

The candidates:

Gerald T. Brouder, provost and interim chancellor at MU.

Steven M. Cahn, provost and VP of academic affairs, City University of New York.

Robert Hemenway, chancellor, University of Kentucky-Lexington.

Charles A. Kiesler, provost, Vanderbilt University.

David K. Scott, provost and VP for academic affairs, Michigan State University.

The search for a chancellor

Five candidates respond to questions ranging from budgeting and faculty governance to tenure and future plans.

The search for a new chancellor at MU took an important step June 19 with the announcement of five finalists for the position. The candidates visited the campus over the next two weeks, meeting with various constituent groups including faculty, staff, administrators, deans, students, alumni and parents.

This special edition of *Mizzou Weekly* presents the views of the candidates on five important issues (listed at right). The Faculty Council devised the questions; what follows on these pages is a transcript of the finalists' responses, edited only for brevity.

Transcription was provided by Secretarial and Office Support Services. The candidates' views are presented in the order in which they appeared on campus. For those with access to the University's mainframe, complete transcripts from the interviews may be found on INFORMU.

Faculty members, who received evaluation forms earlier, are being asked to rate the candidates. Forms should be completed and returned to the Faculty Council office, 305 Jesse Hall, by the morning of July 10. Forms also may be hand-delivered to the mailbox of Kerby Miller, professor of history, 101 Read Hall, by 4:30 p.m. July 10. The results will be forwarded to faculty members on the chancellor search committee.

In a separate story on this page, candidates respond to concerns raised by staff. That information was gathered by the Staff Advisory Council. MU staff members are welcome to comment on the candidates, and are urged to send their comments to the Staff Council office, 319 Jesse Hall, by July 10. Those comments also will be forwarded.

President George Russell is expected to narrow the field to two or three candidates, who will meet privately with the Board of Curators July 24. Russell then will nominate a person for the position, and the curators must approve that nomination. The board's next regular meeting is July 30 and 31 at the Reynolds Center.

MU has been without a permanent chancellor since Haskell Monroe resigned Dec. 31.

The issues

1

"Smaller, but better"

President George Russell has stated that MU will be made smaller, but will be better. Why do you want to head an institution in the process of becoming smaller with fewer academic programs? Do you believe that by becoming smaller, MU will be better? If so, how?

2

Tenure

Tenure has come under criticism and attack in recent years. How strongly do you believe in the principle of tenure, and how will you defend tenure against its critics? What do you consider to be the relationship between tenure and academic freedom?

3

Budgeting

A current administrative scenario envisions "enhancements" for MU, but recent experience demonstrates that Missouri's governor often withholds a substantial amount from MU's annual budget. On what basis will you decide the academic areas that are most deserving of enhancements or most subject to reductions, or even eliminations? If "merit" plays a role in such evaluations, how do you define that concept?

4

Governance

How do you envision the faculty's role in the governance of this campus? Do you believe that the legitimacy of an academic administrator's authority ultimately rests on the faculty's consent and respect as demonstrated, for example, through periodic formal evaluations of administrators by faculty?

5

The future

What major changes in higher education do you foresee taking place in the next five to 10 years? How will these changes affect public access to high-quality education? Against this background, what are the most significant, specific goals you wish to accomplish as MU's chancellor during the next five years?

Candidates address issues raised by staff

Representatives of the Staff Advisory Council asked the five candidates to discuss issues that relate to staff concerns.

In addition to general questions about the role of staff and the leadership and educational philosophies of the candidates, staff representatives asked these questions:

Q. Are you in favor of development and recognition programs for staff, and would you continue what we have?

"If you have a staff that is unhappy, the University begins to take on that character," said **Steven Cahn**. He noted that at the City University of New York, there are specific programs to recognize staff.

Gerald Brouder said he supports programs for staff "with no hesitation." He noted that the administration is taking another look at the educational assistance program, with the hope of making some changes there. Brouder called staff "the adhesive that

holds the institution together."

David Scott spoke in favor of mentoring programs for staff, and suggested that recognition programs should also take place at the unit level. He added that the University should consider providing a child-care facility for its employees.

Robert Hemenway noted that it is important to recognize quality work done by staff. He would favor continuing programs such as Staff Recognition Week and the Staff Development Awards.

Charles Kiesler said Vanderbilt currently has a multitude of training programs, and favors promotions from within to help staff build a career. Each year, one staff member is selected for a scholarship in the MBA program.

Q. How do you feel about differential pay raises for faculty and staff?

Cahn noted the importance of support

staff, and suggested that salaries for faculty and staff at MU were both low.

This next year, raises across campus will average about 4.5 percent, **Brouder** said, adding that UM System President George Russell wants raises of at least 6 percent for faculty. Some schools and colleges will be able to provide 6 percent to both faculty and staff, **Brouder** said, and most of the others meet the campus average.

Hemenway said the ideal situation would be to give the same percentage pay raises to faculty and staff, and if differential raises are necessary, perhaps some additional compensation could be provided through the benefits package.

Kiesler noted that there are different market conditions for faculty and staff. He suggested studying where a majority of staff are recruited and where they go after leaving the University.

Q. How do you feel about contracting with outside businesses for some services now performed by the University, such as custodial, food services and computing?

Cahn said he would hesitate to undermine University staff with part-time employees.

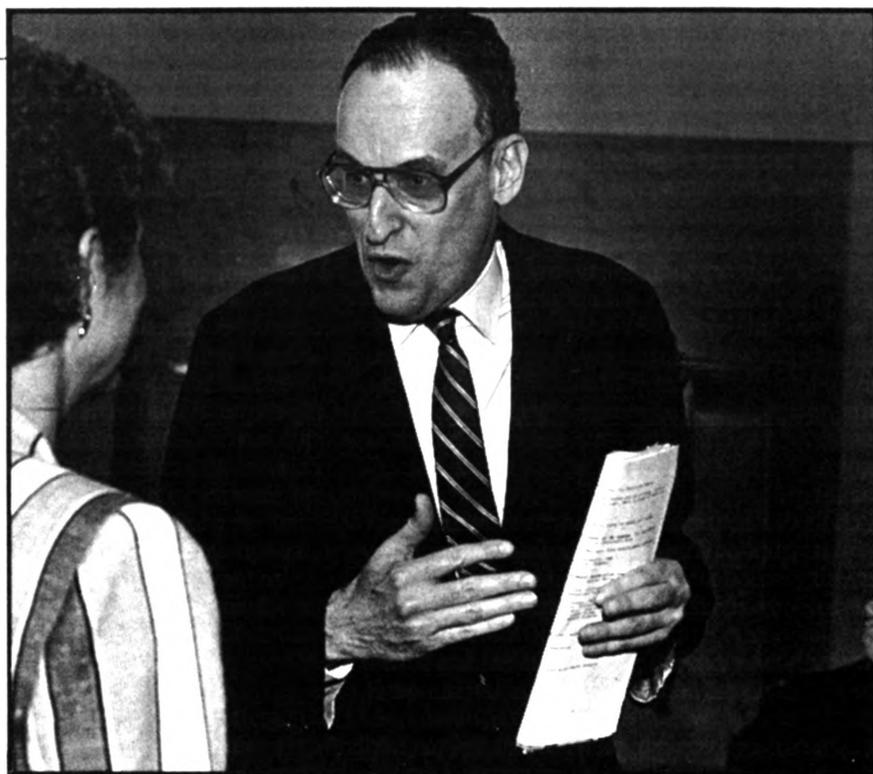
Brouder said he didn't support contracting for outside services because it takes away control and creative opportunities.

Outsourcing is useful if it's done intelligently to keep costs down, **Hemenway** said. He also noted that while there might be short-term financial gain, there will be losses in the long run if costs rise after the University's work force has been dismantled.

Before going outside the University, **Kiesler** said staff functions should be evaluated. If outsourcing is viable, he supports agreements with contractors to hire former University employees so jobs aren't lost.

Steven M. Cahn, *provost and vice president of academic affairs, Graduate School and University Center, the City University of New York since 1984. Cahn holds a BA from Columbia College and a PhD in philosophy from Columbia University.*

Prior to his current position, Cahn had been dean of graduate studies at the City University of New York; director of general programs for the National Endowment for the Humanities; acting and associate director for the humanities at the Rockefeller Foundation; chairman of philosophy at the University of Vermont; and graduate studies director for philosophy at New York University.



Joel Beeson photo

1

"Smaller, but better"

A school is not better just because it offers fewer programs. Were that the case, the best school would offer no programs at all. The appropriate aim is to offer as many strong programs as possible. If in the process of decreasing the number of programs an institution increases the number of strong programs while maintaining a reasonable size, then and only then has the process of becoming smaller enhanced the institution. And enhancing institutional quality is the challenge that interests me.

I try to think through carefully what my principles are and not make stands on issues that are not really issues of principle. In other words saying, 'Well, we shouldn't have fewer programs or different programs,' whatever. That's not a principle. The principle is we don't want to harm the institution and if we're going to make changes they have to be reasonable changes and they have to be changes that we can defend and explain and feel comfortable with.

There are also fiscal limitations. That is not a Missouri problem only. That is a national problem. And if you've been following the stories coming out of Yale, coming out of Princeton, coming out of virtually all of the main universities, you are reading about fiscal problems, about programs being closed, about difficulties that those institutions are having, and you're also reading about a lot of presidents resigning along with this. We have to deal with that problem. We have to deal with it in a way that makes sense to the faculty, which is the core of the university.

Now, I am prepared to speak directly and bluntly to the president in defense of what seems to be a reasonable case. If we are doing serious harm to the institution in a way that is leading down a dangerous road, I will be in there saying that to the president. Now, it doesn't mean you don't have hard times. You do have hard times. It doesn't mean that you may not have to do what other universities are doing and look at programs, examine them, decide that some may not survive. There may be cuts of various kinds. Other universities are doing this too. These things have to be done, but they have to be done in a rational way. And I would say for one thing, they have to be done in a way that has faculty input and where some things that are

done have something to do with what the faculty is suggesting.

I think the faculty basically has to show the good will of participating in a process, while at the same time I should say, being prepared to try to change the terms of the debate. In other words, I think that the Columbia campus deserves to have equitable funding. I think there's some question that whether at this point there is totally equitable funding, whether there might be a bit of underfunding of the Columbia campus. If there is, that has to be fought for. There's the need to fight, make the case to the citizens of the state that if you want to have an outstanding job of education done at this University there are courses. One can look at the fiscal support being given by other states to their universities, make the contrast and say, look, if you're going to have those universities that are on those levels you have to provide that kind of support.

2

Tenure

My book, *Saints and Scamps: Ethics in Academia*, has a chapter on tenure if you want to see a somewhat more elaborate presentation. But, just in a few sentences, tenure is designed to guarantee academic freedom, without which inquiry is stifled and the main purpose of the university is undermined. The university exists to seek and disseminate knowledge, and the search for truth requires open inquiry. Academic freedom safeguards open inquiry, and tenure safeguards academic freedom. I have written in strong support of tenure and will continue to defend it against those who would undermine it, whether they be inside or outside the university.

I don't think there's much of an analogy to decision making in a corporation and decision making in a university. I worked with a corporation when I worked at Exxon, and I know something about how those corporations operate. They don't seem anything like a university to me. At a university, academic decisions are the problem of the faculty. The faculty makes suggestions about curriculum requirements and standards and so forth. The faculty sets those. That's the role of the faculty. That's why you have a faculty. And the faculty is entitled to its academic freedom as it goes about its business. It means saying unpopular things and

pursuing unpopular alliances, whatever it may be. There are responsibilities that are the curators' and they're similar to a trustee's responsibilities at the university. And there are responsibilities that are the president's responsibilities. Certain sorts of financial responsibilities, fiscal responsibilities, do lie with those individuals, but they are expected to consult with, take advice from and react sensibly to what the faculty has to say about matters that affect the academic quality of what is going on. Essentially, the core of any university, the academic programs, are the direct responsibility of the faculty and should not be making moves about academic quality on your campus unless the faculty is involved. The corporate model doesn't work for me at all.

3

Budgeting

I would rely on assessments of the quality of research and teaching in an area along with considerations of the area's centrality to the mission of the University. These assessments would be self-assessments by the faculty in an area, assessments by deans, and assessments by a specially appointed interdisciplinary faculty committee charged with developing plans to deal with fiscal constraints. I would take action only after time had been provided for those affected to explain fully the consequences of such action and offer possible alternatives.

If you know the City University of New York, you know the meaning of fiscal problems. My state is running a \$5 billion dollar deficit and the place that it goes to pick up money to a great degree is first, the State University of New York, then the City University of New York. We have been hit three times with massive cuts in the last three years. We have laid off, as a university, thousands of people. We have probably the worst fiscal situation in the country.

How have we dealt with it? Well, we've dealt with it in a number of categories. I wish that we could say that there was a great deal of deliberation that went into it, but when you're hit so massively, things just disappear and you don't really have much choice. We have not laid off any faculty members. No tenure has been broken and no untenured faculty members have been let go because of fiscal constraints. We have had to deal with some staff cutbacks. We have dealt with

major cutbacks in the services that we can provide for the faculty. We have cut in every area that you can cut, I would say. Some administrative positions have been let go. We have tried as much as possible to do it by taking advantages of retirements or the other reasons why people leave.

Now, there will be, unfortunately, some occasions of cutting individuals. Where there is anything to do with academic quality, we, of course, rely on the judgment of the faculty and the different programs to indicate to us what this would mean. We have so far been able to keep a reasonable number of courses and it's up to the faculty members which courses we offer. But, if you come looking for luxury at this point at the City University Graduate School, it's not there.

At the same time, there are new fields that you have to be prepared to move into. For 30 years there wasn't linguistics. Today there is linguistics and you should be in it in some way. Just as it's nice to bring things home, but if you keep bringing things home and you never get things out of your home, soon there's no room for you. Similarly, your institution cannot continue to take on more and more and more obligations and never stop any obligations. You have to be prepared to stop some of them. You have to be thinking of how to make the most of the money that you do have and avoid that cut which actually takes the heart out of a crucial program that is central to the mission of the school.

4

Governance

The faculty is the core of the campus. Its informed evaluations lie at the heart of the educational process, and whenever questions of educational worth arise, the faculty's judgment is crucial to reaching answers. I see myself as a faculty member who has been given administrative responsibilities, and if the faculty as a whole does not wish me to continue to act in this capacity I would make way for someone else. I have no difficulty with any reasonable method of evaluation the faculty may adopt, whether formal or informal.

I do know, as you do, that the curators have certain responsibilities that are assigned to them by the state. And that they have responsibilities for the University in a certain clear sense. I would hope that there was

nothing that the curators would do which would infringe on the fundamental right of the faculty with regard to questions of academic worth. If there are such cases, I would be the first to go and try to tell them that they are making a mistake in doing this and that they are in fact weakening the institution because strong institutions have strong faculties. And, in strong institutions faculties are responsible for the quality of academic programs.

The City University has just had the chance to change our admission requirements without the approval of faculty council. So, I think that it is a problematic case. I think it has to be looked at very carefully. I don't think it's a kind of paradigm case of coming to the faculty and saying, 'You can't say these things anymore; we've taken away your academic freedom.'

At the very least, there should be consultation with faculty to find out what their thoughts are about this and hear from them what may be the effect on their institution of doing the sorts of things you're talking about. We did have at the City University and all faculties had the opportunity to have input, though the decision ultimately was with the Board of Trustees. I think it's a tough case.

5

The future

I envision ever-increasing demand from the public for accountability. Budgets will remain tight, and yet public expectations will

remain high. If access to high-quality education is to be maintained, careful planning will be required along with a spirited defense of the mission of the University and strong efforts to ensure that the University receives the level of funding needed to meet the public's appropriate expectations. My chief goals would be the following: (1) enhanced quality and national recognition for academic programs, especially those in the arts and sciences; (2) strengthened links to the community, especially to the state's secondary schools; (3) emphasis on quality of teaching; (4) a sound structure of liberal arts requirements; and (5) a sense throughout the University that the administration is accessible and responsive to the University community.

One of the little bits of research that I undertook had to do with checking on the national ratings of your doctoral programs and your professional programs. What I found was that there were quite a number of fields in which your doctoral programs are very well ranked nationally. However, within arts and sciences, there was but one program that was listed as among the top 50 programs in the country and that was in history. It was ranked somewhere in the 40s. Now, these ratings are not the latest word in scientific review, you understand, but on the other hand I've at least found them to be pretty reliable in my own field and others have found them fairly reliable in their fields.

When I taught at the University of Vermont, we had about 7,000 students. That's

maybe one-third to one-quarter the size of Missouri. We had a larger philosophy department than you have. You cannot do the job that you should be expecting from your philosophy department or your history department or your English department or physics, or whatever it may be, with an arts and science faculty of that size. You say, well, how does that really affect the professional school? Let us say that you're in journalism, you're a journalism student and what you want to do is to become an expert in finance and do reporting on economic questions. Where do you go to take courses in economics? Answer, the arts and sciences department.

It is interesting, too, when you look at universities around the country. With the exception of a couple leading technology schools, I'm thinking of MIT and Cal Tech, the universities that are found on the top of every list of the top universities have very strong arts and science units. We can't be great in every subject, but let's explore what we can do to try to create some centers of excellence in the arts and sciences, so when they do a rating of the arts and sciences program, some of the programs at Missouri will be up among the top 20, the top 30, what have you.

I don't have a problem with a public institution that has high standards for admissions so long as there are public institutions in the state where students can be admitted, and, if they do satisfactorily, then can come to the University. It doesn't make much sense really to have the kind of open door

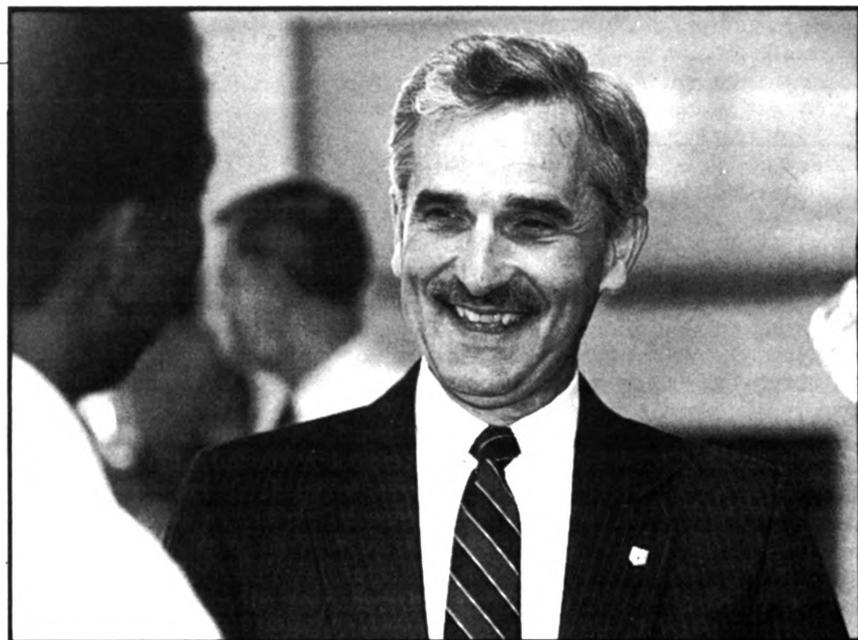
that many state universities do where you go in one door and go right the other because you weren't up to the standards. So long as all of the citizens who graduate from high school have the opportunity to go on to higher education, and, if they do good work and are capable of handling Missouri level, they can come here, too.

The last aim I listed is not in there for effect or something, it's in there because it really is the aim. I talk with my faculty all the time. They just come in, sit down and we start talking about, may be politics, may be what's happening around the school, general conversation. That's very important to me. I'm a faculty member. I would be perfectly happy if I was told, 'You're going to teach. For this year, we don't need an administrator, we need somebody to teach introductory philosophy.' Well, that sounds pretty good to me, too. I'll head off and start teaching. I like to do research.

You might say, 'Well, why be an administrator?' And my answer to that is simply, I have found satisfaction in creating an environment in which my colleagues can do their research, do their teaching and find fulfillment. It gives me a sense of satisfaction to help create those environments. If I'm not creating the environment, there's absolutely no point in being in the position. If those who are talking to me about the position think that I'm going to be doing something else other than creating the environment, they've misjudged it. I think they must have something like this in mind or I don't think I'd be here today.

Gerald T. Brouder, *provost and interim chancellor at MU. Brouder has held the interim chancellor's post since January, and was appointed provost in March 1991. He has a BS from the University of Illinois, an MS from Northern Illinois University and a PhD in nursing from the University of Texas at Austin.*

Brouder has held other administrative and academic posts at MU, including deputy chancellor, interim provost, vice provost for budget and academic personnel, interim dean, interim graduate studies director and director of senior nursing at the School of Nursing.



Joel Beeson photo

1

"Smaller, but better"

Is smaller better? Not necessarily. But if the only way to continue the excellent programs that we have is to become in some way smaller, then I think we must do it. That is to me much more preferable than to say that the entire institution slips into some more mediocre mold. I personally will not want to be a part of that.

I would resign if I thought that we were being forced to be something less than that which we could be proud of. By that, I mean, if we are forced to diminish, dismantle the campus, then I think, I would not a) be interested in the position and b) be a part of that dismantling. Now, let me explain. To dismantle the campus, in my estimation, is to reach into its core programs and cause them either to diminish across the board or to reach

into core programs and pull them out for elimination. Are there programs on this campus that are less central and could be expendable, if it were necessary to protect the core? Yes. And I could be a part of that. But I would not, once I made the determination that the threshold had been crossed, the fabric had been torn, alter the essential nature of the institution.

Secondly, I don't think if I were the choice I'd have a honeymoon period. I don't think that would work. If it were that I was asked to stand up and advocate for either a system — and now I'm talking about the president and the board — or the campus, with good rationale I would obviously advocate in behalf of the campus. It is my life, the campus. The system and the board are not my life. I wouldn't take the job and then do everything I could to see that I kept it by acquiescing to the president or the Board of Curators.

In some respects I know the system offic-

ers well already. And I would hope to avoid as much as possible an adversarial relationship with them. There are ways to bring pressure to bear even at the system level, and that is through the appropriate use of constituent groups on campus, alumni groups, political individuals and the like. But you've got to win some, you've got to lose some. I must say in all candor and all honesty that we have to give on some. I really think that. We, the campus — not me, the chancellor.

2

Tenure

Tenure equates with the principle with which we live daily, and that is the principle of academic freedom. And I would stand up for and fight for tenure in protecting academic freedom. I do that as an academic among

academics. I do believe that we will need, as a higher education institution, to address the continuing form of tenure that we have. I think we're going to be asked to address that. And, in part, that comes not so much from the notion that academic freedom ought to be challenged or political correctness ought to be what guides us, but that if we are to lead in higher education, we must be prepared to address what's coming down the line. And that's a significant analysis and examination of what some are calling the sanctuary of tenure some who believe that tenure is more now a property right than it is a protection with regard to academic freedom.

We have got to protect academic freedom, but at the same time we have got to be prepared to intelligently address what some believe to be an arcane system of tenure. The public wonders about a job for life, especially in difficult fiscal times. There have been some abuses of tenure, and I'm not

speaking necessarily about this campus. I've said publicly that by the year 2000 we'll be dealing with the prospect of replacing tenure with five-year contracts or that sort of thing. And it relates to the issue of evaluation of faculty and faculty workload and all of those things we keep hearing about.

I think the way to get into the tenure issue really is to set up an experiment, and I mean that in the most pure sense of the word. And that is that as we recruit and hire individuals, I don't think we'd do away with tenure, any of us. I hold it, too. But simply say that from this year forward, anyone who comes into the institution will have the option of coming in on a five-year contract or on a tenure track. I think we'd get some good people on the five-year contract track. I think in that experiment we'd see that both groups worked equally as hard, were equally as productive, and that there is not jeopardy to long-term existence and that there is not jeopardy to academic freedom.

I believe there are enough safeguards these days in the law that prevent arbitrary and capricious dismissal where some dastardly administrators stand up and say, 'You're out of here because of what you said in the classroom.' I just don't believe that our legal system today would allow that. So there is a protection there. I'm not in this advocating the eradication of tenure. I'm saying we ought to look at this and be ready to defend, if that's what we want to do, the current tradition and system of tenure or offer some reasonable alternative. I wouldn't be a bit surprised if there isn't some House select committee at the federal level that says we're going to examine tenure in the next five to 10 years. And we'd better be ready to address the issue.

3

Budgeting

On what basis does one decide? We've devised on this campus a process to have maximum input into such decisions. I won't go over what we've experienced in the last academic year with regard to a couple of departments on campus and other entities, many of which were non-academic and having redirected their budgets. But I think that we decide our priorities as a community. There is no value to a chancellor sitting isolated in an office and saying, 'These are our priorities,' without first agreeing with those to be most instrumental in carrying out those priorities. It's just not going to work.

Now, you know we get into a conundrum with leadership. Here we are interviewing chancellor candidates, and we say what we want is a strong leader. And then, when that leader comes out and tries to lead, we say,

'Well, wait a minute. Don't lead in that direction.' So we'll have to deal with that, but one does not always reach consensus.

I firmly believe that the role of chancellor is an exhaustible resource. No one should ever come into that role believing he or she is going to be chancellor for life or that he or she has much more than five years of credibility to expend or creative energy to expend. It's just not possible. So you pick your winners and you begin to exhaust some of that exhaustible resource until finally either the community decides or the wise individual decides that one must go on and do something different.

4

Governance

I have personally no problem with evaluation. And, I would view it as an opportunity to learn what the major constituent groups of the campus believe about the performance that I would put forward as an administrator. If it were to turn out that the review was horrid, well, the smart person would say that there's a message in that and that one might need to go on and do something different.

In terms of the role of faculty in governance, we have talked about that in the past and I really believe in my heart of hearts that it's a shared activity. It must be shared. I don't believe that the administration ought to have its way in every case, nor do I believe the faculty should have its way in every case. We're all operating in good faith, trying to move the institution forward. But, in particular in the area of curriculum, I think the faculty has the primary say.

5

The future

I think that higher education, in the public sector in particular, will be much more politicized. We need to be prepared to deal with that. We will define what it means to be a land-grant institution in the 21st century. I think that we will witness an empowerment of organizations that are themselves bureaucracies but separate from the institution. I speak now of organizations such as the Coordinating Board for Higher Education, which in my estimation will be empowered either by act of legislature or by other means in the near future. That, for me, presents a concern about local authority over program curriculum and otherwise. We're going to have to be prepared to, as a community, defend the right to some local authority.

I think that in the next five to 10 years, there will be a careful analysis of the role of tenure in institutions of higher education. I think that the impetus for that examination will come not so much from within, but from the public at large.

I think we're going to have to look carefully at the role of relevance of accreditation. I think we will see in the next five years a continuing emphasis on the role of faculty as teacher. And by that, I mean taking the

ranked professorate and placing them more and more in the arena of the undergraduate. At the same time, the expectation doesn't diminish with regard to creative activity and research and outreach.

What vision do I hold for the campus? I think it is imperative that MU set the higher education agenda in the public sector in the state of Missouri. And I think we've got to do that within the next five to 10 years. I think to aspire to less is to disclaim our position in this state as its premier institution in the public sector in higher education.

I think that we've got to be very careful that we preserve for this institution its Carnegie I status. And that means, in effect, that what we have to do is to increase our doctoral productivity and increase the amount of grants and contracts acquisitioned at this institution. Now, that is not insignificant, nor is it inconsistent with the most recently revised mission statement for the institution. I don't want it perceived that in setting out to retain this status, that we would ignore or in some way diminish our important role in undergraduate education. We must, in certain respects, improve our undergraduate education.

Another goal is to restore this library to a ranking befitting an institution of this caliber. The library has, over the last few years, dropped in rank, in the ARL rankings, but it has also become less effective as a research library by virtue of insufficient acquisitions, library acquisitions, and to some extent, insufficient staff.

I think it's time that we stopped talking about and had a legitimate plan for dealing with the issue of salary compression. We will, I think, find ourselves in an exacerbated situation in the next five years or so in hiring young graduates at salaries higher than individuals who have literally given their careers to the institution. We talk about it. We beat our breasts over it. We have yet to devise a plan to deal with it.

We have got to improve the equipment and expense budget of this campus. We haven't put a penny into E&E in the last three years or more. We talk about infrastructure problems. We talk about keeping faculty on the cutting edge and we can't travel to get to disciplinary conferences and the like. Again, these are very evident, but I think practical and achievable goals in my estimation.

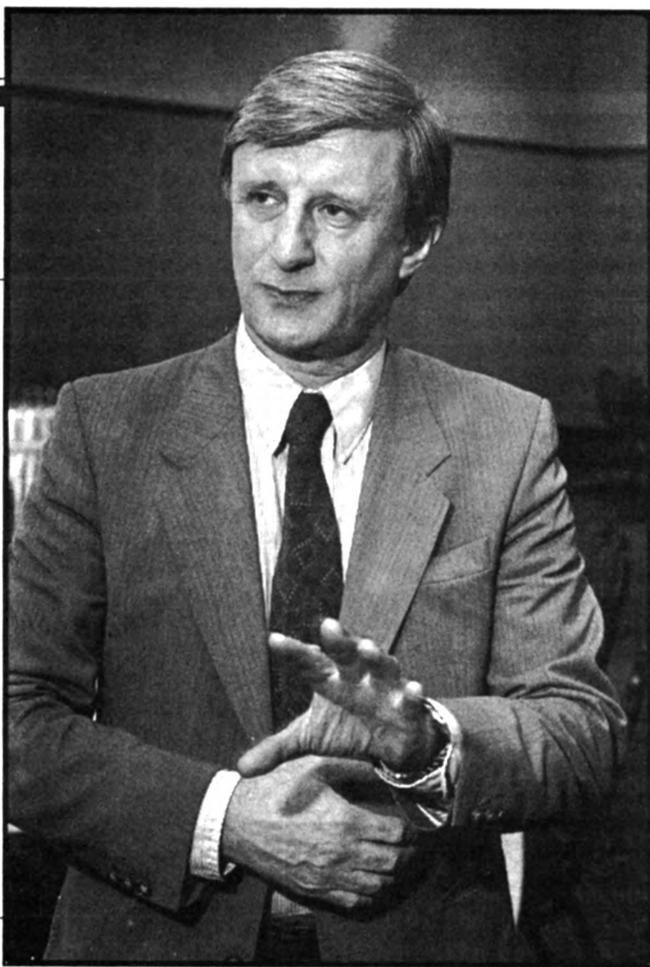
I don't think it's unachievable for us to believe that in the next five years, we can increase by at least half the number of Afri-

can-American faculty on this campus. We now have 33 ranked black faculty on the campus. And I don't want to exclude other minorities. If we set out a plan that is reasonable and reachable, we ought to be able to do it. I am concerned greatly about our campus remaining a diverse institution. Also, we've got to have a faculty more reflective of the general population of this campus. We have now 52 percent women students on this campus. And of the total number of ranked faculty, we have 433 women. We've got to more carefully reflect the general population in that regard. And while on that topic, I think it's probably time now for a plan to deal with salary issues of women vs. men on the faculty. We must do something soon.

We have got to bring balance to this issue of research and teaching, and the role of this institution in undergraduate education — the largest student constituent group that we serve. I really believe that we ought to have undergraduate programs that may in some ways be smaller than they are. The model undergraduate program would be one in which the numbers of students are linked directly to the numbers of faculty. And these are formulae that would have to be worked out by the people who live and work in those departments. I don't think that we can continue to allow open enrollment in every department. We have departments now with 650 majors and 18 faculty, plus the service course load. It is difficult to explain quality based on such a numerical imbalance.

Why is it that I would be interested in the job at this time knowing what I know of the institution and what it's apt to face in the short term? I can tell you that I've just begun my 16th year here at MU on June 15th, and 10 of those have been in administration. I do know the players well. I know the issues well. I feel that in what might be yet a critical time facing the institution, that I might be able to offer to it a unique perspective, a unique set of activities that could result in both finesse and protection to some extent for the institution. By that, I mean, that I have some insights that others coming from the outside especially might not have relative to the set of alternatives that might be available.

The other notion as to why I might be qualified for this relates to the fact that I have had experience with virtually every aspect of the institution, save one. I'll admit here that I have never really been out on the fundraising circuit in such that I have made the 'big ask,' as it were. Candidly, my wife and I are committed to MU and were I not to be the choice in this, it is very likely that we would stay on in some other capacity here. I say that simply to show to you it's not so much that it's the job necessarily that is attracting us, as much as MU in general.



Joel Beeson photo

David K. Scott, *provost and vice president for academic affairs at Michigan State University since 1986. Scott has a BS from Edinburgh University and a PhD in nuclear physics from Oxford University.*

Scott also has worked as a researcher for the Nuclear Physics Laboratory at Oxford University, and was senior scientist at the Lawrence Berkeley Laboratory; John A. Hannah Distinguished Professor of Physics, Astronomy and Chemistry at Michigan State University; and associate director of the National Superconducting Cyclotron Laboratory at Michigan State.

1

“Smaller, but better”

I am interested in being involved in an institution such as this one because I believe land-grant universities are going to be the arenas of education of this country in the decade that lies ahead. If one looks at the history of this university, forged in 1839, it is very impressive, but there seems to be some loss of confidence by the people of the state. I think we have to show them that these institutions are important, that they are prepared to respond to the call to reshape our institutions. But then, one would hope that having done that, people will have confidence to reinvest. It is a challenge, but it is a challenge that a chancellor would probably do well.

I think that one will probably have to become smaller. There will probably have to be fewer people in the institution; probably a tighter array of programs. I think the important thing is for us to get hold of the agenda, and engage in dialogue, discussion and debate. What is much more worrisome is the imposition of solutions by legislators and other external bodies in terms of what will be very simplistic and very destructive solutions to some of the underlying problems. Solutions such as saying, ‘Well, we should teach and do less research.’ The bottom line may ultimately have to be that, but if it is approached that way, it is very destructive to scholarship. Becoming smaller can mean becoming better. I think if one would opt to become smaller, I think that there are ways of doing that that would not be as Draconian or Procrustean as the kind of approaches that I read about which have been taken by the System now.

I would hope the System administrators, plus the chancellors in the four institutions, work together closely as a team. I believe the chancellor of this institution needs to argue very strongly with central administration for what this institution needs in order to be a quality institution — but also should be a team player in terms of optimizing the entire System in terms of approaches.

My assessment would be that probably at the moment, perhaps the System is moving too far, too fast. It’s not a question of what one has to do or where one has to be. But maybe it’s moving too boldly on a number of very difficult and demoralizing institutional issues. These issues need a lot of discussion and debate on campus.

2

Tenure

I’m committed to tenure. I do not believe this is a good time to abolish tenure as a concept of the university, although that might come, and I believe we should let Stanford do that. I believe tenure is still very important for the same reasons that it was originally introduced in 17th century Germany — in terms of protecting academic people and to give scholars a chance to be free to pursue knowledge and communicate knowledge in controversial, unpopular areas. I believe that this is the worst of times to even be thinking about or talking about doing away with tenure, because many faculty feel threatened in terms of what may be perceived as unacceptable ideas.

But tenure should not become the mecca of providing job security, for example. I think that what we have to do in our institutions is not wait until we’re under attack — because what we tend to do is crisis management, and then we fiercely come to defend tenure. We should take up a discussion of issues of tenure before those crises get leveled at us again. I think the concept of tenure may be worthy of some evolution and some change. I think there are some external forces that are going to force us to think about that in ways that we haven’t in the past anyway.

3

Budgeting

First of all, one has to have a dialogue and some kind of acceptance in the academy — that the budget projections that the administration has made are realistic. That indeed, for the next five years we may only get 3.5 percent increases in the state appropriation, and tuition can only be increased by X amount. Historically, academic institutions need to grow at 6 to 7 percent on the average. But if we put all our pieces in place and find that we are not going to be able to grow at 6 to 7 percent, there has to be some acceptance of that.

The university should decide what it wants to invest in as a land-grant university for the future. Land-grant universities were created as a force for economic development. That was viewed in several dimensions in terms of the types of education that would be provided for undergraduates, in terms of integrating the developing liberal and profes-

sional education. One needs some new approaches to that, and I see that you’re taking some approaches.

The second original component of land-grant universities was commitment to access. Clearly, access today is very different. There’s a whole system of education existing today that didn’t exist in 1862. You’ve got about 17 community colleges in this state, you’ve got 14 public universities and colleges, you’ve got a whole array of private universities. It’s silly for us to pretend that we’re the only institution now committed to access.

4

Governance

I’m certainly a strong believer of what has to be the faculty role in governance, and I think there can be different modes of participation. Faculty governance should range from what I would call delegated authority, to advisory to the administration, to consultant to the administration. In terms of disciplinary proceedings, for example, I think the faculty and the students should have a very large say. But these policies ultimately have to be acted upon by the Board of Curators. Issues like criteria for investment and disinvestment, in terms of shaping an institution, should have a large amount of faculty and staff input. That should not be something to be determined by the Board of Curators or by the executive administration.

I would say, though, that I’m a firm believer in firm governance, and that there should be different modes and levels, depending on the issues. I suspect that one of the dividing, motivating factors for this kind of resolution is a disenchantment or disillusionment by boards and by administrations as to the amount of time it takes for faculty governance to work. I’ve no idea what your structure is here. But at Michigan State, we have a very elaborate governance system. We have 12 standing committees, then we have a faculty council, a student council and an academic council. Everything has to work its way from the standing committee through these other councils, all the way to the administrative council. An issue can actually be in the governing system for 17 years. We just had one on the faculty grievance procedure for 17 years.

I think we need to streamline governance, and we need to remove some of the bouncing that takes place back and forth between com-

mittees endlessly. But that’s different from taking the power away.

5

The future

I was visiting with some of the students, and I asked them, ‘What are your concerns about undergraduate education at this university?’ And they began talking about things that are very different from the things that can be read externally, like ‘Professors should spend more time in the classroom and should not be out doing all this research.’ That’s not what the students told me. What they told me was what I would call a more ecological environmental perspective as to what has gone wrong. It is not that they’re dissatisfied with the lectures or with the quality of instruction. What they are dissatisfied with is that they don’t seem able to connect with the faculty in meaningful ways outside of the classroom. That might be in an advising role or it might be in a general way. But we have to have a more connected university than we had before.

We have to become transcultural. We need to evolve a concept in our universities where the differences are preserved and are very important for all of us. It needs what I would call more intellectual focus and engagement of dialogue on the campus. First of all, for people to be able to open up and state their fears and their prejudices and historical values that we all bring with us. And to be able to speak openly about that as a kind of purifying rite of passage, as it were.

I come with a lot of historical baggage. I come with a lot of prejudices. You see, I grew up in a community of 58 people for the first 10 1/2 years of my life, when I had to leave home to go to secondary school. I was brought up to hate Germans. I’m sure everybody was brought up to hate something. It took me a long time, working with German colleagues, to overcome the hatred that had been infiltrated in me as a child growing up during the war.

We have to be able to admit that this baggage hits us, but that we can also transcend. We have to become transdisciplinary, not interdisciplinary, not multidisciplinary. We have to reconnect back into the disciplines, recognize that there has to be teamwork across the disciplines, and not create all these separate bureaucratic structures to do it.

What it means is directing more institu-

tional resources to transdisciplinary activities. If you look today at how universities are budgeted — at least at Michigan State — 95 percent of the budget flows from the provost to the deans and from the deans to the department chairpersons. Approximately 5 percent of the budget is used to foster inter- or transdisciplinary activities. One needs to have the option to put a larger portion of the budget into transdisciplinary activities.

We need to become a more caring university. We are employers. Basically, we take people, faculty and staff, and let them fend for themselves. We haven't really said that there needs to be a caring attitude as an employer. It borders on the controversial issue of pro quality management. I'm not a proponent of pro quality management per se, though I am a proponent of continuous quality improvement. If you're a staff person in

the dean's office responding to a call, you can convey a lot by your telephone answer. And I think a lot of people in institutions right now are demoralized and disillusioned, and convey that every day on the telephone.

We have to become a learning environment that's filled with new technology. I am a great believer in technology. You are going to be having to reduce the size of staff and faculty in this institution. You're also, I

understand, reducing the number of undergraduate students and shifting more toward graduates. That's probably appropriate. But you can't reduce the number of students without losing revenue, because graduate students are more expensive than undergraduate students. So there will have to be a reliance on using technology in creative ways for instruction and more produced courses.



Robert Hemenway, *chancellor of the University of Kentucky-Lexington since 1989. He has a BA from the University of Nebraska-Omaha and a PhD in English from Kent State University.*

Hemenway has been dean of arts and sciences at the University of Oklahoma; professor and chairman of English at the University of Kentucky; associate professor of American studies at the University of Wyoming; and a director of the Council of Colleges of Arts and Sciences.

Joel Beeson photo

1

"Smaller, but better"

My answer would depend upon what we mean by smaller. If by smaller we mean a smaller administration with fewer administrative costs, and with the savings being allocated to the laboratory or classroom, I think that smaller is better. If smaller means a smaller, more streamlined bureaucracy because smaller is more responsive to students and faculty and staff, then I believe that smaller is better.

One of the planning documents you sent me was "MU in the 90s," where one of the targets of the plan was to downsize the undergraduate population. I am assuming that that recommendation came under an assumption that a smaller undergraduate population is better for the institution. If I remember right, there was also an assumption of a shift in the mix of the graduate students to undergraduate students. The focus of the question clearly is upon programs. Does smaller mean better if you're talking about a smaller number of programs? I don't think my feelings about this are probably too unusual in higher education today; that is, that if by a smaller number of programs we mean that weak or peripheral programs are eliminated or consolidated so stronger central programs can become excellent, then I believe in that.

This is happening all over the country in institutions of considerable prestige. If we continue to have programs to the full extent of what our resources are, with now fewer resources, we will end up dragging down all our programs in one way or another.

I don't believe bigger is better; I don't believe smaller is better; I believe better is better. We obviously have to be more comprehensive than liberal arts colleges or state regional universities, but it does not mean that we can be everything to everybody. Is

smaller better, is bigger better? I don't think that is the issue. I think the issue is quality.

2

Tenure

I believe that tenure is essential to the functioning of a modern university. There are probably three or four reasons why I believe this. The primary reason is that tenure helps to guarantee academic freedom, that ability to teach and write and speak and do research without the threat of retribution. If you want to be high-minded about it, it seems to me that tenure is what helps to guarantee a university professor's right to seek the truth wherever that search takes her or him.

But there are some other benefits that seem to me to come with tenure. Tenure helps to ensure a vigorous review of probationary faculty. It is such a powerful instrument of employment that it can never be taken lightly. The tenure and promotion process is the way that the university articulates its intellectual standards. It's a benefit that forces the university to define the sense of excellence that it expects of everybody.

The third point I'd make is that tenure helps to create an intellectual community. What happens when you receive tenure? It seems to me that tenure signals the acceptance on the part of those of us who have it, the enormous responsibilities that come with tenure. It becomes a major building block of the idea of an intellectual campus community.

Fourth, tenure helps to preserve academic freedom for non-tenured faculty and it does it in this way: If powerful forces, internal or external, feel inclined to punish faculty because they disagree with them, I think those forces are deterred by the presence of a large number of tenured faculty who clearly will defend academic freedom and who, in effect,

have been empowered to defend academic freedom because that is the principle by which they have been given this special category of employment.

I think we all have seen cases where tenure has been abused. We have a special responsibility to make sure tenure as an idea works in the university. I've taken a fairly close look at concepts of post-tenure review. The college of arts and sciences at the University of Kentucky right now is putting forth a proposal for post-tenure review, and I think they feel it is important to make a statement that tenure is a positive thing for a university and not a negative thing. The faculty feels that there is a responsibility to demonstrate to the state of Kentucky that this is in the public interest to have tenure as a concept and as an employment practice.

3

Budgeting

There are a couple of principles involved here. One of the first things I did as chancellor at Kentucky was to put in place an institutional research office. We had, I felt, totally insufficient data to make good judgments about resource allocations. After two years and some hard work I feel that we now have in place good data where we go to make these kinds of decisions.

The value of having good data is to put it into the hands of the faculty so they can analyze it and think about it and compare it with their experience in regard to academic programs. I think what you do when you are faced with this kind of a decision is you go into a mode of total analysis. You look at a generally agreed-upon set of criteria, which I suspect that we can all agree upon in a general sense within 10 or 15 minutes. Things like the quality of the program, the contribution of the university mission, the need for

the program, the demand for the program, financial considerations, and also — I think this was included in your strategic plan — the parity of advantage that comes. Is there a certain uniqueness about this program that causes it to be spared?

My administrative philosophy is that reasonable people acting in good faith as part of the joint effort of faculty and administration can come to conclusions about programs, about which programs should be enhanced, which programs should not be enhanced, where cuts have to be made. We have had pretty good luck on the Lexington campus in carrying that out under the philosophy of total openness, of sharing of the data, communicating the priorities of the institution and matching that with the priorities of the college or the department.

Here's a good example. We began to look at the budget cuts that we had this year — and we had taken a 10 percent cut at the Lexington campus this year, a total of \$13 million. That is after two years of pretty extraordinary growth, but it still hurts. The data on faculty-to-student ratios in the college of business and economics, I think, led to a general understanding among our academic community that they should probably be spared somewhat in this budget.

We compared all of our colleges and the enrollments they had in upper-division classes and in lower-division classes. We discovered in our college of arts and sciences, for example, that there were 140 classes that had been offered the previous fall that had enrollments of less than five. We asked the question of, whether or not in a time of budget cuts, we can afford to have such low-enrollment classes. We came to the general understanding that no, even if it was a graduate class, there was a need of at least five people in it in order to get the efficiencies necessary to maintain the curriculum in a time of budget constraints. If there was a particular cir-

cumstance that made it absolutely necessary to teach that class, and if students would suffer irreparable damage if it weren't offered, we went ahead and offered it. But we cleaned out a number of classes that, frankly, were being offered as a kind of sub-sub-specialty.

4

Governance

I think faculty governance, like tenure, is something that is essential to a modern research university. It is important that there be understandings between the faculty and the administration and the board as to the domains of responsibility for each. Now, I have looked at the constitutional authority by which your Board of Curators operates, and it's clear to me that you can make the argument that the board has ultimate authority for all decisions.

That, to my mind, does not mean that there cannot be operational understanding about responsibilities. There is a useful statement from the Association of Governing Boards that was worked out in relation with the AAUEP in 1966 that basically said that the expectation was that faculty would be responsible for curriculum, for subject matter, for instruction, for research, for faculty status, for the student life insofar as there is an educational process. The statement says in these areas the board should use its power of review and final decision only in rare

circumstances. And, if it were done, if those rare circumstances occurred, there would be considerable explanation of the reasons for doing so and communication to the faculty about such actions. I don't see why you can't assume that there could be a good faith effort on both parts to participate in that shared governance.

The issue of periodic review is interesting. I believe that an academic administrator's authority and effectiveness is going to depend on the respect that he or she has from faculty, which certainly would be the most important constituency. But I do not believe that any administrator can be effective without the respect of the faculty, the staff, the board and without the respect of other administrators. I think you have to earn that respect, and the way you do that is by being fair, making good decisions, listening to and taking advice from faculty and from others, and being willing to explain decisions and especially to marshal the power of ideas and persuasion to convince others of the efficacy.

You can isolate yourself very effectively in these kinds of so-called higher administrative roles. So every year, I hold town meetings. We hold four or five meetings in the fall, we talk about the status of the Lexington campus agenda, the status of the campus, where we are going, what the problems are that we will be facing this year. When we went through the budget cuts, we had a series of town meetings to talk about these things.

But chancellors are appointed, not elected,

and there are other constituencies besides faculty. If periodic, formal evaluation means some kind of annual election, some kind of annual popularity contest, some kind of annual vote of confidence, I am not going to be interested in this job. The reason is because if there is such a chasm between me as an administrator and the faculty that there is the feeling that there needs to be an annual vote of confidence, that would signal to me that my style of administration — which is built on partnership with the faculty — would not be effective.

5

The future

The major change in the next five to 10 years is that we are going to be forced to look at programs, we are going to be forced to work with less money, we are going to be forced to work in a more hostile environment, both at the federal and the state levels. Probably the most important thing that is going to happen for institutions like ours is that we've got to find the balance between the compact with the state which we traditionally had in the land-grant system — whereby we said that we will supply quality education to the young people of that state, particularly undergraduate education — and the compact that we entered into after World War II with the federal government to maintain the research and development infrastructure of the country. We have got to find a way to interlock

those compacts.

If you look at discussions of this issue — is it a research and teaching issue? — we have fallen into a trap where we are willing to accept that's it's an either/or issue. Insofar as we let the argument and dialogue be framed as an either/or issue, we will bring down the concept of the research, in particular, land-grant university.

The other stuff, you are all a part of it — globalization, the whole issue of investing in a knowledge-based economy. The United States is going to have to develop its human capital in order to be really effective in an internationally competitive environment. I think health issues and health research are going to be one of the most difficult things for us. What happens when the full impact of AIDS hits? Are we prepared as a society to make the commitment of resources to treat those patients, knowing — at least what we know now — that they are going to die? Very interesting, both as a resource issue and an ethical issue. The whole issue of the disproportion of health care benefits — the fact that we invest so much of our health care system into people at the end of their years of productivity. How are we going to face those kinds of ethical and resource questions?

The reason that it's so exciting in this area is that the tools of molecular biology give you the chance to really make fundamental changes in the way the biological equation of life plays itself out. I think all of those things are going to be on our agenda as university faculty.

Charles A. Kiesler, *provost at Vanderbilt University since 1985. He holds BA and MA degrees from Michigan State University and a PhD in psychology from Stanford University.*

Other positions Kiesler has held include: associate professor of psychology at Yale University; professor and chairman of psychology at the University of Kansas; executive officer of the American Psychological Association; Walter Van Dyke Bingham Professor and chairman of psychology, and dean of the college of humanities and social sciences at Carnegie-Mellon University.



Joel Beeson photo

1

"Smaller, but better"

I don't think that becoming smaller here would necessarily make you better, but I think it could. It depends on what you're getting smaller for. If you're raising the quality of the students, that could make you better. Although the nation is not going to think you're a great university based solely on the quality of your students. It's really going to be based on the quality of your programs as perceived by others and the quality of the faculty here.

Any university that aspires to be very good should be constantly reviewing its commitment to be certain that its resources are going to its priorities. So the number of programs — who's involved with them, what their ratings are nationally and locally, some perception of the quality — should be something that's done more or less routinely.

Universities can't aspire to do everything any more. I read one of the University's documents that seemed to be bragging that you were among the top five in the number of programs offered. I don't think, unless you have unlimited resources, that's something to brag about. Because that just suggests your resources are being spread very thinly.

I view this campus as a flagship campus whose role is special. Its chancellor should be special. He should be allowed wide latitude. I think I have real strengths to bring to a position like this. I don't expect to second-guess. I expect to be able to generate our own goals. I expect to be able to make our own decisions about priorities. I expect to be helped by the System. I'm a very independent sort, but I'm also a team player. My style, and it's gotten me into higher and higher positions, is: I've always tried to understand the problems of the person above me. I teach this to young administrators. Unless I understand the problems they have,

I can't understand what I can get. Often as not, once I get that, I can help them salvage a problem in ways that don't have a negative impact on me, but in fact might have a very positive effect.

So I would expect to be supported and I would expect to have a discussion about the conditions under which I would not be supported. I would expect to be in a position like the chancellor of Berkeley, or the chancellor of UCLA or the chancellor of San Diego State, where you have to deal with state issues and state problems. You have to deal with the public's perception, the legislature which gives us our allocation. By and large you're really free to build a great university.

2

Tenure

I believe in tenure. I respect it. I have it. I think it is related to academic freedom. I do

believe that the University has the obligation to continue to evolve, to continue to aspire to be a better institution, to continue to develop new programs, to continue to try to de-emphasize the programs that are not as vital as they once were. I think an institution that sits still is a dead institution because everybody who is anybody is striving at your level and you're falling back. That requires more or less a constant self-assessment planning process.

We've eliminated a couple of programs where we didn't replace faculty; we were concerned about who we would replace them with. What would be the new direction of the program? What are the kinds of faculty that we would aspire to hire and what sort of shifts in the program would we want to have? The particular instance I'm thinking of just fell apart. The faculty couldn't come up with a plan that excited anybody. For the rest of us who were trying to help by generating other possibilities, nothing really rang a bell. It

was sort of a joint decision that the program couldn't go on. A couple of faculty were transferred, one faculty member elected for early retirement, one took a position with the state. Nobody had any period in which they were not paid. I think everybody went on to the next step, but it was an affable divorce.

I've had unproductive faculty who just didn't want to be in the university anymore, whom I've offered to pay for an MBA. You know, this is a very definitive culture and some people get to the point where it doesn't excite them anymore. I paid a faculty member's way through medical school. He was not a good researcher, he loved to run experiments, he loved to tinker with machinery, but he didn't like to write anything up. He got his medical degree, went out into private practice and was a happy person. We helped him make a major change in his life without devastating him or us.

3

Budgeting

A critical part of the crisis in higher education has to deal with the loss of respect and credibility from the several publics of higher education. The loss of respect of the media leaders, loss of respect of the ordinary public. Loss of respect from the White House, and a variety of other people. We don't deserve it, but we have the reputation of being fat cats who are unwilling to make tough decisions.

I've been sent, and read, hundreds of articles on tuition. I can't tell you how many times the article has mentioned the Consumer Price Index. I've never seen one that mentioned the Higher Education Price Index, which, if you're going to be talking about price indexes, is the only rational one to have. Between 1984 and 1990, the HEPI went up 60 percent more than the CPI.

We have to do something to re-establish our credibility with the public. I see cuts and realignments within the University as having one very positive effect: showing the public that we have our own priority list, that we can handle our own business, that we can reallocate funds to the things that we think are the most important.

Let's talk about the planning process at Vanderbilt. When a dean wants to do something or when we have a new dean, we ask them for objective information on how others see them in terms of quality. We also want to know what sorts of things, problems

or possibilities, exist in the environment with the local area, the state, the region, that might help them redefine the possibilities of what they can do. We ask them what do they do well, what are their strengths. Then we ask, is there a special niche for us that we can legitimately aspire to be a unique, very profitable, institution, and if there is, what are the steps to get from here to there? And then the very last question: What would it cost? If it sounds like we can do it, then it becomes the responsibility of senior administration to get the money. I think we have walked through that process consistently, and we have had schools and departments become very highly recognized nationally. I happen to think that if this institution is good enough, it can do the same thing; that is, I think there are all kinds of areas in this institution, which is basically a very solid major comprehensive public research industry, to have aspirations of reaching for the sky. Not everywhere, and certainly not all at once. But I think that is very possible.

I've got people who want to build buildings, but you can't build buildings until you have some other goal. If the Engineering School wants to build a building even if they have the money for it, I wouldn't let them build it because they don't have the budget to pay what it costs to keep it up. If a department is sort of stumbling along and not doing terribly but they are not doing well, and some other department is ready to burst forth, a position opens up, you are very tempted to reallocate. Harvard does it, Yale does it. It's not considered a big deal. You may get it back if you wake up and get your act together, but in the meantime it belongs to this department and allows them to go ahead.

4

Governance

I interact with faculty a lot. I'm the person who delegated responsibility to work with the senate. I meet with the executive committee once a month — executive committee, chancellor and vice chancellor — and then we go to all the senate meetings, which are more or less once a month. I try to give a lot of information. I style myself in a very cordial relationship. We don't have a system that allows the board a lot of input on financial decisions. We have a board that does not want anybody to know what tuition I'm recommending to them, and what overall budget I recommend to them until they de-

cide. They don't want it discussed broadly and then be presented with a fait accompli.

I wouldn't mind sharing tuition and other budgetary information in advance of that, but that's the way the board wants it and that's the way the board gets it. The decentralized budget also makes it difficult to involve the faculty at the university level because a lot of the action is in the dean's office. Some of the deans, to a varying extent, are influential at our school.

We have a lot of faculty groups on a variety of issues who try to revise the tenure procedure. I established a provost advisory group, and some faculty feel they have a right to run all the tenure information by them to get their recommendations. There's a balance group in every school. Now that we have revised tenure, that group has become a regulatory fact.

5

The future

I think we are in a period of extreme crisis in higher education. I think it's probably about ready to kill us all. I gave a talk to the top 80 or 100 education officials at NASA a year ago; they wanted me to talk about the problems and prospects of major comprehensive research universities. So I said, well, the good news is the United States has the best higher education system in the world, and the world supports that. The bad news is the rest of the talk — because there's nothing else good to be said about the problems that we have.

We have crisis in the public's conception of education; we have parents who no longer are willing to save for their child's education — they view it as a budgetary problem; the children don't save themselves; we have a fraction of the people who have need-based aid who ever had a part-time job to save money for college; we have parents who have a Mercedes, summer home, a country club membership, yet no one saves for their children's education.

We have to re-convince people that higher education for a child is the most important investment you'll ever make. We've slipped away from that. We've gotten away from a 50-year-old partnership with the federal government about basic research. We've gotten through 12 years of relatively hostile federal government relations with higher education, and ironically, sometimes the better the university the more hostile they are. We've

gotten away from the legitimate perception of how much of the future of this country rests on the very best university anywhere. We see so much discussion of the problems America has in K-12 education and where we rank internationally, but we see no discussion of the fact that higher education is first, and we're in danger of making it second or third or fourth. Once it starts sliding, it's going to be hard to get it back.

I think we have to convince the public that we know how to run our business and that we're not fat cats in the concept of running an institution. You've already done a lot of important work for what you've got to be for the future. You've already made a lot of progress. You've generally accepted, I think, the need for some change. You accept the need to go about business a little differently in the universities than we always have. That's a big part of it. And it's an important point.

But I think the universities that have put together a hard, well-articulated, intelligent, strategic plan — and a plan to fund it and make it happen — can be counted on one hand and you don't even need all of your fingers. It's become too glib to talk about these things, but a rarity to actually pull off. The instance of any good university going against the stream, working on the public's perception of it, trying in tough times to dramatically increase its quality, is a worthy goal that goes far beyond the institution. It goes to higher education per se. And I think if I were to come here, my goal would be to make this campus one of the best public comprehensive universities around, during the worst times possible. I think it can be done. I absolutely do, or I wouldn't be sitting here.

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