting relationship between the extrinsic and intrinsic. Her conclusion was that it is a very delicate balance. If the extrinsic deteriorates too much, the intrinsic will not be able to carry it, yet some of us really depend on that intrinsic commitment to pull us through. In that case, faculty can begin to feel like "suckers" and some of the best begin to withdraw and invest themselves elsewhere. I was just on a program with Bill McKeachie, who said recently that there has been so much emphasis on the extrinsic that the intrinsic is losing its meaning. The faculty get so caught up in pressing for the extrinsic that the real reason they are faculty gets forgotten. That is true of administrators as well, for given the budgetary restraints that almost all of us face, we begin to focus perhaps too heavily on the extrinsic. Hence, on both sides it is a delicate balance that we need to continue to manage, attending to the intrinsic, and making sure that it is there and

that people talk about it. We have to be sensitive about that kind of meaning while also making a good faith effort to make sure that valid extrinsic motivators are there as well.

In that Council of Independent College study, we found that some of those colleges had terrible salaries and yet when we went on those campuses and asked how they could have such high morale, Faculty would say they knew the administrators were making a good-faith effort. They bought into the mission of their institution, which had a distinctive culture, and people who knew where they were going. You can not always measure morale in dollars since there is also that commitment and that relationship to culture. I just wanted to bring attention to that.

Another issue that needs to be addressed is the shift in organizational culture in higher education. Most faculty are on the right hand side. Many went to liberal arts colleges as undergraduates, yet almost all did doctoral work in research universities. How do you tell what good research is? It is the colleagues. It is peer review. That is what decides what good research is. Faculty get socialized into thinking about organizations as collegial, as organizations in which people meet and decide which direction they are going, what is to be valued, and what is good. Yet many of our institutions are run in a managerial way, many faculty are struggling to find a way to deal successfully with both the collegial and the managerial cultures in which they live. There is also a counter culture to each of those. A counter culture to collegial culture is faculty development. A counter culture to managerial culture, if it gets too heavy-handed, is collective bargaining.

I really am convinced that organizations have a profound impact on peoples' lives and that we have an extraordinarily important vocation since institutions teach in very profound ways. As deans, we have extraordinary opportunities, even though sometimes when I am getting hassled, I want to say, "I do not need this," and return to my faculty post. It is at times such as that I have to remind myself of the positive step deans can take on behalf of this faculty.

What does it mean to be professional? Let me address that issue. I find myself being driven back to my own field of sociology and particularly to the sociology of religion. I am convinced that there is much about life that is defined and shaped by socially constructed fictions by patterns of meaning that cohere at a particular time and place. I think the poet Wallace Stevens said it best. "The final belief is to believe in a fiction which you know to be a fiction, there being nothing else. Exquisite truth is that you know it is a fiction, yet you believe in it willingly." Now we could spend the rest of the afternoon talking about that, which would be fun, but no where else in the contemporary world do socially constructed fictions have more power in our lives than in the professions, particularly with Americans. I think Bledstine's book, A

Relationship Between the Development of the American University and Professionalism is right. We do not have a sense of class that we are willing to admit to since we think we are all middle class. That is not true, and we know we have a fairly stable class structure. But we do not want to accept that. Likewise, professional identity gives us a sense of place and a sense of dignity, and we develop fictions around what it means to be professional. I will argue that during the hey day of higher education, when this institution and many others were exploding in terms of growth from about '57-'74, a social fiction developed around what it meant to be a first class academic professional. The elements can be traced back to Scotland, to Oxford and Cambridge, and very much to Germany, but they came together during that period to form a view of what it meant to be a professional in higher education, and that view really took on special power. Here were the elements in that, and I will just click them off. In the '60's and '70's, research was the central professional endeavor and the focus of academic life. Quality was preserved through peer review. Through the maintenance of professional autonomy, the pursuit of knowledge was best organized according to discipline. The academic department was already in place, but that period really reinforced the strength of it, and the fiction brought the department into a very central role. The pursuit of knowledge was for its own sake. Reputations were established in national and international forums, and there was a career trajectory that was implicity in this model. Professional rewards and mobility accrued to those who persistantly extended their specialization. Even though many of us dealing with undergraduate education are trying to encourage faculty to move in new directions, to develop adjacent competencies, and to broaden their approach to their work, there is in this professional model another view of what ought to be. Finally, and very important, the distinctive task of the academic profession is the pursuit of cognitive truth, which has a fairly narrow concept of the function of the university and faculty members' responsibilities to students.

Having said all of that, let me note that many of your institutions have moved into another direction, moving toward that might be called the "shadow side," where in fact the pressure is now growing. Emphasis is not on research but teaching, not on peer review but on client evaluation or student evaluation, and not on the discipline but on interdisciplinary programs. Where is the growth? Think about it. It is in business, communications, and interdisciplinary areas. Reputations are established not just nationally but also locally because in fact we have not had a lot of moving.

Following the hey day in higher education, or perhaps as a part of it, there were two revolutions. One established this model, and Jenks and Reisman wrote about it in The Academic Revolution. But there was another revolution which had to do with diversity, with access, with innovation, and with growth. These two revolutions pulled in opposite directions. One of the

places where I see the older model becoming particularly salient and pernicious is when a newly inaugurated president of an institution begins pushing for a renewed drive toward academic excellence. The president will come in and say that things are going to turn around and that the place is going to be moving ahead, always defining "moving ahead" in terms of the older model. In that situation, faculty are to be more productive, to do more research, and to emphasize "moving ahead." I have been reading some foundation proposals recently that are actually requests to finance the movement toward greater research, even at a time when there is heavy press for both service and teaching. When pressed for a definition of academic excellence, we seem always to return to the older, established view, especially in tenure and promotion committees

I think what we need is a new and more appropriate conception of academic excellence. In one sense, the older concern for scholarship is the central one. The difficulty is that during the expansionist period in higher education, scholarship was defined more narrowly as research and began to be accepted as such. Research was to be on the cutting edge of a discipline, to be publishable in a refereed journal. What we have done at Carnegie is to argue for a broader conception of what scholarly work is, a conception that is appropriate for the rich mosaic that in fact came out of the second revolution. American higher education has really developed a remarkable system of educational delivery, and yet we do not have a conception of academic work that fits that mosaic. Consequently, scholars who get engaged in meeting this wide variety of needs often find no congruence between the institutional mission and their own individual scholarly work, yet I would argue that it is that congruence that makes for high morale, it is that congruence that motivates faculty. Faculty want their lives to be institutionally useful. We need to develop a reward system, a structure that makes that possible. As is said in the Boyer book on Scholarship Reconsidered, the language, the polarities that are used to frame the current discussion need to be set aside. The old research vs. teaching debate is tiring. Minds are closed, not open. But if we build on the recent inquiry into the structure of knowledge and consider alternative approaches to learning, a different configuration emerges. Let me share this with you. I think by now most people are familiar with this new proposal which suggests that we have moved beyond the scholarship of discovery. But most of what we count as scholarship still fits down in ones quadrant, and what we are arguing for is not only the scholarship of discovery but also the scholarship of integration, the scholarship of application or practice, and the scholarship of teaching.

Let me say a word first, though about the framework in which I have put these two polarities. Remember David Cole worked on learning styles and learning theory and came to the conclusion that there are two basic polarities in learning theory. The first cuts down vertically and has to do with the tension between

abstract analytical knowing and concrete connected knowing. Now, most of what we regard as scholarship ends up at the bottom of that polarity and yet the new scholarship does not fit there. I am thinking about work coming out of ethnic studies, women's studies, and some of Parker Palmer's work, such as his new book entitled The Active Life. Palmer talks about the connection between knowing and community and about the importance of connected knowing. It is that dimension, that is getting a new kind of attention, and yet we are not talking to one another about that. There are laments about the bloodless epistemology that it is distancing, knowing, cut off, and separated. There is a break between the knower and the known, the self and the world, and that we cannot have. On the other hand, at the top we have the majority notion of political correctness, which suggest a relational kind of knowing. There is knowing that comes out of community, and yet we are not talking with one another. People who are engaged in abstract research and assessment are not talking with people who are in fact on the cutting edge of research in the disciplines, the two are at opposite ends of the continum. We need dialogue. We need confrontation over the issues. But instead, right now we get people talking past one another. Hence, that polarity I think is particularly important. Certainly knowledge comprehended through objective reasoning and analytical theory building must be encouraged. But knowledge apprehended through connections grounded in human communities, or relational knowing, must be seen as legitimate. Now, let's go to the vertical polarity between the reflection and the observation and active practice. For those who have followed a religious vocation, particularly in the Catholic tradition, this has been the key decision. How do you put together an active life, a life where you make a contribution, and a contemplative life? It seems to me this is a basic human dilemma that cuts across our notions of scholarship, and yet most of what is honored as scholarship is on the reflective side even though most of our institution have moved in the other direction. The new growth areas are much more engaged and active and responding to this call for providing service for making a difference in society. There is this call for taking teaching serious, and yet we continue to talk about scholarship as clustered in the bottom right-hand quadrant. Most of you are familiar with this polarity, and I think it is ironic that learning from practice is valued so little in the assessment of scholarly work. Theory and practice stand in a hierarchical order with practice being derivative from the real scholarship. I think this polarity is caught in these words from William Butler Gates:

> The human being is always moving outward into the external world and inward into itself, and the movement is double because the human soul would not be conscious were it not suspended between contraries. The greater the contrast, the more intense the consciouness.

It seems to me what we want are faculty that are moving around that circle. That they are learning not just in this way that

their scholarly work is not just reflective in abstract but they are moving on to active practice, they are making the connection to larger communities and to communities of which they are a part of, and that we want students to move around that circle, and that faculty too ought to be moving in all four directions over a life time and this relates to that adult development stuff. Faculty ought to be able to build on their strengths. We don't want all faculty down here. We ought to have faculty that are engaged in learning for practice, those that are committed to integration and particularly those given us commission of most of our institutions committed to the scholarship, the scholarship of teaching.

Let me say a word about the four quadrants. It would be a total misunderstanding if this were seen as putting down research. That is not the intent. The discovery of new knowledge is important, and all faculty in higher education ought to have a basic competence in all four of those areas. But then they ought to be able to build on their strengths, and maybe we ought to be assessing the scholarly strengths of faculty in terms of what we do as departments, or in the aggregate, so that the department has researchers who were rewarded for their work and given time. You could have some who were committed to integration. Right now we do not value the integration of knowledge. I have met with people from some of the publishing companies, and they complain that they cannot get the best scholars to write history textbooks for the secondary level. We need good integrative textbooks. But those do not count when it comes to tenure and promotion in a lot of institutions. If we had greater integration, I think we might avoid what has become a perennial focusing on ethics, or a kind of ethics spasm in American culture. After Watergate we got a spasm of ethics courses for example: I think if the integrative issues were raised early, and if they were a continual part of our concern as scholars, we would not have this kind of episodic approach to the teaching of ethics.

Certainly the scholarship of practice needs to be honored. Some of you know the work of Donald Shome, who is a reflective practioner who has attacked the way in which we view scholarships as hierarchical. The theory, research is seen as primary while practice is seen as derivitive. We need to learn from the wisdom of practice, and there is societal call now for the university to take seriously the world out there and to learn from practice. Right now we are not doing that in way we should.

Let me spend some of time talking about the scholarship of teaching. Lee Showman has made a major contribution in getting us to talk about the scholarship of teaching, even though he also says we do not yet have the language which will let us talk about it. We have a missing paradigm. If all you have is research on the one hand and teaching on the other, the kind of solid, intellectual work that goes into good teaching falls in between does not get recognized. Hence, we need to be talking about the

scholarship of teaching to find ways of documenting and rewarding it. The scholarship of teaching needs first of all to be grounded in this broader view. There is a lot of instruction taking place outside of higher education--in fact, probably the military is better at giving instruction than we are. They really take instructional development seriously. Take the corporate classroom. When you go into the corporate classroom you find all of the buttons that you can push which brings up elaborate technologies to support the teaching process. But I think teaching that deserves to be in a college or university needs to be grounded in a larger context and needs to be related to the best that we know in terms of discovery. It needs to be related to integration and needs to take practice seriously. I even think the scholarship of discovery needs to be in that larger scholarly framework.

In fact, in American society we have made the decision not to have research institutes that would separate research into that which belongs in universities and that which belongs in another institutional setting. I think the scholarship of teaching has three distinctive elements. First, it has got to be imbedded in that broader notion of scholarship but then have what I call the synoptic capacity, the ability to draw the strands of the field together in a way that provides both coherence and meaning. This is the ability to place what is known in context and open the way for connections to be made between the knower and the known. The second characteristic is what Schuman calls pedagogical content knowledge. He is saying we cannot separate how we teach from what is taught.

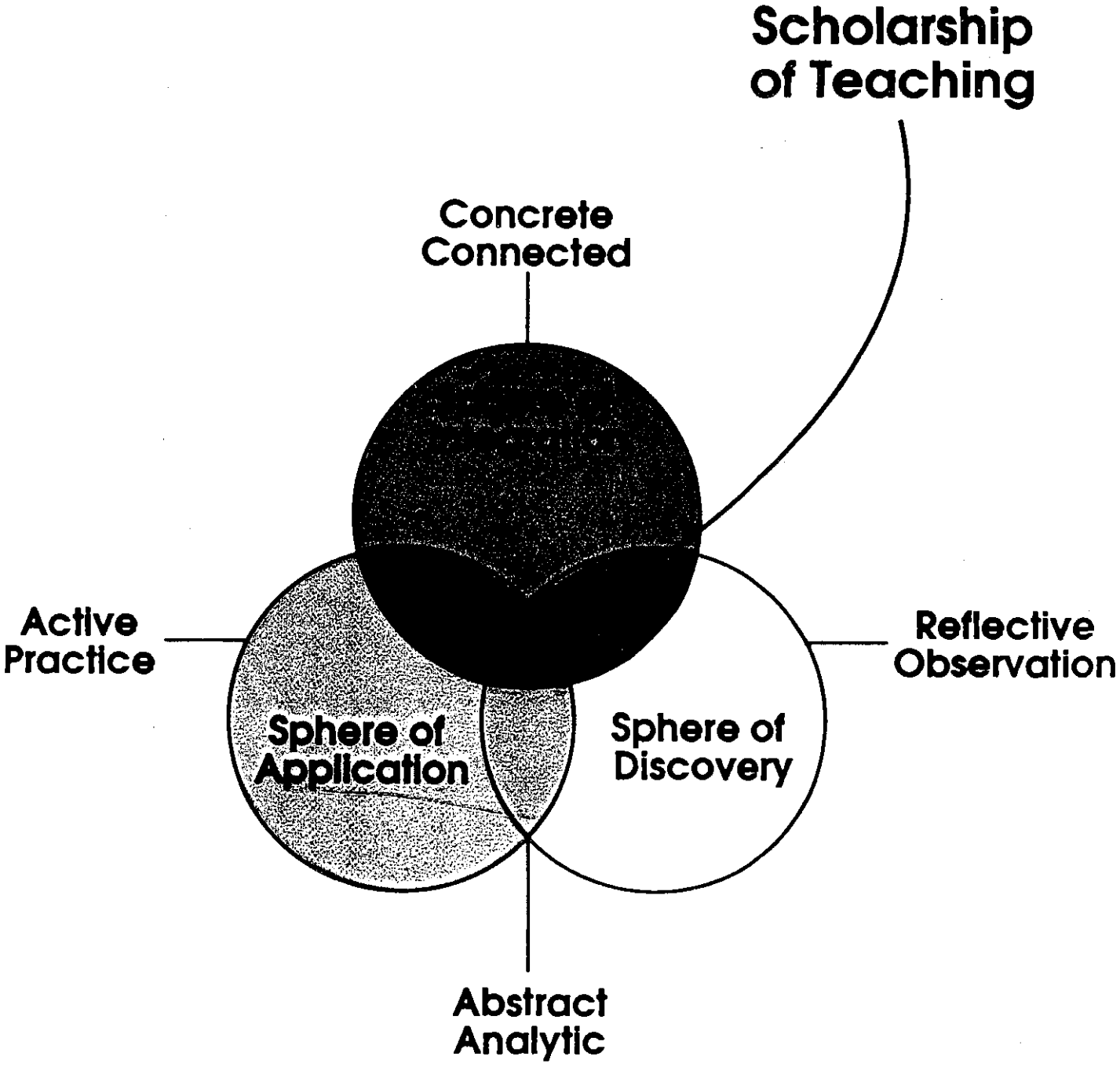
Intellectual content needs to be related to intellectual process. Biologists get together to talk about the metaphors they use that are effective with students. They talk about analogies, they talk about experiments. Mathemeticians are moving ahead, historians are beginning to talk about that, and the best faculty development programs I have evaluated over the years have been those which really brought together intellectual substance with how it is communicated. I think what he is saying about pedagogical content knowledge is critical. The third characteristic of the scholarship of teaching is knowing about learning. It does not mean we all have to become educational psychologist, but there is a lot there that people who call themselves university and college teachers need to take seriously. This is a part of the scholarship of teaching. It is not just the content. It is the way in which students make meaning out of what we say in our lectures or do in our laboratories. It is that making of meaning that we have got to attend to. It is good when we communicate with other scholars. But when we are teaching, it is the way in which students are making meaning out of what we are doing.

What happens in the learning environment is so critical. Also we need to attend to the way in which the students from diverse backgrounds learn. It means that we need to take students

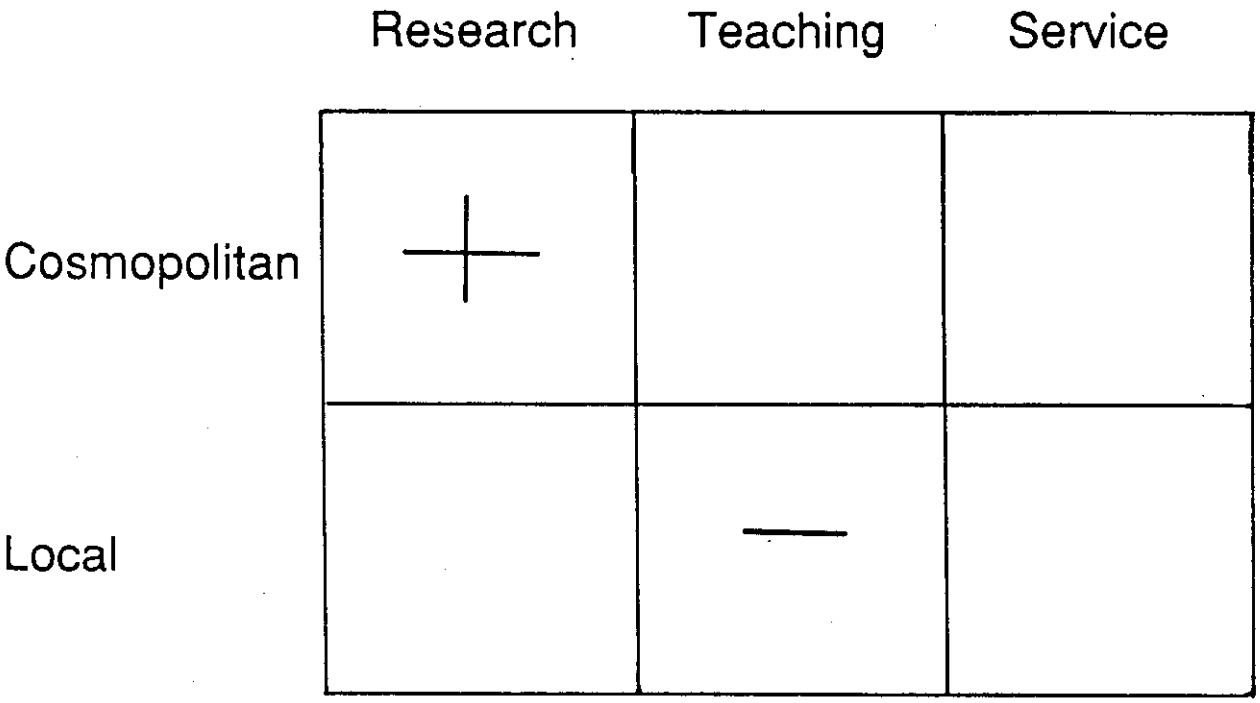
and their context more seriously. Recently when I was discussing this issue, a group of junior faculty got involved. It seems to me that junior faculty are more strongly committed to research because they know what the real currency is out there. If they do not get tenure at your institution where you are saying you recognize and reward the best in service and the best in teaching, they will have to go out into a market where entirely different criteria are used to evaluate faculty worth. But these were good junior faculty who saw themselves as upwardly mobile and cosmopolitian. They said this whole effort going on at Carnegie was really an effort to reinforce an older parochialism, (the focus on teaching) and they evoked Alvin Gouldner's well-known distinction between cosmopolitans and locals, and contended that this effort would only strengthen the hand of local faculty and detract from the research agenda to which they were very much committed. Paul Baker from Illinois has taken this extension and applied it to teaching and research as a way of assessing the vitality of faculty on his campus. He argues that research keeps the cosmopolitan commitment alive because faculty go to meetings and get reviewed by peers. There is that broader context in which they interact. He found that the local teachers often were the ones who began to lose their vitality because they were not engaged in a broader orientation. I think the real challenge for us now is to come up with ways of making teaching and service cosmopolitian. Getting faculty who are really committed to pedagology content knowledge involved with faculty from other campuses talking about what they're doing in the classrooms is essential. We need to give that dignity, we need to honor it, just as we do research. I do not want to detract from research, for I think research does make faculty cosmopolitian, but we also need to work on the other two areas. How do you get faculty talking about that intellectual excitement that brings together content and process? We also need to raise (as an issue) the value of service. I must say that this whole effort by campus combat is encouraging. The last nine days were enormously exciting because faculty from all over the country were talking about experiential learning and about how to get students involved in service projects to give context to what they were doing. Issues came alive, not just in the social science but in the humanities and the applied and natural sciences as well. It was really exciting to see that one of the ways of improving teaching is to provide experiential learning where students see ideas functioning in context. We need to be doing that not just in our classrooms. We need to begin doing it with faculty from a variety of settings, for that will develop cosmopolitian ties which will place the emphasis on both teaching and research.

Institutionally I think we have a crisis of purpose. Colleges and universities are trying to be what they are not and are falling short of what they could be. We especially need that congruence between individual faculty scholarship and institutional mission. It is that congruence that gives meaning to academic life, sustains morale, cultivates commitment, and makes possible of a more direct relationship among performance,

evaluation, and reward. If we move toward a broader conception of the work of the scholar, and honor that, find ways of documenting it and rewarding it, in fact we can bring together love and need, work and play and at least approximate that ideal more than we do now.


Scholarship of Teaching
Concrete Connected
Active Practice
Reflective Observation
Sphere of Application
Sphere of Discovery
Abstract Analytic

Cosmopolitan/Local Orientation



Scholarship for Teaching

- **Embedded in**
  - **advancement**
  - **application**
  - **integration of knowledge**

- **3 Distinct Elements—**

1. **Synoptic capacity**
2. **Pedogogical content knowledge (Shulman)**
3. **Knowing about learning**

1. **RESEARCH is the central professional endeavor and the focus of academic life.**

2. **Quality is preserved through peer review and the maintenance of professional autonomy.**

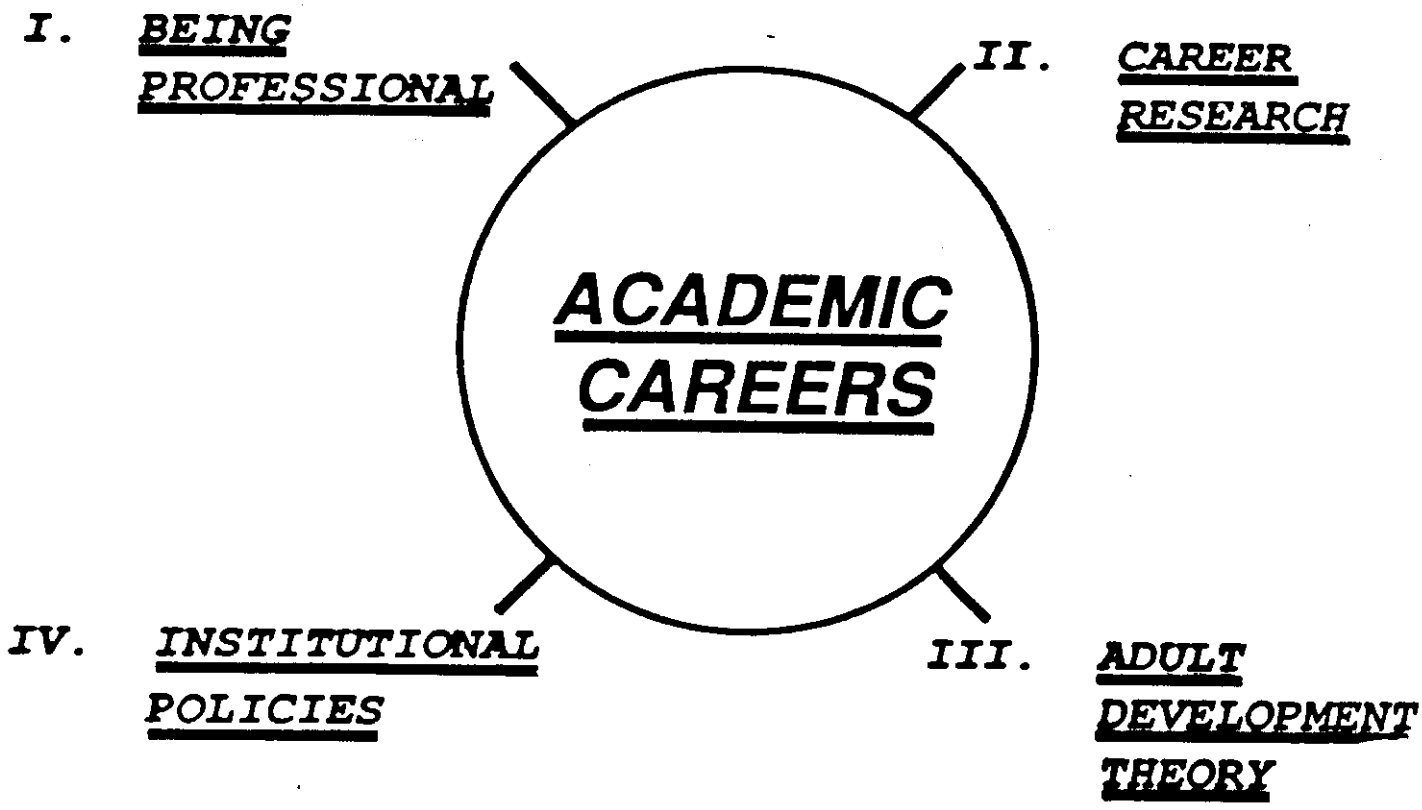
3. **The pursuit of knowledge is best organized according to discipline.**

4. **The pursuit of knowledge is for its own sake.**

5. **Reputations are established through national and international professional associations.**

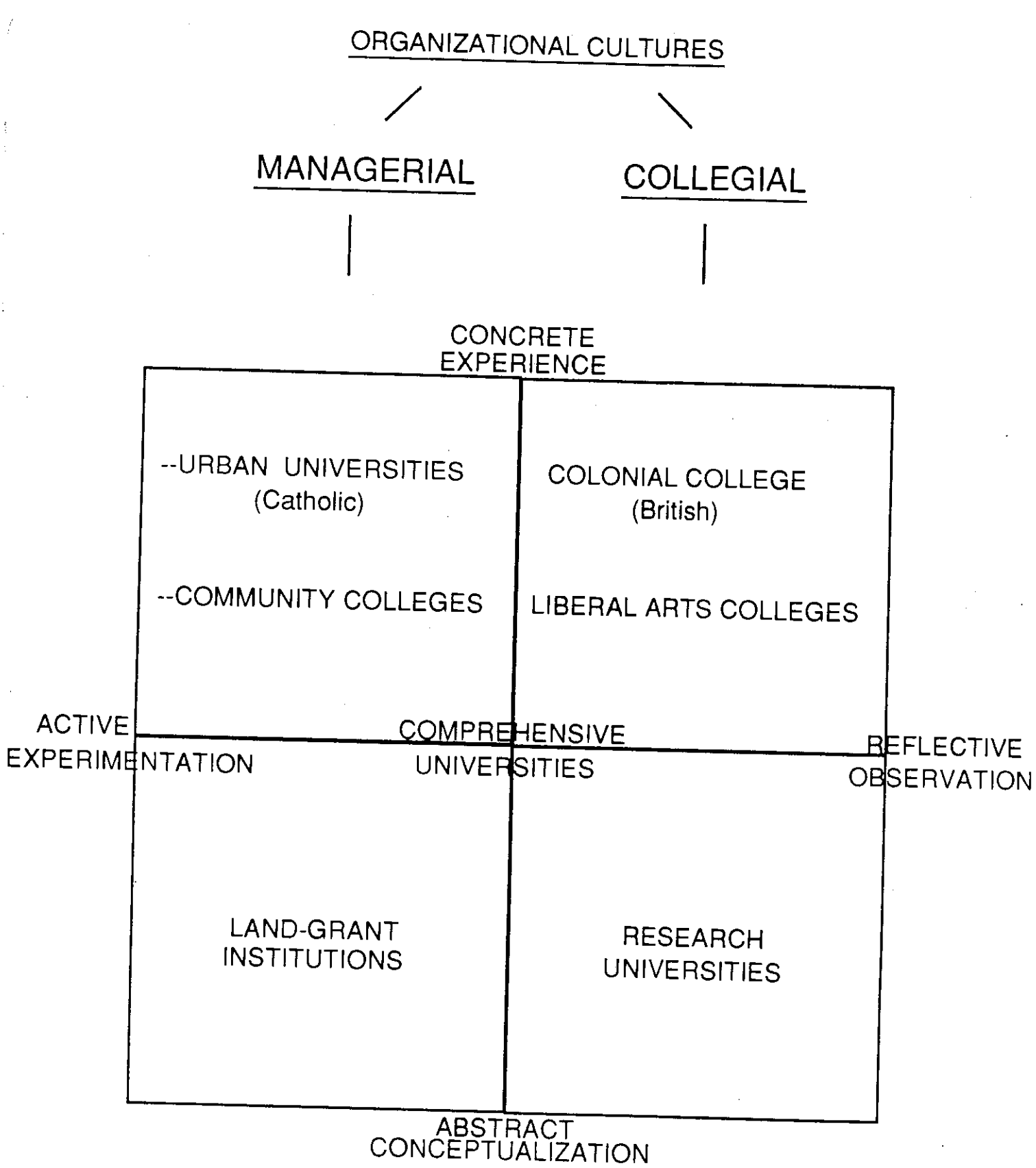
6. **Professional rewards and mobility accrue to those who persistently accentuate their specializations.**

7. **The distinctive task of the academic profession is the pursuit of cognitive truth.**


I. BEING PROFESSIONAL
II. CAREER RESEARCH
ACADEMIC CAREERS
IV. INSTITUTIONAL POLICIES
III. ADULT DEVELOPMENT THEORY

Impact of Pressures on Extrinsic and Intrinsic Characteristics

CHARACTERISTICS	IMPACT
Extrinsic	
Salary structure	Declining
Opportunity structure	Limited
Workload assignment	Increasing - "Speed-up"
Supervisory practices	Centralization
Intrinsic	
Intellectual challenge	Problematic for mid-career faculty
Interaction with students	Underprepared
Autonomy (Control over work)	More regimented
Participation in key decisions	Power shift to administration
Trust (Elixir of commitment)	Eroding
Variety/wholeness	Depends on discipline
Contribution (Feedback)	Not as evident


ORGANIZATIONAL CULTURES
MANAGERIAL
COLLEGIAL
CONCRETE EXPERIENCE
--URBAN UNIVERSITIES (Catholic)
--COMMUNITY COLLEGES
COLONIAL COLLEGE (British)
LIBERAL ARTS COLLEGES
ACTIVE EXPERIMENTATION
COMPREHENSIVE UNIVERSITIES
REFLECTIVE OBSERVATION
LAND-GRANT INSTITUTIONS
RESEARCH UNIVERSITIES
ABSTRACT CONCEPTUALIZATION

Daniel Levinson's Assumptions --

1. Concept of "individual life structure" is key
   - -- self/world
   - -- "underlying pattern or design"

2. Life structure is temporary
   - -- period of stability - 6-8 years
   - -- then transition period of structure building
   - -- stability/transition/stability

3. In creating integrated life structures we
   use only parts of ourselves
   "Selective inattention"
   (Sullivan's)

Career Concept Types

CONCEPT	REWARD	DIRECTION OF CHANGE
Steady State	Security	None
Transitory	Independence	Usually lateral
Linear	Achievement	Upward mobility
Spiral	Growth/ Creativity	Lateral mobility (often to new fields)

Career Anchors

- Security
  - Organizational
  - Geographical
- Identity
- Technical/Functional Competence
- Managerial Competence
- Entrepreneur
  - Variety
  - Creativity
- Autonomy
- Service

Sunday, July 28, 1991, 7:00 p.m.
SECOND PLENARY SESSION. CASE STUDY 3, STUDENT UNION

Endangered Species: Decreased Resources/ Increased Expectations

Kendall Blanchard
Lamar University

This evening we are here to deal with a dilemma that most of us as deans face in these tough financial times--the pressure to do more with less. With reference to the general topic of these meetings, I am not sure that as a group deans are threatened, although it does appear that some of us are more endangered than others. I am certain, however, that the role of the dean, particularly the arts and sciences dean, is changing. The dean is becoming more manager than leader, more bureaucrat than scholar, more fiscally conservative than risk taking, more pressured than challenged, more realistic than idealist, and more regimented than creative. The question, of course, is "why?", and there are a lot of reasons. Fortunately or unfortunately, as the case may be, these are external to the dean's office but at a macro level there are many forces that are affecting change, actually changing the institution, higher education in general, and not only our role as deans. There is nothing new about these, but I would like to isolate some of these forces that I see as changing our roles.

The first is the growing bureaucrazation of higher education. The second is the emerging vocationalism that is threatening in particular the traditional arts and sciences. We can follow with the pressure for accountability and the related assessment movement, the changing ethnic composition and political sentiments of American society, and the shrinking resource base resulting from changing tax laws and decreasing tax support for higher education. Sixth is the imposition of business management models on higher education. Seventh is the serious decline in college preparedness of our current college freshman. And finally there is the increasing cost of equipment necessary to quality instruction, particularly in the sciences. The bottom line in all of this is that colleges and universities, public and private alike, are expected to do more: more detailed reporting, more testing, more remediation, more attention to the personal and social needs of students, more assurances that graduates are getting jobs, more applied research and training, and so on. We are asked to do more and more and more. The appetites of tax payers, legislators, and control boards seem insatiable. Yet despite their hunger, these groups are becoming increasingly stingy. They want the university to do more, but expect the university to do so with less. It is what I call the classic squeeze.

Unfortunately, the dean is squarely at the center of this squeeze, between the pressures of higher expectations on the one hand and a collapsing resource base on the other. In this era of fiscal belt-tightening, the dean is expected to increase output with decreased input and to expand productivity with fewer dollars. I can imagine there are some cases in which this might be possible. Some universities and colleges may have fat that could be trimmed without threatening more vital tissue. However, most universities and colleges of arts and sciences with which I am familiar are not excessively robust. To put them on a diet and on a new exercise regimen at the same time is like forcing Twiggy to lose weight. The consequences could be severe. For most, the pressure to do more for less remains a dilemma, and it is one that the dean can not ignore.

Unfortunately, what appears to be a dilemma--indeed a paradox--to those of us who dean, makes perfectly good sense to many members of the voting public. I am worried that the average man and women on the street are convinced that higher education has gotten fat and lazy and that somehow by cutting back on the institution's feeding while at the same time forcing it to jump through more hoops, it could be whipped back into shape. They see it as not unlike getting "the Fridge" ready for the fall football session by converting what is rotund and moribund to something lean and mean. This prescription for saving money and improving higher education makes sense to people like my barber, state congressman, used car salesman and lawyer because they--like most other Americans--share a set of assumptions about higher education. From these assumptions, many of which are shared by members of the higher education community, one can arrive logically at the conclusion that is reasonable for the tax-paying public to demand more of colleges and universities and yet provide fewer resources.

What are these assumptions that underlie this externally imposed regimen that the public sees as a solution but that deans, particularly in the arts and sciences, see as a problem? The following ten premises are largely accepted among those outside the institution who give much thought to higher education, and they are the building blocks of the new strategy. The logic underlying what for many of us has become the silly syllogism or the pathetic theorem. (Remember this is simply my preception of what the public is saying about higher education.)

First, <u>higher education is in trouble</u>. As an institution, its future, though more secure than Saddan Hussein's nuclear weapons program, is threatened. The list of problems is long and troubling: graduates who cannot read, write, or find jobs; scandles involving athletic programs and misused public funds; campus drugs and violence; proprietory schools virtually selling diplomas; and so on.

Second, putting more money into higher education is not going to solve the institution's problems. Investing more money in colleges and universities, without some indication of improvement, is no more prudent than pouring billions of dollars into an un-reformed Soviet economy.

Third, college and university faculties are for the most part spoiled and lazy. As Sykes of Prof-Scam fame has charged, "They are over-paid, grotesquely under-worked, and the architects of academe's vast empires of waste." To many on the outside, college faculty are seen as persons of leisure, working only 6 to 12 hours a week, getting their summers off, and having the guarantee of employment for life.

Fourth, college and university faculties are largely to the left of the political mainstream. Many of those persons teaching in today's universities are products of the political activism of the 1960s, as this argument goes. They have cut their hair, trimmed their toe nails, and taken a bath, but they have never completely eliminated the smell of their radical ideologies. As a result, today's university students are bombarded with the politics of a pampered yet angry generation of faculty who have gotten older but have not kept pace with the times in the process. Thanks to these fossilized hippies, the university can be viewed as a subversive counter-culture driven by its own view of reality, by its own definition of a liberal education, and by its own standards of political correctness. As a result, to quote D'Souza, what American students are getting is not a liberal education but its diametrical opposite, an education in closed mindedness and in intolerance, which is to say, "illiberal education."

Fifth, there is fat in college and university budgets, particularly in the arts and sciences. Waste is everywhere to be seen on a typical college campus: overpaid coaches and administrators, classroom space and expensive equipment that goes unused for long periods of time, excessive travel budgets for faculty, unnecessarily fancy brochures and viewbooks. Waste is also implied in the fact that college costs in recent decades have out-distanced significantly the rate of inflation.

Premise number six is that modern technology can replace faculty. Computers, interactive video, and other electronic gadgetry make it possible for fewer instructors to teach more courses and more students. Computers can actually simulate the instructor, and the students' interaction with the computer screen is an effective and less expensive substitute for the more traditional interaction with the teacher.

Number seven: classrooms are under-utilized. Late afternoon hours are not popular for teachers to teach or for students to learn on most colleges and university campuses. Faculty members would rather mow their lawns, play tennis, or take naps while students would rather drink beer and throw frisbees. Likewise

the summer months see many large spaces on campus go unused because the traditional academic year does not include June, July, and August.

Eighth, college and university instructors could teach more and larger classes than they now teach. Admittedly, there are ideal class sizes. Most instructors would like classes small enough to allow for effective face-to-face interaction with their individual students but large enough to give participants a sense that something is going on, that something is happening in the class. But, large classes of several hundred can be taught well and are certainly more efficient and economical.

Ninth, research is--for the most part--a waste of faculty time and institutional budgets. Why spend money and give faculty reduced loads to do research on nocturnal courtship rituals among Australian wombats, write a deconstructionist critique of the Kama Sutra, or publish an article in the West African Journal of Horsefly Science? Would not these dollars and energies be better spent on teaching? Nobody really gives a damn about wombats, deconstructionism is a hoax, and no one reads the horsefly journal except Mr. Ed. Yet Sykes has complained that, "In tens of thousands of books, in hundreds of thousands of journal articles, they [meaning college professors] have perverted the system of academic publishing into a scheme that serves only to advance academic careers and bloat libraries with masses of unread, unreadable, and worthless pablum."

Finally, there are many cost-cutting measures that colleges and universities could employ but do not. More efficient use could be made of space, energy, equipment, supplies, and other expendibles. More efficient use could be made of faculty time by decreasing committee work, administrative trivia, and pointless research, and by re-investing that time in the important things: teaching and advising. Administrative costs could be trimmed by eliminating positions not essential to the day-to-day operation of the university. Perhaps the imposition of cost-cutting devices is a violation of academic freedom. But if business gave as little attention to the matter of efficiency as do American colleges and universities, it is unlikely they would survive, at least not for very long.

Again, according to what I perceive as the public frame of mind, these are reported as valid assumptions. If you accept them, there is a wisdom in the effort to withhold funding from higher education while demanding more from the institution at the same time. If you do not, then that wisdom becomes foolishness. But regardless of how you might feel about them, as a dean you cannot really afford to ignore them. They are real and must be confronted as you struggle to do more with less.

I just recently reread Tolstoy's Anna Karenina and was struck by the insight of the opening line: "Happy families are all alike, every unhappy family is unhappy in its own way." The

analogy is that problem-free colleges are all alike, yet every college with problems is problemmatic in its own way. It is safe to assume that none of us share the same set of problems, nor would we opt for the same set of solutions for these problems. It is probably unrealistic to think that we might, at a meeting such as this, develop a general strategy for using our shrinking resources to meet the burgeoning demands now placed on our institutions. But I think we can share our concerns, describe our special strategies, and discuss the state of higher education as this effects our abilities to do our respective jobs. The bad news is that, in the end, there are probably no easy answers, and each of us will need to be creative and resourceful in our own way. The good news is that deans tend to be creative and resourceful individuals.

I am reminded of the story about a dean who was having problems with his vice president. Nothing seemed to work out, there was a lot of bad blood, and increasingly the dean was coming to hate his vice president. One Friday afternoon the dean walked out to a little lake located on the college campus and was kicking rocks and other pieces of debris around the edge of the lake. He happened to kick a little vase which broke open and--predictably--a genie came out and immediately offered the dean three wishes because he had released him from this vial, but he said there was one catch. The genie told the dean that everything he got, the genie would have to give to the vice president in double. If the dean got one dollar, the genie would give the vice president two dollars. The dean thought about it and said, "All right. My first wish is to have a five million dollar annual travel budget." The genie said, "O.K., but now remember, that means your vice president gets ten million each year." The dean thought, then agreed. The genie snapped his fingers, and it was done.

For his second wish, the dean said, "I would like to have a ten million dollars annual capital equipment budget." The genie said, "Okay, but remember your vice president is going to get $20 million." The dean said, "That's Okay." The genie snapped his fingers and said, "Done. What's your third wish?" The dean thought a minute and he said, "I'd like for you to beat me half to death." So, I have got a lot of confidence that deans are creative and will in the end come to grips with their particular set of problems at their own institutions.

Regarding our agenda this evening, I see as our principal task the response to and the discussion of two sets of questions. One, and perhaps the more important, is how to deal with this dilemma of decreased resources/increased expectations affecting our particular colleges and universities. We as deans are being forced to confront directly the coupled realities of fewer resources and larger demands. What can we do to make the most efficient use of the resources we have, be they ever so meagre? The second set of questions has to do with the assumptions that I was taking about earlier. How do we feel

about the perceptions of the public regarding higher education. Is higher education in trouble? Are faculty underworked? Is research important? Is there a liberal bias among the faculty, and if so does this threaten the future of higher education? What about the instructional capabilities of high tech equipment? Have universities been negligent in attending to matters of efficiency? I think that by coming to grips with these issues we will somehow be able to make more effectively those decisions we have to make as we continue shopping at Dillard's on a J.C. Penney's budget.

James Muyskens
University of Kansas

It is somewhat daunting to talk about this topic to a bunch of deans. Kendall certainly did a fine job of outlining the general picture, and as he requested I will talk about the situation as I found it at KU. I am sure for some of you it will be similar, and for others of you--given the different kind of university mine is--might be somewhat different. Let me say just a couple of things about the university. KU has a student population of about 28,000 and 15,000 of those are in the College of Liberal Arts and Sciences, of which I am dean. Thirteen thousand of the 15,000 are undergraduate students. We have about 660 full-time faculty and quite a few graduate teaching assistants. If you were to come to KU, I think you would feel we appear rather affluent, and I think that is important for all of us to keep in mind when members of the constituency of the state come around to see our campus. We look affluent in part because of the Kansas legislature initiated a program several years ago called "Margin of Excellence," which provided some much-needed resources. We also have had a major capital fund raising campaign that has been successful. Yet when I came to KU three years ago, the first thing I noticed as a candidate for that position was that the College of Arts and Sciences was in debt $1.2 million. This was the result of more students coming than we were budgeted for (the University insisting that we find seats for them). To do that, we hire part-time people and expect the University to come up with the money. When I accepted the position, I said that would not be an acceptable practice for me and that we would some how have to get that amount of money into the college budget. Over just three years, we have closed that gap from about $1.2 million to just $200,000. In our state its extremely difficult politically to decide to down size or in any way to cut back. We have had essentially a no growth budget, and yet the number of students goes up. One of the difficulties for colleges of arts and sciences, at least at the larger institutions, is that a large portion of any budget increase to the university will go to the college of arts and sciences, but that imprison of apparently new resources offers little real relief because it is used to share up the college's base, it is used to get the full-time faculty base back to where it should be. That is a real public-relations problem for the dean,

because he or she has to tell the business dean, the law dean, and the medical dean that arts and sciences needs even more resources even though it already appears to be getting at least a fair share of recent increases.

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...To deal with this situation, we have done a lot of bad things. We keep converting faculty positions, transforming tenure-track faculty positions to part-time positions. Now there is at least a potential silver lining in that for universities such as ours. Most of these part-time positions are held by graduate teaching assistants, who are our future teachers, and if we do a good job of making them truly apprentices, truly teachers in training, then it is not so bad. We attempt to do that, and one of my major projects over the last several years has been to help GTA's (graduate teaching assistants) become very much a part of the life of the department and to provide a lot of training from the more experience master teachers. We also have really slowed down any of our plans for getting computers to all faculty or for improving the instructional equipment that we have in our scientific labs. I think some of you might be stunned to see that what is supposed to be a major research university has such antiquarian equipment in its science labs. One of the ways in which we have tried to deal with this, and we I fear are right at the edge of the law, is to have quite a few research grants and where ever possible use some of the money from the grants to provide instructional equipment. I am sure some federal auditors will find that objectionable, so we have to be careful.

We also delay hiring even when we do hire. If we decide a department does need another person, we will say they cannot hire right away because the college needs money for a while. Now the chairs are "trained" so that if someone dies, leaves, or resigns unexpectedly, they say they have some good news and bad news for me. The good news is they have got some money for me; the bad news is that a faculty member has left. The other thing that we have had to do is make it very clear, and this has been a tough thing for departments to accept, that all the positions in the college, all 660, belong to the office of the dean. If a department loses people, those positions are all mine to distribute to physics or chemistry or where ever they are most needed. The "donor department" is in no better position to argue for those positions than any other in the college. We have also increased class size. We do this little by little by little. I have been amused as I watch parents of perspective students come to visit the campus. They want to know class size, they want to know how many courses are taught by full-time faculty and not by graduate teaching assistants. The figures always look good somehow because student affairs always knows how to dress them up, but every year since I have been there we have increased by one or two students the size of our freshman writing courses.

Our basic math courses enrollment have gone through the roof, but we claim that with computer aided instruction we can manage well even though we know that is not true. So those are bad things that we have been doing. I think we do surprisingly well despite doing those bad things, but I cannot really be proud of those.

In some respects, I think we are actually victims of our success and by that I mean our success as liberal arts colleges in general not only at KU. At many of today's universities, a lot of the professional schools are more and more interested in their students having more and more liberal arts courses. Consequently, not only do we get more new students, but we also get more continuing students who are being encouraged by other faculties to take more liberal arts courses. We do a pretty good job despite the class size of teaching writing skills, and that is what prospective employers want. We do a pretty good job of teaching critical thinking. Despite class size we do get the students to learn their math, which means that the high schools do not have to do it. My biggest public relations problem when I came to KU was the terrible math course we had. It was taught at about ninth grade level math, but we worked on it and now--mainly because of public relations--the state thinks it is a great course. But that means we are teaching math from the ninth-grade level all the way up to the highest graduate level. We are expected to do more even though we do not have increases in budgets to do it. But since we are doing things that a lot of people in the professional schools see as important we are in demand.

Finally, at least at our institution, we are a victim of our success in fund raising. I, as probably many of you, spend too much time fund raising. The problem with fund raising is you do not get the money where you need it. Next year, despite the real budget crunch we will be hiring two distinguished professors complete with big salaries and big start up packages. Why? Because some donors wanted to have someone in micro-biology and in geo-physics. That would be fine if donors provided everything. But they provide about half or three-fourths, and then the pressure comes for us to come up with the rest of the resources. We cannot afford fund raising! That may sound paradoxical, but we cannot afford to do it. But we have done it and in that sense are victims of fund raising.

There are things that I think we need to do that we have not done and probably will not do. We have to increase our faculty course load. Now, I know things are different at many universities, but at my university--a research university-- we start on the assumption that everybody is an active researcher. My previous institution went the other way, so you could buy out of teaching if you were a good researcher, but not everybody was entitled to a lighter teaching load. We will probably have change faculty load, and that is dynamite. Still, we have a lot of pressures in our state, especially from our state legislators, to do that. We are going to have to cut programs and

departments. I made a feeble effort at cutting a program this year, and I did not think it was one that people cared too much about. Did they care! But when I asked what they will do for the program if we kept it, the care starting waning just a bit. At my previous institution, the provost announced what programs were weak and slated for cuts. The political price he paid was enormous, and every one of those programs he slated for cutting is now recruiting because they were able to get their constituency to support it. We have to cut some whole departments, but I will not tell you which they are until we have done it. Usually my approach is consultative, but on that kind of matter it will be very difficult to operate that way.

Another thing I think we have to do at universities like mine is to stop teaching remedial courses. We do it. The state claims we are not doing it but as I told you before, the math course they expect us to teach is essentially a remedial course, although we don't call it that.

I think there is a real danger that we as administrators are going to feel sorry for ourselves. That would be wrong. In some ways, it is easier to be a dean in times of austerity than in good times, although it is disappointing that there are lots of fun things you cannot do. For example, my new associate dean recently told me that all the chairs realize we do not have any money. In some ways, that makes it a lot easier. But, I think our main job as deans is to keep the morale of the faculty and staff up, and that is a real challenge. That is extremely difficult in times of austerity. Recently, members of one department were telling me that they were the most disadvantaged department in the entire college, and I suppose every department in the college can make a good case for that, but it irritated me. Think for a moment about our tenured faculty. I know they are not paid what they are worth, but look at the economy right now. All of us have family or friends or neighbors who have no jobs at all. Yet despite all of the problems we have in higher education, there are a lot more serious problems throughout our entire society. A tenured faculty member may have a low salary, but I think it is important once in a while for us to remember that we do have a salary. That is especially true in a state like Kansas, for in western Kansas people have very little, and a piddling salary of $35,000 seems rather handsome to them.

We need to keep in mind perceptions, the public's perception, of us and of the university. When that is put together with keeping faculty morale high, we have a paradoxical job. As administrators, we have to let the faculty know that we understand they are underappreciated and not rewarded adequately for what they do. But at the same time they cannot carry that attitude openly to the public if we are to succeed in changing what I think is now an awful perception of us in higher education.

Finally I think we, as deans, along with the chairs of the departments are really in the best seats in the house as far as making a difference, even though we have to make those tough decisions. We are the ones who are going to shape the debate about teaching and research and about what is going to happen on our campuses. We are the ones who have to shape where hiring will take place, what kinds of people will be hired, and whether we will hire people who truly care about teaching as well as research, to name a few. We are the ones who are going to have to decide where the cuts will be made, what can go, what ought not to go, and what is essential to being liberally educated. We are the ones who can make a university or college truly an academic community. The faculty do look to us for that leadership. Yet there is a danger because we tend to be much more managers now than leaders, and we have to be careful not to let that rule us. Faculty are looking for academic leadership, looking for us to meet with them and hoping we will be excited about their ideas and talk to them about the issues of the day--and not simply budgets.

John Carlson
University of South Dakota

The University of South Dakota has about 7,000 students, including the medical and law schools. In the College of Arts and Sciences, we have 188 faculty positions and about 18 departments. We have been very fortunate within the college since credit-hour production has gone up 27% in the last four years. We also have been able to increase the number of faculty positions during the last three years. In that sense, we have been very, very fortunate because on the face of it student increases have been matched with faculty hires. In South Dakota, our budget for faculty is based on a formula which is generated by FTE per discipline, per level. Ideally that formula would carry over to the operating expenses for career service people, for the clerical help, and for all the other expenses of operating the college, but such a formula does not exist in reality. The only part of the budget that the legislature has chosen to put on "full formula funding" is the number of positions. Consequently, over the last three or four years, while the university has increased something like 60 or 70 faculty members we have not received one single secretary, with one exception made for a program that was dramatically expanded.

Two things are happening to us. One, we are getting the new positions, but they are watching very, very carefully how the funds are allocated. By that I mean those who fund the university do not want us to take the money and chisel off a little bit for secretaries, a little bit for O&M, a little bit for travel money, and so forth. There has been no increase in capital assets or in operating expenses budgets, and this year, to make it worse, our T.A. budget received $120,000 less than what we actually spent last year. People off campus are saying

they do not want us to take money for full-time positions and then break it up into TA's assignments since that would let us manipulate the formula and establish a need for more faculty. The formula also causes some problems for people who are on soft money. For example, if you have a research grant that buys released time, and you use that released time to hire someone to teach your class, we cannot count that class. Likewise, they are looking to summer budgets and saying we should put that on self-support. They have the feeling that we are generating too many FTE's through the summer school and that will effect the general base. I think these guidelines are in a state of flux and of course we are having to do some rather creative things to accommodate them.

Clearly, we have to keep positions open. Like all arts and sciences deans here, we need to keep $100-$200,000 open for additional staffing. But we are being told by the regents office that we cannot just save x positions. That really reduces our flexability and our ability to respond effectively to changing circumstances.

Some colleges have gone outside of the system for monies. For example, in our business school only one-third of the money they spend is state money. They are bringing in two-thirds of the money from outside. The same is true of our medical school, and the vice president for that school actually chided the appropriation committee by telling them they barefly funded the college and that much of their money came from other sources. A further complication is the fact that the dean of business managed to convince the legislators to put a surcharge on business courses, so if he wants to hire a statistician, he can start them at $10,000 more than I can. Talk about more morale problems! We can all fantasize, but that only adds to our frustration. We can all ponder what we could do with significantly more money. We could send more of our students to Europe; we could bring in visiting professors and guest lecturers. There are so many things that we would like to do, but then the frustration is increased because we find we are having to cut what we already have. If you look at this problem on a department-by-department basis, at least at the University of South Dakota, I find that the larger departments certainly have more flexibility to juggle things around. It is the really small departments that have severe problems.

I am a firm believer in making it absolutely clear that when you cut, you are actually giving up things. When I was chair I once had a December retirement, and the dean said I would not have access to that salary for the spring semester. I am not insubordinate, so I said it was O.K., but I made the dean realize that cost him four classes. I encourage chairs to do that to me now. If we cut, just make sure that not only we understand but the vice president understands what we are giving up.

Not all departments are willing to give things up. The history department had eight positions last year, and out of those eight faculty positions four books were published. They take scholarship very, very seriously. But we have one little problem. I would give them released time, but they would not use it because, unlike other departments, they do not want someone coming in and just teaching one course. If we are able to give them just part of a salary or just some additional staffing money, it really does not do them any good. It is either a whole position or no position. Then the department unfortunately has had two recent deaths, and consequently the credit hour production is going down. But each time we had to pull someone out for one reason or another, they were never replaced so possible sections were not covered. They did not want freshman students coming in and taking Western Civilization from just whoever happened to be passing through town, for that was where they recruited their majors. What I am trying to say is that the problem, at least for me, of adjusting to fewer resources is very, very much related to and dependent upon the particular department involved.

We cannot really do what we want to do because we do not have the budget, and because of that we are going to have to learn to be content, or at least not to feel guiltly about doing only what we can afford to do. Even that does not always work. I want the chairs to push me until I tell them, "No." I know I have told my vice president I do not think I am doing my job until he tells me, "No." I have honestly thought about this with respect to the chairs, and I want them to push to the point where we really cannot go any further.

Others have already addressed the matter of saving money by discontinuing academic programs. Let me tell you what happened at the University of South Dakota in that regard. Just before I came, they had an associate degree program in nursing that had been slated to be discontinued. There were only about seven people in that department, they were going to keep on a skeleton crew to finish out the class they had admitted. The faculty, few though they were, they took their case to the hospital administrators and to the public. When I arrived in '88 they were having hearings during the summer in Pierre, and the legislator stepped in. They not only restored the program but doubled the on-campus program and put satellite programs in Rapid City, Water Town, Pierre, and Sioux Falls. Now we have the nursing program alive and well in five locations with 25 faculty. It is a success story. Everybody is bragging about it.

One of the things that I think is a curse and a blessing in this job is what might be called the super, dedicated smaller department. For example, we have a classics program and a philosophy program, two departments each with two people. To me, each professor should teach his or her three courses, which is the average assigned teaching load at USD, and not worry that the

department does not have ten philosophers. We are never going to have ten philosophers. They should be content. But it does not work that way, and at times I get frustrated, but it is also a blessing. Can you imagine what it would be like if all of our departments were content with the status quo? If they accepted the status quo, they would not be faced with overloads. But, if a student needs that fourth-year class, they teach it. It is just unreal. Faculty are teaching 15-16 hours a piece. They double up; they obviously do not have very many majors, and most of those are probably double majors, but they care about each major. I wish people on the street could see what some of our faculty are really doing for us because at least to me they are always doing far more than what we ask.

James Wolfe
Emporia State University

I do not know about you, but I feel like I have been on a real emotional roller coaster tonight. Kendall started by telling us that the academic world is going to hell in a hand basket. Jim came along and said that there are problems at the University of Kansas, but they are so big they can over spend by 1.2 million dollars and the state does not even find out about it. He ended with a really upbeat message: we are important people; we can do things. Then John said that South Dakota is making progress and doing fine.

Our upper administrators like to talk to us about how hard times can be real opportunities. They read all the books on higher education, books which express such diverse opinions that they can find an expert to support what ever view they have. Our vice president said we should look at our hard times as an opportunity to do things we need to do any way. This sort of gives us an excuse. We, of course, are not going to cut across the board; we will look for weak programs, for this is our chance to eliminate them. But when you start looking around for things that may be fat, it has been my experience that whatever is fat is always attached to the underbelly of a sacred cow.

I am sure most of us tend to find those sacred cows outside of arts and sciences. We are traditionally a teachers college, and we are always pointing our fingers at the teachers college and its excesses. We realize they have to have NCATE accreditation since that is central to our mission, but they estimate the cost of NCATE for the visit that is coming up this spring will be $200,000. That seems excessive to us.

Emporia State University is in the same Kansas Regents' System as the University of Kansas. We have about 6,000 students, 1,600 of whom are graduate students. Many of the graduate students are teachers who are enrolled on a part-time basis working on a graduate degree. In arts and sciences, we have 152 faculty members in 10 divisions. That gives you some

idea of about where we are. I have not been through the process of facing recisions, budgets cuts, and so forth since I have been assumed my position very recently.

One thing we often hear when we have cuts to make is that it is time to take a closer look at our mission, and to focus on our mission. If you are associated with a liberal arts college, that usually does not help much because we feel we are already central to the mission of the university, and we can certainly defend that in terms of both general education and majors. Yet we seem to be serving the needs of the professional schools more and more. John mentioned the disadvantages he has with business. We have those same disadvantages, and we also have them with our college of education. In these times of cuts we seem to be faced with such choices as traditions vs. innovations, classics vs. commerical skills, liberal education vs. professional training, and admission standards vs. student credit hour generation. Those are hard choices to make, but that would not be the case for us as arts and sciences deans if it were not for the outside influences, but those outside influences are very powerful. One thing which we have faced, and Jim Muyskens alluded to this, is the fickle legislative process in Kansas and a fickle bunch of people running it. Although we are student credit hour driven to a certain extent, each institution has what is referred to as its "enrollment corridor" which shifts from year from year based on enrollment. If you drop below that corridor, you have a budget decrease for the next year. If you go above it, you have a budget increase. A positive or negative "enrollment adjustment" is the proper Kansas jargon.

In the mid 80's, Emporia State had some tough times. We droped under our corridor and were faced with serious budget cuts. The university made serious efforts toward increasing enrollments, hired a lot of people in admissions, send them out to recruit, and beginning about '87 things turned around. Enrollment started increasing. In 1988 we got a nice positive enrollment adjustment. In 1989 we were due an even bigger one, but the state was beginning to feel financial problems, and we got only about half the amount to which we were entitled. In 1990, we were entitled to a huge adjustment, at least on paper, and the state said that we need to rethink this whole thing. The state was in financial trouble, the political leaders did not feel we could afford enrollment adjustments any more, and they simply stopped. There we were with lots of extra students and no money to teach them. At that point, doing more with less became a part of the new reality for us.

MONDAY, JULY 29, 1991, 9:00 a.m.
THIRD PLENARY SESSION. CASE STUDY 3, STUDENT UNION

"ENDANGERED SPECIES: SHEEP STEALING TO SELF-MARKETING, THE NEW DYNAMICS OF SUPPLY AND DEMAND"

Betty Becker-Theye
University of Nebraska at Kearney

"Sheep-Stealing to Self-Marketing: The New Dynamics of Supply and Demand"

Good morning and welcome to the third plenary session of this 50th year of the National Conference of Academic Deans. This conference is dedicated to the topic of "Endangered Species: Deans in Transition" and the title of our session--"Sheep-Stealing to Self-Marketing: The New Dynamics of Supply and Demand"--reminds us of just how much our profession has changed. We listened to the keynoter, Gene Rice, speak of the mentor role of the dean, last night our conversation seemed to focus on advocacy and leadership role of the dean. Personally, I have always preferred to think of the task of the academic dean as "herding cats" since faculty, like cats, are likely to be interesting and certainly independent but not as easily herded as the "sheep stealing" rubic of this panel would indicate.

Be that as it may, our panel this morning is not only experienced and insightful but brave enough to tackle this topic. Among the three of us, we represent the range of responsibility across the disciplines of the arts and sciences in public institutions of three different states. Jane Earley is a Ph.D. in American Studies from Northwestern University and is now Dean of Arts and Humanities at Mankato State University in Minnesota; Jerry Berlin who is a Ph.D. in the sciences--cell biology--from Iowa State and is now Dean of the College of Science and Mathematics at Southwest Missouri State University; I am Betty Becker-Theye, Dean of the College of Fine Arts and Humanities at the University of Nebraska at Kearney, a Ph.D. in Comparative Literature from the State University of New York. Each of us will speak to the general topic, beginning with Jane, followed by Jerry, with my remarks concluding.

Jane Earley
Mankato State University

Since I am not familiar enough with frontier fiction to find an appropriate literary reference to sheep stealing, I went a little further back, to Aesop's Fables, to illustrate the several points I wish to make on issues of recruiting faculty.

> A wolf was carrying to his lair a sheep which he lifted from a flock, when a lion met him and took it from him. The wolf stood at a safe distance and cried: "You have no right to take away my property." "You came by it rightfully of course," replied the lion with a laugh. "No doubt it was a present from a friend." (Fables of Aesop, S.A. Handford, trans., Baltimore: Penguin, 1961, p. 32.)

It would be nice if a friend would make a present of or present us with the sheep of our dreams, but it is not likely. We are all looking for the same ideal candidates, and although our parents told us we were always supposed to share, we are not about to do that.

The sheep and sheep stealing metaphors have built into them some assumptions that may have been true in the past but are not any longer, in my opinion. There is the matter of the sheep, portrayed relentlessly as dumb animals, making instinctive responses, blindly following one another, lacking choice, and capable of very little independent action. Then there is the notion of sheep stealing, which assumes a theory of property and ownership, of rightful versus wrongful possession.

Both metaphors present problems, as faculty I know are hardly sheep, and, in my experience, universities while comprised of lots of parts seem to own very little, with deans owning even less and faculty outraged at the thought of being owned at all. Without ownership, stealing does not exist.

Because every dean has reason to question his or her own opinions these days, I decided to do a telephone survey of experienced deans in our state, deans having more than ten years of service, to gather information about their views on recruiting faculty now, as opposed to the "old days." I questioned them about how they gather pools of candidates, who does the work, what incentives they offer, what dis-incentives they feel operate in their institutions, and what unusual tactics they have tried.

In open searches--the variety where you cast an advertisement and hope the net draws in a good group of candidates--colleagues reported that for this fall, they still drew good-sized pools for searches in philosophy and English (where, I was told, creative writers still apply for every position). I would add studio art to that list and delete English. Some deans told me that no fields drew large pools of candidates any more. Most noted that five years ago there were some large pools, although not in the social sciences, and that ten years ago there were large pools in most liberal arts areas, especially if the positions were for theory rather than clinical teachers.

By contrast, deans said, for this fall, several areas drew pools too small to be satisfactory for recruiting: these included clinical psychology, public administration, multi-

cultural and/or ethnic studies, mathematics, speech communication, graphic design, and--almost everywhere--Spanish. To these, I would add journalism. Five years ago, the picture was similar but included computer science. Ten years ago, the greatest shortages were in computer science, women's studies, multi-cultural or ethnic studies, and languages.

In using other than open advertisements for gathering pools of candidates, these deans noted that a great change in the past ten years, characterized primarily by what all called "more aggressive behavior," although many noted it was not aggressive enough, whereas most searches were passive even five years ago. Most searches now have more pro-active elements, even if those are still fairly traditional elements, such as personal contacts and conference job marts. One dean mentioned making the position descriptions more appealing by indicating as much flexibility as possible in the opening. He believes by not pigeon-holing experts in disciplines, greater interest is gained and larger pools collected. That dean also advocates attending conferences that are topical and talking to attendees about your opening to generate interest, rather than attending disciplinary conferences like MLA. Another dean mentioned using not the senior people, who usually comprise the personnel or search committee to do the calling, but using the junior faculty who can speak with enthusiasm about their experience at the institution and encourage others to take a look.

This small sample of deans suggested that aggressive recruiting is essential to finding any suitable candidates in areas like multi-cultural or ethnic studies, mathematics, and graphic arts.

Some deans indicated that non-traditional methods have not worked any better than the widely cast ad. Some things that did not work were advertising longer than initial appointments for highly sought people, using guest speakers in the target area to network or brainstorm ideas for recruitment, using resume banks, and advertising in specialized job listings, which most deans found useless and expensive.

All deans reported that in more aggressive searching, their roles increased dramatically, and in most instances the faculty and department chair are more heavily involved. One noted that ten years ago the dean was not much involved until the end of a search and that this was a mistake, since it was too late at that stage to re-cast the job description or the process for conducting the search. Most noted that affirmative action policies and actions have changed at their institutions in the past decade to place greater insistence on wider diversity in the candidate pools, which has heightened competition for candidates.

As institutions try to think of ways to make positions more attractive to applicants, the metaphor it seems to me would be one of luring, rather than stealing. In stealing, the active

person simply takes that which he or she does not have; that which is taken has no choice and makes no decision. In recruiting and hiring, we cannot simply dip into another institution and snatch up a graphic artist or a clinical psychologist as if that person has no choice. But I do acknowledge that we have some of the same guilt feelings when we use our wiles to lure an individual from some other institution where he or she had been living cheerfully, oblivious to us for some time.

Only one colleague reported offering extraordinary salary to lure an applicant. No one offered guaranteed summer employment, although several mentioned that during the initial year they gave some summer employment to offset their inability to pay moving expenses. One reported agreeing at hiring time to shorten the standard time in rank before tenure; all but one admitted to offering advanced rank as enticement. Half said they promise released time from teaching during the first year to help research efforts. None offered research assistants, although one said departments at that campus sometimes arranged them for new recruits. Only one did not offer a computer. Nobody offered spouse employment, but half tried to assist in finding something. One dean always calls the spouse and visits with him or her about the institution and the area. None offered day care. One offered extra travel money to attend professional meetings. One offered preferred class selection and preferred class scheduling. One dean talked about personalizing his conversations by indicating his own strong interest in the candidate taking the job, offering his full support, and talking a lot about how good the weather and climate are. One dean mentioned offering assistance with immigration matters.

Colleagues indicated that they have been using such incentives for the past several years but that this has changed from five and ten years ago, when not much was done. Now one must be more competitive in order to attract a better quality applicant, especially when vacancies are in the fields which themselves are very competitive, such as Spanish.

In terms of dis-incentives, or points that make your position unattractive to applicants, colleagues laughed and sighed a lot, but had a surprisingly common list: it started, of course, with geographical location (too rural, too north), with a few special twists such as "I only want to live on a coast" or "I must be in a place where the temperature is never below fifty degrees." There was a refrain about institutional size: too large, too small, too focused, too broad; in several cases candidates confessed that they liked everything about the position, the people, and the place, but simply felt they must be in a school where a half-dozen others were doing exactly the same research so they could participate in a community of scholars. More common complaints were lack of employment opportunity for spouses, too heavy a teaching load, moving expenses not paid, no early tenure, poor physical facilities, and lack of lab space and/or start-up costs for research.

Overall, these deans said, in recruiting, the major changes noted have come not in the last two but in the last five years and differ greatly from factors ten years ago when the entire process was fairly passive. At that time, there were fewer open positions, and applicants were vying with each other for those slots. Now, the situation has reversed, and in many areas, we are having problems finding qualified individuals or convincing them to come to our locations. Colleagues cite the increased competition and the increased bureaucracy and paper work, some of which arises from increased efforts by affirmative action offices. But they also revealed very personal responses to my question of how recruiting had changed for them over the last ten years. One said, "The greatest change is the level of expectation I myself hold today. I expect a better record of scholarship than ten years ago. I don't worry about the salary; in some ways it is not as much an issue as ten years ago. Instead, I am worrying about the candidate's demands for research support." Another said, "We are running into more young faculty who are idealistic enough to want to come to our institution with its record of high work load and low salary but with its primary emphasis on the student. These people are less materialistic than those who applied ten years ago." One indicated, "What has changed is my sense of control over the situation. In spite of increased bureaucracies, I am more in control than I was ten years ago. That has come with experience, and we are doing a much better job of recruiting than when I started."

I share some of those feelings of being more knowledgeable about the process and more involved early on in the search, as well as at the end. But I also believe that faculty being recruited now are much more independent than those we recruited a decade ago. They know very clearly what they want and are not hesitant in expressing their demands. They have carefully honed responses to the questions they know I will ask (my demands, if you will) and move right into their demands. They see their world as full of choices, and, while I meet some of those idealistic candidates, too, I believe they are all much more skilled negotiators than a decade ago. Sometimes they are being coached by senior faculty; sometimes they are making these demands following conversations with senior faculty who were more passive and did not negotiate as good a "deal" for themselves.

This brings me to my second fable:

> After driving his flock to pasture one day, a goatherder noticed that it was joined by some wild goats. In the evening, he drove them all to his cave. The next day he was prevented by foul weather from taking them to the usual pasture and had to attend to them indoors. He gave his own animals a ration that was just enough to save them from being famished, but he heaped the fodder generously before the newcomers in the hope of increasing his flock by domesticating them. When the weather cleared he took them all out to the pasture, and as soon as they set foot on the

> mountains, the wild goats took to their heels. The herdsman charged them with ingratitude for deserting him after the special attention he had shown them. They turned round and told him that this was precisely what had put them on their guard against him. "We came to you only yesterday," they said, "and yet you treated us better than your old charges. Obviously, therefore, if others join your flock later on, you will make much of them at our expenses." (Fables by Aesop, S.A. Handford, trans., Baltimore: Penguin, 1961, p. 104.)

If we treat our old charges as dumb animals and lavish incentives on recruits, even though the old charges understand the climate of the time, they become discouraged, and we have problems for continued faculty development and morale. Those of us working with set pay scales probably run into salary compression problems faster than the rest of you. Persons who started teaching for us as assistant professors ten years ago, entering our pay scale with, for example, four years' experience at about $16,500, are now receiving about $36,000, which is just about where new hires with ten year's of experience are being placed. This makes the long-term faculty feel devalued. For me, one of the critical issues in hiring new faculty is equity with the rest of the group. Even if I had all the money I needed, which I expect never to have, I would struggle with the ethical questions of need for the discipline versus antagonism with the old charges. Our assistant vice president says I would do better if I disabuse myself of this idea that life should be fair. But unfortunately, we have often "used" those senior faculty in such ways as to prevent them from making their own portfolios attractive enough for someone else to steal them with a good offer. They feel trapped and taken advantage of, in terms of both money and work, and that does not make a happy situation with students. I believe as the competition for faculty increases in this decade, we are going to see more sharp divisions among old and new as more incentives are offered recruits.

If you think we cannot create this kind of problem for ourselves, I turn to yet another fable:

> A wolf began to follow a flock of sheep, but did them no harm. At first the shepherd feared it as an enemy and kept his eye on it carefully. But when it continued to accompany them without making the slightest attempt at robbery, he thought it was more like a protector than a designing foe, and having occasion to go to the city, he left the flock with it in attendance. The wolf saw its chance, and falling on the sheep tore most of them to pieces. When the shepherd returned and saw his flock destroyed, he said: "I have go what I deserved for entrusting sheep to a wolf." (Fables of Aesop, S.A. Handford, trans., Baltimore: Penguin, 1961, p. 34.)

Like the shepherd, we may deceive ourselves about what sorts of neglect can destroy the flock.

For me personally, this _____ the greatest problems in recruiting have come this year from budget difficulties. The vice president does not release my share of the institution's reduced finances to me in time to recruit effectively, so although the incumbent informed us in October of plans to leave in June, the search was frozen, and the thaw has come too late to help. This has happened to me with about ten searches this year. Additionally, the vice president, jittery about the budget reductions for this year, is asking me to be a greater seer and to vow that I can support any probationary hires through the decade. I am at odds with myself whether to be conservative and hire fixed term (thereby creating program damage by not filling with experts we need) or optimistic and hire with abandon but great assurances to all.

One point which none of my colleagues mentioned but which I consider major in my own efforts is the subject matter of my interview with the candidate. When I interviewed my first candidate in 1974, about two weeks after moving into administration, I mostly talked generally about how good the department was and listened to the person talk about himself. I had not looked at the candidate's file except in the minutes right before the interview. Now, I review those files before the candidate is ever invited, as I believe I see things in them that less experienced readers miss. Several times, calls to colleagues at those schools have kept us from making a hiring mistake. I am always grateful to colleagues for their advice. One of the major benefits of meetings such as this is the opportunity to meet people and form networks for just such occasions.

In the interview itself, I make clear that it is up to the department to sell itself, and I concern myself more with the credentials of the candidate, asking specific and very pointed questions that I know others will not ask based on materials in the application (including student course evaluations). I go over in detail with the candidate our personnel processes, so that he or she will have a clear idea of the type of outfit we are. Some departments are always fearful that this will discourage an applicant, but so far the candidates have all said that they appreciate the frankness and the precision with which I lay out the expectations for their professional performance and growth.

As an aside, I also make clear to fixed term appointees that I have two goals concerning their employment: one is to use up every bit of their energy while we have them and wear them out; the other is to make sure they save some of their own energy to develop professionally during the year, so their resume will have more luster when they leave than when they came. While I am having these exchanges with candidates for both short- and long-

term jobs, I am also learning much about them by their responses, and since some of them do not expect this sort of conversation, I am often learning things I would not have discovered from their practiced "interview voices."

In this way, I start working on faculty development at the interview, and I believe this pays off every time. The candidates understand that I am interested in them as individuals and in their professional growth and that I am not just offering them the best fodder today but will not care about what happens to them tomorrow. I believe this vigilance, from the beginning, is critical, for I do not want to be like the shepherd who left the familiar wolf in charge of the flock and did himself in.

Jerry Berlin
Southwest Missouri State University

The most important job for a dean is to provide leadership in recruiting good faculty. Virtually all fields will experience difficulty recruiting faculty in the coming years. It is difficult for our age group, one that grew up with a general surplus of professors, to think about faculty as an "endangered species," but nevertheless, an increased supply of college-bound students in the latter part of this decade, couple with increased retirements of faculty hired in the 1950's and 1960's, plus an extra-collegiate demand for people trained in technological fields, will cause the potential pool of faculty to be reduced to the point where new faculty members might well constitute an endangered species. I am particularly concerned with the sciences and mathematics and will emphasize these disciplines here, but I am convinced that similar arguments are equally persuasive in other disciplines. I will first provide data to substantiate my fears and conclude with deanly suggestions on how one might cope with this situation in the coming years.

Several historical events will have pronounced effects on our ability to provide future classroom faculty. I reiterate, these are historical events, they have already occurred, and they will impact our lives as deans.

First, the sheer number of students in college has increased this century. The availability of college to the masses and the increased job-related educational requirements have driven this upward enrollment spiral. Table 1 shows the number of bachelor's degrees earned in all fields in the U.S. since 1900.

The enrollment increases have not always been gradual. There have been three prominent waves of baccalaureate degrees conferred in the U.S. this century: One after each of the two World Wars as veterans returned home, and one in the late 1960's when the baby boom produced in the late 1940's reached college age.

Table 1. Increase in Bachelor's degrees in the U.S.

Year	Number
1900	30,000
1920	50,000
1930	100,000
1950	500,000
1986	987,823
1987	991,339
1989	1,017,667

Second, the post-World War II environment in this country allowed universities to use public funds for basic research and science education. Prior to the 1940's the interaction between the government and universities was minimal. World War II solidified a federal government-university complex. Further, the government R&D effort increased from $1.1 billion in 1947 to $3.9 billion in 1957. Basic research was funded at a level of $100 million in 1947 and $262 billion in 1957.

I consider Sputnik to be the third historical event. Sputnik caused a national furor in 1957 that resulted in a large influx of federal funding for the basic sciences. By 1959, federal funding for the basic sciences had increased to over $400 million, a 52% increase in just two years. The post-war and post-Sputnik years had a concomitant increase in the production of science doctorates. There were 1,600 science Ph.D.'s produced in 1947 and over 5,500 in 1962, just five years after Sputnik.

Thus, the 1960's stage was set with a large college-age population that appeared at just the time when the sciences were being promoted, when potential faculty were plentiful, when university enrollments were increasing, when funding was abundant, and, consequently, when universities expanded in nearly every way possible. Many of our faculty colleagues and friends found their first appointment during these times.

The baby boom births bottomed out approximately 15 years ago, and from a demographic point of view, we know that there will only be 2.4 million annual high school graduates in 1992, 1993, and 1994. This fact has caused nearly every college admission officer concern for the past few years.

What bothers me is the upswing after 1995. There will be approximately 2.8 million high school graduates in 2000 and 2.9 million in 2005, which translate into healthy increases of 16.6% and 20.8%, respectively. This increase in potential college freshmen in the late 1990's will occur simultaneaously with a decrease in science doctorates and an increase in retirements of faculty who were hired in the 1960's to handle the wave of baby boomers.

Who will teach the new college-bound students in the early 21st century? Table 2 shows the data for the much-discussed science pipeline. Our supply will not meet our demand, and the future is not bright. The mean time for a high-school graduate to earn a doctorate is about 12 years in the sciences. Thus, assuming the percent of students electing such careers does not change, it will be 2007 before we will start to see an increase in new Ph.D.'s. Unfortunately, fewer students are opting for careers in the sciences. Table 3 shows the number of undergraduate and graduate degrees earned in 1988-89 in the different fields as well as the percent change from the previous five years. Note that the five-year changes in doctorates produced in technological fields are consistently greater than the five-year changes of bachelor's degrees. For example, bachelor's degrees in the Life Sciences actually decreased 7% from 1983-84 to 1988-89, whereas overall doctorates increased 3%. A recent article in C&EN (Heylin, M. May 20, 1991) reported that last year was the seventh consecutive year for a decline in B.S.-level chemistry graduates. The seed corn for doctorates in the sciences has been reduced and, other factors aside, will result in a reduction in science faculty in the coming decade. Couple this, if you will, with the Bureau of Labor Statistics estimation that there will be additional new jobs for 35,000 life scientists and 31,000 physical scientists in 2000 (compared to 1988), and it is obvious that the potential pool of faculty applicants will be shrinking in the next decade.

What are the chances that another crest of human and financial resources will occur simultaneously in our dean-times to enable us to meet these challenges? Don't bet the farm on it! My crystal ball shows an odd wave form; it has a peak of new students arriving with a valley of resources.

I understand some universities are meeting this dilemma by bankrolling faculty for the future. Frankly, that compounds my problem because I happen to be at a university where that is not an option, and that actions represents another drag on these diminishing resources.

Table 2. The Science Pipeline

1977	750,000	Sophomores with interest in science and engineering
1979	590,000	High School seniors with interest in science and engineering
1980	340,000	College freshman with interest in science and engineering
1984	206,000	Baccalaureate degrees in science and engineering
1984	61,000	Graduate students in science and engineering
1986	46,000	Masters degrees in science and engineering
1992	9,700	Ph.D. degrees in science and engineering

(Source: National Science Foundation as reported in the Wall Street Journal Feb 22, 1990)

Table 3. Earned Degrees by Field, 1988-89

Field	Bachelor's Degrees Total	5-Yr Change	Master's Degrees Total	5-Yr Change	Doctor's Degrees Total	5-Yr Change
Agriculture/Natural Resources	13,488	-30%	3,245	-22%	1,184	1%
Architecture/Environ. Design	9,191	0%	3,378	5%	86	2%
Area & Ethnic Studies	3,949	37%	978	10%	110	-21%
Business & Management	246,659	7%	73,154	10%	1,150	18%
Communications	47,385	23%	3,926	12%	242	13%
Communications Technologies	1,240	-21%	307	115%	6	50%
Computer/Info Systems	30,637	-5%	9,392	52%	538	114%
Education	96,988	5%	82,238	7%	6,783	-9%
Engineering	66,296	-13%	23,713	18%	4,521	52%
Engineering Technologies	18,977	1%	828	46%	12	500%
Foreign Languages	10,774	14%	1,911	8%	422	-9%
Health Sciences	59,111	8%	19,255	10%	1,439	24%
Home Economics	14,717	-10%	2,174	-10%	263	-6%
Law	1,976	55%	2,098	16%	76	-37%
Letters	43,323	28%	6,608	14%	1,238	2%
Liberal/General Studies	23,459	25%	1,408	20%	32	-33%
Library & Archival Sciences	122	-52%	3,940	4%	61	-18%
Life Sciences	36,079	-7%	4,933	-9%	3,533	3%
Mathematics	15,237	15%	3,424	25%	882	27%
Military Sciences	419	115%	0	-100%	0	0%
Multi/Interdiscp. Studies	18,213	9%	3,225	2%	257	-32%
Parks & Recreation	4,171	-12%	460	-17%	36	33%
Philosophy & Religion	6,411	0%	1,274	10%	464	5%
Physical Sciences	17,204	-27%	5,737	3%	3,852	17%
Protective Services	14,626	16%	1,046	-14%	27	-13%
Psychology	48,516	22%	8,579	7%	3,263	10%
Public Affairs/Social Work	15,254	6%	17,928	17%	417	-1%
Social Sciences	107,714	16%	10,854	4%	2,878	-1%
Theology	5,322	-10%	4,625	-9%	1,165	-3%
Visual & Performing Arts	37,781	-5%	8,234	-3%	755	-4%
Not Classified	2,428	N/A	890	N/A	67	N/A
All Fields	1,017,667	4%	309,762	9%	35,759	8%

(Source: U.S. Department of Education)

Fortunately, there are some things a dean can do to ensure a quality teaching faculty for the future. I offer the suggestions below for your consideration.

1. Search Committees need to be searching and not screening committees. Experience suggests that most faculty search committees turn out to be the latter and not the former. Typically an ad is placed in two or three places (one or two of these may be dictated by an Affirmative Action Officer), applications appear in the mail, and the committee sets about screening these to a short-list. On the other hand, those committees that turn over all the rocks, call colleagues at other institutions, conduct interviews at professional meetings, and are proactive rather than reactive increase their odds of securing good people. A dean can/must encourage these types of activities when the Search Committee is charged. This would appear to be the most attractive option listed as it is an effective and relatively inexpensive option.

2. We may need to find a way to encourage our better teachers to extend their working lives beyond what would be their normal retirement time. Several possibilities exist. With the cap soon to be lifted from mandatory retirement ages, some faculty might prefer to continue teaching rather than retire. Some retirees might appreciate a supplemental salary in return for a reduced teaching load. We might find ourselves recruiting the retirees from other universities. Indeed, we might even find a teaching star from among the ranks of nonacademic retirees. Given a severe shortage, an institution might have to reevaluate its inducements for early retirement.

3. Universities are not the only sacrificial lambs when the economy turns sour. A major reason for the poor financial picture in most states is the lack of sales and corporate taxes. Our state-wide industries are also feeling the pinch. Southwest Missouri State University was recently successful in securing the services of a physicist on the cutting edge of technology who was employed in a basic research laboratory at a major aircraft company. Not only did we obtain the individual, but we were virtually given the equipment in his research laboratory. This was a rather complicated package, and we had to do a fair amount of self-marketing because the person had other offers. Most of the recruiting expenses were associated with travel since the candidate was brought to campus five times and was visited several other times. The individual is an excellent teacher and complements both our teaching and research programs. I think we were inordinately lucky in this venture, but my point is that deans need to be enterprising and flexible enough to follow-up on

unconventional opportunities. Also, I would contend that there are a lot of technological types working in industrial settings who might be easily convinced to join our academic ranks. It may be easier to steal some of our sheep from this source rather than from our sister institutions.

4. Probably the best way to impact the long-term shortage of faculty is to change the percent of students opting for careers as college faculty. We need to give more than lip service to recruiting our better undergraduates into professorial careers. I have a sense that we spend more time recruiting our better students to other professions rather than to our own. We truly need to be more proactive in this endeavor. An excellent starting place would be minority recruiting at all levels. Evidence is mounting that we need to improve science education in the elementary schools to get students interested in the sciences.

Finally, I hope, probably in vain, that any future faculty shortage will not cause one university to raid another.

Betty Becker-Theye
University of Nebraska at Kearney

Sheep-stealing to self-marketing: the new vocabulary of the academy. It is said that we speak from our own disciplines regardless of our function in the organization. As a linquist, I am interested in some of our new vocabulary. The very fact that our discussion today deals with the new dynamics of supply and demand is a comment on the changing nature of the academy. In many of our institutions, to have been dean between 1973 and 1983 might have meant that one was not involved at all in the hiring of new faculty, so stable was the job market and so restricted the growth in higher enrollments or of resources at our institutions. However, to be a dean between 1983 and 1993 certainly means that one is involved in hiring, either because of growth or because of retirement or resignations. The college of which I am dean has hired or replaced 62% of its faculty since 1983.

For many institutions this has resulted in a two-tiered faculty. The group that has been at the institution for more than twenty years now finds itself face-to-face with the group that has basically been there twenty minutes; it has put on search committees people who have not been in the market since the search committee practice came into place; it has put people who were never expected to be researchers but who are now the tenured faculty of departments on the personnel committees which are setting the standards and making the recommendations on those whose research far surpasses their own. In short, the new dynamics of supply and demand extend from the new dynamics of

institutional mission and individual purpose to the new ethics of the profession. All of this has spawned a vocabulary that never before applied to academe and which reflects the changing nature of our profession and our society.

Sheep stealing, self-marketing, careerism, head-hunters, signing bonus, spousal employment, live-in benefits, tenure buy-out, teaching buy-out, phased retirement, instant tenure, mentoring, bankrolling, show ponies, set-up allowance: drop one of these terms in a dean's meeting in 1941-1973 and you would have been thought to be speaking as an anthropologist, an insurance salesman, or a Mafioso, so unusual would these terms have been. But these terms are in currency in 1991. The new terminology is not only colorful but significant in the camouflage it gives to deep underlying ethical concerns and the verbal irony in which it engages to hide the fact that the job hunter (the prey) is often more sophisticated than the hunters and that today's new faculty is experienced at candidacy, if not experienced at teaching. Today, the formality of an institution's external activities of search, candidacy, recruitment, and hiring can be in sharp constrast with the informality (read "chumminess") of its internal activities and with the long-time faculty/administration relationships that develop and influence its internal structure (a candidate once said to me that we even knew each other's dog's names).

For each of the new terms, there is a term that counterbalances it and that often comes to mean, at least in some discussion, an out-dated concept or ethic. Careerism--the term that describes the new ethic of loyalty to one's own career as opposed to the older ethic of institutional loyalty--is an example. Many of the long-time faculty in some of our institutions came into teaching in higher education from the secondary schools during the faculty shortages in the 60's. The fifteen hour loads our institutions had seemed light compared with the seven-class-a-day load of the secondary school; even institutions of modest repute among other post-secondary institutions still held more status for them than their associations with the secondary schools. These people then completed Ph.D. degrees and began publishing careers, but they also transformed the institutions they were in as they transformed themselves into university faculty. They literally built "institutions"--faculty governance, collective bargaining, new degree programs, higher standards. Jean Paul Sartre wrote, "We love only what we have changed in the Other." These faculty greatly changed both themselves and their institutions and therefore have great loyalty and love for those institutions. The new "careerists" have followed a course from undergraduate degree programs directly into graduate programs, where they remained until they had completed doctoral degrees. In many cases after they had earned the degree, their doctoral-degree-granting institution provided them with a three or four year non-renewal contract to begin their university teaching. As a graduate student, they taught a lighter load than most of our

full-time faculty; they had access to libraries some of us cannot provide; they had support for research some of our institutions--which are primarily "teaching" institutions--cannot provide. For these new faculty, the institutions which have given them their first tenure-track job do not represent a move ahead but a step backward from the Research I University where they first earned degrees and taught. For them, institutional loyalty may never be possible; they motivate themselves to work and progress within the parameters of their own resumes as they build a career instead of an institution. The absence of instructional loyalty has brought head-hunters into academic hiring, first at administrative levels and particularly as institutions tried to improve their pools of minority and female applicants. Now head-hunters are moving into academic fields, seeking candidates in areas in short supply or from underrepresented minorities. A candidate in a field in short supply is sought after and may now command a considerable signing bonus as well as demand to be set-up for his or her research. Moving expenses are no longer enough. These are not rare occurences; our institution lost a political scientist to an eastern university over a significant signing-bonus. From the point of view of the dean of the other institution who hired the person, paying a one-time signing bonus had advantages over offering a large initial salary.

As institutions compete for faculty, the practice of pooling funds from two or more positions to create a higher salary, bonus, and/or set-up for a candidate has some departments bringing in the new faculty member as a "show pony." A recent hire on our campus illustrates my earlier concern about the naiveity of the on-board faculty with the sophistication of the candidate. A department in the sciences which has not hired a new faculty member in 20 years was allocated a new position this past spring. As no candidate in the pool was a U.S. citizen, although all seemed to be exceptionally qualified in the discipline, the primary criterion jokingly came to be which candidate had the best English. Nevertheless, the successful candidate negotiated for himself a research released time position and a $200,000 piece of equipment that needs $10,000 annually for nitrogen fuel. He needed this for his research as a set-up allowance. That sounds reasonable for a senior researcher, but this candidate was not exactly a senior researcher; he is completing his Ph.D. this month. One cannot help but wonder if the unfamiliarity this department has with the hiring process made them more easily impressed with the credentials of candidates and more vulnerable to candidate self-marketing.

At least this department did not have the problem some departmental search committees have in failing to see their role as "recruiting" the candidate, rather than continuing to "screen" for so long that no candidate accepts the position. The candidate's self-marketing is counterblanced by the department's screening and vice versa, but the result is too often that a match cannot be struck between the two perspectives. Self-

marketing is easier for the candidate strong in research than for the candidate strong in teaching. Yet most of our institutions have quality teaching as the primary mission, and the profession as a whole has given a new significance to teaching. Of the 80 FTE in the College of Fine Arts and Humanities at the University of Nebraska at Kearney. I have hired 61%--so 39% of the faculty have hired the other 61% and will decide tenure and promotion for them.

All of us have had some unusual experiences in the hiring process, some involving ethics and some involving simple discourtesy. I had a candidate refuse a job because I had a signed photograph of the Reverend Jesse Jackson in my office. He made that decision with no information on how or why I came to have Rev. Jackson's photo in my office, because he did not ask and I certainly did not say. I felt quite fortunate that he did not accept, and I am now undecided whether to throw the photo away or have it enlarged for future interviews. Another candidate refused a position and wrote a scathing letter to the search committee chair, blaming him for some aspects of his campus visit when in fact he declined our position having initially accepting it in order to take another job elsewhere. This spring a candidate refused a verbal offer from our music chair by saying, "I'm not ready for Nebraska." What does that mean? Whatever happened to simply thanking one's hosts for the campus visit and for the offer and declining employment?

Discourtesy on the candidate's part is counterbalanced by occasional discourtesy by the institution by instructors. In this regard I want to comment on the non-search. Too often our affirmative action policies cover confirmative action practices. We advertise jobs for which we have a candidate in mind. We bring in people for jobs which in our minds are already filled. We can promote from within, and let's just do so if that is what we intend. Promotion from within should still create a vacancy and open a position that can be advertised and filled instead.

The danger in the responses that are sometimes made to the exigenicies of supply and demand is to the integrity of the academy itself. The language we have adopted to describe some of the new situations in the academy is jargon adopted from other fields than our disciplines--unless you are in equine studies or animal husbandry. It is used as a defense against the changes in the job market, in hiring processes, and in dealing with candidates who take the control from us. Whoever controls the vocabulary controls the situtation. The expressions are fun so long as they do not set us apart and obfuscate rather than clarify our efforts to find and retain the right candidates for our institutions and our students.

I recommend we try to control the situation in other ways, and I am a little uncomfortable using the word "control." As a part of recruiting and hiring, we need to articulate a clear

vision of the mission of the institution, the college, the department and show where this position is within that context. We have to know what we are during before we choose someone to do it with us. Are we a graduate institution, are we undergraduate, are we looking for a researcher or a performer? Meet with those who will be doing the screening, host interviews, and recommend how the process should proceed. Often our search committee orientation is done by the AA officer, which might be fine for procedures but does not address the question of vision which should be of utmost importance to us as deans.

We need careful job descriptions going beyond the ad that is placed. We need to read and interview from that job description. The candidate is often fearful of unemployment and wants to be at your place. Candidates try to present himself in herself as fitting the job description that was advertised, regardless of what they want to do. All these candidates are successful people. They have been successful with their degree programs and may have been successful at interviewing, may even have the actor's experience interviewing. Malloy's research shows that actors pretending to be chemists were always selected over real chemists. The performer shows us what he or she can do. The teacher shows us what we as students can do, and that is a difficult quality to track in an interview.

Nothing we do is more important to our long-term contribution to the institution as a dean than whom we hire, whom we send away, and whom we retain. Academic hiring is the most dramatic opportunity we have to restructure the institution. Call it sheep stealing, cattle rustling, or as I do, cat herding, in the confines of this meeting but meanwhile back on the ranch--or back at the cattery, vocabulary alone will not resore to us a sense of control. We must give real leadership to hiring, and recruiting, and retaining faculty by engaging our faculty colleagues in a mutual effort to find and retain the right candidates for our institutions and our students.

REPORT OF THIRD PLENARY SESSION

Recorder: Neil Hattlestad, University of Central Arkansas

Endangered Species: Sheep-Stealing to Self-Marketing, the New Dynamics of Supply and Demand

Much of the discussion following the presentation of panel members centered on responsibilities of the dean in faculty recruitment. Opinions were varied regarding the exact role of the dean. It was generally agreed that in departments where very few faculty have been recruited in recent years, the dean must play a more active role in orienting search committees to the task. Complexities of recruitment have increased since adoption of affirmative action guidelines. A very important function of the dean is to work with the chair to be sure that these are clearly understood.

The value of a required master lecture for applicants during the interview was discussed. The traditional approach is to ask the applicant to present material on a topic of his/her choice. Some believed it better to ask the individual to teach a regular lesson in one of the introductory courses. At least one dean felt the applicant should teach a class in a core course for major students and another for a general education course. One dean emphasized the importance the master lecture stating that he sits in on 90% of the presentations.

Another major recruitment problem is in the hiring of minority faculty. "Bankrolling" as a means to increase the number of minority faculty has potential but fiscal constraints generally preclude implementation of this strategy. The granting of graduate stipends for promising undergraduates as incentives for commitment to a career in college teaching has potential. The award of grants to entry-level faculty to support doctoral study was also cited as a positive step in addressing the faculty shortage. Another approach is to employ generalists who are not in short supply and support their training in a specialty area.

One participant emphasized the importance of employing some faculty holding the Ed.D. so that proper connections can be made between the disciplines and colleges of education. There is a fear that the number of qualified faculty holding this degree will decrease in the future. Some faculty in the disciplines do not see the relationship between their research interests and those of Ed.D. degree holders.

Poor salaries were cited as a major disincentive in college teaching. One dean suggested that this might be counteracted with stronger emphasis on the intrinsic values of a career in teaching. Another stated that retirees could be a positive force if they were more eager to explain the virtues of a teaching career to their students. It would also be helpful if they would

enthusiastically pursue emeritus status, which would facilitate greater involvement in the profession during the retirement years.

Spouse employment programs were suggested as another effective recruitment strategy. The Great Lakes Consortium was mentioned as an example of a program in which institutions collaborate to facilitate spouse employment. In this approach, participating colleges share with member institutions vita of a spouse of an individual they plan to employ.

Another challenge for employers is that prospective faculty are becoming more sophisticated in bargaining for the initial term of appointment. It is clear that all involved in faculty recruitment must be more innovative in the future.

Monday, July 29, 1991, 1:30 P.M.
FOURTH PLENARY SESSION. CASE STUDY 3, STUDENT UNION

"Endangered Species: Administrative Evauation, the Dean in the Middle"

Charles Martin
Mississippi College

You all recall the story of the scout master who came huffing and puffing up to the little country crossroads store and asked if they had seen a little group of cub scouts pass that way. They said, "Yes, they went that way." He said, "Thank you; I'm their leader," and went huffing off to try to catch them. I feel that way about this panel.

Unlike Kendall Blanchard, I have not been rereading Tolstoy recently. In fact I read so little besides the news and bureaucratic gobbledy-gook that I suspect I have lost the capacity to read good writing. You recall that Don Quixote read novels of chivalry from dawn to dusk and sometimes from dusk until dawn until from so much reading of that material and nothing else his brains dried up, and he began living in a world of fantasy. Well, bureaucratic will dry your brains up faster than novels of chivalry will, and perhaps you are suffering from the same malady. But I do seem to recall from the dim, distant literate past a little account in War and Peace of a young nobleman who was going into the military to help save Holy Mother Russia from the invading hoards of the French Army. Even though he had no military experience he was receiving his commission as a second lieutenant because he was a nobleman. The other noble families were giving him the royal send-off, complete with dinners and balls, the glow of candle light, and the gleam of silver and gold, the plush of velvet and satin, and with lovely music in the background. Everyone was treating him wonderfully and sending him off to come back a hero. Eventually he reported to his military unit and was put in command of a platoon and sent immediately to the front. At the head of his troops, astride his horse, resplendent in his new uniform, he gave the command to charge, and as they started forward, suddenly the front erupted into gunfire; bullets were whistling by his ears and around him in all directions. Suddenly, a cold wave of fear rushed over him, and it hit him. "They are shooting at me, whom everyone loves."

If you are new enough in the deanship so that you are still basking in the congratulations that came to you, one of these days you are going to lead the charge into evaluation. Like the rest of us, you are going to feel that they are shooting at us whom everyone loves, and it does make a difference.

We are experiencing still a long continuing and growing wave of pressures to evaluate everything and everybody under the

sun. It is moving maybe at a slower pace than the French army toward Moscow but just as relentlessly forward, and we are finding ourselves agreeing with the necessity for part of it and finding the necessity to resist part of it even though we may not always have the ability to do it. Public institutions are caught up in demands from state coordinating boards and from legislators, and both public and private institutions are being pressured by accrediting associations to demonstrate evaluation of various kinds. Private institutions may be less subject to public boards, but they are under pressure from the marketplace where people want, not just a college degree anymore, which is something that most everybody seems to have now, but a "designer diploma," something that is different from everybody else's, something that will stand out.

We as private colleges have to be able to justify our place in the market; we need to give some reason why somebody should come to our institution to get this diploma. If we cannot justify why they should get it, they will decide not to. Some of us who have been around a while can recall some of the buzz words that have dominated assessment conferences over a great many years. "Accountability" has been with us for quite a while. Some of you will recall "zero-based budgeting" from a few years back. It was a wonderful device for catching our attention, but as a way of building an institutional budget, it was nonsense, because you started every year as though you were trying to decide whether or not to have an English department.

"Management by objectives" is where you spell everything out ahead of time. It may be long-range planning at its worst, since it apparently is put together on the asumption that the largely fictional five-year plan is really real and that you can make better decisions five years before you know the facts than you can when you are facing reality. All of these things taught us something, but all of them turned out to be pernicious if they were taken too seriously.

More recently, the term is "strategic planning," which probably does seem to make more sense than any of the others. But I begin now to see and hear references to strategic planning in the past tense rather than the present.

The most recent trend that I am encountering is the application of the Deming method to higher education, and you are probably familiar with Deming and what he did for manufacturing in Japan. There is the implication that, if we just do the same in higher education, we would turn out excellence in everything that we do. I am convinced that there is a great deal that we can learn from Deming, but he himself was a little bit cautious about the evaluation of people. As some of you will recall, he says that 85 percent of the problems in any enterprise are caused by administration and 15 percent by the workers. So what you need to do is improve the process and not work so much at evaluating or harassing people. He says that one of the major

problems is the division between workers who produce things, on the one hand, and inspectors who come along and inspect, on the other. American industry has become too dependent on the inspectors, for in fact the inspection of the finished product comes too late to do any good. You have to build quality in from the beginning and not try to inspect it out at the end, and probably there is something there that we can apply to higher education.

With regard to evaluating people, Deming says that industries which are always evaluating their workers and which are publishing the results, are telling half of their people that they are below average. After a while, the work force will begin to believe you and act accordingly. Now it is true that in the academic world faculty are not assembly line workers and would be closer to his category of management, but he still has something to tell us about evaluation and the possible consequences of evaluation.

So, this is by way of laying the groundwork for the topic of discussion this afternoon. Our topic for this afternoon is Administrative Evaluation, the Dean in the Middle. After I accepted that topic and agreed to work on it, I realized that I did not know what Don Looser meant by Administrative Evaluation. Did he mean evaluation <u>of</u> administrators or evaluation <u>by</u> administrators? I started to call him back but decided if he told me what he meant, then I would be obligated to follow his definition. So I reserve the right to misinterpret this topic any way that I please, and the other panel members have been granted the same privilege.

We have a very fine panel today, and I am delighted to have gotten them all to agree to do this. I have suggested that Ed Carpenter talk about evaluating academic progress and outcomes, which is--if you were following the Demming method--evaluating processes more than anything else. How does the Dean find out that the educational job is being done well? We really need to know that, and if we do not know that, we are in danger of going out of business. We do have to evaluate personnel, and even Deming admits that. Larry Davis is going to talk about that, but evaluation of personnel is not quite what it used to be. There are a lot of different aspects to it today that were not important before. There was a time when everybody knew when people retired. There was a fixed time, and you did it. Now you do not know that any more and evaluation becomes a part of it. That is just one small change.

Annette Chappell is going to talk about evaluating administrative offices and functions. One of the problems is that the dean's world is profoundly influenced by people over whom the dean has no control. How do you get some evaluation into that? Annette is going to tell us all about it.

I have pointed out, with regard to evaluation, that there is no question of whether evaluation is going to take place. It takes place all the time. Every time a student drops a course, a pretty powerful evaluation has taken place. This informal evaluation permeates the whole atmosphere. Again, the smaller the institution, perhaps the more significant this becomes. But it happens everywhere. Ask students anywhere on campus who are the best teachers, and they know. The folklore is full of it. It is so pervasive and so accurate that I sometimes think that formal evaluation is only good to protect you against lawsuits. The real facts come out in the folklore of evaluation.

Edwin C. Carpenter
Northeastern Missouri State University

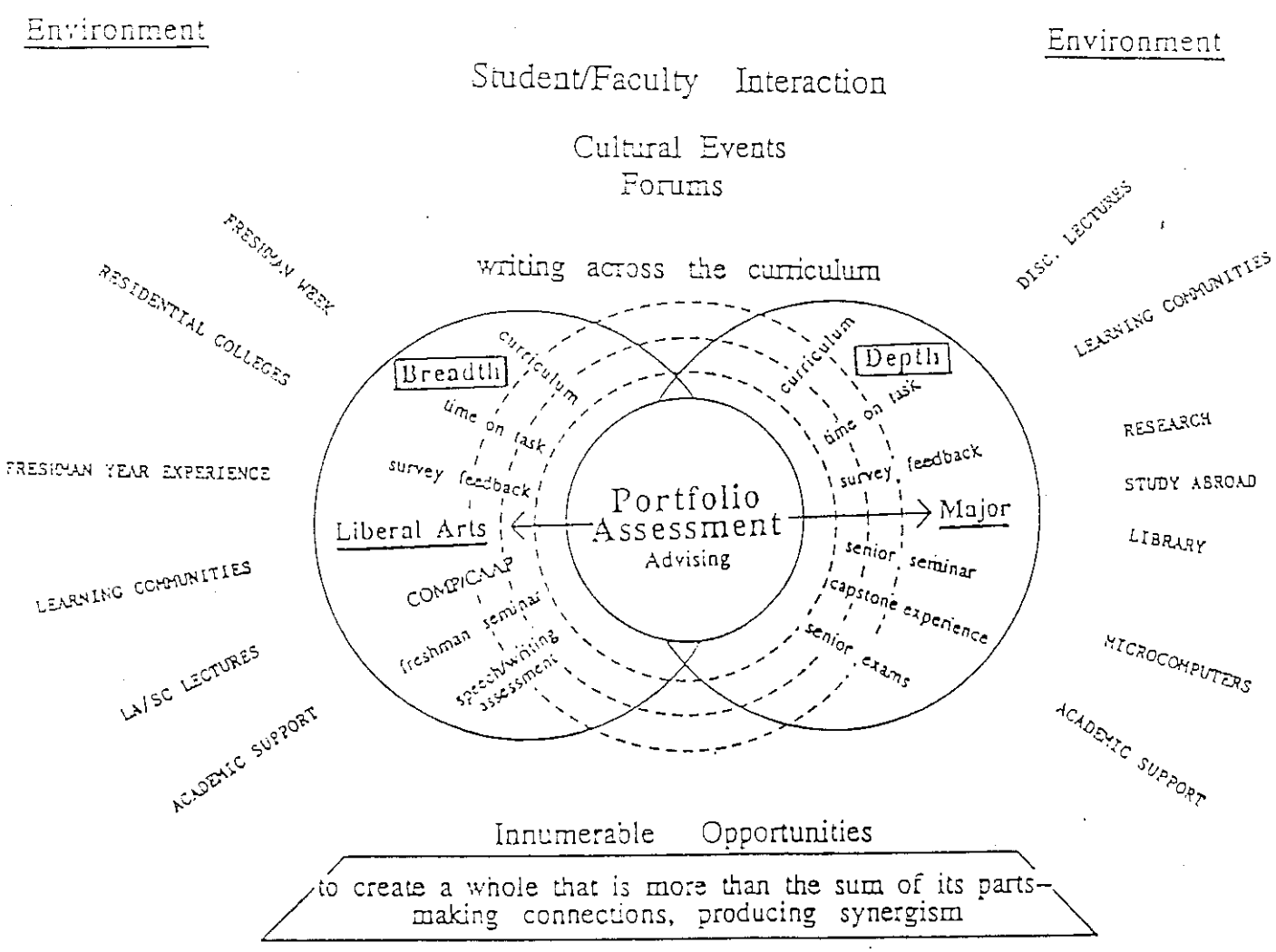
Let me remind you that one out of any two students is in the bottom half of the class. Since we are talking about endangered species, I want to start out with a story about deans as an endangered species. Something has come to my attention as a result of the animal rights movement which you may not be aware of, and that is there is a concerted effort to move experimentation away from using rats to using deans instead. There are three compelling reasons for this. One, there is an abundent supply of deans; two, you do not become fond of them; and three, there are some things rats just will not do. If we become over enamoured with out positions, just reflect on that.

Each year, Northeast Missouri prepares a volume for the coordinating board that is full of information about students, courses, and all sorts of things that people think they need to know. This is accomlished by each one of our areas putting together a similar document of about the same size and then those are distilled through a secret process into one consolidated publication. The thing that concerns me is the simple fact that the material and information are not being used. Nobody is looking at it, except perhaps a couple of staff members in the coordinating board office. That, unfortunately, is the wrong approach.

Quoting from the Dean's favorite literary work, The Prince, I would like to remind you that knowledge is power, information is power, even though we might view that differently from the way the Prince would. Still, if we are to make effective decisions, if we are--for example--to distribute increasingly scarce resources where they will do the most good, we have got to have accurate information.

We have to know what is going on, and that cannot be subjective such as, "I think everything is fine, I have hired the best teachers, we have good students, and therefore wonderful things must be happening." That will not wash, and that will not answer the public's condemnations of academe--e.g., we are not doing anything, it makes no difference if you go to college, it

Institutional Effectiveness



is not necessary, students are not learning, they cannot read, they cannot write, they cannot add, no one is getting anything out of it, and it is just a waste of public funds which could be better spent some where else.

Unfortunately, there are people who believe these statements, and they vote. There are legislators who would much rather put money into things which will benefit their own particular enterprises or activites. They vote. What do we argue with? It is no longer adequate to say, "We have the greatest education system in the world, it has worked most effectively for the greatest number of people, we are doing a good job, and we have been instrumental in bringing this country to its current state." You can interpret that any way you want to, but it is not going to wash anymore. We have got to have information; we have got to have facts; we have got to know what is going on.

Northeast has spent a considerable amount of time, thought, blood, sweat and tears on the issue of assessment. There are five aspects of the assessment process that can be applied on any campus.

The first is to know the result of the teaching-learning process, other than through course grades or myth. The second is to develop a system for determining to what extent students are actually benefitting from the experiences they are having on our college campuses. The third is to provide critical information on student growth and development. The fourth is to know to what degree the graduates of our universities are nationally competitive, to what extent they measure up to graduates of other institutions. And, fifth is to focus on quality rather than quantity as a measurement of institutional success and to build a campus climate which emphasises student learning. Please note that all five of these talk about only one group of people--students.

The reason for our existence is not for research, it is not for our personal aggrandizement, it is not for our personal rewards. The reason for our existence is to create a generation better than ours, better equipped, better able, more inventive, more creative, more knowledgeable than we are. That is the only way for a democratic society to function. Jefferson harped on this ad infinitum, saying you had to have an intelligent electorate if you were going to have a democratic process at work. If we believe in that process, if we believe in the society in which we have existed and flourished, then it is our responsibility to perpetuate that society and make it even better.

Since 1973-74, we have been very much involved in trying to develop some sensible means of assessing what is going on in our institution. If you look at our time line, you will find that it took a long time to develop the system, for this sort of thing

does not happen over night. Consequently, it bothers me when legislators and other people walk into a university and say, "You will have an assessment program in place by next August." It does not work that way if you want a quality program. If the process is top-down, people start creating offices of assessment, and directors of assessment, and then those offices and directors created volumes which have no relevance on campus, are not used by faculty, deans or anyone else, and became another beauracratic document to be compiled and filed.

At Northeast, we proceeded bottom-up on a department by department basis. In English, for example, the creation of an assessment program has changed totally our methodology of teaching, and has changed our attitude toward students. It has changed our attitude toward what a writing program should be doing, and in all honesty I think it has created one of the better undergraduate writing programs. Not every department in the University can boost of a similar success story, but progress is being made.

We operate with pre-testing as a key to the assessment program. As a matter of fact, in foreign language and math, we send placement tests to each person along with their notice of acceptance to the University. We have found that students are really very honest in competing the tests and have no qualms about it. They send the exams back, and by the time the student registers, we know what their skill level is, we know what their achievement level is, and we are able to put them in appropriate classes.

The interesting thing in foreign language is that we are finding that we need more upper-level courses. Students are coming in with a strong background, and sometimes that means a year of study abroad without any formal training, and yet they have developed a facility for the language. We had to have 13 sections of third-year Spanish this year, and seven of those were filled with freshmen. Hence, the "starting point" may be higher than might be expected instead of lower.

There are three parts to our assessment program. There is the old "value added" one that everybody is sick of hearing about. It seeks to measure student growth and general knowledge from the beginning of the freshman year; primarily to assess the liberal arts and science core. We have used the Collegiate Assessment of Academic Proficiency tests, and the College Outcome Measurement Project. I am not sure which one of these does the better job, but at least we are getting some feel for what they do.

Then we use a comparative component which attempts to demonstrate student achievement in a major field by means of nationally standardized senior exams in the major or, when not available, a locally developed senior test. Obviously there are certain areas in which the national test is there for us (example

the CPA exam for accountants). We have a lot of our graduates who take that, we know what their scores are, and we know how they did. The College Testing Service has developed field exams to be used specifically as senior tests in a number of areas. We have found these to be pretty effective. As a way of bringing the faculty into the process, I have quietly given them copies of the tests, asked them to review them, and tell me if the test covered appropriate areas. Usually, they report that their major students should do quite well, so we give the test, and see how they do.

Assessment does have an influence it directs curriculum planning by showing weaknesses as well as strengths. But it bothers me a little bit when schools use this information in a punitive fashion. I caution against that. Do not attempt to use the information, for example, when you are talking about faculty evaluation. Yes, you will know which faculty members do a better job with students than others, but it would be very dangerous and probably demoralizing to use that knowledge at that point to make judgments regarding those faculty. Assessment will show you where you need to do some faculty development, but do not use it against faculty. That will not really accomplish a great deal, and yet that knowledge on your part is very important and useful for making judgments.

In addition to academic content, we have an attitudinal component which entails an effort to determine the student's self-perceptions of growth and evaluations of the university and its services by means of a variety of questionnaires.

A duel philosophy undergirds our program: assessment for quality improvement; and assessment for accountability. In the 1990s, assessment reaches beyond the traditional methods of testing and surveying students through sophomore writing experiences, through writing across the curriculum programs, through portfolio assessments, and through capstone experiences in the senior year. Other aspects of assessment can include locally developed measures within specific programs and the use of instruments such as placement tests plus interest and personality inventories for specific programs.

All of this information must have meaning for your faculty and for your office. It should not be done for the sake of somebody else, or for some outside source. If it is only an empty exercise, it is expensive, it is time consuming, and you really do not have the energy to do it if you are not going to use it.

We have a sophomore writing experience which is amazing. About 1984, the physical education department introduced a bill in the University Senate to have a writing proficiency requirement for graduation. This was an unexpected ally of the English department, but the physical educators were concerned about their majors. They did not feel they were proficient

enough in writing and wanted the English department to take the responsibility of teaching them how to write and to check whether they had learned to write.

This concern has evolved into a sophomore writing experience which was piloted in 1989-90. This has replaced our old writing assessment program, and is required before taking our junior-level composition course. The process requires the students to compose a written problem-solving paper, self-evaluate that performance, and follow up with individual conferences with faculty to discuss their own writing. The Northeast faculty are not aware of any other school that is using conferencing as a part of a writing assessment, but we have found it to be invaluable.

We are also developing a writing across curriculum program which is endorsed by faculty in all divisions. It sends a clear message that writing is a universal concern throughout the University. It is not just the responsibility of one group of faculty but the responsibility of the entire University faculty. If the whole University does not value writing and make judgments in terms of what it will accept, then one faculty cannot overcome the negative message being sent to the student body.

We also have a final portfolio assessment. We are asking students to put together a portfolio starting with their first experiences. This does a number of things. It helps them evaluate bit by bit as they go along. They see what they are doing. Faculty visit with students to discover the types of assignments they have done and the things they have found to be important. Students do have landmarks in their educational process, assignments that had meaning to them which they can show you. You can learn a great deal about what is going on in the institution and in your program through the portfolio.

The capstone experience is, I think, a very meaningful thing. It is a pulling together, it is a difficult process, and I don't even have an outline for you to follow in developing a capstone experience. It has to grow out of the faculty in the discipline, but once they put together their goals and develop a capstone experience, and once the students start becoming involved in it, a lot of good things happen.

We also have a spring sharing, which we have promoted to try to get a lot of undergraduate research going on our campus. We do not have much in the way of graduate programs since we are pretty much an undergraduate liberal arts institution. But last spring we had 375 student papers presented during a two-day research symposium. Many of those had been developed through a capstone experience during their senior year and developed in conjunction with faculty who helped them work on research. We are getting more and more articles published in which undergraduate students are co-authors with the faculty. As I

told some of my faculty, I sometimes would rather see one of their students publish a paper than for them to publish. It might show more significant results of their teaching.

But the information, as I am suggesting, has to be used, it has to be gathered objectively, it has to come from multiple sources. We involve the alumni in attitudinal surveys, even going out five years, and we survey employers who hire our students to get evaluations as to what they think are the strengths and weaknesses of our graduates. If you put all those things together, it will help you evaluate your programs.

We have another very useful thing, which is called a migration study and which we use to track every student in the university. For example, say a student came in as a physics major with a 27 ACT, but shifted to a psychology major and ended up as an English major. We might also see that physics brings in about 30 freshman majors a year, all with ACTs of 26 or above, but they graduate only one or two students a year. Nonetheless, we want physics to keep bringing in those bright students since they are benefitting other programs. Those students are graduating from the University, but they are graduating with other majors.

You may also notice that some areas do not bring in a lot of freshmen, but suddenly a lot of juniors and seniors are transferring into that program. Communications is a good example. We wondered why are they transferring into a communication program? One possible explanation is that they were not successful in their current major and that the communication program was perceived as being a much easier route through the University. Do you really want a program like that; does the program need work, need to re-evaluate its curriculum and re-evaluate its teaching methods to become more rigorous and to set higher standards?

Migration studies can tell you a great deal about what is going on, about what is really happening within your institution, and within the departments and majors.

Let me end by saying that you should get your hands on all of this assessment information that you possibly can. Promote faculty in using national tests to judge the quality of the education the students are getting. You may have to take some things with a grain of salt, but the more information you have, the better you will be able to make the hard decisions that are going to come in the next few.

Lawrence A. Davis, Jr.
University of Arkansas at Pine Bluff

Good afternoon, colleagues. I am supposed to talk to you about "Evaluating Academic Personnel." I thought about my own

institution, which was founded in 1873, and evidently some type of faculty evaluation went on even then in that they hired and fired people. I understand that, in the '20s and early '30s, they had a President who did all of the evaluating, and when faculty members found disfavor in his eyes, they were asked to depart that day and were removed from the premises. I once worked in an institution where the president fired a faculty member and had him escorted to the state line.

But I also reflected on some of the statements made earlier which stressed that faculty develoment has to be related to faculty evaluation. I made a quick list of those individuals on my campus who were hired with a master's degree and now hold the doctorate and very easily I could list 22, 17 of whom have held administrative positions as chair or higher. That says something about what can be done in the way of faculty develoment. Someone at some point had to evaluate those individuals and decide whether they were worth an investment because they were all assisted in their studies by the institution. We relied very heavily at one time on Title III to do that.

I thought about what was being said about minority faculty, and since many of you are in the business of producing doctorates, you might find it beneficial to recruit minorities who do not have the doctorate and develop them on faculty. In the future, you are going to need those faculty members very much because it is well known that where black faculty are present, black students graduate at a higher rate.

This has not been one of the best years for my institution because we are facing near bankruptcy. That means I am really going to have an opportunity to be a Dean this year. We will have no faculty raises possibly for the next two years, at least they are not projected, because at the end of last year we had to borrow three million dollars to keep the doors open. This, of course, is an institution which has salary increases based on merit. We have an Interim Chancellor, an Interim Vice Chancellor for Academic Affairs, an Interim Vice Chancellor for Fiscal Affairs, and an Interim Dean of Liberal Arts. The Dean of Teacher Education is retiring in December. We also have a variety of interim chairs, so you can see that we have a real opportunity to be Dean. I am wondering how we are going to deal with faculty morale when the fall semester begins about two weeks from today.

Because of our short-fall, for the first time in the history of the institution the students will have to have all of their money at the time of registration. We did have a policy whereby students could pay 60 percent now and 40 percent later. But they will have to have all of their money at the time of registration, and we have spent some time during the past two weeks communicating with students and parents to make sure that they understand the amount of money they need to have so that we will not have too many disappointments at registration time. Keep in

mind that 90 percent of our 3500 students receive some type of financial aid.

You might be interested in having that a decision was made last year that the normal teaching load for faculty rather than being the 12 to 15 hour range, would be a maximum of 12 hours. The idea was to give more people more time so that they could do other creative things. That translated to mean that we needed to add approximately one faculty member for every four who were already on board, but of course we did not increase faculty. We also found ourselves in a situation where the local vocational school, known as Pines Vocational Institution, has now--along with 11 other similar institutions in the state--been designated as a technical college that can offer two-year degrees. We have been provided the opportunity to teach the collegiate-level courses for them during this transition period, and this agreement will start in the fall and will increase faculty opportunities as well as load. In addition to that, we are initiating our first graduate programs. We have master's degrees now in elementary education and in secondary education with a concentration in five areas. So again, I say, I have a real excellent opportunity to be Dean.

Of course, faculty recruitment is not really a problem for us now since we will not be doing much of that, but we instituted a policy about two or three years ago asking that--in addition to the ordinary things that you would expect on an application--that the applicant provide us with a fundable proposal in advance. Of course, you can understand what that has led to.

Now, with that as background, let me see if I can say something about our topic. The dean has many diverse responsibilities, and areas which offer the greatest challenge are those associated with the evaluation of academic personnel. The dean's evaluation is a major determinate in evaluation decisions related to retention, promotion, tenure, and salary increments. Although the dean's recommendation is critical is because of the career impact that these recommendations have for the faculty. The recommendations may easily lead to appeal and litigation.

My topic today is "Evaluating Academic Personnel: The Dean in the Middle." In order to treat this topic broadly and yet give some attention to the principle of parsimony, I have chosen to use a case study method. We have two basic assumptions that we are utilizing here. One is that the primary motivation for evaluation is to insure continuous improvement and professional

1991 NATIONAL CONFERENCE OF ACADEMIC DEANS

	Phone Numbers
HORACE BAILEY Dean, Agriculture, Nursing and Natural Sciences WT Box 267 West Texas State University Canyon, TX 79016	Office: (806) 656-0111
JERRY BERLIN Dean, College of Science and Mathematics Southwest Missouri State University 901 S. National Springfield, MO 65804-9904	Office: (417) 836-5249
GLENN H. BERNET, JR. Academic Dean Evangel College 1111 N. Glenstone Springfield, MO 65802	Office: (417) 865-2811 Home: (417) 833-3795
WILKES BERRY Associate Vice President for Academic Affairs Texas Woman's University P.O. Box 24132 Denton, TX 76204	Office: (817) 898-3350
H. DELANO BLACK Assistant Dean, College of Arts and Sciences Memphis State University Memphis, TN 38152	Office: (901) 678-2252
KENDALL BLANCHARD Dean, College of Arts and Sciences Lamar University Beaumont, TX 77710	
DREW BOGNER Academic Dean Kansas Newman College 3100 McCormick Ave. Wichita, KS 67213	Office: (316) 942-4291 x127
MANNY BRAND Chairman, Department of Music Southwest Texas State University Sam Marcos, TX 78666-4615	

WILLLIAM CAIRE
Biology Department
University of Central Oklahoma
Edmond, OK 73034

JOHN W. CARLSON
Dean, College of Arts and Sciences
University of South Dakota
1001 Crestview
Vermillion, SD 57069

ED CARPENTER
Division of Languages & Literature
Northeastern Missouri State University
1410 East Normal
Kirksville, MO 63501
Office: (816) 785-4481
Home: (816) 665-3819

ANNETTE CHAPPELL
Dean, College of Liberal Arts
Towson State University
Towson, MD 21204
Office: (301) 830-2128

STEVEN B. CHRISTOPHER
Dean, School of Behavioral Sciences,
Human Services, and Education
Northern Michigan University
Marquette, MI 49855-5347

ROBERT E. COLLIER
Dean, College of Arts and Sciences
Texas Woman's University
P.O. Box 22675
Denton, TX 76204

RICHARD CORDING
Dean, College of Arts and Sciences
Sam Houston State University
Huntsville, TX 77341
Office: (405) 294-1401

LAWRENCE A. DAVIS, JR.
Dean of Arts and Sciences
P.O. Box 4071
University of Arkansas at Pine Bluff
Pine Bluff, AR 71601
Office: (501) 535-0397
Home: (501) 541-6575

DAN DILL
Dean, School of Arts and Sciences
100 Campus Drive
Southwestern Oklahoma State University
Weatherford, OK 73096

JANE F. EARLEY
Dean of Arts and Humanities
Mankato State University
P.O. Box 54
Mankato, MN 56001

Office: (507) 389-1712
Home: (507) 387-1410

GLEN EAVES
Dean, College of Arts and Sciences
Box 4226
Mississippi College
Clinton, MS 39058

DAVID W. EGGBRECHT
Vice President of Academics
Concordia University Wisconsin
12800 N. Lake Shore Drive
Mequon, WI 53092

PAUL L. GASTON
Dean, College of Arts and Sciences
University of Tennessee-Chattanooga
615 McCallie Ave.
Chattanooga, TN 37403

ANTOINETTE FUHR HARRISON
Provost/Dean
Southwestern College
Winfield, KS 67156

NEIL HATTLESTAD
Dean, College of Fine and Applied
Arts and Sciences
HSC 103
University of Central Arkansas
Conway, AR 72032

JIMMY ISHEE
Assistant Dean, College of Health
and Applied Sciences
University of Central Arkansas
Conway, AR 72032

DON KAHNK
Vice President for Academic Affairs
Midland Lutheran College
Fremont, NE 68025

DIANE LAPKIN
Dean, Schools of Human Services
194A Greenwood Ave.
Beverly Farms, MA 01915

DON LOOSER Office: (713) 774-7661
Vice President for Academic Affairs
Houston Baptist University
7502 Fondren Road
Houston, TX 77074

RUTH K. MACDONALD
Head, Department of English and Philosophy
Purdue University Calumet
Hammond, IN 46323

RAY MALZAHN Office: (417) 625-9385
Dean, School of Arts and Sciences Home: (417) 781-3051
Missouri Southern State College
Joplin, MO 64801

CHARLES MARTIN Office: (601) 925-3203
Vice President for Academic Affairs Home: (601) 924-5670
Mississippi College
Box 4086
Clinton, MS 39058

REBECCA MARTIN
Assistant Dean, Dyson College of Arts and Sciences
Pace University
Bedford Road
Pleasantville, NY 10570

RODERICK E. MOOREHEAD
Dean of Instruction and Academic Affairs
University of The Virgin Islands
RR2, 10,000
Kingshill, St. Croix, V.I. 00850

JAMES MUYSKENS
Dean, College of Liberal Arts and Sciences
The University of Kansas
Lawrence, KS 66045

WILLIAM J. NUNEZ Office: (816) 271-4510
Dean, Liberal Arts and Sciences
Missouri Western State College
St. Joseph, MO 64507-2294

RHODA-GALE POLLACK
Dean, College of Fine Arts
The Wichita State University
1845 N. Fairmount, Box 151
Wichita, KS 67208

HAL ROSS
Vice President for Academic Affairs
Cottey College
Nevada, MO 64772

ED SCHNEIDER
Dean of Sciences
Southwest Texas State University
San Marcos, TX 78666-4615

LEONARD SCHULZE
Vice President for Academic Affairs
and Academic Dean
Texas Lutheron College
Sequin, TX 78155

RONALD E. SMITH
Colllege of Pure and Applied Sciences
Northeast Louisiana University
Monroe, LA 71209-0500

DAVID L. STRAWN
Dean of Liberal Arts
Point Loma Nazarene College
3900 Lomaland Drive
San Diego, CA 92106

FRED A. TEAGUE
Dean, School of Education and
Humanistic Studies
Southwest Baptist University
Bolivar, MO 65613

BETTY BECKER-THEYE Office: (308) 234-8208
Dean, Fine Arts and Humanities
Kearney State College
Kearney, NE 68849

JAMES W. WARE
Academic Dean
University of Pittsburgh at Titusville
Titusville, PA 16354

GORDON WELCH Office: (915) 942-2024
Dean, College of Sciences
Angelo State University
P.O. Box 11029
San Angelo, TX 76909

MICHAEL WESTERHAUS
Vice President for Academic Affairs
St. Mary of the Plains College
240 San Jose Drive
Dodge City, KS 67801

YVONNE C. WILLLIAMS
Dean of Faculty
The College of Wooster
Wooster, OH 44691

JAMES WOLFE
Dean, Colllege of Business
Emporia State University
Emporia, KS 66801

DUANE WOOD
Academic Vice President
Cedarvillle College
Box 601
Cedarville, OH 45314

OSU Participants

ROBERT B. KAMM — Office: (405) 744-7787
Emeritus Professor, Higher Education
and Past President, OSU

THOMAS KARMAN — Office: (405) 744-7244
Professor — Home: (405) 377-2323
Educational Administration and
Higher Education

BETTY RUTLEDGE — Office: (405) 744-7244
Administrative Assistant
Educational Administration and
Higher Education

SUZANNE DEXTRAS — Office: (405) 744-7244
Higher Education Graduate Student

J. J. SMITH — Office: (405) 744-7124
Media Center
College of Education

CHRISTOPHER STEVENS
Higher Education Graduate Student

MARK WEBER
Educational Administration and
Higher Education

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