DOCUMENT RESUME

ED 364 182 HE 026 986

AUTHOR	Swygert, H. Patrick, Ed.
TITLE	Voices of Leadership: Essays on Challenges Facing Public Higher Education.
INSTITUTION	State Univ. of New York, Albany.
PUB DATE	93
NOTE	163p.
AVAILABLE FROM	Office of the President, University at Albany, State University of New York, Albany, NY 12222 ($5).
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Access to Education; Change Strategies; Colleges; Community Colleges; Cultural Pluralism; Educational Change; *Educational Quality; Educational Trends; Essays; Financial Problems; *Freedom of Speech; Futures (of Society); Higher Education; Labor Needs; *Leadership; *Public Colleges; *Relevance (Education); Retrenchment; Technological Advancement; Trend Analysis; Universities; Values
IDENTIFIERS	Diversity (Groups); *State University of New York

ABSTRACT

This book presents speeches given and articles written by State University of New York presidents concerning issues confronting public higher education in the State of New York today. Essays and speeches are categorized under the following topics: (1) the development of the State University of New York; (2) public higher education in society; (3) quality, access, diversity, and relevance; (4) financial constraints; (5) values and freedoms; and (6) the role of leadership. Essays and their authors are as follows: "The Founding of the State University of New York" (Sanford H. Levine); "History of the Community College" (Eduardo J. Marti); "The University: Image and Reality" (John H. Marburger III); "The Emerging Work Force and Community Colleges" (Joseph J. Bulmer); "Technology and the Human Condition" (James W. Hall); "NIMBY/NIMBY Revisited" (John O. Hunter); "Issues of Optometric Ethics for the '90s" (Alden N. Haffner); "Colleges, Cities, Cultures, Changes" (Alice Chandler); "Equality and Quality: The Dilemma of American Democracy" (Joseph C. Burke); "A Noble Endeavor" (Daniel T. Hayes); "Moving the Institution into the 21st Century" (Joseph N. Hankin); "Women, Leadership, and the Academy: Anecdotes and Observations" (Carol C. Harter); "Diversity and Community" (Frank G. Pogue); "Facing Financial Challenges" (Donald A. MacPhee); "Reinventing Excellence" (Stephen L. Weber); "Economic Growth and Public Higher Education" (Carol C. Harter); "Shaping a Mission and Maintaining Access for Community Colleges for the 1990s and Beyond" (Lawrence H. Poole); "Community Colleges: Critical Crossroads" (Roger C. Andersen); "Higher Education and Choice: The Burden of Freedom" (D. Bruce Johnstone); "Free Speech on Campus" (Lois B. DeFleur); "Drawing Lines at Nassau Community College" (Sean A. Fanelli); "Values as Guideposts" (William C. Merwin); "New Beginnings" (Jacqueline D. Taylor); "Campus Art: From the Fringe to the Center" (Joseph C. Burke); "A Season for Leadership" (William R. Greiner); "Leadership, Our Responsibility, Our Choice" (H. Patrick Swygert). Appendices include lists of officials at the State University of New York. Contains an index. (GLR)

Voices of Leadership

Essays on Challenges Facing Public Higher Education

Edited by H. Patrick Swygert

President, University at Albany
State University of New York

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Printed in the United States

For information address Office of the President, University at Albany,
State University of New York, Albany, NY 12222

Graphic design and production: Maggie Ziomek
University Relations
University Graphics

This publication is dedicated to
our students and faculties
to whom our work is devoted
and to
the citizens and elected leadership of New York State
without whom
our work would not be possible.

Acknowledgments

The editing of this collection has been a cause of challenge and joy for me. The tasks associated with the process of bringing together the strong and powerful pieces presented here have presented a real challenge for me. The joy is found in the opportunity to work with my two editorial associates, Sheila A. Mahan and Karen C. Ross without whose extraordinary contributions this volume would not have been possible. Dr. Ronald Hoskins and Dr. J. Fredericks Volkwein were very generous with their advice and good counsel especially at the onset of this project. Madelyn Cicero, Jean Vincent, Joyce Van Zandt, Janice Green and Natalie Dean have been more than generous and patient in providing staff support. Maggie Ziomek brought her considerable talents as a graphic designer to bear in producing this volume; Carol A. Olechowski provided critical production assistance. Three colleagues: Ronald Bosco, Distinguished Service Professor of English, Douglas Windham, Distinguished Service Professor of Educational Administration, and Jeanne Gullahorn, Vice President for Research and Dean of Graduate Studies, contributed in substantial ways to this volume. I sought their counsel and they generously gave of it. Their suggestions were always substantive and valuable. This volume resonates with their ideas.

The faculty, students, and staff of the University at Albany are owed an acknowledgment and thanks by me for their encouragement and support throughout the period of this project. I am also grateful for the support of the University at Albany Council: The Honorable John E. Holt-Harris, Chair, Steven N. Fischer, The Honorable A. Rita Chandellier Glavin, Richard A. Hanft, Esq., Athena C. Kouray, Esq., Athena V. Lord, Martha W. Miller, John J. Poklemba, Esq., Carolyn Gillis Wellington, Diego Munoz, Audrey B. Champagne and Vivian Hillier Thorne.

Many others contributed to this book, directly and indirectly. As editor I thank them all, and take full responsibility for any errors or omissions.

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Introduction

H. Patrick Swygert
President
University at Albany

The purpose of this exercise — a volume of speeches and articles by State University of New York presidents — is twofold: to introduce the reader to the leadership of the campuses that comprise the State University of New York, and to provide, again, through campus presidents, exploration of some of the issues confronting public higher education in the State of New York today. It inaugurates the University at Albany's series of occasional publications, and, in doing so, reflects this institution's long-standing interest in questions of education viewed within the context of their manifestation in practice.

Both goals are heavily laden with caveats. First, this modest work reflects only some of the work of some of the campus presidents. More, much more, would be required in order to provide any insight at all into the unique cultures and environments of each of our 64 campuses. Here, we have provided only brief biographic sketches of 20 presidents, the Chancellor and three vice chancellors, and — save for Sanford Levine's outstanding work outlining the early history of the system — far too little in the way of sharing with the reader the unique and long histories of the campuses. Potsdam, for example, was founded in 1816 as St. Lawrence Academy, a private school; the University *at* Buffalo was the University *of* Buffalo, an independent and private institution, from its founding in 1846 until 1962, when it joined the State University system; Geneseo was the Wadsworth Normal and Training School at its founding as a public institution in 1871; Oswego began in 1859 as a series of Saturday classes for teachers conducted by Edward Astin Sheldon, one of the most influential figures in public education in the 19th century; and Hudson Valley Community College, which celebrates its 40th anniversary this year, was the Troy Technical Institute with 88 students in 1953. (A full description of each institution's history is available in *Sixty-four Campuses: The State University of New York to 1985*, published by SUNY Central Administration's Office of University Affairs and Development.)

It is also the case that higher education, *qua* higher education,

remains a subject of great concern and debate — some informed, much uninformed. Many consider "higher education" a bureaucracy laden with requirements and demands, all forming a maze whose safe and successful passage in and of itself is the challenge. If this characterization is in any way apt, then it is important to remember that just as Daedalus lost Icarus in seeking escape from the Labyrinth of Minos, we too risk much in acting upon policy uninformed by those whose intimacy with campus realities is unsurpassed. To the extent that this modest volume adds to the dialogue, it will indeed have succeeded in reaching the second goal. Allusion to Greek mythology is perhaps telling, but certainly incomplete without also mentioning *hubris*, a circumstance of mind and action far too familiar to institutions of higher education (and volumes that presume to discuss its challenges or even some of them).

Clearly, there are many more questions that require examination than are discussed here: public and private institutional cooperative activities beyond existing cross-registrations, shared facilities and the like, as well as the very real issue of "privatization" of public higher education where public institutions are being required to seek support for more and more of essential campus resources from nonstate funded sources. One could easily continue by listing consolidation of existing programs and offerings; expansion of opportunities for underrepresented minority group persons for campus leadership and teaching; assessment of campuses and the SUNY system in meeting system-wide and campus-specific missions; and the relation between graduate education, research, and teaching and the nature of undergraduate education (especially in the context of *SUNY 2000*'s articulation of teaching, research, and economic development as fundamental aspects of the system's mission). It is my hope that the next volume will address these issues and others as well including campus safety.

What we do have before us in this first volume is a marvelous expression of optimism and purpose. Optimism about the State University of New York system and its resilience. Optimism about the ability of individual campuses to respond to fiscal challenges and more: declining state support; local, regional, and state demands for institutional responses to local, regional, and state needs; "marketing" of campuses and programs; and the now all-too-familiar charge to "do more with less." (This last charge is heard more and more frequently. Increase access but do not expect greater resources.) Here, too, in the words of presidents one will find repeated expressions of purpose, reflected in the willingness and ability of the institutions that make up the State University system to meet critical state needs. The success of the community colleges in meeting state needs is a story in and of itself, and an outstanding example of institutional responsiveness.

The optimism and purpose expressed by the presidents is not simply a pose. Early in our nation's history, the college president was a symbol of community purpose though highly structured and rigid. In the 18th century and for much of the 19th century, colleges, mostly all private and mostly all extensions of Protestant denominations and later Catholic orders, were typically places of rigid, doctrinaire and church-sanctioned instruction. Such colleges presented few opportunities for advanced study. Intellectual inquiry and questioning existed outside the academy but hardly within. The president in such a setting was expected to be the "lengthened shadow" of the institution, a symbol of piety, good morals, and unassailable rectitude. Beginning early in the 19th century, many young American scholars sought advanced degrees in Germany. According to Peter Novick, author of *That Noble Dream: The "Objectivity Question" and the American Historical Profession*, there they found "a community of investigators concerned with pursuing their researches while training the next generation of *Gelehrten*; rigorous scholarship, rather than religious or philosophical orthodoxy, was the criterion of academic excellence."

The nascent American research universities (admittedly, very few in number) began to seek, by the end of the 19th century and at an accelerating rate into the '10s and '20s of the 20th century, leaders of accomplishments beyond church rank. Clark Kerr, former Chancellor of the University of California system and a scholar of the college presidency, characterized the mature college-university as a "multiversity" with the president as mediator-initiator. That view has matured into one which regards the campus president as "leader of a community based upon bureaucratic rationality and hierarchy," and places upon the president three sweeping expectations: to lead, to manage, and to inspire. A job description merely requiring the wisdom of Solomon, the patience of Job, and the love of Ruth. Quite an order. However, lest we too quickly conclude that such requirements are impossible to meet, it is instructive to recall the folk wisdom that one can walk on water if one knows where the rocks are.

Though the campus presidency and community expectations of it have evolved over time (like all institutions, failure to evolve, change, and respond assures demise), optimism has been a constant. From the earliest image of the campus president as a reflection of the campus' values, through the campus president as a scientific manager of institutional resources, to today's president as advocate, articulator of the campus' vision of itself, and "communications processor" (to borrow a term from Herman and Heimovics' study of executive leadership), the focal point for information exchange between internal and external groups — all are grounded in optimism. That optimism is palpable thoughout this volume as presidents affirm the sense that the campus has a role in responding today to what society will require

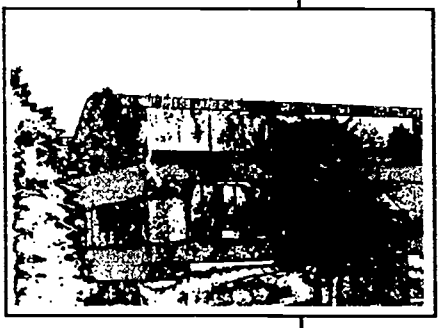
of its leadership tomorrow.

In selecting submissions for this volume, we have purposely sought contributions reflecting the diversity of campus issues and responses to those issues. Indeed, the section headings are truly "generic": the administration of campuses today, and perhaps in the past as well, rarely lends itself to neat categorization. Every campus seeks to hold steady to its mission while managing to respond to all of the challenges confronting public higher education today. The tensions and challenges found on a campus provide for the variety and excitement that inspire campus leadership. Daily dramas acted out on the campuses reflect in part the larger drama of the governmental process of priority and funding assignments known as democracy. It is part of our responsibility as campus presidents to advocate for more, and we do so; Governor Mario M. Cuomo and the Legislature, in turn, are charged with the responsibility of responding to not only our advocacy but also that of the larger commuity as well. And the Governor and the Legislature have responded.

Now lest we overlook the perils of *hubris* referred to above, some caution and modesty is indeed required of both the institutions and individuals of the academy. Our optimism notwithstanding, we surely cannot continue *ad infinitum* to do more with less. There is the real danger that we may, to the special disadvantage of those for whom public higher education remains the primary means of access to the lives they wish to lead, be required to do less with less. And since two out of three New York high school graduates who pursue higher education will do so in a public institution, this is a real concern indeed. Fortunately, the leadership and visions expressed in the essays and speeches of my colleagues cause us to anticipate and not fear the future of public higher education in New York State.

Albany, New York *H.P.S.*
April, 1993

The Development of the State University of New York



- **The Founding of the State University of New York**
  By Sanford H. Levine
- **History of the Community College**
  By Eduardo J. Marti

The Founding of the State University of New York

The history and development of the State University of New York is a complex and unusual one. As one of the newest public higher education systems to emerge, it had to be integrated into an extensive and healthy array of private higher education institutions. Vice Chancellor Levine offers an insider's view of the legal permutations, personal visions, and public support that have led to the creation and maintenance of the largest and most diverse University system in the world.

Sanford H. Levine
University Counsel and Vice Chancellor for Legal Affairs

This history of the State of New York's public higher education system is not like that of any other state in the country. In the mid-1800s, public sentiment across the country supported the establishment of the great state land-grant universities, principally as a result of the passage of the Morrill Act of 1862, which provided for grants of federal lands to states for the creation of educational institutions.

In New York, however, the push for public higher education met a resistance not experienced in other states due to our exceptional tradition of first-rate, strong independent private colleges. New York's response to the Morrill Act, for example, resulted ultimately in the establishment of publicly supported colleges at Cornell University and its designation as the land-grant institution. These forces in New York were so powerful that whenever the issue of a separate system of public higher education was discussed, there was opposition from the private institutions and the Board of Regents — a feeling that the people really didn't need a system of public higher education in New York.

Now, was there State-operated public higher education in New York? Yes, teacher-training institutions. For example, Potsdam was founded (as a private academy) in 1816, Albany in 1844. The State also created after 1900 a cluster of agricultural and technical institutes. New York did not embrace, however, the concept of establishing a single great State University campus, or alternatively a series of major State institutions. Instead, until World War II, we had a collection of institutions, unrelated to each other, funded in part or in whole by the State of New York, without a central coordinating body. These institutions would send their budget requests through the Education Department on the way to the State Legislature. The State Education Department provided a loose oversight role because of the budget, but no overall direction.

All of these early developments came by fits and starts. The situation changed considerably after World War II as a result of several different factors. It became evident that the State of New York educational system would not be able to accommodate the post-war baby boom. Another critical factor was the strong leadership of Governor Thomas E. Dewey, who was thinking about a national agenda during his two presidential campaigns in 1944 and 1948. He continued as governor through 1954.

There was also an impetus in New York City for more public higher education opportunities for those in the city. There simply was not enough room in higher education for all those seeking to enter its halls.

Another great force at that time was the growing realization after the war that discrimination in New York was rather pervasive in regard to admissions to private colleges and universities. Not only was this evident at the undergraduate and graduate levels, but particularly in medical schools.

Governor Dewey concluded that these problems should be dealt with publicly. He asked in 1946 for the creation of a special Temporary Commission to Study the Need for a State University. Owen D. Young, former chairman of the board of the General Electric Company, was named to head the panel, whose study lasted 18 months. They focused on three principal areas. One, could the State meet the needs for higher education looking ahead 25 years? Two, what kind of system should there be if one was to be created? And three, how should higher education overcome pervasive discrimination?

Ultimately, the Young Commission made the momentous recommendation, which the Legislature adopted, to combine the 32 separately administered existing State institutions into a single entity, the State University of New York. The Young Commission Report was issued in February of 1948 and the bills were enacted into law in March. Dewey's determination to create the State University system and assert his authority was immediately tested, however, because bitter conflict erupted at once with the Board of

Regents.

The Regents very strongly opposed the formation of a separate free-standing University, with its own Board of Trustees appointed by the Governor, that would not be under the total domination of the Board of Regents. The Regents felt that if there was to be a public higher education system, it should be fully subject to their controls and approvals. As a compromise the first SUNY Board of Trustees was created as a temporary body for a period of five years.

By 1949 the battle was so bitter that the Regents received a recommendation from their counsel that the issues be brought to litigation. They felt that the statute creating the State University of New York, even with limited powers for the Trustees, was unconstitutional. The litigation was never brought. From 1949 through 1960, however, SUNY remained closely aligned with the Board of Regents — so much so that curricula proposals and budget requests were submitted by the Board of Trustees to the Regents before they went to the governor. The budget situation became a more significant problem during the '50s, leading ultimately to the Heald Committee several years later.

The brand-new State University turned its attention almost immediately to medical education. It was this area where the most severe discrimination had been exposed, and there was a strong feeling that government had an obligation to provide more universal access.

In 1950, two medical schools were acquired — probably two of the most significant events to occur in the University in the early years. The Trustees acquired the existing Long Island College of Medicine, and then acquired from Syracuse University its College of Medicine, both in the same year. They were to be called, for a long time, Upstate and Downstate. Why? Because in the history of the State of New York there has been a continual balancing act in the provision of State services based on many factors, including geographical considerations.

But in 1950 the University was off and running and without the discrimination that was present in many private institutions. The State University of New York offered two fine medical schools.

Another issue was, What about liberal arts education? There was a continuing tug-of-war over whether there ought to be more technical training and emphasis on teacher preparation — or whether emphasis should also be placed on liberal arts and research. There were institutes for the applied arts and sciences which ultimately became the community colleges. I believe the Board of Trustees reached an understanding in the early '50s that the University would not, for a period of years, invade the territory of the private liberal arts institutions, at least not overtly.

The University in the '50s was primarily a collection of teacher-training

institutions; the Maritime campus; and the College of Forestry, which is closely aligned with Syracuse University. Also included were three temporary colleges and five contract colleges.

The SUNY Board of Trustees was given the responsibility to wear three hats. One was to administer directly the State-operated campuses. This included the authority to hire and fire, set curricula, regulate tuition and fees, and a host of traditional powers and duties at the fully State-funded colleges.

The second assignment was to supervise generally the contract colleges at Cornell and Alfred Universities. That form of public-private relationship goes back to the time when the State authorized the creation of publicly-supported institutions on a private campus following the Morrill Act. That is how Cornell evolved as a major private institution with State components — along with the designation as the land-grant institution in the State of New York. Today we call the four contract colleges at Cornell, and Ceramics at Alfred, "statutory" colleges.

The third area of responsibility was the community colleges. The creation of local campuses to address community needs was a new concept that was developed by the Young Commission, and there were no such colleges until 1950. The Board of Trustees wears a different hat there. Community colleges are all parts of units of local government rather than integral agencies of State government. This means that these colleges must be sponsored by a county, school district, a city, or some combination, subject to the approval of the SUNY Trustees. The first community colleges were begun in Jamestown and in Orange County in 1950. Again, '50 was a wonderful year for the State University of New York. The temporary Trustees were starting to flex their muscle, even though they were somewhat limited by the approval powers of the Board of Regents.

The community colleges are State-aided institutions, not State-operated. This difference is significant in many ways. For example, the SUNY Trustees appoint the Chancellor and the Presidents of the State-operated campuses, but for the community colleges, the SUNY Trustees approve the appointments of Presidents by the community college Trustees. Similarly, for the statutory colleges, the Trustees approve the appointment of the Deans by Cornell and Alfred. These differences in the hiring and firing of the chief administrative officers are representative of the various different levels of oversight exercised by the Trustees.

The temporary Trustees were given the assignment to devise a plan for the permanent governance of the system. After much study the Trustees advised Governor Dewey that the only way the State University would grow and function and function well was with one Board of Trustees, one set of trustees with ultimate governance authority for the entire system, no matter what hat they were wearing. At the same time the Trustees and the Governor

were equally sensitive to the demands of the local communities, since some of the previously separate institutions had oversight bodies similar to boards of visitors.

What was created in 1953 was a hybrid. When the permanent Board of Trustees legislation was introduced and adopted, the Trustees remained the governing body of the entire system, and every State-operated campus was assigned a council (with the exception of the College of Forestry, which retained a board of trustees). All of the duties of the councils, as well as the board at Forestry, were made subject to the control, management, or approval of the State University Trustees. One of the most significant duties is the nomination of candidates to the Trustees for appointment as campus president.

The University system's chief executives also continued to be called Presidents. There was not a Chancellor by that title until 1964. Succeeding Alvin C. Eurich in 1952 was William S. Carlson, who stayed until 1958, when he had a confrontation with the Board of Trustees over the issue of how the University would enter the fields of graduate education and research and expand undergraduate instruction. A professor from Minnesota, Theodore C. Blegen, had been commissioned by the Research Foundation of the State University of New York to study the broad issues of organized research. Professor Blegen concluded that the State University would never become a great system if a flagship campus was not selected and assigned the research mission. He was referring to the experience of states like Wisconsin, Illinois and Minnesota. When the Blegen recommendations were discussed with the Board of Trustees, it is fair to say that President Carlson agreed with the report and the Trustees did not.

The issue, therefore, was clearly drawn, with the Trustees finally declaring that the strength of the SUNY system was the development of many strong individual campuses, and not just one major flagship or predominant campus. Out of that debate in the late '50s came the decision, ultimately, that what would be built in the State University of New York would be the four comprehensive graduate centers we have today. Very much a part of that strategy was the decision to convert the teacher-training institutions into full-fledged liberal arts campuses.

The most significant thing that occurred for the University following the debate over the Blegen Report was the election of Nelson A. Rockefeller as Governor in 1958. Governor Rockefeller thought in broad conceptual terms. It wasn't, "Do you want to build a building here?" "Do you want to build a building there?" It was, What should the State do for public higher education? He recognized that the 1958 structure of the State University was not going to meet the needs for the 1960s, 1970s, 1980s, and beyond. SUNY also had a new President, Thomas H. Hamilton, appointed in 1959, who

served for three years.

In 1960, Governor Rockefeller said what was needed was a major panel to review the future of higher education in the State of New York.

Henry T. Heald, former head of New York University, John W. Gardner and Marion B. Folsom, familiar names in higher education, were the three people asked by Governor Rockefeller to study the issues. Out of that examination came the Heald Committee Report of 1960, and that report set the foundation for the next major expansion, the agenda for the State University for the '60s and '70s.

Governor Rockefeller saw that you couldn't plan and build a great university, the facilities needed for the future, by returning time after time for constitutional referenda approvals for long-term indebtedness. He asked for creative alternatives; in response, the governor's advisers prepared the legal basis for moral obligation financing.

Rather than seek referendum approval, the governor proposed that a separate bond agency be created to sell bonds backed by a flow of user revenues — in SUNY's case, tuition and all University income — to pay off those bonds. But it would not be the Legislature's responsibility, legally, to pay the debt service — only the State's moral obligation to assure there would be no default in bond obligations. That's the concept that was applied to the State University in 1962.

By 1964 the University secured the single most important piece of legislation until the flexibility legislation in the '80s. SUNY was permitted to certify positions into what is called the unclassified or professional service. That meant that the campuses could free the appointment of faculty from budgeted line items, from Civil Service Commission approvals and review, examinations, and whatever exceptions were needed. The practical result was that the best faculty could now be recruited from around the country by the now rapidly developing campuses.

The University developed a new academic image. By 1964, the University had a brand new Chancellor, the first by that title, Samuel B. Gould. He started as President, but the title change gave the position additional visibility. The largest percentage increases in SUNY budget history occurred during Chancellor Gould's six years. The system expanded by huge proportions, and there are even anecdotes about not knowing where to spend all the funds each year. It was a period when the institution was shaped essentially as we now know it. It was a period of growth of the medical schools and teaching hospitals, growth of the four-year university centers, and the completion of the conversion of the teacher-training institutions and colleges of education into colleges of arts and science. The agricultural and technical institutes became the agricultural and technical colleges. We had the great expansion of the community

colleges into all regions of the State. The State University set out to put higher education within reach of every New Yorker.

The last two institutions created in the State University were Empire State College and the College of Optometry, both in 1971. At that time SUNY had already reached a plateau. What happened after Gould left in 1970 and was succeeded by Ernest L. Boyer as Chancellor was that the economy of the State of New York started to slide downwards. For the very first time in the Rockefeller era the University did not receive what it asked for in State budget support, and it was a shock. It was repeated in a more severe form in 1975 and 1976, which was a major retrenchment period for all of State government under Governor Hugh D. Carey. So although Ernie Boyer introduced many new initiatives, he did preside over the management of a "steady state" rather than an expansion of resources.

To go back in time, for a moment, it should be noted that the 1960 Heald Committee Report also recommended a major change in tuition policy for the State University. Instead of a haphazard combination of fees, a standardized tuition charge applicable to all the State-operated campuses was implemented by the Trustees in 1963. This was sound management, but actually its primary purpose was to provide the revenue source which was pledged to pay the debt service of the University's major new capital construction bonding program financed through the New York State Housing Finance Agency. It was only the excess of revenue not needed for debt service that was applied to the University's operating budget.

The tuition-backed bonding program was such a creative idea that through 1988 $3 billion of academic facilities were designed and constructed through the State University Construction Fund. Since 1988 new educational facilities are financed through the Dormitory Authority of the State of New York, not out of tuition revenues but from direct State appropriations for annual debt service. You can argue the funding philosophy, the indebtedness, the long-term effect on State credit-worthiness, but you can't argue about the immensity of the accomplishment and the number of people who have benefited.

Another key objective should also be identified: the independence and autonomy of the State University itself. It had been a critical issue right from the start in 1948. Every SUNY leader has tried to obtain what is the equivalent of what the other great public institutions in the country enjoy in the operation of a major University. Proposals have ranged from State constitutional autonomy to statutory amendments to reduce the multiple levels of State agency oversight in managing the University's budget. By the early '80s there appeared to be a broad consensus that greater management flexibility was a necessity.

The Independent Commission on the Future of the State University

began work in 1984 under the co-chairmanship of Ralph P. Davidson and Harold L. Enarson, and confronted the question of how to accomplish the type of changes urgently needed. In 1985, the Trustees and Chancellor Clifton R. Wharton, Jr. did achieve the passage of the landmark flexibility legislation which provides significant management authority over University resources. Supported by Governor Mario M. Cuomo, this legislation was the greatest step forward since the Heald Committee Report in assisting SUNY to achieve the independence necessary to set its own destiny, to operate the University in the most effective way with the resources provided. The Independent Commission also identified the need for the Graduate Research Initiative and other major programs now under way.

The State University serves today about 400,000 students, and boasts of well over 1 million alumni. Throughout its 45-year history the University has been well-served by the strong leadership of the Chancellors and Presidents. The appointment of D. Bruce Johnstone in 1988 marked the first SUNY campus president to serve as Chancellor.

We must pay tribute, however, to the Trustees, who are the absolute rock support for the system. I have worked with the Trustees for over 25 years, and I do not know another group of more dedicated and devoted public servants. They have equally been served by the leadership of outstanding SUNY Board chairmen: Oliver C. Carmichael, Frank C. Moore, Clifton W. Phalen, Elisabeth Luce Moore, Donald M. Blinken, and Frederic V. Salerno.

The University has been most fortunate because, with that continuity, you achieve strength and stability. With that stability, the Trustees for 45 years have been able to develop the kind of vision essential to long-term growth. They are outstanding New York citizens whose only pay for their work is a simple "thank you."

From my perspective, the Trustees have been able to develop a system that works. The beauty of that system is that there is one Board that has been able to handle all of the competing interests. Instead of an external process, all campuses are responsible to the Trustees and Chancellor, who make the critical choices for the State University of New York. There is one University program budget which the Trustees propose, protect and advance on behalf of all of the campuses. That has been the strength of the system, and this strength derives from the very basic governance decision in 1948 made by the Young Commission.

During the past 45 years there have been ups and downs, growth and retrenchment. I believe the Board of Trustees is confident the University has the flexibility to make effective use of the available resources. The University is necessarily part of the political structure, and the Trustees depend on the support of the Legislature and the Governor. But at the same

time, with maturity, the State University has acquired the independence that is essential for administering a first-rate institution of 64 campuses for the people of New York.

***Sanford H. Levine** is University Counsel and Vice Chancellor for Legal Affairs of the State University of New York. Active in the practice of higher education law since 1967 when he first joined the State University, he was appointed to the Counsel position in 1979.*

A member of the New York Bar, Vice Chancellor Levine received his baccalaureate and law degrees from Syracuse University. He has been elected a Fellow of the American Bar Foundation and the New York Bar Foundation. He has served as president of the National Association of College and University Attorneys. He is also currently an adjunct assistant professor in the School of Education of the University at Albany.

History of the Community College

The evolution of the community college system in America is described by President Marti as a response to the demands of the traditional higher education system, to the need for occupational education and shorter terminal degrees, and to the post-World War II influx of students. The function and purpose of community colleges have been further shaped by federal legislation, by the practice of local funding, and by their egalitarian nature. He foresees an increasingly important role for community colleges in stimulating economic development, in providing affordable education, and in creating a more tolerant society.

Eduardo J. Marti
President
Tompkins Cortland
Community College

In the U.S., 1,211 community colleges currently serve over six million students. This constitutes 45 percent of all college students in the U.S. and 55 percent of all freshmen and sophomores attending institutions of higher education.[1] This significant component of higher education has its origin in an educational crisis besetting U.S. colleges and universities during the latter part of the 19th century. An understanding of the relationship between the university and the community colleges is essential for a full understanding of the role to be played by our colleges as we cross the boundary of the new millennium. Historical facts can be interpreted in many ways. What follows is my interpretation of the origins and development of the community college system.

Many of us are fond of exalting the egalitarian nature of community college education. Many of us are proud of the attention to excellence and of the impact our colleges have not only for the individual but for the communities which we serve.[2] Without minimizing the impact of community colleges, it is important for all of us to recognize the elitist origins of our colleges. A gradual evolution ensued that

changed the mission of our colleges from places for students who had "no taste for higher education"[3] to places which are important for the survival of our communities, our states, and our nation. This shift from preparatory colleges to comprehensive institutions of higher education began in the earlier part of the 20th century. The beginning of the 21st century will witness the realization of the essential nature of our colleges.

Almost a century and a half ago, the American system of higher education was in crisis. Leaders of prestigious institutions were concerned that American colleges had missed the mark in trying to emulate both the English system of education and the German "free university." Calls were made to redefine the mission of American colleges in order for the U.S. to retain its preeminence in a competitive industrial world. In 1851, a year prior to becoming president of the University of Michigan, Henry Philip Tappan articulated the differences between American colleges and universities and the German "free university."[4] He was emphatic in calling for a university curriculum where students could select their areas of interest, where university faculty would be distinguished in their specific disciplines of study, and whose function it was to lecture to students who had the ability and the experience to participate in research. He called for the establishment of junior colleges which were preparatory for the baccalaureate education. These colleges would relieve the university faculty of teaching responsibilities and would provide this faculty with the necessary time for effective research.

There were two variables contributing to this crisis. One, the nature of the curriculum was becoming more complex. The artificial timetable of four years for baccalaureate education forced the compression of the curriculum, which resulted in superficial instruction and undue pressure on students. Second, the degree of specialization required for university studies had become too great for faculty members to devote time for tutorials while attempting to compete in the research arena.

As always, California carved a new path. Alexis F. Lange, dean of the School of Education at Berkeley, wrote extensively about the need for junior colleges to serve as a "capstone for secondary education."[5] Lange was the first to bring to the debate the concept of occupational education and terminal degrees. The California Community College evolved as an extension of the secondary sector serving individual districts and controlled by locally elected boards. The system remains in place today.

Some, such as Brent and Karabel (1989), criticize community colleges because in the pursuit of vocational education, they have aborted the dream of the populace in attaining baccalaureate education. They base their conclusion on the fact that a small percentage of community college students graduates (15-20 percent) and, of those who graduate, only 25 to 30 percent transfer to baccalaureate-granting institutions.[6]

In order to understand the evolution of two-year colleges, one must appreciate the impact of government intervention in the mission of our colleges. At the end of World War II with the promise held by the GI Bill, universities encountered yet another crisis. The influx of students threatened the standards of the curriculum. The temporary facilities erected to house (victorious) veterans became a symbol of the necessary shift from an era of intensive research and development caused by the war to an era of intensive training of a work force that was displaced by the cataclysm of a world at war. It was time, again, to seek a valve to relieve the pressure in the academy.

President Truman called for the establishment of a Commission on Higher Education. This commission, headed by George Zoos, a known friend of the junior college movement and President of the American Council on Education, called for the establishment of a network of colleges across the land for the purpose of serving individual communities at low or no cost, open to all, and providing cultural opportunities to the citizens who funded them. They named these open admissions institutions "community colleges." The establishment of these institutions supported by cities, counties, and individual communities greatly accelerated the emphasis on vocational education.

Suddenly, the original purpose of two-year colleges to serve as preparatories for university education took a back seat in community college education. Whereas the junior colleges of the first half of the 20th century evolved to serve the academically underprepared student who had the means to attend post-secondary education, the community colleges of the second half of the century evolved into egalitarian institutions designed to serve all students regardless of their academic preparation or financial condition. During the 1950s and early 1960s, the evolution of community colleges was dependent upon the willingness of individual communities to fund this type of institution.

The Higher Education Act of 1965 recognized the need to provide federal funding for community colleges. It set aside 22 percent of the appropriations under the Developing Colleges Program. The Vocational Education Act and the Higher Education Amendments Act of 1966 increased benefits to community colleges and, thus, stimulated the almost explosive expansion of the late 1960s and early 1970s.[7]

Another source of impetus for the expansion of our colleges was the preoccupation of the American public with higher education as a result of the demonstrable advantage that the Soviets had when Sputnik orbited the earth.

The impact of another war continued to swell the ranks of community college students. Those who sought deferment from the selective service and those who returned from the war became students in these open admission institutions. The democratic nature of community colleges was, by now, ingrained in the American psyche.

Now, almost a century after its inception, almost half a century after its

definition, community colleges are beginning to enjoy a national realization of their function and purpose.

Education was, and is, seen as a uniquely American way out of a lower economic status. By providing affordable, effective, locally controlled higher education, community colleges placed in the hands of local leaders an efficient mechanism to make the U.S. competitive and to empower the individual to live a better life.

If one accepts the decades of the '70s and the '80s as a maturation period, it becomes clear that the decade of the '90s is the decade of the community colleges.

As always, difficult economic times bring to the fore the realization that community colleges are the answer to the current educational crisis. The low cost of education at our colleges ameliorates the impact of the high tuition that research universities must charge in order to maintain preeminent faculty and up-to-date laboratories. Primarily as teaching institutions, community colleges concentrate on the art of teaching and, therefore, provide educational services at a relatively low cost.

Community colleges are egalitarian in nature. The open admissions concept postulated by the 1947 Truman Commission articulates the full opportunity status of community colleges. The sexual revolution and the entry of underrepresented ethnic groups into the marketplace contributed to the enhancement of the egalitarian mission of our colleges. On the other hand, one can argue that community colleges, again, are being used as "holding tanks" for those individuals deemed to be less desirable by the university. It is the responsibility of the community colleges' administrators and faculty to be ever vigilant for this possibility and to promulgate existing opportunities for transfer to the university by these populations.

Community colleges have become important economic development tools. During the latter portion of the '80s and the beginning of the '90s, the business community has become aware of the possible use of community colleges as places where inexpensive training of the work force can take place. The traditional involvement of community colleges in vocational education and the willingness of community college administrators and faculty to work with business leaders have been major forces in our current good relationship. Involvement of business and industry leaders in community college education is good for our country. The impact of technology and the impact of an increasingly complex global economy require greater education and training for the entry-level work force. As institutions which can react quickly to community needs, our colleges use local talent to broker training required by business and industry.

During the next decade, mature community colleges will continue to evolve as institutions which serve as bridges to the baccalaureate-granting institutions

while providing educational opportunities for a well-educated local work force. Furthermore, community colleges will continue to be at the forefront of training and retraining endeavors, and they will become more important to the business community.

Our students will be prepared to live in an increasingly complex global society. As part of the preparation required for effective participation as members of the academy or the work force, our students will be aware of their role as participants within the global village. Our college curriculum will emphasize an understanding of the mores and customs of other cultures.

We, as educators of the local citizenry, accept the responsibility to inculcate upon our graduates the sense of belonging and the concomitant requirement to be participants in a truly respectful and tolerant society. It is only through this emphasis that we will make our contribution to the economic well-being of our immediate society. An enlightened approach to the political process will contribute to the general well-being of our area and will facilitate continued economic development by attracting individuals who choose to live among free and respectful neighbors.

Notes

[1] D. Doucette and J. Rouche. *Arguments with which to Combat Elitism and Ignorance about Community Colleges.* Leadership Abstracts — League of Innovation Publication, University of Texas, 1991: vol #4, number 13.

[2] E. Marti. "Egalitarian Education in an Elitist Environment." *Colleague*, SUNY: pp 1-9.

[3] D. L. Kirp. "Tales from the Bright Side: The surprising success of America's biggest community college." *Lingua Franca*, February/March 1990: 20-26.

[4] T. Diener. *Growth of an American Invention: A Documentary History of the Junior and Community College Movement.* Greenwood Press, N.Y., 1986: 23-28.

[5] Diener 67-74.

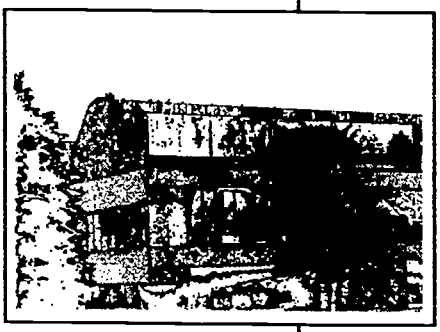
[6] Tompkins Cortland Institutional Research Study on Retention, 1991. (unpublished)

[7] E. J. Gleazer. *This is the Community College.* Houghton Mifflin Company, Boston. 1986: 32-35.

Eduardo J. Marti *has been President of Tompkins Cortland Community College since 1986. He earned his B.A., M.S., and Ph.D. from New York University. In 1976 he completed the program at the Institute for Educational Management at Harvard University. His other administrative positions have included serving as Executive Dean at Tunxis Community College, Connecticut, and as Acting President and Dean at Middlesex Community College, Connecticut.*

A member of the Chancellor's Presidents Council from 1989 to 1991, President Marti has also served as chair of Middle States accreditation teams and as a member of the State Education Department evaluation teams and the legislative Futures Subcommittee.

Public Higher Education in Society



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The University: Image and Reality

President Marburger, in this 1990 Convocation Address, contrasts the frequently romanticized view of "the university" with the reality of the changes confronting higher education. He notes that research universities have been targets of most of the recent criticism of higher education and argues that, in response, they should institute differential tuitions, plan for increased competition for federally funded research, market themsleves to the public more effectively, and focus more on building a sense of community centered on students. It is by these methods, and by demonstrating their contribution to solving pressing social problems, economic decline, and primary and secondary education, that research universities can revitalize both their image and their reality.

John H. Marburger, III
President
University
at Stony Brook

The University: Image and Reality

As with other long-lived human institutions, universities acquire public images that owe more to our interpretations of their past than to their actual functions in society. Nearly all who speak of universities have had some experience with them, usually as students, often as faculty, infrequently as administrators. Most of us romanticize our student experience, over-generalize our faculty experience, and take all too seriously our administrative experience. When we speak knowingly among ourselves about "the university" as a concept we are building here at Stony Brook, we seem to have in mind something we wish we had experienced in our own careers. We think of a peaceful moment of study, a stimulating conversation with roommates or colleagues, a sabbatical on a campus seemingly far removed from the turmoil and irritation of our own institution. We think of moments of creativity, of discovery, of intellectual fellow-

ship, of shared values, of a feeling of resonance in a class with alert and well-prepared students.

Universities are not like that, of course, and never were. There never was an institution that had any major effect on society that was free from turmoil and internal dissent and uncertainty and self-doubt and pettiness and politics and problems with money and selfishness and intrusion from its sponsors. If we think we were ever a part of such an institution, then we were lucky enough to have been ignorant of its problems.

I want to talk today about what Stony Brook actually is, and what it must actually become as society transforms itself around us into a new world. I want to draw attention to the fact that Stony Brook is probably not what any one of us perceives it to be, and that it is changing faster than any of us is aware. As the world changes, Stony Brook will change with it, faster than our perceptions, faster than our interpretations. We influence its course, but we do not control it. We can impair its usefulness, or we can make it more effective, but there is little that anyone can do to bring it to an end as an institution, for the University at Stony Brook has a life of its own, and a vigorous one at that.

The Research University in Trouble

If we keep firmly in mind that we are a research university more or less like the other 69 leading research universities in the list published annually by *The Chronicle of Higher Education*, that will help us assess what changes we are going to have to make as we prepare ourselves for the new world that is taking shape around us.

The salient feature about research universities today is that they are in trouble with their constituencies. Let me remind you that following former Education Secretary William Bennett's virulent criticisms of higher education during the Reagan administration, it became increasingly clear that the characteristics that disturbed him most were precisely those of the research universities. Other types of institutions quickly noticed this and launched a campaign to distance themselves. For a decade, the virtues of small non-research institutions have been touted first by themselves, then by the detractors of the research universities (often their own alumni), and finally by high school counselors and the students they advise. I am not blaming all this on Bill Bennett, but he found a weak spot in higher education and a public responsive to his complaints.

All the research universities receive substantial funding from the federal government, and most are also state supported. The criticisms of Bennett and others did not go unnoticed by executive and legislative agencies that provide higher education oversight. Throughout the '80s they brought forth reports and proposals that increasingly took the position that the criticisms

were valid and that the institutions themselves were unlikely to do anything to improve the situation. The resulting list of bureaucratic burdens our government partners have placed upon us in recent years is a long one.

We are receiving criticism from other quarters, too. The press loves to see an outraged individual take on an establishment giant. To the general newspaper-reading public, our institutions are no different from city hall. We appear to them as a big money-hungry bureaucracy spending millions of their tax dollars so our underworked faculty can travel to European libraries to study obscure and probably obscene medieval French poetry. They should be in their classrooms teaching instead, say our detractors. Our requirement that faculty set forth the results of their labors to the scrutiny and feedback of their peers through publications is seen as irrelevant to their function as teachers of young people. That is a view not only of the lay public but even of a few respected academic leaders.

Other criticisms widely discussed include our failure to produce a coherent undergraduate curriculum, the greater-than-inflationary escalations in cost, our use of graduate students to teach, the perception that our teachers — graduate assistants included — are not trained to teach, and the undesirable side effects of faculty involvement in private enterprise.

Some of these criticisms must be shared by two-year and four-year colleges, but it is the research universities toward whom they are all directed. And, proud as we may be of our relatively new status as such a university ourselves, we must share in the criticism. Shall we ignore these complaints? We cannot. While I believe that all research universities are eventually going to have to change to some extent to regain the confidence of their constituencies, I believe Stony Brook is going to have to change sooner than others. As we swiftly acquired the behavior of a research university, so we are going to have to adapt swiftly to the conditions that are rendering at least some of that behavior untenable.

Lessons from the Independent Sector

Despite our complaints that the State of New York has not funded our operating budget in a stable or even a rational way, the pressures of the present bear more strongly upon private universities. They are feeling the pinch of the changing attitude of the federal agencies toward general university support on top of the growing resistance of students and their parents to accept crushing indebtedness to pay their high tuitions. We play down the boast of the independent sector that it responds more quickly to the changing needs of society than the public sector, but it is true. They are driven to it by economic reality, and they are not obstructed by the inertia of layers of bureaucracy and government. Consequently, it is illuminating to look to our private peers for ideas about our own future.

Let me start with topics related to money.

Tuition and Financial Aid: In the face of hyper-inflationary cost growths, private universities are just beginning to move away from the ideal of "need-blind" admissions. Merit-based scholarships are becoming more frequent, and estimates of who will be able to afford to attend are becoming more important in the admissions process. Fortunately, our tuition is low and will remain low compared with private universities'. But it will get higher, and we will be competing with universities that give modest merit-based scholarships to students who have the ability to pay without the award.

I believe SUNY's tuition will go up substantially in fiscal year 1991/92 and thereafter. I do not believe tuition increases will be adequate to provide significant relief for SUNY operating budgets. I strongly favor differential tuitions for CUNY and SUNY and for different kinds of institutions within SUNY. The cost of education is greater at the University Centers, and I favor charging more tuition at the University Centers than at the other types of SUNY institutions, the difference being made available to the campuses. (If the differential revenue is not returned to the originating campus, I would not favor differential tuition.) Whether this will ever happen depends on many political factors, and I cannot guess at its chances. I do believe, however, that the ideal of no or low tuition at New York public universities will not be realized in the new SUNY.

Relationship with Federal Government: Since the early 1970s, the federal government has been redefining its relationship with the research universities through the management of sponsored research. Indirect costs are beginning to influence which institutions should receive support for research. An administrator at a private university recently told me that this policy shift so strongly favors public universities whose states are willing to put up tax dollars to win federal funds that private institutions are unlikely ever to succeed in attracting major new federally funded research centers.

Limitations on Sponsored Research: The ultimate consequence of this trend means that, at some point, some university administrator is going to have to tell a faculty investigator that he or she cannot accept a research grant for financial reasons. This will be a problem for all research universities, and private institutions will feel the pressure first. Tension is already growing nationwide between public and private universities because most major public systems have been willing to pick up the unfunded expenses to capture the federal funds.

Maximizing Productivity of Existing Research Resources: Before Stony Brook places limits on sponsored research, we should make absolutely certain that we are investing our available resources as wisely as

possible. That does not simply mean operating the Research Foundation offices efficiently. It also means better management of the much larger sums expended from our State budget in support of sponsored research.

In the long run, the changing relationship between the federal government and the research universities is going to disperse funds more broadly among institutions, reduce the impact of peer review on award decisions, and increase the general contentiousness of the relationship. Stony Brook will be better off than most private institutions because we will reap short-term benefits from better management at the campus and state levels, and New York will come through with matching support from time to time to capture large federal grants. But in the long run, all research universities must face up to the intrinsic limit imposed by the sheer cost of hosting federally sponsored research.

Responding to the Marketplace: With the rapidly growing gap between the "sticker price" of public and private tuitions comes the question, "What is it in the private university experience that makes it worth the price?" In the northeastern United States, and especially in New York, families still scrape to send their children to private institutions not demonstrably better than the much less expensive public colleges. Why? We would do well to examine closely the arguments advanced by these institutions because the driving factor of enrollments is as important for the stability of our funding as in the private sector.

The Supportive Atmosphere: The private institutions are responding to the marketplace demand for a supportive atmosphere for beginning undergraduates. Few prospective students or their parents are interested in faculty accomplishment. Few even care about the sophistication or coherence of the curriculum. It is an extraordinary fact that save for a handful of universities — specifically Yale, Princeton, Stanford and Harvard — all the rest are viewed as offering pretty much the same level of academic quality by the general public. Choices are made on the basis of secondary characteristics.

Appreciation of Students: In talking with students, parents, and my own family, I conclude that the desirable supportive environment includes a sense of community in which visible adult authority figures such as faculty are seen to appreciate the presence and interests of students. That does not seem like much, but it is not the image that research universities project.

There is something that we fail to provide. Where are students and faculty acting like real people, enjoying together things worth doing? Where are they going out for a late-evening cup of coffee and talking about the impact of the changing world on each other's lives? In what program or initiative do we seek the motivations, aspirations, insights of our students out of simple compassion and the interest that intelligent human beings have for one another?

Do we need to improve physical conditions in our dormitories? Yes. Do we need to make the campus more attractive? Yes. Do we need to improve our curriculum? Yes. Do we need improved parking, athletics, activity space, student-faculty contact? Yes, yes, yes. But if we do not become actually interested in our students, we will not create a campus environment that attracts them to us. To compete with institutions that know this secret, we are going to have to project an image of caring for students.

Stony Brook is blessed with many faculty who do value their students. I daresay most of us do. But, frankly, we could make immediate progress — without additional funding, without committees, and without clever new ideas — if each of us were actually to do something that demonstrates our care for our students.

The Value of our Service

There are other lessons that we can learn directly from our own environment. We are a public university in a state that may not yet understand the value of such an institution. We are now obliged to demonstrate our usefulness. Our very survival depends on being of evident value.

We must be genuine and enthusiastic in demonstrating our concern for the society that nurtures us. There are several distinct areas that I call linkages in which the case can be made.

Health Care: With enlightened responses from SUNY and appropriate State agencies, Stony Brook can continue to expand the range and depth of its impact on the quality of life on Long Island. The responses are excruciatingly slow in coming and have already cost us and the State of New York dearly, both in additional expense for inefficient solutions and in lost opportunities. Health care will nevertheless continue to be a major thrust of our campus in a changed world.

Economic Development: I wish it were possible to develop a formula that shows how each State dollar invested in a Stony Brook program is later returned manyfold in expanded economic activity. If we can help the regional economy through training and retraining of the work force, through analysis and research, through assistance to new businesses, through the creation of new technology, we will gain the support of our most significant patron for our own continued economic health.

Research: I have already disclosed my views on the changing picture of federally sponsored research, but the kind of research I want to emphasize here is that tied to regional needs. Our faculty need to be encouraged to seek inspiration for their creative talent from the challenging material of the problems around us. While I agree that preoccupation with patents and licenses and liaisons with business are not invariably healthy for academic departments, Stony Brook now has a variety of programs in which applied

and industrially co-sponsored research is very natural.

Primary and Secondary Education: Long Island's schools need our help to replace retiring teachers, to keep teaching skills and content up to date, and to prepare school leadership for the monumental changes in the New World.

Athletics: Educators at all levels know that athletics builds family ties, instills good values, helps people learn to work together, provides healthy emotional outlets, and offers ways for young people at every stage of intellectual and emotional development to feel a sense of participation in society. Too much attention has been given to the troubles of student athletes; all too little attention has been given to the overwhelmingly positive aspects of athletics, especially for young people. I believe investments in athletic opportunities for our youth will repay society many times over in improved attitudes and life skills.

Social Leadership: The most important area in which we need to provide social leadership is in the recognition and development of human value without regard to the accidents of race, culture, or personal history that lend diversity to our society. Our New World will be one in which racial and ethnic groups not traditionally associated with wealth and status in our society will comprise a significant fraction of our population — no longer minority groups. My colleague, H. Patrick Swygert, now President of the University at Albany, refers to these groups as "the emerging majority." Our State has made the development of this emerging majority a high priority for public support. We are expected not only to participate in this mission but to provide leadership for it.

Making it all Work

If we are going to transform our University to match the needs of a new era, we are going to have to do it during the uncertainties and economic dislocations that mark the onset of that era.

The successes we continue to achieve despite the burdens of significant budget cuts are made possible through extraordinary human effort and ingenuity. I believe these successes will continue because we simply refuse to give up our hard-won excellence. From energy conservation and recycling to imaginative use of computers and the largest revenues from non-State sources in New York public education, Stony Brook people are finding ways to keep moving ahead.

We can maintain our forward motion for as long as the stewards of public education in our State permit us to apply the fruits of our ingenuity and effort. We have reached that level of institutional maturity that permits us to tap technology, philanthropy, federal sponsorship and the free market-place to fund State objectives beyond the means of tax support. But to do

it we need new statutory authorizations. We need a new statewide flexibility initiative that permits us to "privatize" some of our activities and to use novel ways of financing construction and equipment needs.

Next year looks grim for tax-supported programs. But the factors that will ensure our continued progress are already in place: They include our importance to the State economy, the support of our elected officials, and the strength of our faculty. Most of all, we are favored by the attitude of our university community, which is not hypnotized by adversity. We are going to tighten our belts, operate more efficiently and fight for the freedom to solve our own problems even if the State cannot solve them for us.

John H. Marburger, III *has been President at Stony Brook since 1980. Prior to that time he served as Dean of the University of Southern California's College of Letters, Arts and Sciences and as a faculty member in Physics and Electrical Engineering. He earned a bachelor's degree in physics from Princeton University in 1962 and a Ph.D. in applied physics at Stanford University in 1967.*

A scientist-administrator, President Marburger is Chairman of Universities Research Association (URA), a consortium of more than 50 research universities, which operates the National Accelerator Laboratory (Fermilab) and is building the Superconducting Super Collider (SSC) under contract with the United States Department of Energy.

In addition to his administrative duties and his scientific interest in lasers and quantum electronics, President Marburger has worked to link the worlds of academics and economic development. He is Chairman of the Long Island High Technology Incubator Corporation, which seeks to create new high technology businesses, and is a co-founder of the Long Island Research Institute.

The Emerging Work Force and Community Colleges

President Bulmer, appearing before the Work Force of New York State Task Force, emphasizes the critical role assigned to community colleges in the training of a modern work force. By embracing a multitude of programs and by targeting a broader population of students, community colleges can enhance access, participation, and opportunity for students. President Bulmer considers the problems of motivation and preparation of students for the challenges of the work environment and examines the challenge to community colleges of responding to emerging needs while remaining mindful of resource limitations, staffing and facilities.

Joseph J. Bulmer
President
Hudson Valley
Community College

My remarks today focus on the role of post-secondary education in strengthening New York State's work force. We of the community colleges are particularly dedicated to this task. In the coming decade we face very different situations in the work force than in prior decades. The broad trends include a declining work force, especially among young people, at the same time that more working women and minorities will be making up that work force. Additionally, swift and dramatic technological changes are calling for improved technological skills. From a manufacturing emphasis, our economy will be largely service oriented and information oriented.

Quickly, I will summarize the types of education and training comprehensive community colleges provide: Heavy emphasis on two-year post-high school degree programs that equip students to take immediate entry-level jobs; a growing number of skills-specific courses tailored to meet the short term needs of industry; remedial instruction for students who need

improvement in basic skills; programs designed for students to complete their first two years of a four-year baccalaureate program; and a large number of noncredit courses for adult learners in almost any academic or skills area for which there is local interest or demand.

The question is whether an emphasis should be on basic skills and job-specific courses or longer-range programs. Actually both are needed for industry to thrive. The community college performs training and education for all these needs. Job-specific courses are designed and delivered. Basic skills are taught as needed. Full-fledged college programs are flourishing. All of these levels and types of instruction are provided by the community college.

The assignment we have before us today in our attempts to strengthen the work force is to recognize that we must expand the population available to participate in the work force and to improve its quality.

To expand this population and improve its quality, we must continue efforts to reduce the dropout statistics, provide more opportunities for training women who are returning to the working population, encourage the interests of our senior citizens, invest additional resources in new instructional technology to assist the disabled, continue the successful effort to assist the disadvantaged, provide opportunities for retraining to assist those who have become statistics from the relocation of industries or the closing down of manufacturing facilities, and continue and expand successful internships and cooperative education opportunities for hands-on experiences.

There are many forces which hinder access, participation, and opportunity. The results of these restrictions are seen in job surveys that reflect a dearth of personnel to fill available positions. We continue to see a lack of preparation and motivation on the part of students. Remediation efforts address the problem of preparation; however, the question of motivation is a much larger issue. It is here that the combined efforts of business, industry, and education at all levels can assist in informing the children of our society as early as possible to see the long-term benefits that educational training can provide them.

Greater flexibility in programming and scheduling are necessary to accommodate the needs of returning women and those seeking retraining. Resource limitations prohibit us, and many others like us, from meeting a critical need for day care. More resources must be applied to take advantage of the technological advances in equipment available to help the disadvantaged.

Greater investments in personnel are needed to provide the necessary support services in counseling and advisement for populations who are most at risk. Transportation assistance is necessary for many. Expansion of remedial services is required to assist those who come to us underprepared.

Most community colleges have made great strides in addressing the needs of many with the resources and opportunities available. But our efforts need to reach many more. The needs will always outweigh the resources available to

meet those needs, and so we are compelled to assess and evaluate all that we do. But our self-evaluation will undoubtedly also point out programs which are not successful in meeting our objective. We must be comfortable and confident in recognizing that not every plan will be perfect. Modification or elimination of such programs will make room for attempts to try new initiatives. We must be flexible and adaptive. However, in our efforts to identify and offer programs to meet our goals, we must not lose sight of the most important aspect of the process — that is, the people we serve and to whom we are most accountable.

New York State has reaped the benefits of investing in its human potential. Our New York State community colleges will continue to provide the services which best reflect this investment.

Joseph J. Bulmer *has served as President of Hudson Valley Community College since 1979. He holds a B.S. in chemical engineering from Rensselaer Polytechnic Institute, a Master's in nuclear engineering from the University of Michigan and a Doctorate in nuclear engineering from Rensselaer Polytechnic Institute.*

Prior to assuming the presidency of Hudson Valley Community College, he served as a nuclear engineer with the General Electric Company as Manager, Operating Nuclear Plants, at Knolls Atomic Power Laboratory, where he supervised nuclear plants with 1,000 civilian and 1,500 naval employees. President Bulmer is a member of the executive committees of the Hudson-Mohawk Association of Colleges and Universities, the Center for Economic Growth, the Capital Region Technology Development Council, the Economic Development Zone Board, the Intergovernmental Commission of Solid Waste Management, and the Governor's Council for Regional Economic Development.

Technology and the Human Condition

Humanity's fascination with applied technology and its potency through history as either a tool or weapon are the focus of President Hall's 1991 Convocation address at Skidmore College. He explores the effects technology has had on work, the artistic process, politics, communication, and genetics. President Hall reviews the recent past of distance learning and some of its near and longer-term challenges. The observation is made that the opportunities offered by technology must be exploited within the context of difficult moral and ethical judgments.

James W. Hall
President
Empire State College

Stanley Kubrick's film, *2001*, pans to a group of helpless primitive humans. Suddenly flashing across a face is a moment of recognition and understanding. An animal's bone can be an extension of the human hand. In this function, the bone — the human extension, the primitive machine — becomes a tool. In a second instance, one of Kubrick's humans uses the bone to protect its family, and even to deliver an offensive blow. Now the human extension has become a weapon.

Tool? Or weapon? Before Kubrick soars into his futuristic world of scientific high-tech, he suggests to us how, from the very beginning, technology has been both the blessing and the curse of the human condition. This duality, this attraction and repulsion of machinery, technology, even of science itself, appears throughout the history of humankind.

Folklore is filled with tales of devices that run astray, often through human greed or aggression, and the results are usually disastrous. Every technological invention has created new opportunities and new threats. The invention of the wheel in the ancient world opened easier ways to transport goods.

But the wheel also gave to human history its first mechanized army.

Frankenstein's monster is the 19th century version of invention gone amok. In the 21st century, the uncontrollable monster may well be the intelligent machine. Just as Mary Shelley's Dr. Frankenstein and the monster are inextricably linked, so are we, the creators of technology, intertwined with our inventions. For good or ill, the human condition and technology are yoked together.

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From the long view of a cosmic calendar, technology does not appear until the final second of New Year's Eve. The last second begins with the invention of the mechanical clock. Today we are so oriented to the clock that we think of measured time as a fact of nature. But the fact is that many civilizations have functioned without the Western obsession with "keeping time."

Not only the concept of time, but our perception of space, changed dramatically. Like time, the symbolic, spiritual space of the Renaissance was replaced in the human mind by measurable space. A scientific, calculable, factual sense of reality replaced the abstract, symbolic, poetic understanding of reality. Measurement of time and measurement of space paralleled a powerful emerging of Western science with technology. In addition to changing our concepts of space and time, technology has altered our work lives.

Technology in the workplace has been both a blessing and a curse. Traditionally, skilled craftsmen became the prosperous members of the middle class. Gradually these careers vanished, replaced by machines. By the time of the American Civil War, industrialization was in full swing. Although technology brought wondrous changes in productivity and human comfort, it also subjected large parts of the working classes to closely regulated, menial, and impoverished lives. For the human activity of work, then, technology was both the tool for prosperity and the weapon for worker control. For many years, industry maintained its competitive edge by finding cheap human labor to operate its machines. And today, cheap labor is being replaced by machines. Displacement of human workers by machines has led to a rapid decline of the former manufacturing cities in the United States and to a rise in unemployment, poverty, and all of the associated urban problems.

Technology threatens the human condition when it displaces skilled workers with computers. But technology may also provide a solution. As cheap labor declines as a competitive factor in manufacturing, skilled new workers will design software and manage machines that manufacture quickly and without defect.

If worker displacement seems a daunting problem created by technology, there are still more serious problems. Stunning technical achievements gave us a sense of giddy optimism while leading us to worldwide pollution of air, water, and land and to yet new holocausts in the possibility of a final nuclear devastation. The irony is that the beneficial use of technology as a tool often appears as a sidebar to its use as a weapon. We humans seem willing to devote vast expenditures to creating new technological terrors and then concomitantly still greater expenditures to fashioning antidotes to those terrors. That first animal bone wielded by the human hand in self-defense has become a SCUD missile or a "smart" bomb. Today, technology as the weapon rather than the tool, as the nuclear sword hanging over our heads, limits our enthusiasm, our sense of human progress.

One of the areas that will change our lives is computer technology and telecommunications. Just as the railroads largely replaced the canals, and as the interstate highways rendered much of the national railroad system economically unviable, within a very short time a fiber network will replace the myriad existing communication systems. Fiber optic cable, which transmits a digital signal as a beam of light, will soon be as essential to our economy as were the railroads and highways of the past. Fiber optic transmission will open our homes, our places of work, and our colleges and universities to a huge volume of information services. But what of the human effect? Henry Thoreau's 19th century query is still an appropriate one. He wrote, "We are in great haste to construct a magnetic telegraph from Maine to Texas; but Maine and Texas, it may be, have nothing important to communicate."[1]

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Technology has changed the human condition not only by providing tools and weapons, changing travel, work, defense, and communications but also by changing the way we humans think and create. It raises anew the question, What is human? Are there human values that technology challenges? New technologies are replacing old ones almost overnight. But human thought, cultural adaptation, and re-valuing move at a much slower pace.

Breathtaking technological advances force upon us new judgments about human moral, ethical, and aesthetic questions.

Our political life is drastically changed by technology. Television allows us to visualize a political candidate instantly. We have synchronous communication, rapid polling, and political feedback, all conducive to democratic participation. Yet, technology makes possible electronic surveillance in ways never imagined by the most controlling of totalitarian governments. Big Brother's watch has never been easier.

Political values seem simple compared to the values in biological manipulation and genetic choice. Technology makes feasible new choices about termination of life, whether through abortion, execution, or euthanasia, reminding us that our technical capability is already far beyond our human judgment about right or wrong.

Perhaps the most challenging ethical question should be whether or not to create artificial intelligence — machines that think, even live, perhaps survive us. Are there ethical and moral issues in deciding to create a machine that is mentally superior? "Intelligent machines can solve problems, make decisions, explore logic, carry on interesting conversations," and will soon "teach" other machines, thereby enhancing their own intelligence. Recently Thomas Ray of the University of Delaware reported a computer program that, without human guidance, "reproduces, undergoes spontaneous genetic changes, passes them on to offspring and evolves new species whose interactions mimic those of real biological evolution and ecology."[2]

But can they enjoy good food, good sex, understand beauty? Are such treasured human essences as risk, trust, courage, endurance, justice and love merely sentimental notions that interfere with logical, problem-solving machines?[3] Can machines take leaps of faith? Be entrepreneurial? Comprehend aesthetics? What of some of the less treasured of human attributes: greed, anger, mendacity? Are these all too human expressions worthy of saving?

One early morning last week I grabbed a container of what I thought was milk and poured orange juice into my coffee. Is it out of such human "mistakes" that new discoveries or pleasures arise? Or are these human weaknesses merely foibles destined for extinction in an age of intelligent machines?

If technology is to be the future, how do you as students prepare yourselves? What do you need to know to avoid becoming dehumanized people who work with humanized machines? Will we become like Melville's Maids of Tartarus, dead and dehumanized blank sheets who feed the machines? Or will we find the means, the knowledge, the conviction to make a difference?

Technology can enhance, enlarge our thinking. But it can also cause us to avoid thinking, to allow ourselves to slip into a video-game world — a world of "virtual reality." Sherry Turkle says: "Computers offer the possibility of creating . . . artificial worlds, whether to simulate the behavior of economics, political systems, or imaginary subatomic particles. Like Narcissus and his reflection, people who work with computers can easily fall in love with the worlds they have constructed . . .. Involvement with simulated worlds affects relationships with the real one."[4] It could, in fact, lead to avoidance of the real world entirely.

But the world that stands just outside these walls is going to continue to be a very real and challenging one. Barely 20 years ago, about three billion people could be counted on Earth. By the year 2000, barely eight years away, there will be six billion people. By then, the population of the world's largest city, Mexico City, will equal the entire populace of the country with the second-largest land mass, Canada. With such threats, it would be easy and tempting to slip into a technological world of simulation, entertainment, and escape.

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Dealing with world changes of this magnitude will require the most brilliant applications of technology as a tool. One of the most discussed books of two decades ago was Alvin Toffler's *Future Shock*.[5] Toffler tried to think about what happened to people, whole societies, who were literally overwhelmed by change. In 1965 he called the "shattering stress and disorientation" experienced by individuals who could not adapt rapidly enough to change as "future shock." He predicted that the human condition was about to be confronted with disorienting change.

Last summer at the cinema, many of you witnessed the titanic struggles of two cyborgs - machines programmed to kill in *Terminator II*. T-1000 is the "mutable blob, the molten metal creature capable of assuming or abandoning human form at will," while the other Cyborg is "the kindliest metallic creature this side of R2D2 and the Tin Man." Science fiction has always imagined for us the best and the worst of technology, and prepared us to accept change. *Terminator II* is no exception. In *Terminator*, a cyborg, an intelligent machine, — on film a virtual reality creation, pre-programmed for destruction — learns, through its own artificial processes, the value of humans; it sacrifices itself to save the human race. It may just be that our technology, our marvelous, runaway, terrifying machines, the weapons of humanity, will one day be the means — the tools — that save us all. Whether or not that happens may well depend on you.

Notes

1 Henry David Thoreau, "Economy," in *Walden,* Norman Holmes Pierson (ed.), (New York: Holt, Rinehart & Winston, 1948), p. 42.

2 Sherry Turkle, *The Second Self: Computers and the Human Spirit*, (New York: Simon & Shuster, 1984), p. 23.

3 See Joseph Weizenbau, *Computer Power and Human Reason.*

4 Turkle, p. 82.

5 (New York: Random House, 1970).

James W. Hall *is the founding President of Empire State College, having served in that capacity since 1971. Since January, 1993, he has also served as Vice Chancellor for Educational Technology for the State University of New York system. Earlier, he was Assistant Vice Chancellor for Policy and Planning for SUNY. Holder of the Ph.D. in american civilization from the University of Pennsylvania, he has held faculty appointments at the University at Albany and at Cedar Crest College in Allentown, Pa. President Hall is a Danforth Fellow, a Scholar-in-Residence at the Rockefeller Center in Bellagio, and a member of the boards of Monmouth College, the Fielding Institute, and the Rockefeller Institute.*

NIMBY/ NIMBY Revisited

In columns that first appeared in the campus newspaper, President Hunter reaffirms a commitment to academic freedom while reflecting on the necessity of support for the scientific research process in the face of active and vocal local opposition. Using as a case study a research project of the University of Nevada into the possibility of using a State location for disposal of nuclear waste, President Hunter explores the complex issues. In a related article, he revisits a question of nuclear disposal and argues for more open dialogue.

John O. Hunter
President
College
of Technology
at Alfred

There's an interesting story developing right now in Nevada, where the University of Nevada is in conflict with the Nevada state legislature. The issue involves the role of the university in conducting research on the suitability of Yucca Mountain in the Nevada desert as a national repository for nuclear waste. Nevada has recently passed a law banning this level of nuclear waste disposal. The argument against the university is that research which might assist in the development of a federal strategy is therefore illegal.

The university is trying to defend its freedom and the integrity of its research program. The legislators are trying to represent Nevadans who are outraged that their state may become a national "dumping ground."

Does all of this sound familiar?

NIMBY (Not In My Back Yard) has become a major socio-political phenomenon of our nuclear age. There is intense opposition to having a nuclear waste site anywhere. Is there a way out of this dilemma?

Some would say that the solution is simple: Stop generating nuclear waste. The difficulty here is that we then presumably would rely on coal for energy, supplemented with low-density sources such as wind, water, or refuse. But coal is a major cause of our pollution problems, and it raises other environmental

issues such as acid rain, deforestation, and "greenhouse effect."

Saying that the answers are simple is a little like saying, "Stop the world; I want to get off."

In a technology-driven society like ours, we cannot escape "risk analysis" as we develop and apply technologies. In a College of Technology, we must understand the complexity of the attendant issues and seek through educational means to sort out the best approaches and the viable alternatives.

Probably none of us knows the answers to the NIMBY dilemma, but we can find them if we remain dedicated to the process of rational analysis and discovery through free exchange of information, knowledge and ideas. Let us keep cool and not give up on the complexity.

We do not have to sink into an abyss, real or imagined. Scientific research remains dynamic, pluralistic, advancing on many fronts in surprising ways. Often, new insights can lead to problem-solving. Those insights are nurtured, not in a climate of fear and loathing and repression, but in one of freedom and tolerance and creative drive.

Above all, that is what a free university stands for. And this is why I am pulling strongly for the University of Nevada. If they lose, we all lose, perhaps more than their opponents even understand.

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Recently in this column, I said that the NIMBY attitude to a Low-Level Radioactive Waste facility exists everywhere. I was wrong.

A trip to Barnwell, South Carolina with Congressman Amo Houghton persuades me that an LLRW facility can be managed effectively, with good community relationships and benefits, *if geologic factors and public safety standards have been appropriately considered and adopted.* The technology does exist.

Barnwell has one of three commercial LLRW facilities currently operating in the nation. It now contains more than 20 million cubic feet of decaying waste, received over the past 18 years and stored on approximately 70 acres.

According to the mayors of the adjacent communities, people there are not concerned about public safety but are angry that the Barnwell facility shall be closed down because of the same federal law that has caused New York to look for an LLRW site within its own borders. (New York currently ships to Barnwell). Mayor Rodman Lemon states, "Barnwell County supports and understands the nuclear industry ... you won't find many here who aren't supportive."

This visit also leads me to believe that from a technical standpoint, an LLRW facility could be safely managed in a high-density population area (again assuming technical parameters) and that the criterion of low population was

politically designed to head off NIMBY.

There is an obvious difference between Allegany County, New York, and Barnwell County, South Carolina. The prospect of a "dump" here has caused enormous stress and interference with people's lives. In Barnwell, the facility is a positive community attribute. Why this should be the case is, from one perspective, almost beside the point, but it is instructive. There is a lot to learn from pursuing the reasons in an objective fashion.

The sociology would lead to scientific/technical questions that have been poorly addressed in the siting process here. Perhaps these could then be set in a less emotional, less ideological context. Perhaps not.

In any case, we still sit facing the NIMBY dilemma in New York. What should be done? Nearly everyone has an opinion on this question. Here is mine:

I do not fault the Commissioners personally for trying to deliver according to their charge, but the siting process is fundamentally flawed. For whatever reasons, it has not dealt effectively with people's concerns; as a result, fear has steadily risen. In focusing on the siting charge, the responsibility of other state agencies in regard to public health and safety standards has not been demonstrated in any clear manner, nor have these standards been articulated.

Given the situation, a temporary halt in the proceedings to allow other state agencies, university communities and local governments to open new avenues for dialog makes sense. Until a genuine R & D approach has been initiated, this problem shall continue to be immensely troublesome and distractive from other equally important issues of technological development. To step back and begin again may be difficult to do because of existing statutes, but if a way were found, it would at least speak to the need for credibility in a humane and democratic approach.

John Hunter *has served for seven years as President of State University College at Alfred. Previously, he served as President of the College of Lake County, Grayslake, Illinois, for eight years. He is a graduate of the University of Buffalo and the State University College at Buffalo. President Hunter has published many articles on education topics and is the author of the book Values and the Future: Models of College Development. He also currently serves as consultant to a private-sector foundation building a college of technology in El Salvador.*

Issues of Optometric Ethics for the '90s

At the North Central States Optometric Conference in 1991, President Haffner presented a comprehensive assessment of what it means to practice optometry according to a set of ethical rules that are based on the practitioner's respect for the integrity and privacy of the patient. President Haffner deals with current health issues like AIDS and child abuse as well as with the limitations of an ethics course in reforming an individual's moral standard.

Alden N. Haffner
President
College
of Optometry

Please don't view me as the judge or jury but, rather, as a person who is conveying a message — one that is becoming more important to the public (our patients) and, indeed, to our profession, and to all professions in the health sciences. Equally important to government, at all levels, are our rules of ethical conduct as an organized professional discipline. The more focused is our set of rules — and the more open we are about them — the greater the extent of confidence both the public and government will have in the sophistication of optometry as a profession and in the integrity of our standing as a profession. I submit to you, my colleagues, that both elements are of paramount importance as we enter the last decade of this century and of the millennium.

In this context, I offer my warmest congratulations to the good people of Minnesota, legally optometry's first state, who have seen fit to require a mandatory two-hour session on professional ethics as a condition of re-registration and maintenance of licensure. I applaud this action with the hope that other states will emulate this exemplary condition.

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I hope you come away with 20 concepts and, perhaps, many ideas about the professional ethics of optometry. You may call them, "Haffner's 20". Some you will recognize as old and venerable while others are new and perhaps more controversial. I offer them in random order without reference to relative importance or to age of the principle involved.

1. **It is sometimes unethical to teach ethics.** This is hardly a paradox. When we certify, by transcript or otherwise, that a student or a practitioner has been taught about ethics, there exists an expectation on the part of the public that the student or practitioner will behave in ways that are within the norms of the profession. It, thereby, also assumes that everyone in the class has good moral standing. An ethics course can sharpen the focus of good moral upbringing and standing. But a course in ethics is not intended to impart for the first time sets of fundamental norms of moral character and behavior already expected and upon which both lawful behavior and ethical professional practice depend.

Thus, in the rare instances where moral deficiencies exist and where there is evidence of unethical behavior, it is unethical to teach ethics with the public expectation that almost inevitably follows.

2. **The teaching of ethics to youth and adults has become more difficult and more imperative.** Ethical standards of American youth have been pictured to be in serious decline. All sorts of reasons are offered. Greed is okay; the growing contrast between the "haves" and "have nots"; politicians (our respected elders) capitulate to organized special interests; societal emphasis upon individual interests; disintegration of the integrity of the family; youngsters have not learned the values of their elders because they haven't been taught values as strongly and as effectively by the traditional institutions of home, school and church; there are many other good reasons.

In his report, "The Ethics of American Youth," Michael Josephson of the Institute of Ethics that bears his name concluded that today's young people, in unprecedented proportions, "have severed themselves from the traditional moral anchors of American society — honesty, respect for others, personal responsibility and civic duty." He speaks of IDIology. IDI — I deserve it. Josephson holds that it "is exceptionally and dangerously self-centered, preoccupied with personal needs and wants and rights. The IDI world view results in a greater willingness to abandon traditional ethical restraints in the pursuit of success, comfort and personal goals and are more likely to lie, cheat and engage in irresponsible behavior when it suits their purposes."

The teaching of ethics has a current fundamental problem. If Josephson and others are correct, and I believe that they are, then the teaching of ethics will be relying upon a less than adequate, if not flawed, foundation. We who

are adults have to set good examples. No amount of talking about honest and decent behavior will suffice when children see adults subordinating integrity to expediency, cutting ethical corners, or cheating on their taxes or on their spouses.

3. **Ethics can't be dictated.** It is relatively easy to set forth a list of ethical concerns and provide the "acceptable" behavior that coincides with each of the situations. That is cookbook ethics. That does not build the moral character of a profession and it does not institutionalize its norms of behavior. Indeed, ethics can't be prescribed and ethics can't be dictated.

I submit, my colleagues, that we have not sufficiently addressed the development of ethics in our profession and, candidly, we don't, in an intellectually positive way, teach the subject in the schools and colleges of optometry with sufficient depth and structure. Surely, with the dramatically changing nature of the scope of professional responsibility in optometry, our codes of behavior norms are shifting. I submit that they need serious intellectual inquiry and reinterpretation.

4. **Child abuse as an ethical concern.** There is no more stunning example of the changing concepts and content of ethics in the health professions, including optometry, than the issue of child abuse. Let me explain.

In 1989, the New York State Legislature overwhelmingly passed a bill mandating that all persons holding a license to practice medicine, optometry, dentistry, nursing and podiatry were henceforth required to take a course, of two hours' duration, on the concept, process and evidence of child abuse and to know and understand the professional, social and legal responsibilities in terms of recognition and mandatory reporting to appropriate authorities.

If discernible evidence of child abuse exists to the practitioner, including the optometrist, there is, in my view, a moral imperative to help the child even to the extent of intervening against the parents after appropriate inquiry. Such intervention is in the form of reporting to a legally constituted civil authority and, perhaps, other measures.

5. **For whom shall we care — the Medicaid patient.** There is a very difficult controversy that is frequently discussed in professional meetings. I've been present to hear the arguments which have been fervently advanced by all concerned. The issue is, When is it ethical to refuse to see patients in the Medicaid program?

The two most frequent reasons that optometrists cite to justify their refusal to care for Medicaid patients is the inadequacy of the fee paid for by the program and a relative social unwillingness to care for poor patients in the presence of others who are self-pay. Whatever the reason(s) and, in my view, no matter how compelling, the refusal to care for Medicaid patients

constitutes unethical behavior.

To deny access and care to the Medicaid patient is to defy public policy and to violate a fundamental precept of the ethical norms of our profession — indeed, of all health-caring professions.

6. **For whom shall we care — the AIDS patient.** The same ethical precepts exist when discussing the AIDS patient.

AIDS frequently involves ocular and visual manifestations which are very serious and for which optometric intervention can be professionally useful. Fear of contagion has been the most frequently espoused reason for avoidance of professional encounters with the AIDS patient. However, the risk of contagion from the HIV-infected patient, with minimum precaution, is quite remote.

For purely humanistic reasons, it is difficult to establish a construct to justify a health-caring professional, albeit a primary care health-care professional like an optometrist, to withhold professional ministry from a person in need. The license to practice a profession does not confer upon the occupant of the license the right to deny to a patient in need access to the professional services reserved by the authority of the license.

7. **For whom shall we care — the Medicare patient.** There is an ethical component to the refusal of access to care and services of the Medicare patient by a practitioner who is dissatisfied with the level of reimbursement of the fee schedule. To refuse to see a Medicare patient is, in my respectful opinion, unethical behavior on the part of the practitioner. It is interesting to note that legislation has passed in several states to force compliance on the part of private practitioners in accepting assignment of the Medicare fee schedule. The resistance to the acceptance of assignment has been so widespread, particularly on the part of the physician, and more particularly on the part of specialty surgeons, that to force compliance by legislation was deemed to be necessary.

8. **Ethical concerns about tuberculosis.** As you may know, tuberculosis has been on the increase in the last decade since the advent of the AIDS epidemic. Moreover, tuberculosis is more prevalent in patients who are poor, and more prevalent among patients who are black.

In my respectful opinion, it is unethical behavior on the part of the optometrist not to have a physical examination with appropriate testing for the presence of an active tuberculosis, thereby to prevent contagion to an unsuspecting patient.

9. **The ethics of the mask.** The wearing of a mask, too, should become part of the ingrained clinician routine. It is as much for the patient's protection as it is for the clinician's well-being.

10. **The ethics of the sink.** The sink in the examining room is a symbol of professional concern for the patient's well-being and it is, as well, an

expression of ethical concern that sanitary precautions are being observed.

11. **The ethics of reimbursement.** There are some precepts that are worthy of consideration when a discussion of third-party reimbursements takes place. They are of a moral and of an ethical cast.

First and foremost is the need for honesty. What the clinician seeks to have reimbursed should be for care and services that are rendered.

Second is the ethical concern relating to services that may be rendered specifically because a reimbursement mechanism is available.

Third relates to the dollars involved. Not infrequently, the level of reimbursement is at variance with the fee charged to the patient. The issue of ethics comes immediately to the fore when the practitioner seeks a level of reimbursement higher than that which is charged or chargeable to the patient. Such behavior on the part of the clinician is inimical to a code of ethical conduct for a trusted health professional in the public service.

12. **AIDS and the practitioner.** An HIV-infected clinician with a relatively open wound or sore risks transmission to the patient.

The American Medical Association and the American Dental Association recently took the positions that physicians and dentists should refrain from practice when infected in order not inadvertently to transmit the virus to the patient. Further, the two Associations hold that, as a concern for ethical conduct, the practitioner's patients should be informed about the infection.

13. **The patient's confidence and the ethics of confidentiality.** Is the patient's record a confidential document? While there may be legal implications that vary from one state jurisdiction to another, I hold that the patient's record is quite a confidential document. Today, unlike the optometric record of decades back, the professional record may, and frequently does, contain data and information revealed and obtained in confidence and which may be highly personal to the patient and, indeed, to the patient's family.

Under what conditions can the patient's record be shared with other persons or jurisdictions? Patient information may be shared when the patient agrees to it.

Finally, I hold that it is a grave breach of ethical conduct to violate the patient's confidence, either directly or indirectly. The optometrist who engages in such behavior becomes liable for professional rebuke and censure, if not legal reprimand.

14. **The ethics of testing.** For the most part, physicians in the last two decades have felt the brunt of malpractice litigation and, as a consequence, tended to order ar more in the numbers and types of tests and procedures in order to rule out even remote medical possibilities. There is little doubt that it was the adverse experience of the physician that resulted in the general

practice of seeking more testing and more procedures. Not infrequently, the availability of third-party reimbursement aided and abetted the tendency to "practice defensively" by seeking broader testing.

Professions are moving in the direction of defining what constitutes procedural adequacy in practice standards.

There is a rather substantial ethical question involved when the extent of care rendered to a patient exceeds or is insufficient relative to what the patient needs.

15. **Ethics of vision therapy.** For a long period of time, perhaps since its inception, there has been a philosophical division in optometry concerning a functional approach to vision problems. I believe that this division has had unfortunate professional consequences that have impacted upon patient care. I suspect that rather substantial numbers of patients who could clinically benefit from vision therapy are not receiving such care. To know what proper care is and not to render it directly, or by referral, constitutes a degradation of ethical conduct, in my respectful opinion.

I have heard far too frequently that the economics of vision therapy tends to discourage the primary care or general practitioner from providing vision therapy services. While that may be true, the economics of the service, or for any service, should not become a bar to the provision of such care or to the referral to other practitioners who render that service.

16. **Ethics of continuing professional education.** An optometrist has a continuing professional responsibility, for all the years that the license is held, to exercise the skills, knowledge and acumen consistent with current standards of care and services. To do less is not to fulfill the obligations that are inherent in the license.

17. **Ethics of experimental procedures.** Professional judgment and individual discretion offer no latitude for a procedure, technique or therapy which can be viewed as experimental. This statement is true even if the nature of the experiment offers not the slightest potential for harm to the patient. In all circumstances, it is beyond the bounds of ethical conduct not fully to inform the patient of the experimental nature of what is to be done. The patient has an inherent right to know about the aspects of care and services rendered or to be rendered, and that right cannot be superseded by the professional judgment of the practitioner.

18. **Ethics of an optometric patient's bill of rights.** Most hospitals, clinics, nursing homes and health-related institutional facilities have adopted a so-called patient's Bill of Rights. It is a comprehensive statement intended to define what obligations the institution has vis-à-vis the patient and, more importantly, how the rights of the patient impact upon the therapeutic environment.

Clearly, this is a complex area of ethics, consumerism and patient's rights

that needs detailed attention and concern.

19. **Ethics of intra-professional relations.** There are now three types of optometric practitioners. They are:

a) Doctors of Optometry who have Therapeutic Pharmaceutical Agent authority;

b) Doctors of Optometry who have Diagnostic Pharmaceutical Agent authority;

c) Doctors of Optometry who have traditional non-Diagnostic Pharmaceutical Agent and non-Therapeutic Pharmaceutical Agent authority.

To demean a practitioner before a patient is both unethical in conduct and tasteless in courtesy. Nobody gains from this type of behavior. The structural differences among us place us in the position of needing to exercise more cautious and thoughtful behavior between and among our colleagues.

20. **The ethics of health care rationing.** No discussion of ethics in the '90s would be complete without some mention of a relatively new phenomenon in American health care. It first became a controversy when the State of Oregon chose to limit or ration the amount and extent of health care services offered to and provided to persons in the State Medicaid Program. Oregon officials justify their decision to ration care purely on the basis of the limits of resources. It will be exceedingly important for health policy researchers to have a careful understanding of the important role that vision plays in the dynamics of living at every age level. And the primary responsibility rests with the leadership in optometry to define it for the makers and researchers in health care policy.

Only infrequently do we focus our concerns on ethical values, social concerns and the conduct of our behavior. It is my view that more is needed by the body of our profession. And it is the peer leadership that bears a special responsibility to define and refine our codes as social and professional circumstances may warrant.

Alden Haffner *has served as President of the State College of Optometry since 1988. Prior to this appointment he was Acting President there and Vice Chancellor for Research, Graduate Studies and Professional Programs for the State University of New York. In the 1970s he had several appointments at the State College of Optometry, including President and Dean. In addition, he served for four years as Associate Chancellor for Health Sciences for the State University of New York.*

President Haffner is currently serving on a VA Special Medical Advisory Group and has been a member of several New York State Health Policy task forces.

Colleges, Cities, Cultures, Changes

Colleges and the cities in which they reside have important properties in common, including an emphasis on intellectual freedom and humanism, a critical role to play in economic recovery, and a shared history of cosmopolitanism. President Chandler, in her October 4, 1992, address at the University of North Carolina at Greensboro, defines the significant capacities universities possess to assist urban centers with their problems. It is President Chandler's hope and higher education's challenge that the cosmopolitan nature of the university can help heal the damage done by intolerance and that the innovation and vitality often expressed by both city and university can be mutually informing and renewing.

Alice Chandler
President
University College
at New Paltz

It is about urban universities, such as Greensboro, that I wish to talk with you today. Not all colleges are in cities and not all cities have colleges. In the United States there has historically been a very deliberate trend to locate some of our colleges in rural areas, away from the contaminating influences of daily life. Some of our colleges and universities have remained physically isolated in this way. Others have been fooled and had cities grow up around them, just because they were there to serve as magnets for other activities. Currently about half the colleges and universities in the United States — certainly the majority of larger institutions — are located in cities of at least 100,000. Worldwide, the vast preponderance of universities is in the cities.

My intention today is to look at the college and the city together: their origins and common strengths, the current problems they face, and the interrelated solutions they must seek.

The origins of cities and universities have much in common. They both reflect the need for the strengths

and protections that come from organized communities, and they both benefit from the specialization that groupings of populations can allow. The history of early cities is very often a history of walled or fortified places. Strengths accrued to both colleges and cities from specialization of talents. Cities generated surplus wealth, which then spread through trading mechanisms. Universities transmitted accumulated knowledge and, what is more, generated new knowledge and skills.

There is much to be said for the similar tendencies of mind shared by the city and by the university. The city has been described as "the point at which Western humanity has always been in closest contact with its future." And city people are described as "restless, disruptive elements in the world." Universities and cities have much in common in that regard, for universities are also the places where restless, inquiring, analytical minds find a home. The virtues of the cities are tolerance, urbanity, civility. These characteristics find their parallels in the intellectual freedom and humanism that characterize our universities at their best.

Similar in founding impulse and in their qualities of mind, both cities and universities share another common capacity. Cities are critical to economic prosperity. The link between universities and wealth was less obvious in the past than it is today. But there is no question that universities are economic powerhouses.

One last parallel between cities and universities is their cosmopolitanism. Cities by their very nature have always been magnets for different populations. Here in the United States our cities are not only places in which our so-called "minority" populations are concentrated, but also, today as yesterday, centers for new immigrant populations. Universities, too, are cosmopolitan. In part, it is a cosmopolitanism of ideas. But starting with the middle ages, universities have always had strong traditions of receptivity for foreign scholars, and that tradition certainly continues in the United States today.

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But today all is not well with our cities. It is clear that many of our cities are in crisis. Crime, grime, poverty, disease, gross disparities between rich and poor, continuing isolation of minority populations in urban ghettoes and barrios — you can pick your emblem of urban decay. Bad as these physical symbols of urban problems may be, there is, I think, a deeper malaise. Much of our economic stagnation as a country and also our decline of confidence and buoyancy as a nation finds its origin in the failure of so many of our cities to be the engines of innovation, economic development, and cultural vitality that they historically have been and must be.

Because our universities are spared most of these problems, they can help

in urban revitalization. For without a return to prosperity in our cities, our public universities will lose their international superiority in much the same way that America has already lost her manufacturing and industrial edge. Apart from the historic and moral reasons for close ties between the urban university and its city, sheer financial self-interest demands an expanded partnership. The real question is not whether there is an urban mission for the public university, but how, realistically, to implement it.

Many of the ways in which universities help their cities are obvious to you. You do them every day: broad and equitable access for all who meet your entrance standards; a curriculum that provides the broad knowledge and intellectual competencies needed for work and citizenship; undergraduate, professional and graduate studies designed to provide the specialists that our complex society needs; technology transfer and cultural enrichment.

To all of these major roles of an urban university, I would add at this time only two footnotes of my own. The first footnote is a reminder of the need for multiple access points: for qualified transfer students; for returning adults; for professionals in need of advanced studies; and, increasingly, for our growing population of senior citizens.

The second footnote is a reminder that higher education cannot go it alone, that it will serve society most effectively when it blends theory and practice and works directly with the business community and with other service agencies such as education, health care, and human services organizations. Such interactions have never been more needed or more opportune.

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In speaking of the role of the urban university at the present time, however, let me probe a little more deeply and dwell for a moment on two previous themes: the cosmopolitan nature of the university and the innovative and exploratory nature of university life. I shall refer to one under the rubric of culture, and the other under the heading of change.

The cultural issue is critical to our society. We have seen that it is in the very nature of cities and universities to bring together diverse populations, and we understand that much of their strength lies precisely in the ideals of tolerance that such multicultural proximity must foster and in the innovativeness and creativity that come from the conjunction of cultures.

Today, unfortunately, the ideal of tolerance appears to be dissipating. There is an anger in our cities that is overflowing into violence. America is not alone in this increasing ethnic conflict. We have only to look at the dissolution of the former Soviet Union, at Bosnia Herzegovina, at parts of Asia, at Somalia to see how terrifying the prospect of intergroup hostility can be. The fact that most of this festering ethnic, racial or tribal strife takes place in poor countries reminds

us that the cures are economic as well as social. But we need also to revive our cosmopolitan ideals.

The urban university here has a particular role to play. By virtue of its location. it is likely to attract a highly diversified student population and often to bring those students, coming, as they often do, from separate enclaves in the city, into close juxtaposition with each other. The potential thus exists to create a model society — one that does not exist elsewhere — of people of varied ethnic and racial backgrounds living, dining, working, studying, playing together in constant daily proximity to one another. If the urban university, which exists in a goldfish bowl as far as its community is concerned, does nothing other than show a sterling model of what our society can and must be, it will have done a great service, just as it also can do a great service in serving as a model for the equitable role of women in society. But if the university can also produce leaders from minority and immigrant groups, can produce students accustomed to respecting and working with friends across racial, ethnic, and gender divides, it will have done a great good for society, serving as a leavening and unifying force.

Curricula, too, can reinforce these universalizing tendencies. We hear a lot about the so-called multicultural controversy, about the dangers of political correctness which are often associated with efforts to develop a multicultural curriculum, and there are in truth both false trails and dangerous demagogues abroad who use the title of multiculturalism to promote what is simply a new form of separatism. But the need to sort through our multiple inheritances as a civilization is essential for the university at this time. We are, of course, the inheritors of Western civ. But Western civ., we must remember, owes much to African, Middle Eastern and Asian sources, and contemporary civ. is certainly an amalgam of many strains. Both because of the global closeness we increasingly experience and because of the continuing diversification of our own population, we cannot be ignorant of the varying cultural traditions that inform our society. It is the responsibility of the university, particularly of the urban university, to seek a new synthesis suitable for our time and place. It must encompass both the central strand of Western institutions and traditions that guide much of our civic life and the rich interweavings of past and present non-Western cultures which have already created a distinctive American culture and will certainly continue to do so in the coming millennium.

Finally, a word about changes. Just as I have noted the similarity of cities and universities in fostering pluralistic societies, I have also cited their adaptability to change. Innovation has, in large measure, been the hallmark of the city, and training for adaptability and creativity must be a crucial task of the university in the coming decades. The rapidity of communication we enjoy, the prolongation of existence through medical research, the desperate threats to our survival itself through new weaponry and new agents of destruction, are all parts

of a world to which we must adapt.

We must teach our students to be adaptable, creative, and innovative. This is the hardest intellectual task of all, but not impossible. Today that "critical and thrusting outlook and accessibility to new and invigorating modes of thought" said to be typical of cities must also be the hallmark of our educational systems. We can achieve this, in part, by precisely that multicultural education I spoke of previously. Nothing concentrates the mind so well as being forced to defend one's own cultural or social system against far different traditions and assumptions. But it is also important for us to emphasize good critical and analytical skills throughout the curriculum. Mathematics and the sciences can and should carry a part of this responsibility. But I would argue that the best way to teach innovative thinking is to force students to write continually about what they read and hear, to demand cogent and well-reasoned responses to the information imparted to them, and to insist on the importance of small classes and seminars and one-on-one interactions between students and faculty.

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Colleges and cities — long inheritances and many traits and tendencies in common. Each serves, in its own way, to transmit accumulated knowledge and traditions and to transmute them into the needs of a changing era. Both colleges and cities are repositories of culture both in the sense of housing or being cultural institutions, but also in the deeper sense of bringing together the multiple cultures that constitute our national and global legacies. Both are poised on the brink of change: the cities, many of them in danger of imploding into their increasingly hollow centers; the universities — somewhat damaged by continuing budgetary reductions — but still our fountains of youth. Together they can help generate that renewal of spirit, that sense of vitality that we must regain as this century draws to a close and as our new century begins.

Alice Chandler *has served as President of the College at New Paltz since July 1, 1980. Prior to this appointment, she was Acting President of the City College of the City University of New York, where she also served as Provost and Vice President for Academic Affairs. In 1985, she served as Acting Provost of the State University of New York.*

A Distinguished Fulbright Lecturer, President Chandler has spoken widely in Europe and in Asia and is the author of two monographs on foreign student policy.

A recipient of the Marita Houlihan Award for her contributions to international educational exchange, she is the author, co-author and co-editor of six books and numerous articles on nineteenth-century literature and English composition.

President Chandler received a B.A., magna cum laude, from Barnard College, and earned her M.A. and Ph.D. at Columbia University.

Emerging Realities I: Quality, Access, Diversity, and Relevance

Equality and Quality: The Dilemma of American Democracy

The problem of the perception of equality and quality as mutually incompatible goals concerns Provost Burke. In his Commencement Address at the University College at Plattsburgh, he argues for a change in perspective that views both equality and quality as necessary and achievable components of democracy. While defining the linkages between the two concepts both historically and philosophically, he emphasizes the responsibility to raise the levels of expectations and results to meet the challenge of quality. Finally, Dr. Burke challenges readers to celebrate American public education as critical to our future economic well-being and as a venue for the expression of individual talent.

Joseph C. Burke
Provost and
Vice Chancellor
for Academic
Affairs
State University
of New York

The dilemma of American democracy has always been how to reconcile equality and quality. How to build a free society that is both equal and excellent. How to ensure equality of treatment for all citizens and yet spur superior performance in a pluralistic society where individuals differ widely in abilities and circumstances and groups diverge vastly in backgrounds and cultures.

At times, our quest for both equality and quality seems an impossible dream. We waiver between these two ideals, shifting first to one and then the other. Some fear our press for equality will result in the mediocrity of the many, while others think our push for quality will produce the elitism of the few. Both groups seem to believe that our nation can seek one goal only at the cost of slighting the other — that our nation cannot be both equal and excellent.

Both are wrong, for it is excessive, not equal, emphasis that produces error. Only the simultaneous

search for both quality and equality can succeed in a democratic society. These two goals are complementary, not conflicting, for they balance and support one another.

Our forefathers saw public education as the cement that held together this creative yet fragile union. They saw public education as the indispensable link between equality and quality. They believed that public education was our best, perhaps our only, hope to build a society that was both equal and excellent. Though this faith of our forefathers has often been tested, it remains the fundamental tenet of public education from grade school through graduate school.

At times, the enormity of this task of reconciling equality and quality shakes our faith and makes our educational mission seem an impossible dream. Today is a day of doubt. Some in our society urge us to abandon equality in our striving for excellence. They claim that the only way to regain our national competitiveness is to concentrate our best efforts only on the brightest students. Others would reserve the best students — the favored few — for private schools and colleges and relegate the rest to mediocre mass education in our public institutions. Such so-called solutions are both unworkable and un-American.

Our forefathers were ahead of their time. They believed that the potential of the entire population represented a precious national resource, that the nation needed an incredible range of talents and abilities for survival and success. They knew our nation needed the best efforts from all of its people if it was to prosper.

Our forefathers were not idle idealists but realistic reformers. They knew that individuals differed widely in natural abilities, but they also refused to believe that there was a single human being without some spark of talent worth nurturing. They also realized that real talent often lay hidden in all quarters of the population and could only be discovered and developed through public education open to all and excellent for all. Their successors recognized much later that strenuous efforts were required to recover the talents buried deep by poverty and prejudice toward disadvantaged groups, if education was truly to be open and equal for all Americans.

Our forefathers knew that accomplishment required both ambition as well as ability — that excellence demanded effort from students as well as from schools. For them, equality of educational opportunity never guaranteed equality of results.

These practical dreamers wanted a public educational system that was equal for all and excellent for all. This system should attempt to give everyone the best education possible — an education that pushed all students to become the best persons and professionals that they could possibly be.

Succeeding generations of Americans have pressed this promise of public education to the point where society now provides whatever level of public schooling is needed to fulfill the ability and ambition of every American and to

satisfy the public needs of American society. Despite the bickering of Bill Bennett, most Americans realized some time ago that education, which produced an educated citizenry and an educated work force, confers a public benefit on American society as well as a private benefit on individual graduates.

Now is not the time for us to abandon the American Dream of achieving both equality and excellence in our schools and in our society. Today we need both more than ever before. Despite all the changes and challenges, we need not — we dare not — make a choice between equality and excellence. Our country has lost its competitive edge over other nations in the world, because we have forgotten that the real promise of equality has always been the opportunity to achieve quality. Equality is only the gate to excellence, for access to education is empty unless it leads to excellence. The real reason for extending equality of opportunity in school and society was to raise the level of performance of each American and all Americans.

Equality will never lead to excellence without high expectations and hard work. Success in education, work, and life depends on effort and expectation as well as ability.

Neither society, nor schools nor students can achieve excellence without such expectations. What society and schools expect, we usually get. And what we are getting lately clearly lacks both expectation and effort.

It must be conceded that many students in high school and college are educationally disadvantaged by circumstances beyond their control as a result of poverty and prejudice. For these students, we must provide all the help they need to remedy these involuntary deficiencies.

Many middle-class students, an increasing number, I fear, are educationally disadvantaged by choice, because they choose not to take the courses or to make the effort to master the subjects required for a productive life in a modern world where knowledge doubles every decade. And in the name of some mistaken notion of freedom, we let them make these fatal choices — choices that are lethal both to themselves and to their nation. As a consequence of these fatal choices, the United States is fast becoming the first developed nation with a work force of Third World quality.

Excellence, whether in society, schools, or students, requires both expectation and effort. The three "E's" — Excellence, Expectation, and Effort — are as fundamental to public education at every level as the three "R's" of "Reading," "'Riting," and "'Rithmatic."

Of course, expectations must be realistic as well as rigorous. Our schools and colleges must have the highest expectation for every student — that each will work to the very best of her or his abilities and take the courses required to achieve his or her full potential.

The results are worth the effort. Teachers from grade school through graduate school tell us that when we demand and get the best from students, both

we and they are often astonished at just how good their best can be. But every student, especially those whose abilities appear limited, needs real successes no less than realistic standards. Each needs hope of success no less than ambition to succeed. To admit that some students are better than others in some things is not to say that they are better in all things. It is a rare student who is without a single spark of special talent. Educators must find that special talent in all students.

We also should encourage competition in students — not destructive competition pitting students against each other. Such competition can produce only envy or arrogance. The only competition worthy of individuals or nations is the contest between our better and our lesser selves, not competition with others.

Just as none of us individually has reached his or her full potential, neither has our society nor our schools achieved this ideal of equality and excellence. The goal is worth pursuing though our efforts fall short. Our fault is not when we fail, but when we fail to try.

In pursuit of educational excellence, some would have us abandon our quest for equality by segregating the elite students from the many into schools and colleges that are separate and unequal. Others, in the name of equality, would set educational standards for all students at a low level of performance in order to ensure that everyone passes the same tests, whatever their ability or preparation. Both sides in this debate of elite versus mass education accept the same simplistic assumption. They assume that society and schools must decide either to educate a few students well or all students badly.

This simplistic assumption reflects a distorted definition of quality that, unfortunately, seems to permeate much of higher education. According to this dominant view, the quality of colleges and universities depends on the quality of the students admitted rather than on what the students learned while in college. Imagine a hospital that bragged about the health of the patients admitted and said nothing about their condition on discharge. Imagine a physician who after years of training hangs out a shingle saying, "I treat only well patients." Yet that is the notion of quality now prevalent in higher education. That is the version of quality perpetuated in the national ratings of the best colleges and universities.

This monolithic and elitist model of higher education is both unrealistic and undemocratic. It pursues quality at the expense of equality — sacrificing access for excellence. It sets a standard that makes the pursuit of excellence an impossible dream for most colleges and most students. This model of excellence segregates schools and students into two classes — the favored few and the mediocre many.

There is another notion of educational quality that supplies the long-lost link between equality and quality — between access and excellence. This notion of

quality defines student and institutional excellence in terms of how much graduates learned in college rather than what they knew on entry. This notion of excellence fits our nation's heritage — the American Dream — that success depended not on who you were and where you came from but on what you could do and on your willingness to work. This model of higher education, where prestige depends on performance, reflects the original motto of the State University of New York — of helping "each become all he [or she] is capable of being."

Now is not the time to abandon either equality or quality in our schools or our society. We need both to achieve a just society and a competitive country. We cannot resolve the dilemma of American democracy by choosing either quality or equality. This democratic dilemma poses a challenge, not a choice. America and Americans must reject the easy assumption that equality is for everyone but excellence is for the few. The only certainty in our society and our schools is that, if we no longer expect to be both equal and excellent, we will not be either for long. In our knowledge society and competitive economy, we cannot remain equal for long without becoming excellent. Nor can we become excellent without striving for equality. Our nation must hold fast to the fundamental faith of our forefathers that, in our schools and our society, equality and quality, like the State in our union, are one and inseparable, now and forever.

Joseph C. Burke *has brought experience as campus president, academic administrator and classroom professor on American and Canadian campuses to the position of Provost and Vice Chancellor for Academic Affairs, which he has held since 1986. In 1990 he assumed the additional responsibility of President of the Research Foundation of the State University of New York.*

The University's chief academic officer, Provost Burke served as President of the State University College at Plattsburgh from 1974-1986 and was its Vice President for Academic Affairs in 1973-74. He joined the SUNY system after four years as Academic Vice President of Loyola University of Montreal. He has previously taught history on the faculties of Ohio Wesleyan University, Duquesne University, and Loyola. He holds a B.A. degree from Bellarmine College in Kentucky and M.A. and Ph.D. degrees from Indiana University.

A Noble Endeavor

The role community colleges play in their local communities for both nontraditional and traditional students is presented by President Hayes in the context of a classroom encounter with an elderly student. Through this student, President Hayes seeks to demonstrate the importance of the community college's continued pursuit of excellence to individual lives and to offer a powerful reminder of the service of community colleges in affecting the community.

Daniel T. Hayes
President
Community College
of the Finger Lakes

Today I have chosen to speak primarily about two guiding principles for this College, principles that stem from my own experience in teaching.

Just what is it that distinguishes a community college from other institutions of higher education? We are not a private liberal arts college, though our graduates do in fact attend many outstanding private colleges. We are not a four-year university, though our former students successfully complete degrees at four-year universities. We are not an occupational/vocational school, though many of our graduates enter the workplace immediately after having acquired marketable skills. We are not strictly a trainer for business and industry, though we do work closely with both.

Mostly, we are a unique type of two-year, post-secondary institution whose primary responsibility is to our students who reside in the local communities we serve. It is that, probably more than anything else, which distinguishes us from our colleagues at other post-secondary institutions.

The attempt, through the educational experience of students, is to enrich the quality of life in our communities.

Some years ago, I worked for a newly formed community college in West Central Illinois in the

community of Quincy, a Mississippi River town where Abraham Lincoln and Stephen A. Douglas had once debated in the Senate campaign of 1858. One of my assignments, in addition to administrative work, involved teaching two off-campus classes per semester in area high schools as a part of the college's "Outreach" effort.

In the class I taught — a speech class — there were only nine students registered. Most of the students were working men and women with families.

The oldest student in the class was a retired school librarian who, at the age of 82, was nearly blind. Though she could barely see, she always tried to take copious notes. She always participated enthusiastically in class discussions. Mrs. Weinberg had earned a master's degree perhaps 50 years earlier. She was obviously well-read and intelligent, a highly conversant and well-informed person. She was the oldest student who attended the local community college. She was always positive and energetic in her outlook as she took that speech class, even though I know it had to be difficult sometimes for her even to get to class.

At one point in the semester, I spoke with her after class. I remember saying to this 82-year-old woman with a master's degree, who obviously didn't really need my course:"Tell me. I'm curious. Given the fact that you don't really need this course, why exactly are you taking it?"

I shall always remember the gist of her answer. She replied, in so many words, "Because as old as I am, and as much as I believe I know, there is always more. You may not realize this," she said, "but this class — the chance to learn something new, to see these other students, to talk and to discuss — is a highlight of my week." Then she mentioned that the college, with its "Outreach" program, was a "highlight of the week" to many people. She spoke of the college's building a "spirit of community." And then she mentioned the words I shall most remember, "Your college," she said, "is engaged in a very noble endeavor."

It is precisely this dedication to helping students, while being ever mindful of a sense of community, that distinguishes any community college as an educational institution. It is a renewal of this commitment and our mission that we are celebrating today.

In addition, we renew our commitment to excellence and improvement, because we can always be better than we are in our attempt to serve students. It is a time for change, a time for us to move forward, because to be satisfied simply with what has been is not enough. As Thomas Edison once remarked, "Show me a thoroughly satisfied man, and I will show you a failure."

The pursuit of excellence is not something that seems very popular today. Recently a major newspaper ran a story about the disturbing erosion

of a strong work ethic in this country. Researchers conducting a recent nationwide poll found that among young people the percentage that merely want to "slide by," whether at school or on the job, has increased significantly in the last two decades. We see evidence of that eroded work ethic all around us, and it concerns us, and it should. That erosion has not just been evident among young people. The "pursuit of the 'scam' " now occupies more of the attention of many people than the "pursuit of excellence," and that is alarming.

We renew today our commitment to excellence as an institution, in all areas, inside the classroom and outside the classroom. It is not enough to serve students and our communities. We should reach beyond to demand the very highest standards of ourselves.

We who support the community college movement — whether as students, faculty, support employees, administrators, trustees, as community supporters and followers of Finger Lakes Community College, or as the new President of the college — are indeed involved in a noble endeavor. It is an endeavor that requires our immersion in the communities we serve. It is an endeavor that demands self-imposed standards of excellence. It is an endeavor that guides students of very high academic abilities and that directs students of marginal abilities. It is an endeavor that, for some of our students, represents their only chance. It is an endeavor that improves our students, our communities, and ourselves.

Daniel T. Hayes *was appointed President of Finger Lakes Community College in 1992. Prior to that he was Executive Vice President and Vice President for Educational Services at South Suburban College of Cook County in Illinois. Other administrative positions have included Dean of Instructional Services, Acting Dean of Occupational Programs and Assistant Dean of Academic Affairs at John Wood Community College in Quincy, Illinois.*

President Hayes earned a B.S. and an M.A. at Emporia State University and a Ph.D. in speech communication, higher education administration and education law from the University of Missouri.

Moving the Institution into the 21st Century

Variously comprised of women, senior citizens, minority group members, and first-generation college students, a new class of majority student is emerging on America's community college campuses. President Hankin urges community college leaders who hope to maintain the viability and vitality of their institutions to focus on these demographic changes that will produce opportunities and challenges for their schools. By thinking in terms of nontraditional student groups, community colleges must be adaptable in reshaping their programs and missions to the realities of the next several decades and, in doing so, meet emerging needs. Community colleges are uniquely organized to respond to this emerging population of students.

Joseph N. Hankin
President
Westchester
Community
College

What steps can an institution take to prepare for the demographic changes predicted for the 21st century? What programs and services will be needed to provide for the educational needs of new student populations?

Just as we have leading indicators such as inventory, unemployment, and housing starts, to name just three, to predict the health of the economy, there are signs which point us to the demographic changes we can anticipate. Without extrapolating too far into the future, we know that we can expect more female, older, minority, immigrant, and disabled students, with all that implies — the need for more services, including some of the rather specific programs for specific groups indicated below. You have already heard about the changes in terms of widening income disparity, the need for retraining, the need of 75 percent of new jobs to have some post-secondary

education, underrepresentation of minorities, increasing entry of women into the work force, the shrinking pool of younger people, the aging of the work force, the projection that 35 to 40 percent of the work force will have eldercare responsibilities, and so on.

We can learn a lot from business and marketing. People need products, but products need people to buy them. We in the colleges have products — our programs — and we need people to enroll. Using marketing techniques, there are important extrapolations and prognostications we can make for our educational institutions.

But, before we think about the future too much, we must first survey where we are now as individual institutions to know what differences in student body we might expect. Each college is like a different fingerprint or profile of the clientele currently being served.

Community colleges might have as their goal to make their own student profile much like the population profile of the district being served, but that aspiration would not do for all of you, depending on what kind of institution you represent and what your own history has been. So, first, whom are you currently serving? What is the potential of your entire market? Which segments are you currently reaching successfully and which not? Which ones do you want to reach? With which institutions do you now compete? With whom will you compete in the future? Why would students want to come to your institution rather than another?

We will not be able to do things as we did them yesterday. Marshall McLuhan has said that our age of anxiety is, in great part, the result of trying to do today's job with yesterday's tools — with yesterday's concepts. Some of our institutions have, if you will, a "pushcart mentality in a department store era." Let us now turn to examine a number of groups, one at a time to see the impact of their increasing arrival on our colleges.

The Aging Student Body. The College Board Office of Adult Learning Services publication indicates that 40 percent of the undergraduate student body is over the age of 25 now, and 50 percent will be by the 21st century. We cannot teach all students the same way. How many institutions study how adults learn? We shall have to.

Between now and the year 2000, in the United States, the over-50 market will grow almost three times faster than the under-50 market. Each year from now until the year 2004, four million baby-boomers will be turning 40! This requires us to think carefully about how we serve this aging population.

Senior Citizens. Lest you think this revolution for learning is far off, let me tell you that at my own college, we serve 3,000 senior citizens each semester now! They have their own interests, and we must study those and offer courses

they want, when and where they want them, including off-campus sites such as nursing homes. By and large they are more educated than the typical adult student, but they are not necessarily so. Moreover, we must distinguish between the learning needs of the "young old," the "frail elderly," and the "old old." On campus we must be aware of their facilities needs — more banisters, stairs with white-rimmed edges, more lighting, large-print books, and infrared hearing devices for our theaters. We must schedule classes more to their time schedule (for instance, they do not like to drive home in the dark), so they may very well be competing time-wise for your limited prime-time space. You have to decide your own priorities.

The Poor And The Homeless. Increasingly we will be serving more students who in prior generations would not have had the opportunity to receive an education. This goes for prison education as well. Needless to say, the needs of the incarcerated or those on public assistance are different from other, more traditional populations.

Ethnic Groups. There must be the proper orientation and sensitization of the faculty and staff for cultural diversity. The white male portion of the work force will drop from 48.9 percent in 1976 to 39.4 percent in the year 2000. The white male will not become an endangered species, but he will provide a smaller and smaller proportion of the student body of the future. Despite "pipeline" problems, we will have to pay more attention to providing minority faculty and staff members as role models for this increasing population.

G.E.D. Students, The Illiterate and E.S.L. Students. Only 6.4 percent of GED takers claim to have dropped out because they were not doing well. Indeed, of high school dropouts, one-fifth have I.Q.'s over 130. Even before Barbara Bush took up the cause, there was interest in literacy training, and colleges are providing more and more of it.

Some reports indicate that one-tenth of the adult population is learning disabled. More students are coming to our doors with these disabilities, which means that we shall have to refine our assessment techniques to accommodate this larger population. Students who need ESL classes are not necessarily illiterate in their native language, but they cannot function well enough in English to obtain appropriate employment.

The Disabled and Other Shut-Ins. There are elderly students unable to leave their homes or nursing homes, and others unable to attend normally scheduled college classes. This will require more televised instruction, videotapes, computer-aided instruction, teleconferencing, two-way interactive television, cassette education, etc. In an era which may become increasingly

conscious of saving energy, fewer trips to the college may become a necessity.

Moreover, 10.5 percent of current students have one or more handicapping conditions. Forty-three million adults will benefit from the ADA Legislation passed in the Summer of 1990. All colleges will have to make "reasonable accommodations" to respond with tutors, translators, and interpreters.

The Developmentally Disabled. More mildly retarded people will be seeking appropriate educational experiences such as those delivered at Prince William Sound Community College, Alaska, where training is offered for developmentally disabled students and for the professionals working with them. The Community College of Rhode Island built a facility which provides services for this group, including vocational programs and job placement assistance, and serves as a "lab school" for students in the human services.

Women. As more women prepare for the work force, colleges such as Honolulu Community College, Hawaii, provide nanny training in order to meet the increasing demand for child care (Hawaii has one of the largest proportions of women in the work force). Of course, many colleges have themselves added child care centers and training for professionals in the field.

As Aslanian and Brickell showed us in *How Americans in Transition Study for College Credit* (1988), there is a large mass of housewives of a previous generation who did not take advantage of a college education. Now they are returning in droves, and there are lots more looking for convenient ways to be educated. What a market!

And, I must note here, we must continue to seek women and minority faculty and staff members so we have proper role models for these populations to emulate.

Miscellaneous. Then there will be micropopulations to be served and other trends of which to take note. For instance, more students are arriving with greater sophistication toward educational equipment than ever. They have grown up in an era replete with VCR's, computers, and all kinds of gadgets. On the job, more and more Americans are facing the use of computers and robots. Hence, instructional equipment can, and will have to, be more sophisticated. Texas has approved the first videodisk "textbook," and we in academia can expect many more materials like this.

The shift from manufacturing to service jobs will continue unabated. Nine-tenths of the new jobs will be in service-producing industries. And international markets will be increasingly influential, with data entry being done abroad, and products being partially manufactured here and partially abroad, which may mean more language instruction, and more awareness of other cultures.

If the work force becomes more productive, and if the workweek shrinks,

more people will have leisure time. Central Arizona College, to name one, has responded with an R.V. maintenance and repair program.

If dollars get tight and there is less business travel, perhaps teleconferencing sponsored by your colleges will become more popular.

Consortial arrangements of all types may be necessary. For instance, in northern Iowa the college and the local hospital formed a group which provides a comprehensive health occupations program, including continuing health education, and staffs a regional Health Education Center.

Some programs may not be needed continuously or year-round, and the University of Kentucky Community College system offers a mobile dental hygiene program which serves the immediate need for two or three years, and then moves on to another section of the state.

With all the emphasis on educational reform, partnerships between colleges and schools, such as the Middle College at Laguardia Community College, New York, will become more popular. The Middle College is a high school — housed physically within the college — that serves high-risk, dropout-prone students who have college potential. The results have been remarkable and can teach us all a great deal.

You may have noticed in the last several examples that I have emphasized cooperation — for instance, partnerships between colleges and schools. We can expect more and more of these joint efforts among community agencies to help face the demographic and work force changes of the future. Schopenhauer wrote *A Tale Of Porcupines Gathering Together On A Freezing Night*: Those that huddled together, despite the occasional discomfort porcupines can inflict, survived the cold, but those who chose to go it alone were found dead the next morning.

Cooperation will be the watchword. There will be more cooperative efforts with businesses large and small.

In short, as an earlier book by Aslanian and Brickell, titled *Americans in Transition: Life Changes as Reasons for Adult Learning*, indicated, adults face a series of events that trigger a transition in their lives. Each time they get hired or fired, get married or divorced, have children, get sick, move to a new city, a need to learn is precipitated. The predominant motivation is occupational, but all through life, right through to retirement, adults have specific events that convert them from latent to active learners. When they do, our colleges are going to have to be there to meet them.

John Gardner has told us that "sometimes our institutions are like sand dunes in the desert — shaped more by influences than by purposes." The message for those of us who plan to be around to anticipate the changes in the future is clear: We can create our own future, but we have to see clearly what changes are occurring and think clearly what our purposes are so we remain loyal to our philosophy as institutions of lifelong learning.

Surely our colleges are fulfilling the promise of the Statue of Liberty, as George Vaughan has indicated:

> "Give us your young, and your not so young;
> Give us your capable, and your not so capable;
> Give us your minorities, and your homemakers;
> Give us your employed, your underemployed, your unemployed;
> Give us those in society who have too long lingered on the periphery of the American dream,
> And we will help them to become better students, better workers, better citizens, better people."

Joseph N. Hankin *assumed the presidency of Westchester Community College in 1971. He earned a Bachelor of Arts degree in social sciences at the City College of New York, a Master of Arts at Columbia University's Graduate Faculties and Doctor of Education degrees in history and in the administration of higher education at Teachers College.*

President Hankin taught at the City University of New York from 1962 to 1965, and at Teachers College, Columbia University from 1965 to the present. He began in full-time administration in 1965.

In 1986, he was selected by his peers as one of The 100 Most Effective College Presidents in the United States, and in 1988 as one of the 50 best community college presidents in the country.

Women, Leadership, and the Academy: Anecdotes And Observations

President Harter uses her background and experiences as context for advising women interested in careers in higher education administration. She examines the realities of organizational dynamics, the bases for conflicts between faculty and administrators, and the team culture in higher education. Women administrators are encouraged to utilize the strengths of their gender while blending these with the lessons men have learned as executives.

Carol C. Harter
President
University College
at Geneseo

As the title of my paper suggests, I come to this subject not as a scholar or researcher on the subject of women in the academy: I just *are* one. And while my natural curiosity leads me to read just about every article or study that attempts in some way to grapple with the fate of women in higher education — everything from statistical and descriptive surveys to less quantitative analyses that explore the climate for women on campuses — the major source of my remarks is my own experience both as a faculty member and administrator for over 20 years.

My career exemplifies the non-traditional pattern that characterizes the careers of most women administrators in my, or earlier, generations: from English faculty member to Ombudsman to Vice President and Dean of Students to Vice President for Administration is illustrative of the classic non-traditional career. And, admittedly, these moves

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were much more likely within a single institution than they would have been had I sought such opportunities on several different campuses. The key for me has been a willingness to sacrifice for some considerable time the opportunity to move elsewhere in order to capitalize on the potential for career growth at my own institution; this internal movement is also characteristic of many women presidents and often represents a strategic approach to career growth for women.

But a seasoned professional has come through the school of hard knocks, and I am an honors graduate of that school. During the course of my career development, I have learned a number of things through painful experience and by trial and error which men already seem to know but women frequently do not. I think women do not always acquire this learning for at least two reasons: (1) our training and acculturation is different from men's; and (2) our unusual career patterns sometimes thrust us into difficult and visible roles before we have accumulated the experiential learning which is so often characteristic of our male counterparts.

While most men (and the few women who might have traditional administrative experience) already know certain basic "ground rules" of institutional life, I had to learn the following about organizational dynamics: (1) teamwork and all it implies is the key to effective management; (2) commitment and loyalty to the organization and its goals must supersede personal ego and personal reward; (3) an executive-level administrator or manager is a generalist, not a specialist or a technician (in fact, the higher one rises in the organization, the closer one gets to being the "least-productive" person in it, but paradoxically, the most important); and (4) individual achievement as a manager is directly tied to institutional progress and success and cannot exist apart from the larger context of the organization. I call attention to these almost embarrassingly obvious discoveries because they represent not always understood, but critical, lessons that one fails to learn at one's peril.

It is common wisdom in higher education that an inherent distrust often exists between faculty and administrators and that, probably at best, a fragile — and one hopes, a creative — détente can be achieved. I believe the basis of this inevitable tension arises from the individualistic nature and impulses of faculty in conflict with the communal nature of administrative work.

This tension between the individual and the communal is, I believe, at the root of some of the conflict between administrative and faculty goals and processes of perception and must be tolerated and held in a delicate balance by the best of both groups. The inherent difference in values between the two groups is, in my experience, exaggerated in some women, particularly faculty, because we pride ourselves on individual competence, individual

achievement, and individual recognition.

When one seeks a leadership role on a campus, however, one must sublimate some of this reliance on individuality; in fact, individual needs become subordinate to the well-being of the community we are asked to serve in a university setting. Ego must be sublimated; rewards will be indirect; praise will be rare.

I personally found this shift from the individually oriented to the community-centered most disconcerting. But one must adjust to the shift in emphasis and to its significance quickly if one wishes to develop into an effective leader in higher education. It is the job of administration to *serve others*: to create and nurture the environment that allows faculty to grow as individual teachers and researchers and to stimulate similar growth in students. And, paradoxically, it takes *community*-oriented leaders to make the fullest *individual* development possible.

I suspect for most men — trained from Pee Wee League football or baseball onward — teamwork is natural, attention to team goals is obvious. But for women — at least until very recently — individual athletic performance, personal accomplishment, technical or specialized skill development were (and still often are) the culturally accepted and reinforced values women were taught. Women find themselves at a loss to understand and integrate themselves easily into the managerial milieu.

In addition to this generalized learning about the nature of organizational and team values, the most important learning I acquired in the early stages of my administrative career was *stylistic* as opposed to substantive. (I acquired substantive knowledge pretty much on my own.) Indeed, most of this *stylistic* knowledge was passed on, often unconsciously, by male executives; I watched and learned from people who were supportive of my career development and who were themselves not only successful, but humane and progressive administrators. As a result of these observations and my own subsequent experience, there are several generalizations I would make for all those who aspire to executive level management positions in higher education, particularly women.

While these are characteristics shared by many successful professionals, whether they be male or female, some of them are, I believe, more difficult to acquire for women than for men.

1. Women need to gain self-confidence and understand that they can self-consciously establish a leadership tone just as men so naturally do. They can also indulge their people orientation: no matter how many material resources you must push around and account for, the people one serves and works with and for are the beginning and end of managing.

2. Women need to learn that perfection at individual tasks or details means virtually nothing — the translation of focused activity to broad issues

or problems is the key to developing an executive perspective.

3. Women need to understand the ground rules and dynamics of teamwork to which most males come already, sometimes unconsciously, prepared; women need to learn that administrative work involves constant, ongoing planning and negotiation. Forever declarations of principle (when a little compromise will get the task accomplished and save everyone's face) will inevitably lead to powerlessness.

4. Women need to embrace the responsibilities of leadership and establish management credibility rapidly; the nurturing, supportive training of women needs to be blended with (not sacrificed for) the no-nonsense, traditional assertiveness of male counterparts; competency at traditional male activities (budgeting, labor relations, finance, legislative liaison) needs to be demonstrated: The syndrome of "math anxiety" women suffer, and its analogies in higher education administration, must be confronted and overcome by additional formal training, if necessary.

5. Women need to learn (and so do *men*) that an effective public presence does not require a 6-foot-5-inch frame and a basso profundo voice; while some people, mostly men, have a clear advantage by the sheer ability to be physically intimidating and impressive, others can overcome their implicit "liabilities" by preparing thoroughly for ceremonial and public occasions, by communicating effectively and, if they are women, by enjoying and being comfortable as women at the same time they refuse to use their sexuality in stereotypically feminine ways.

6. Women need to learn to become "political" and simultaneously retain their integrity: the two are not mutually exclusive. While we do not always have access to the typical networking which goes on at golf courses, in locker rooms, or over urinals, we need to learn how to enter *some* of these alien arenas and to invite others into the networking arenas in which we are most comfortable. Being "one of the boys" can cause problems, but learning how to read the political landscape and where the real power is can only be accomplished with some entree into the arenas occupied by successful and influential men.

7. While no one can *create* a healthy body out of an unhealthy one, I have discovered that the good health of executives is no simple biological phenomenon of the survival of the fittest. Much good health is *self-willed* and represents a determination not to succumb to petty physical annoyances; taking care of oneself is the *obligation* of executives.

Women also need, to repeat, to enjoy their womanhood, and for heaven's sake, to take themselves less seriously. If there is one characteristic which repeatedly reappears in my observations of ambitious women, it is the lack of a genuine sense of humor — if not the lack thereof, then the *repression* of whatever sense of humor they might otherwise indulge. The best

administrator I know has an almost uncanny ability to use humor for the purposes of achieving administrative goals and of humanizing the most intense situations.

Women particularly need to learn to relax, to feel comfortable being themselves, to indulge their wit, to display personal individuality and charm, and to be grateful for their energy. And, by the way, to recognize, if they make it, that luck and timing were right: no one enters the executive world purely on talent and merit. And last, women need to teach the things they learn and experience to other women by being role models and mentors. It is necessary to be no-nonsense tough on women with whom one works or supervises when they make mistakes; it is imperative, however, to support and nourish their growth when they show real promise: they will be grateful for having the female mentor most of us never had.

If women can learn more about the dynamics of organizational culture — a culture which, after all, was created, nourished, defined, and sustained by men — at the same time they retain the nurturing values of traditional femininity, they will inevitably move into the most influential roles, and higher education, our students, and our colleagues will be the beneficiaries.

Carol C. Harter *is the 11th -- and first woman — President of the College at Geneseo, a position she has held since July 1989. Prior to being named President, she served as vice president for administration at Ohio University. President Harter earned a B.A. in English with honors in 1964, an M.A. in 1967, and a Ph.D. in English and American Literature in 1970, all from Binghamton University.*

A member of the English department at Binghamton from 1969-70, she joined the English faculty at Ohio University in 1970 and taught undergraduate and graduate courses during her 19-year tenure at the University. She was appointed professor of English by the State University of New York Board of Trustees when she was named President of Geneseo, where she continues to teach periodically. Her administrative career at Ohio University began in 1974, when she was named University Ombudsman. In 1976 she assumed the post of Vice President and Dean of Students and in 1982 was named Vice President for Administration, responsible for student and administrative services.

Diversity and Community

Vice Chancellor Pogue addresses the issue of diversity by presenting a conceptual framework to inform and enhance discussions by students, faculty, and administrators. In his presentation to the Criminal Justice Educators of New York State in 1992, Vice Chancellor Pogue, who was Acting President at the College of Agriculture and Technology at Cobleskill, counters the many interpretations of diversity by sorting the "equity agenda" into three stages of definition. His model of diversity builds from numerical representativeness to multiculturalism to a level of pluralism where a sense of community, along with the commitment and involvement of faculty, contributes to a rich and healthy academic and social environment.

Frank G. Pogue
Vice Chancellor
of Student Affairs
and
Special Programs
State University
of New York

I am particularly honored to be with you tonight to participate in what must be, or what must become, a primary international concern — a global commitment to establish ways to convince human groups to respect themselves, respect each other, and to appreciate human and cultural differences. As educators, I believe one additional task is to convince our colleagues and the rest of the world that the vast richness in human differences provides a laboratory for teaching and learning, and the university setting is the ideal setting for this to occur. This topic must form the base or the core of all of our deliberations.

My charge here tonight is to define diversity in the context of changing demographics. There is little, if any, need to justify the importance of this topic. It should come as no surprise that the concept has a variety of meanings to different individuals and groups.

There are over 500 colleges and universities in the Middle States region — which includes public and private; large, medium and small; co-ed and single sex; historically Black and historically White; two-

year, four-year; research centers; religious, international and the like. I have observed the very best we have to offer and the very worst. I have reviewed more campus mission statements, goals, objectives, visions and aspirations than most. Most of these mission statements contain an aspiration to create and maintain a diverse community.

The one thing that is clear to me is that diversity conjures up a basic fear that inclusion, fairness, access and equity mean to someone or some group that they have to give up or lose something to another group. Diversity, for many across this country, means "taking away someone else's rights, privileges and aspirations and giving them to someone less deserving." Increasing the presence of students of color in an educational setting for many means denying something once enjoyed by white students and lowering the standards or quality of education that whites are receiving. Similar erroneous interpretations are applied in the case of gender, religion, sexual preference, disability, etc.

If for no other reason than demographics alone, I can assure you no single theme is more likely to dominate the attention of higher education during the next several decades than the one that addresses access and the quality of the educational experience for students in general and for students from historically underrepresented groups in particular. Although "historically underrepresented" may include other groups, our focus will be primarily on African Americans, Latinos and Native Americans.

One way to describe the equity agenda, that is, the agenda that allows racial/ethnic groups free access and inclusion in all aspects of education, is to use a tiered model. A three-tier model, one evolving from the other, is the concept I wish to share with you. The first stage, or Tier I of the equity agenda, is "diversity," which for the purpose of this discussion refers to numbers or representation within a group. The first measure of a university's commitment to equity is reflected in its ability to create the kind of access that leads to an educational setting where the composition or mix of students, faculty and staff represents the general composition of society — Americans, who in their origins and culture are African, Latino, Native American, Asian, Armenian, Dutch, Greek, Polish, Italian, Irish, Romanian, and the like. International students and faculty add to the richness of this diversity, as do differences in gender, class, religion, language, physical ability, age, affectional preference and sexual preference. Also included are those who are exceptionally well prepared, those who are average and the educationally and economically disadvantaged, gang members, welfare recipients, homeless, alcoholics and drug users, those who have been taught to hate and distrust each other, those who grew up in racially segregated communities, graduates of public schools and private schools, graduates from inferior schools by national standards, and those taught by inferior teachers, those who graduated from unsafe schools where negative learning is commonplace. These are just a few of the various groups that

compose the campus population. An important point to keep in mind for this Tier is that diversity in itself does not imply any planned efforts on the part of the University to convert human or group differences into an educational experience.

Tier II of the educational equity agenda is "multi-culturalism," a phase which recognizes that a campus environment is composed of different racial and ethnic groups. Each group holds a common set of traditions not shared by others with whom they are in contact. Each group brings a different set of understandings and institutional experiences, manifest in its actions and traditions, which are commonly shared by its members. Its members identify around the shared values and assumptions with which they interpret the world.

Tier III of the education equity agenda is that of "pluralism." In this state the entire university has established formal intervention programs and activities to ensure the converging of these different cultural origins, beliefs and values into an environment where a spirit of civility and mutual respect abound, where all groups feel equally well-placed and secure, and where the campus intentionally creates a wholesome educational experience. The end result becomes a sense of a shared pluralistic academic community.

My definition of a pluralistic academic community is a social space in which students, faculty, professionals and staff of all cultural groups satisfy their primary needs for quality educational goal achievement and services. This means a space in which they have a high degree of common interests, and where they participate in a large number of mutually supportive educational activities and experiences. It is a space in which all groups explore, understand and appreciate one another's cultural experiences and heritage and in which the boundaries of excellence are carefully guarded and protected.

There is a "we" feeling — a sense of belonging — to the pluralistic academic community; a feeling of involvement in its life, behavior and culture. A pluralistic academic community, therefore, is a setting that contains those qualities that I believe can be defined as friendly, supportive and responsive. This setting stimulates a common understanding of citizenship and responsibility. Here students, faculty, professionals and administrators are representative of varied racial, ethnic, religious and cultural populations. *At any given time in the learning experience of students, access to these pluralistic educational differences is a right; it is a natural and integral part of the educational package offered by the university.* In fact, it is the essence of the educational endeavor.

The discussion of pluralism in higher education is evolving, and in some ways the educational institution is perhaps farther ahead than most others. Ultimately, the institution of higher education should ensure that each of its students, each of its graduates, is provided access to the finest possible development of critical skills, which will allow them to read, write, think and compute. This quality experience should also include an opportunity to acquire

an appreciation for and an understanding of individual and group differences, and of the commonalties among cultural groups.

I have argued and will continue to argue that different experiences, values, beliefs all add to the richness of the educational environment. Our task is to create an environment that teaches ways to maximize cross-cultural experiences and to appreciate human differences.

I have offered a discussion and definition of diversity, and would now like to conclude by pointing to the role of the teaching faculty in the creation and maintenance of a diverse educational community.

The simple fact is that the teaching faculty have not accepted or viewed the issue of diversity as their primary responsibility. I think it is their primary responsibility and obligation. I firmly believe that what happens in the classrooms on a campus impact most directly the climate and the quality of the educational experience throughout the campus. The faculty's role is, at the very least, to challenge cherished stereotypes held by students and others in the educational environment.

Although I am not an alarmist, I do anticipate increased tension among students because of the increased failure and deteriorating societal support systems to reduce socio-economic tension among citizens prior to coming to our campuses. Bias-related incidents will increase in intensity, and our response time will be much shorter. It would be tragic indeed if the tension and anger interfere with the ability of our students to learn — to progress toward completion of their academic work. Faculty must play a key role here.

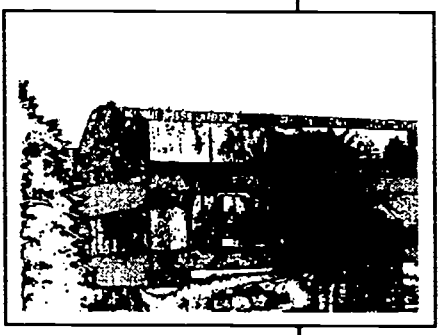
The issue of equity and diversity will continue to be at the center stage of needed discussion and debate in higher education. Again, I challenge you to use your status to keep it on the table.

Frank G. Pogue *was appointed Vice Chancellor for Student Affairs and Special Programs in 1986. He served as Interim President of SUNY at Cobleskill from January to December 1992. He received the bachelor of arts from Alabama State University, a master of arts from Atlanta University, and a Ph.D. from the University of Pittsburgh.*

Vice Chancellor Pogue joined the faculty at the University at Albany in 1973 as chair and Associate Professor of the Department of African and Afro-American Studies. At Albany, he served as Dean of Undergraduate Studies, Associate Vice President for Research and Educational Development, and Vice President for Student Affairs.

Prior to coming to New York, Vice Chancellor Pogue served as Senior Research Associate and Assistant Professor of Family Health at Meharry Medical College in Nashville, as Assistant Professor of Sociology and Director of Afro-American Studies at Chatham College in Pittsburgh, and as Dean of Students and Chair of the Department of Sociology/Anthropology at Philander Smith College in Little Rock.

Emerging Realities II: Financial Constraints



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Facing Financial Challenges

Drawing on the financial challenges confronted by the State University of New York, President MacPhee in 1992 offers the Pennsylvania State System of Higher Education Fiscal Forum some approaches to dealing with the threats to public higher education. Using the College at Fredonia as an example, he urges a focus on mission and long-term planning in providing a rationale for present and future reductions.

Donald A. MacPhee
President
University College
at Fredonia

Unprecedented fiscal crises face New York and Pennsylvania. Whether we are students, faculty, administrators, Board members, legislators, or citizens, and notwithstanding differences in governance structures, political agendas, and campus mission, what gives us common cause is the very real threat to the viability of public higher education in our states, and therefore a threat to the dreams and aspirations we cherish for our campuses.

Let me sketch for you in the briefest terms the crisis we face in the State University of New York and at the College at Fredonia, as a background for commenting on some of the approaches being used to cope with that crisis.

For some historical perspective, consider the period 1975-76 to 1991-92 (about a decade-and-a-half) for the State University of New York System:

- $394 million in permanent cuts (21 percent — inflation adjusted).
- $83 million in one-time cuts.
- 4,018 positions reduced (13.7 percent). That equates to the total state-funded positions of four campuses the size of Fredonia plus one University Center like Albany.
- Headcount enrollment up 4,800 or 2.4 percent.

So in the last 15 years SUNY *gained enrollment* equivalent to *one* campus and *lost staff* equivalent to *four*.

Hard questions and hitherto unthinkable options are being posed by the Chancellor to focus public and campus attention on the seriousness of the cumulative problem: Is there any reasonable expectation of restoration of resources to SUNY, even after national economic recovery? Are the citizens of New York prepared for a very different SUNY, smaller and offering a narrower range of programs and services? Do campuses become smaller, or do we consider closing a campus or two? That gets attention, though it also creates a public relations nightmare for those campuses the press targets. Should tuition be raised dramatically, far beyond the current one-third of costs, to offset tax dollars?

■■■■

How does the College at Fredonia, a single campus in an enormous system, respond to a crisis as enormous, complex and ambiguous as this? Over the same most recent three-year period (1989-90 to 1991-92) Fredonia has absorbed cuts of $2.2 million and a loss of 29 positions.

Those reductions — not down to actual needs, but to the bare necessities of salaries, wages, equipment, utilities, and inflationary increases — have been met not by "across-the-board" cuts, but by reductions intended to damage as little as possible the primary mission of the college. Given the numerous mid-year, unanticipated cuts, our priorities have at times been simple indeed — the health and safety of the college community and the viability of the next class schedule. The distribution of cuts across the campus in this three-year period reflect these priorities: faculty were reduced 2.7 percent, clerical staff 2.4 percent, professional staff 6.1 percent, librarians 9 percent, maintenance staff 8.4 percent, and management 15 percent. Two programs were discontinued: an Environmental Resource Center and the Men's Swimming program. The additional personnel reductions required were met by non-reappointment, vacant positions unfilled, resignation, or retirement. Deep cuts were sustained in non-personnel categories — supplies, equipment and utilities, including instituting a shut-down of non-essential services and most buildings during the winter break the past two years. As one wag put it: "Many were cold, but few were frozen."

During 1991-92, we deliberately reached deeply into remaining operating funds, including whatever utilities and one-time reserves could be tapped, in order to preserve the spring class schedule, including essential adjunct faculty appointments. The risks continue, but pale compared to the challenges of the year just ahead.

In my mid-year address to the faculty in late January, I described the

challenge of the 1992-93 budget as a kind of "sea change," occasioned by the cumulative nature of the cuts, the magnitude of those proposed by the Governor for the year, and the diminished prospects for restoration in the near future. These combined circumstances, in my judgment, called for fundamental changes in the way we accomplish our mission. I suggested that we could not merely tinker at the margins, that operating (non-personnel) budgets could no longer provide a substantial part of the solution. "We must focus our efforts," I said, "on those elements of our mission that are most important for the future and no longer do some of the things considered important in the past."

I reminded us all that "there would be no more prizes for predicting rain, only prizes for building arks," and suggested that since in the coming months our sense of collegiality and community would be tested, perhaps the key question would be "whether we could become leaner without also becoming meaner." The realization of that goal remains in the eye of the beholder!

Our options for the future must have the following characteristics:

1. Our guide would be Fredonia's recently approved *Institutional Plan, 1990-95*, whose goals — Instructional Quality, Student Development, Pluralism and Diversity, Curriculum Revision, Professional Development, Public Service, and Effective Use of Resources — must be given more than lip service. These would shape to the extent possible our response to the current challenge. The *Plan* was intended to fundamentally inform budget decisions, whether in a climate of increase or decrease, of allocation or reallocation.

2. Proposals should include new ways of organizing ourselves to accomplish our purposes. The administrative structure should be viewed as instrumental, as a means to accomplish a refocused mission.

3. We need to remain mindful of the relationship between available resources and the number of students we accept. Our concerns relate to denying access to an increasing number of otherwise qualified students, to the implications for diversity, and to limiting tuition, residence hall, and other student-based revenue.

4. Our strategic plan assumes the need for a long-term, not a short-term, approach to the crisis. It attempts to position the College for further reductions in the future should that be necessary; it assumes that the prospect of significant restoration in the near future is doubtful. It assumes that Operating Funds (equipment, utilities, etc.) can no longer be looked to for a substantial part of the solution. It assumes a programmatic basis for cuts, not an "across-the-board" approach; it is not an "attrition model," taking cuts only where they occur by way of retirement or resignation. It seeks to minimize impact on direct instruction.

In broad outline, our plan proposes meeting the cuts through administrative reorganization, reduced services and the elimination of positions. A key priority throughout is to minimize the impact on direct instruction.

Through this experience, we seem to be following the classic "stages of grief," except that "denial" seems to *follow* "anger." "Acceptance" is not yet in sight.

In conclusion, keep your sense of humor and perspective and continually return to the visions and dreams you share for your campuses. These times carry powerful disincentives for such larger vision; preoccupation with crisis management is numbing and must be balanced by forcing ourselves and our colleagues back to the reasons that brought us to the academic enterprise in the first place. And the focus must always be on the quality of the experience we provide our students; how easy it is to get caught up in negotiating personnel lines, dollars, services — and forget that our mission, after all, is not to provide full employment for administrators, staff or faculty — but to provide the very best educational experience possible for our students.

Donald A. MacPhee *completed his undergraduate work at Seattle Pacific College and his master's degree and doctorate at the University of California at Berkeley. A historian and professor as well as administrator, he has published articles on higher education, 19th century United States political and intellectual history, and 20th century labor history.*

Prior to becoming President of the College at Fredonia in 1985, he spent over 30 years in the California State University system, first at San Francisco State University from 1956-64, and then as a founder of the newly formed state college at Dominguez Hills. He was founding Dean of the School of Behavioral Sciences and named Provost and Vice President for Academic Affairs at Dominguez Hills in 1978. He also served the California State University system as a senior advisor for academic affairs in the Office of the Chancellor in 1983-84.

Reinventing Excellence

President Weber argues that the continuation of yearly cuts in programs and personnel will lead to an erosion of the core of excellence that sustains public higher education and makes personal and public investment in it worthwhile. Academic institutions must examine closely the assumptions that underlie their operations and implement more creative thinking to address current challenges.

Stephen L. Weber
President
University College
at Oswego

Once again, talk of furloughs and freezes is in the air.

These are not the first cuts we have faced, nor will they be the last. Since 1988-89, our campus has lost $4.5 million when measured against the Higher Education Price Index. My recent conversations with Legislators and members of the Division of Budget in Albany suggest continued reductions at least until 1993—and perhaps until 1996. The plain fact is that New York State's commitment to public higher education is slipping precipitously. As reported in the November 6 edition of *The Chronicle of Higher Education*, in the last two years New York State support for higher education has declined 13 percent (21 percent when adjusted for inflation). When measured against other states, New York's recent record is dismal. Only two other states have a worse record of change in their higher education budgets than New York during that same period. On a ten-year base, New York State ranks 42nd of the 50 states. We have made cuts; we are making cuts; we will be told to make more cuts.

Those college-wide decisions inevitably affect individual departments. The time has come when we must ask ourselves, as professionals responsible for the welfare and delivery of various disciplines at our College, whether the present configuration of how we do our work is consistent with the reduced resource

base under which we are forced to operate. My concern is that we are slipping into a configuration in which the quality of our offerings is eroding and the workloads which we are asked to sustain are rapidly becoming intolerable. Year after year we've been asked to "speed up the line"; year after year we've reluctantly done so with an escalating concern for our students and the health of our disciplines. Have we reached a point of diminishing returns? Are we making unreasonable, unsustainable demands upon ourselves given the level of resources we have available? Has the time come when we must consider redesigning the line rather than simply speeding it up?

Resources decline while costs increase; fewer colleagues are available to serve more students. We are stretching ourselves thinner and thinner.

Why not simply refuse to take more students? If our resources must contract, why not reduce the number of students we accept? Because that is not an option. Enrollment and revenue requirements are set externally, as are funding levels. If we were to fail to meet our revenue goal, the shortfall would be deducted from our operating budget, i.e. a further cut. But, as I said above, I am not talking about saving money. Like it or not, the level of our budget and the number of students we must serve is largely determined by forces beyond our control. I am talking about saving the quality and integrity of our professions and of the services we offer to our students.

Step back for a moment from the annual ritual of budgetary survival and consider the pattern which is beginning to emerge. What is the quality of a thesis when a faculty member in education must (without compensation) advise 13 theses simultaneously? What is the quality of small-class instruction when an increasing number of our students are closed out of classes?

What happens to our lives as scholars when we do not have money to travel to professional meetings, when we are hampered by our ability to order important journals, and when we cannot incor orate new computer technologies into our instruction?

How much longer can we erode our library, defer maintenance, fail to purchase needed academic equipment, or reduce our supply budgets? We are not on the path to quality; we're on the path to exhaustion. Something must change.

The time has come when we must ask whether the current structure of our workload (appropriate as it may have been at another time) is still appropriate given today's declining resources. Consider the analogy of physicians. Many of us remember when physicians made house calls. But as the need for medical care increased, they learned how to extend their effectiveness through paraprofessionals and through technology. We must do the same.

We must ask, department by department, fundamental questions which we might otherwise prefer to avoid.

Are our class sizes appropriate? Are we using large-group instruction where

it is appropriate? Presently only 12 percent of our credit hours are generated in classes over 100 students. Is that reasonable, given current funding?

Are we making appropriate use of adjuncts? Presently only 7.1 percent of our Fall 1991 credit hours are generated by adjuncts.

Are the courses we are offering essential to general education and/or the preparation of our majors or has a proliferation of courses placed an ever-increasing burden upon our limited resources?

Can we simplify our curriculum and confront the proliferation of courses? What is essential as we prepare students for the 21st century? Can we really afford to do more than that, given present levels of funding?

Are there ways in which we can introduce technology to assist us in our instructional endeavors?

Should we be engaged in more distance learning?

I am *not* suggesting that all our courses should be large enrollment, nor am I suggesting that we should do away with small-group instruction. I am asking whether our balance is correct and whether that present balance is in our best interest as professionals and in the best interest of our students.

This problem of declining resources to address increasing demands is not unique to us. All around the globe, people and organizations are facing the choice between gradual erosion and fundamental re-configuration. It is the message confronted by our friends and neighbors in county government; by employees at General Electric in Syracuse; by Alcan here in Oswego; by Nestlé in Fulton; by Niagara Mohawk; etc.

We cannot avoid this unpleasant message by burying our heads in the sand. The very ground vibrates with the recognition that our nation, its corporations, and its government agencies have been living beyond their means. We hear a lot about "doing more with less." We will continue to hear it well into the next millennium. Why should we not hear it? But our answer should be clear: we have been doing more with less. That is the message of our increasing student/faculty ratios, our increasing square-foot coverage per maintenance person, our reduced supply budgets, etc. The question is not whether we will do more with less; (like it or not) we will. The question is how we will do more with less. How will we do it in a way which preserves quality rather than erodes it? How will we do it in a way that does not force us and our students — particularly our future students — to pay an unacceptable price? In a phrase, the solution is not to work harder (I question whether that is either possible or productive), but rather to work smarter.

The fact is, we will all have too few dollars; with which to serve students in the years ahead. The point of our efforts is not dollars; it is quality and people. I am speaking not so much of budget as of the kind of college we want to be, the appropriate workloads we should assume, the ways in which we should teach and share our talents. If this latest straw is not to break our backs, we must find new

and better ways to carry the load.

This is a great college. But its greatest moments have been moments of creativity in response to challenges. We need such a creative response now. What is at stake is nothing less than preserving the excellence of our College, an excellence that has been won over 130 years of struggle by ourselves and our predecessors. We cannot preserve that greatness simply by copying it. It must be constantly reinvented, to live and work in changed times for changing students, supported by changing tools.

***Stephen L. Weber** is the ninth President at Oswego. Before coming to Oswego in 1988, he served as Vice President for Academic Affairs at St. Cloud State University in Minnesota, Dean of Arts and Sciences at Fairfield University in Connecticut, and as Assistant to the President at the University of Maine.*

President Weber completed the Ph.D. in philosophy at the University of Notre Dame in 1969. While a faculty member at the University of Maine, he was chosen as that campus's outstanding Humanities Professor. President Weber is the author of numerous articles on philosophy and higher education. His community service has included service as Co-Chair of Minnesota's Task Force on Educating the Black Learner.

Economic Growth and Public Higher Education

President Harter discusses some of the economic choices available to New York State government under the conditions caused by increased demand for services along with declining revenue. She argues that there are economic benefits to be derived from business-higher education partnerships and that the State University can be part of the solution to the State's stalled economy if priorities are revised.

Carol C. Harter
President
University College
at Geneseo

New York needs to spend more of its time, effort and money nurturing and supporting public higher education and stimulating business development.

State leaders need to reaffirm the deep and abiding connections between education and economic health. Success at educating the state's citizenry and revitalizing the business community go hand in hand.

Providing the private sector with sophisticated workers, thoughtful decision-makers and leaders who can contribute in powerful ways to the economic revitalization of New York is a job only higher education can do. More than 90 percent of State University of New York graduates stay and work in New York State.

Historically, we have been a state with one of the world's most powerful economic engines running our programs and bureaucracies by providing the tax base necessary to fund what must, by definition, often be called a paternalistic, as well as compassionate, state government. Both public and private higher education have benefited directly and substantially from this support.

What seems to be happening now, however, is that the economic engine is spitting and sputtering,

grinding, if not to a halt, to a lower — perhaps permanently lower — level of productivity. We can no longer afford our compassion. The demand for services has gotten out of balance with the supply of money. We are therefore in a long-term dilemma that leaves us only three or four options, any one of which will require sacrifices from some quarter of New York's collective community.

- We can increase taxes to the level that current and projected expenditures seem to warrant — but then we risk losing even more of the fuel for our ailing economic engine if individuals and businesses leave New York.

- We can continue, willy-nilly, to cut expenditures twice a year in order to bring services down to the lower revenue levels we are generating. This is in fact the strategy — or rather the non-strategy — that has been adopted for several years. No values are tested with across-the-board cuts, and no public policy issues are really debated or painful choices made. Crisis management frees government from making hard decisions and establishing real priorities.

- We can permanently downsize all of state government to fit reduced tax revenues without regard to the relative potential of the activity to fuel the economic engine.

We can decide to make choices among government programs and to increase support for those that have the demonstrable ability to fuel the creaking economic engine, and hence support some reasonable (perhaps redefined) level of compassion.

It is obvious that I choose the latter alternative, and that I see public higher education and business in a partnership to achieve that end.

I am shocked at how little of its total $51 billion budget New York State spends directly on grants to promote economic development. Of the state's operating budget of $29 billion, $2.9 billion, or just about 10 percent, is spent on all forms of higher education, both public and private. In 1989, 5.98 percent was spent on SUNY, compared with 10 to 12 percent on state public higher education in California, Texas, North Carolina and Florida, the other large population states with prestigious state university systems.

Moreover, except for occasional pork-barrel funding euphemistically called "members' items" in New York, no formalized programs providing incentives for business-higher education partnerships exist, programs that might support business and industry centers, for business incubators to be housed and nurtured inside colleges or universities, or research specifically designed to enhance economic development in the state.

What all this says is that we need each other's help. Higher education needs business leadership to lobby for us, and we for business, because

ultimately our interests merge. SUNY can no longer be perceived as part of the "problem," as just another state agency, but must be seen as part of the solution, as an investment in the state's economic and intellectual future.

Public higher education, because of its relative affordability and growing reputation for quality, is in more demand than ever; but budget cuts, causing reduced numbers of faculty, staff, services and even academic programs, have made it impossible for baccalaureate institutions to accept all the students who wish to partake of reasonably priced, excellent educational opportunity.

Furthermore, at a time when it seems imperative that public colleges reach out to business, to public schools, and to help with other community needs, we are really pressed and sometimes unable to stretch dwindling resources any farther without jeopardizing the primary mission of educating our traditionally enrolled students.

SUNY Geneseo will continue to do all we can to remain a positive force in the community and a partner with the private sector. We in turn would urge those in the private sector to please be advocates for public higher education in the intensifying battle for state support.

***Carol C. Harter** is the 11th — and first woman — President of the College at Geneseo, a position she has held since July 1989. Prior to being named President, she served as vice president for administration at Ohio University. President Harter earned a B.A. in English with honors in 1964, an M.A. in 1967, and a Ph.D. in English and American Literature in 1970, all from Binghamton University.*

A member of the English department at Binghamton from 1969-70, she joined the English faculty at Ohio University in 1970 and taught undergraduate and graduate courses during her 19-year tenure at the University. She was appointed professor of English by the State University of New York Board of Trustees when she was named President of Geneseo, where she continues to teach periodically. Her administrative career at Ohio University began in 1974, when she was named University Ombudsman. In 1976 she assumed the post of Vice President and Dean of Students and in 1982 was named Vice President for Administration, responsible for student and administrative services.

Shaping a Mission and Maintaining Access for Community Colleges for the 1990s and Beyond

Lawrence H. Poole
President
Cayuga
County
Community
College

In testimony before the New York State Assembly Committee on Higher Education and Subcommittee on Community Colleges, President Poole advocates determining the net operating cost per student before deciding how to divide the funding responsibilities among state, local sponsor, and student. In this way, the patterns of deteriorating levels of services, programs and work loads that have resulted from continued underfunding can be halted and perhaps reversed. In a second appearance before the committee, President Poole argues for the centrality of access to the mission of all community colleges. Taking into consideration the return on investment to the state and the low tuition available in states like California, the argument is made for increased levels of public support for New York State community colleges.

I will try to share with you today some of the issues that the Association of Presidents of Public Community Colleges has been wrestling with in order to shape a funding proposal for our community colleges. The members of APPCC, I believe, are unanimous in opinion that the current funding formula for community colleges is not sufficient given the complexity of our mission.

Historically, community colleges in New York have relied on a three-way partnership: state, local

sponsor, and student to provide funds for operations. The question of the soundness of this partnership has been reaffirmed in numerous studies, including the most recent study done by Deloitte and Touche that was released in August 1990. The presidents, in recent deliberations, again reaffirmed the philosophic concepts behind this partnership and feel the local share is important in maintaining one's orientation and responsiveness to the communities served by our colleges.

If we, for the moment, put all the debate aside about who should provide that share, how can we make local sponsors more responsive, or how can the state formula be revised, the issue that is addressed each year by community college presidents is, How can we effect a change with any of the partners that will help provide adequate resources for our colleges?

Community colleges are in a precarious position every year due to the "close margin" these institutions must operate under. This "close margin" has not changed in recent years, nor does it look as though it will. A recent look at the cost per student in constant dollars shows a slight deterioration in the amount spent per student since 1985 and projected through the 1992-93 academic year. Beyond this there are other facts that speak for themselves. Community colleges educate their students at a cost that is considerably less than any other segment of public education. Year after year community colleges have been required to provide a quality education to student bodies that contain a high percentage of educationally disadvantaged individuals.

Yet we are given much less: more than $1,000 per student less than the state's public schools. With these limited funds, we are asked to provide high-cost technical and health-related curricula, highly skilled graduates for the State's work force, and remediation for the educational deficiencies our students bring with them. Further, our graduates are expected to be well-grounded in their subject areas so as to be able to continue their education as needed. All this as part of our mission — the mission we endorse and feel is critical to the State's and nation's future.

One might ask, how do community colleges operate on such a differential in funding and do it as well as they do? It is fairly simple.

COMMUNITY COLLEGES CUT CORNERS.

COMMUNITY COLLEGES COMPROMISE!

We pay our faculties and staffs less than they deserve; we use larger numbers of low-cost adjunct faculty than we should. During the five-plus years I have been at Cayuga, we have gone from having 20 percent to having 30 percent of our classes taught by adjuncts. (My colleague at Onondaga Community College has mentioned that over the past few years he has left 20 full-time faculty lines unfilled.) We skimp on the services provided to our students in the

areas of student services and library services and the hours these services are available to our students. We resort to running larger classes and requiring heavier workloads than is appropriate for teaching our types of students. While the results are good, our own assessment shows we still have too many students not meeting their educational goals. Too many students are leaving quietly and not returning.

So it comes down to what is an appropriate amount of support per student — in other words, what should be the NET OPERATING COST, or NOC, per student that is provided to the community colleges. Once that is established, then, and only then, should the debate on how the NOC is divided among the partners be held. But until that happens we will continue to grapple with making adjustments to the formula and debating who is not giving an appropriate amount of money.

Ladies and gentlemen, it really comes back to establishing an acceptable dollar amount per student to provide the educational services our mission calls for. I believe the Presidents generally do agree on what they feel would be a fair split among the partners

Community colleges are at a crossroads. Those of us responsible for managing these colleges are keenly aware of the State's fiscal problems. Most of us live in communities struggling with the effects of the recession. But there comes a point where we must stop making public policy about the mission of the community colleges through the budget process.

Whether or not we like it, we are in competition with other states to try to not only attract new business to New York, but to keep the businesses and the communities in which these businesses operate as strong as possible.

States such as North Carolina, and you will hear testimony later about their efforts, are using their publicly supported community colleges as a key component in their economic development strategy. New York's community colleges are being stripped, in large part, of the ability to remain the powerful engines of economic development for their communities that they have become so well known for. We must work harder than ever to provide the 37 public community colleges with the proper resources to fulfill the mission they have been given.

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Almost a month ago I appeared before this committee to testify regarding the mission of community colleges. For community colleges, mission and access are almost synonymous. I say this because it would be a shock to me if any of my colleagues did not acknowledge access as the most fundamental component of our mission. All public community colleges in New York have been designated Full Opportunity Colleges in accordance with statutory definitions. More than anything, we pride ourselves as "open door" institutions. WE ARE THE PEOPLE'S COLLEGES.

What, then, is the most significant variable in encouraging people to access public higher education? TUITION. Yes, the facts show that a high cost to attend college will affect access. Let us look at one of the most dramatic differences we can by comparing enrollment at New York's community colleges with that in California. California's community colleges enroll approximately 1.5 million students from a population of 29,760,000. If New York's community colleges were to enroll the same percentage of its population, we would have an enrollment of some 906,000 compared to this fall's combined enrollment for CUNY and SUNY of approximately 267,000. What is the difference in tuition between these two states? SUNY community colleges are averaging $1,600, while CUNY community colleges are at $1,750. The *most expensive* California community college as reported in the October 23 edition of the *Chronicle of Higher Education* was $180 for tuition and fees.

Let me say up front I would be among the first to support the view that community colleges must continue to seek ways to address these issues. However, if we look at the present structure of delivering education in New York, community colleges are not only providing instruction at a lower cost than *any* other segment of public education, but the record shows their productivity is accomplished without compromising standards. Follow-up studies of community college graduates show an outstanding record of employment and continued education. Further, research on the return on investment also shows the two-year degree to be as great as any other in higher education.

If the public policy of New York is one which intends to maximize access to higher education for its citizens, then the state's limited resources can be best spent maintaining the quality of the community college system and keeping tuition at the community colleges as low as possible. If, however, the state feels it is necessary to lower its support for community colleges, there would appear to be two short-term approaches that can be taken.

Decrease the number of services provided to community college students.

Or again, increase tuition significantly.

The first option will cut quality due to the fact that the initial options available to cut costs are to reduce services where the colleges are not obligated by contract to full-time staff.

The second option of significant increases in tuition is one that will limit access. At a time when public higher education should be more attractive than at any time in recent years, we have already seen signs in this fall's enrollments that steep increases in tuition have limited access to the point where enrollment increases have been very modest.

It would be remiss of me if it was not made clear that community colleges have been cutting costs and are continuing to develop plans to operate with more limited resources. But we urge policy makers to maintain the state's share of the partnership so that tuition increases are not the only option we are left with.

Community colleges are the most cost-effective institutions in public education and should be looked to as the most crucial point of access to higher education.

In closing, I thank you again for this opportunity to testify and assure the committee that, with your help, New York's community colleges will continue to be the primary way in which the citizens of this state can access higher education.

***Lawrence H. Poole** has served as President of Cayuga Community College since 1986. He has been associated with the SUNY system since 1969. Prior to his current position, he served as the chief academic officer at two other SUNY units, the College of Agriculture and Technology at Cobleskill and North Country Community College. In addition to serving on the boards of a number of community organizations, Dr. Poole is currently serving as the President of the Association of Presidents of Public Community Colleges in New York State. In this capacity he has been active in promoting and speaking on behalf of the 37 colleges represented by the Association. He holds a B.S. degree in marketing from the University of Connecticut, an M.S. degree in elementary education from Eastern Connecticut State University and a Ph.D. in higher education administration from the University of Florida.*

Community Colleges: Critical Crossroads

In his Keynote Address to the New York Association of Two-Year Colleges' 46th Annual Conference, President Andersen outlines the challenges that face community colleges in the 1990s. Notwithstanding the many quantifiable benefits the community college brings to the community, the community college, like other local institutions, has been required to closely examine all aspects of its operations in order to maintain access and affordability for its students while assuring its viability for the future. This examination and search for efficiencies of operations and programs must continue after the present recession has ended.

Roger C. Andersen
President
Adirondack
Community College

Let me take you back in time about two decades. During the 1970s, what words came to mind to describe the phrase "Made in Japan"? Probably "inexpensive" or "cheap" and "low quality." Let's return to 1992. What words now come to mind when you read or hear "Made in Japan"? I bet the first one is "quality". Others may be "dependability" and "value." Perhaps "inexpensive" is still on your list but probably not near the top anymore. Our perception of Japanese products - as well as Japan itself - has changed completely. Once looked down upon by most countries, Japan has become the envy of the world. It sets the standards that others try to match, often without success.

Once again, allow me to place you in a time machine and transport you back 20 years. How did people perceive the phrase "community college"? Frequently overheard terms include these: "second rate," "second chance" or "last chance," "poor quality," "low standards," "cheap" or "affordable cost," "an extension of high school," "junior colleges," and "technical institutions." How about today? How do people feel about our colleges in

1992? As with our view of Japan, the American public has had the same radical change in perception regarding its community colleges. Community colleges have become widely accepted, respected, imitated, and even admired.

The main reason for widespread acceptance is that most Americans have had their lives touched by a community college. Attendance at community colleges is booming. More than half of all people who pursue post-secondary education now turn to community colleges. Even more people enroll in noncredit continuing education programs than enrich themselves through our credit courses.

People realize that their future economic well-being and that of their children depends on higher education. In increasing numbers, Americans are looking to community colleges to define and develop the skills and knowledge needed to compete for jobs in a world of ever-increasing technical sophistication and international competition.

But this is not the time to sit back and relax, to savor a hard-won victory. It's neither the time to boast nor to coast. Community colleges are at a critical crossroads. Our dynamic, responsive organizations now face ambivalence about our comprehensive roles. Our missions have become fuzzy. We've added programs, services, and activities to serve an ever-changing and constantly demanding student body, staff, and community. The highly acclaimed 1988 study by the AACJC (now AACC) Commission on the Future of Community Colleges, *Building Communities: A Vision for a New Century*, states, "Community colleges, more than at any other time in their history, now must define, with greater clarity and sophistication, their distinctive mission even as they reaffirm their determination to render service to their communities and the nation."

Almost all of higher education is fighting a major red ink battle as federal, state, and local funding is being placed on the chopping block. Every level of education has suffered dramatic decreases. If the community college wishes to maintain the tradition of high-quality teaching and service excellence, it can no longer afford to be — or strive to be — all things to all people. Most community colleges must now face the sobering reality of becoming "some things to some people."

Aren't there viable alternatives that would allow us to maintain our "all things" philosophy? I can think of at least two options which would allow us to avoid contracting to a "some things" position. Unfortunately, I'm certain that all of us would deem both unacceptable.

One approach would be to maintain the vast menu of offerings, with some or all programs absorbing a major budgetary hit. Besides the obvious drawbacks of pursuing this course, it would not generate the necessary minimum funding our campuses need.

Rather than reduce expenditures, another alternative would be to balance the fiscal equation by raising revenue. But the only revenue stream most campuses control directly is tuition, and we cannot go to this well too often or we sacrifice the accessibility and open-door nature of our colleges.

The time has come for community colleges to become "lean, mean, streamlined, educational regimes." Hard times call for hard choices. It's time for community colleges to become "some things to some people."

But which "some things"? And which "some people"? Each campus has to set its own priorities based on its unique set of strengths, weaknesses, and challenges for the future. Excellence is born of a campus's interaction with its region.

I have worked with many colleges and organizations in establishing priorities. It is a daunting task, especially when placed under the gun to achieve an overall objective of reducing expenditures. Even handled with professional guidance, the process can lead to campus turmoil, erosion of climate, and even institutional implosion. It is gut-wrenching to differentiate programs and priorities. Different members of the academic community — trustees, administrators, faculty, students, residents — often have very different special interests. Attaining consensus and a "big-picture perspective" is often frustrating at best and self-destructive at worst.

But what choice do we have? If the leadership of community colleges doesn't undertake this re-examination of priorities, we run the growing risk that our state or local sponsors will do it . . . and do it to us. Some of this mission erosion by fiat or legislative action is already happening throughout the United States and in New York. State funding cuts to noncredit, continuing education have already forced most of the 37 SUNY and CUNY two-year colleges to reduce both number and type of offerings. So we face a difficult decision: reduce our offerings and revise our mission to reflect this reduced presence or stay the course by redirecting operating support from other areas of the campus.

Addressing the needs of "at-risk" students has been a major part of our mission and our strategic plan priorities. But at what cost does this commitment become too prohibitive? To save money should we change the way we address these student needs even though we are fairly certain that these students will have higher rates of failure? Perhaps the dollars should be redirected to other targeted student populations which would greatly reduce their attrition and enhance their success. On which side of this debate do you find yourself? Perhaps on both?

Although it is difficult to make generalizations for all campuses regarding what areas are important to retain in a mission reassessment, I feel that these three topics stand out more than everything else: infrastructure and equipment, access, and instructional excellence.

Physical deterioration of campus facilities is cited most frequently as the most serious effect of budget cuts. While maintenance deferrals may be part of a difficult budget climate, they come at a very high cost and harm the quality of education in both the short and long term. You may recall the commercial which has the tag line, "You can pay me now or pay me later." For most campuses, the "later" has arrived. Our cuts have now passed the muscle and are well into the bone.

Deep funding cuts, higher tuitions, and elimination of services have jeopardized access for many people. Access is being slowly eroded. Unless we make a concerted effort to stop this erosion, the "people's colleges" will soon be inaccessible to the "people." Access must be preserved by striving to maintain an affordable tuition and providing the basic front-door services of counseling, advising, placement, and remedial support to incoming students. If we cut these areas too deeply, access equates to attrition and community colleges drift toward a "sink or swim" scenario for incoming students (which most other segments of higher education now use as a kind of an academic cleansing technique).

Quality instruction has been and will always be the hallmark of the community college "movement." Access without quality is worthless. Who wants to attend an institution that is mediocre for all? Quality translates directly to instructional excellence. Community colleges are highly regarded and nationally recognized for their exceptional quality of instruction. Teaching effectiveness must remain at the top of the cut list when decisions are made regarding what stays and what goes. Maintaining high levels of instructional excellence includes resisting major class size increases, significant cuts in professional development, and the trend toward excessive use of part-time and adjunct faculty.

To my fellow professionals whose lives revolve around the community college, what a paradox we face: having to change in order to maintain what we've gained. We've got limited resources. We've got to identify our achievable goals. We've got to bite the bullet and decide what our college's special mission is for the future and continue to be outstanding in a more limited number of specialties. Our building days are over, at least for a while. We need to fortify what we've built and, in some cases, tear down what we cannot afford or justify.

The good news in this overall glum forecast is that community colleges are the most dynamic, responsive, and resilient educational institutions the world has ever known. We will weather the storm better than almost every other post-secondary institution. And we will emerge stronger and in a better strategic position than ever before. We'll be able to react quickly, efficiently, and effectively to whatever lies ahead.

There is an old Native American tradition of placing a net above a baby's

crib to catch the good, positive dreams. Community colleges have been and will remain the nation's dream-catchers. Pleasant dreams from one believer to another.

Roger C. Andersen *has been President of Adirondack Community College since June 1, 1988. Previously, he served as Vice President of Allegany Community College in Cumberland, Maryland. He holds a bachelor's degree in mathematics from Drew University, a master's degree in mathematics and statistics from Purdue University, and a doctorate in higher education administration from West Virginia University. He has conducted over 20 national lectures, workshops, and presentations on topics such as strategic planning, creativity and intuition, leadership, zero-based budgeting, media relations, and institutional research*

Values and Freedoms

- **Higher Education and Choice: The Burden of Freedom**
  By D. Bruce Johnstone
- **Free Speech on Campus**
  By Lois B. DeFleur
- **Drawing Lines at Nassau Community College**
  By Sean A. Fanelli
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- **New Beginnings**
  By Jacquelline D. Taylor
- **Campus Art: From the Fringe to the Center**
  By Joseph C. Burke

Higher Education and Choice: The Burden of Freedom

Chancellor Johnstone, in a speech at the University at Albany Foundation Scholars' Recognition Program in 1991, explores the rights and responsibilities of freedom. While education promotes freedom by providing the opportunity for choice, the price for that freedom must be the commitment to a choice. The strength of American higher education in maximizing choice and freedom for all citizens must be met by a corresponding willingness by students to act, commit to, and choose a role for their individual and collective futures.

D. Bruce Johnstone
Chancellor
State University
of New York

We in America venerate freedom. We celebrate freedom in songs. We have fought for freedom — ours and the freedom of others — in wars from the Revolutionary War that began in 1775 to Operation Desert Storm, still vivid in our memory.

But what is freedom? And how does a society advance freedom or retard it?

Freedom is not, I would submit, the same as, or necessarily guaranteed by, democracy or the right to vote or the rule of the majority — even though freedom probably cannot flourish in democracy's absence. But there are too many examples of a tyrannical majority, of people willingly curtailing their own freedom and the freedom of others, to let us rest content that a democratic or a republican form of government is sufficient to assure the freedom of the people.

Nor is freedom defined or assured merely by the absence of restraint or regulations or boundaries. One can be free from laws or rules or physical barriers and still be virtually imprisoned by ignorance or incapacity or the inability truly to control one's life.

Freedom, to me, is opportunity. It is the ability to choose among options: what to be, where to live, with whom to associate. To become more free is to acquire more real, live options — to become empowered — much more than it is to throw off a restraint or to drop a barrier.

And now, as I suspect you knew I would, I turn to education. Because education is the great empowerer. It is through education — elementary, secondary, and higher — that we acquire, by virtue of hard work and self-discipline, and with the help of dedicated teachers, the capacity to do science and math . . . and thus to have the incredible luxury of choosing whether or not to be an engineer or a physician or a research scientist. It is through education that we master our language and our history and culture, and thus take into our own hands the choice of whether or not to write or to teach.

Who is least free? I would submit that it is the man or woman who does not have choices, for whom opportunities are few and mean, who will do or be whatever he or she will, and live wherever and however he or she does, not out of choice but by necessity, by the absence of real alternatives.

And how do you deny freedom to the young? Start by not providing them with a sound education in the English language and in math and science. Assume that they cannot learn algebra and geometry; let them choose not to. You thereby foreclose for them the likelihood of success in higher education as well as a world of options of careers and lifestyles and ways of being productive and giving to their communities. You can also put higher education beyond people's reach by its price, by the absence of financial assistance, or by the absence of places or capacity.

Higher education is surely, in this sense, one of the great engines of freedom. Nothing so opens doors, expands options, or adds to our choices like higher education. Those of you who will be going on to further education (I hope all of you do, at least eventually) will discover fields you never knew existed, interests you never knew you had, choices you never thought would be open to you.

And this is the second part of my message to you. This entails the burden of freedom, the difficulty of choosing, of making commitments, and the temptation to put off those choices when there are so many available. The act of choosing means no longer expanding options, but finally to begin to narrow, to focus, to concentrate, to commit.

But commitment, too, is fundamental to a healthy society, economy, and individual. At some point, we must stop expanding our options, if only for the time being, and actually make some choices. Those choices may still be broad and inclusive. But to purport to choose all is not to choose at all. We may understand and tolerate many lifestyles; but we cannot with integrity live much more than one. We may appreciate a great diversity of values and beliefs; but to value and believe in certain things means, perforce, to reject and disbelieve

in others.

America is probably better at expanding options and keeping doors open than at helping people choose wisely and purposefully. And we in higher education, with our extensive general education, our second, third, and fourth chances, our reluctance ever to close a door or to say "too late," contribute to this tendency to endlessly defer choice and commitment.

This is, in part, our great strength. Unlike higher education in much of the world, where one enters the university only after completion of a rigorous academic high school, we have colleges for anyone who even might possibly make it through, and we will, if necessary, teach the high school math and English that was not taken or not learned when it should have been. Unlike universities in most of the rest of the world, in which one begins immediately an academic or advanced professional field, we insist on an extensive period of academic exploration, of trying out new fields, and we allow majors to be changed almost without limit.

We hold open the doors, we expand choices, and we maximize freedom. But we also make it easy to put off some of the tough choices that are necessary in order to make certain possibilities real. We lower the consequences of failure, but we've also thus lowered some of the reward for success.

We prolong youth — which is nice, in a way. But we may also in our colleges shield young people from responsibilities and consequences of their actions and thus from some of the rich experience of adulthood. And we may deny to all of us what young adults can contribute. Consider these: Mozart published more than 200 works by the age of 18; Thomas Jefferson began the study of law at 19, was elected to the Virginia House of Burgesses at 25, and penned the Declaration of Independence at age 33; Alexander Hamilton was elected to the Continental Congress at age 27, was principal author of the Federalist papers begun at the age of 32, and became Secretary of the Treasury at 34; Elizabeth I, arguably England's greatest monarch, ascended to the throne at age 25; Einstein published the Special Theory of Relativity at 26.

Then consider how, for most of history, and even today in much of the world, a young man of 18 would be expected to have learned a trade, or to be able to run a farm on his own, to have begun a family and built a home. A young woman of this age would make clothes and implements, cook and preserve food, begin her own family, or take a job as a teacher or laborer.

I am not longing for old days, nor am I begrudging young people an interregnum between childhood and adulthood. I am certainly not asking that we return to a period where virtually irrevocable life decisions were made by age 18, options were few, and true freedom a luxury of the wealthy and well-born.

But I am suggesting that choices can be made, even if later revised and remade, that acquiring options becomes hollow if some are not taken, and that commitments, while seemingly precluding certain choices at the moment, can

open up whole new realms of later choices.

Most adults with captive audiences of young people during the month of May cannot avoid ending their address with some advice, and so it is with me. Beyond my congratulations to you for your many accomplishments, my pleasure at having shared your company this evening, and my envy of you for all the joys and thrills that lie ahead, I offer five points of advice on choice and the burden of freedom.

First, higher education is important and immensely rewarding for those who are ready. But there are honorable and productive alternatives for those not yet ready. The university will always be there.

Second, a university or a college, should one be your choice, can and should be immensely fun and enriching. Expect to grow and to change. But it should also be demanding and rigorous, sometimes painful and often tiring. If it is not all or most of this, you will be missing something.

Third, college presents the opportunity to explore new fields and to find new interests and strengths. But don't dabble forever. Take a plunge. Make a choice or two. Give your preferred field a real test by taking it seriously and acting accordingly. If it is not right, you will know it and can always change. But don't make it too easy to uncommit.

Fourth, be glad you're young. But don't prolong adult civic and social responsibilities. Take care of your body and your belongings. Cultivate an appreciation for good taste. Read and know what is going on in your community and your world. Do some good for somebody or some cause. In short, begin to enter the adult world even as you retain your youth and your exuberance and that special freedom you still have that we older folks have left behind.

Fifth, take your choices seriously, even passionately. But respect different choices made by others. Learn as soon as possible that almost everything is more complicated than it seems to the young. It is possible to be committed and tolerant, committed and respectful, committed and still open to another perspective or another answer.

D. Bruce Johnstone *is Chancellor of the State University of new York. Prior to his appointment as Chancellor in August of 1988, Chancellor Johnstone served for nine years as President of the State University College at Buffalo. He is the first University Chancellor to be named from one of the campus presidencies. Prior to that he served as Executive Assistant to the President and then as Vice President for Administration at the University of Pennsylvania, a Project Specialist for the Ford Foundation, Administrative Assistant to United Staies Senator Walter F. Mondale, and as a high school teacher of economics and United States history.*

Chancellor Johnstone holds a B.A. in economics and a Master of Arts in teaching from Harvard, and a Ph.D. in education from the University of Minnesota. He is a leading authority on the economics and finance of higher education and is the author of two books and many articles, primarily in the field of student finance, the most recent works dealing with United States and West European higher education and finance.

Free Speech on Campus

President DeFleur discusses the efforts at Binghamton University to protect free speech on campus while promoting the concept of community. She acknowledges that the former can often lead to divisiveness and contentious debate; yet, it is through such experiences that healthy discussion emerges and that issues are represented in their true complexity.

Lois B. DeFleur
President
Binghamton
University

One of the dubious pleasures of being a university president is the opportunity to take telephone calls from upset alumni. Recently, just such an individual called to complain bitterly about some unpopular views expressed by one of our better-known professors. Our conversation was abruptly ended after I pointed out that we have both laws and a responsibility to preserve free speech. He said: "Free speech is fine. But not at a public university where my tax dollars pay faculty salaries."

It is clear there exists a widespread lack of understanding about the First Amendment and its rights and protections, especially on university campuses. We do not want our own words or ideas censored, but we are less adamant about other people's opinions we find distasteful or abhorrent. Thus, I would like to review the conception of the right of free speech in this country, as well as the current limitations placed on that right, with reference to universities, and to Binghamton in particular.

In the United States there is no absolute right to unlimited free speech. The Supreme Court has upheld many limitations on expresient misrepresentation, defamation, incitement to imminent lawless behavior, and invasion of privacy.[1]

Universities, the courts have decided, may subject all speech and conduct to reasonable and nondiscriminatory time, place, and manner restrictions, as long as those restrictions are narrowly tailored and leave open

ample alternative means of communication.[2] These "alternative means" include public fora and discussions.

The important point is that while we may not restrict the content of speech, we can control where and when it will happen. University campuses, however, constitute a special case. I believe that is because in the university free speech is tied to the *ideal* of academic freedom.

Academic freedom, it might be said, is less a direct concern of the First Amendment than a *consequence* of the historical development of First Amendment privileges. The University's role in society, compared specifically to public schools, is less socialization and more a forum for the free exchange of ideas. Universities attempt to balance two interests: the right of students and employees to be free from harassment that interferes with their studies and work and the right of students and employees to express freely their views in an academic setting.

Public universities have a particular responsibility to protect and to *promote* free expression. The State University of New York is a state agency, and like other state agencies it is bound by the Fourteenth Amendment to the Constitution to neither make nor enforce any law which shall abridge the privileges or immunities of citizens of the United States. Nor may public universities deprive any person of life, liberty, or property without due process of law; nor deny them the equal protection of the laws.

In New York State there is a case which further defined the limits of free speech. In *The People v. Dietze*, the Court of Appeals invalidated a law that called for the imprisonment of persons convicted of the use of abusive language with the intent to harass or annoy another person. This is the context within which a public university in the state of New York must approach the issues of free speech and academic freedom. We must find a *modus vivendi*, a balance, in which we can protect and defend both First and Fourteenth Amendment rights, and still promote a productive and welcoming atmosphere for students, faculty and staff. We particularly face a challenge because we are a diverse community—racially, religiously, politically, and in terms of gender, ethnicity and geographic background. The spectrum of views is large and they are expressed freely.

Over the years at Binghamton, we have had several well-publicized situations in which our tolerance for free expression was tested. These incidents have involved faculty as well as students. Recently, for example, in one of our co-ed dorms, female students complained about a large centerfold with a picture of a woman opening her genitals. This poster was prominently displayed outside a student's room, in a public corridor. The young man who had placed the picture on his door refused to remove it even after students complained and the residence hall supervisor requested that he do so.

The case went to the student judicial board, who found their fellow student

guilty of failure to cooperate with a university official and of lewd and indecent behavior.

Binghamton students are known for their ingenuity. This student knew how to use a fax machine and how to contact newspaper reporters, who wrote several articles supporting the student's actions. The University, constrained by the Buckley Law from even acknowledging that a judicial process was underway, was forced to remain silent. While the student was making his case in the press, there never were any interviews with women students, or any of the other residents of the dormitory. There was also no mention of the student judicial process or the important point made by the faculty master of the student's residence hall: "In a university community where students, faculty, and staff strive daily to counteract the insulting uses of sexual stereotypes and the degrading depictions of women as sexual objects, [the student's] actions are most counterproductive and do indeed contribute to a hostile environment."

The case progressed through regular channels in the Division of Student Affairs for review by the administration. The judicial board was overruled, and the case was dropped. It was decided that despite the difficulties involved in the residential community, the implications of restricting free speech were far greater for the university.

While it is essential that we protect free speech on campus, we also have the challenge of building university "communities." We would like our communities to be places where each person is treated with respect and dignity. Yet universities are the questioning ground for the rest of society, and administrators cannot abolish racist, sexist, or homophobic thoughts. We cannot even abolish the expression of these thoughts, so we must find other ways to achieve our goals.

Let's look at the situation at Binghamton University. First of all, we have no speech code, nor do we intend to develop one. The courts have made it clear that they will not tolerate broad restrictions on speech on college campuses. At Binghamton, we recognize it is the tradition of spirited and even contentious debate that makes the university a lively, learning environment.

There are, then, three basic points I would stress. First, despite the expressed concern about the decline of free speech on our campuses, the reality of the situation is much the same as it has been for decades. Administrators are well aware of the constitutional limits on their authority, and more importantly, they recognize these restrictions as protections of their own rights.

Second, we all share a responsibility in regard to the education of students and the public at large. The changing demographics of campuses have brought to the fore a series of complex and multifaceted challenges. These challenges involve not only spirited debates about our curriculum, but also our ability to live together as a multicultural community, both on campus and in our towns and cities. Universities need to help make clear the complexity and importance of these issues.

Finally, we all need to do our part to promote reasoned discussion. Walter Lippmann once wrote: "The freedom to speak can never be maintained merely by objecting to interference with the liberty of the press, of printing, of broadcasting, of the screen. It can be maintained only by promoting debate." That is exactly what we all must do: promote informed debate, elevate the discussion, and help our communities make sense of their own complexities.

Notes

[1]*Bethel School District No. 403 v. Fraser,* 478 U.S. 675, 106 S.Ct. 3159, 92 L.Ed.2d 549 (1986), cited in Thomas P. Hustoles and Walter B. Connolly, Jr., Eds., *Regulating Racial Harassment on Campus: A Legal Compendium* (National Association of College and University Attorneys 1990), p.30.

[2]*Heffron v. International Society for Krishna Consciousness,* 452 U.S. 640, 101 S.Ct. 2559, 69 L.Ed.2d 298 (1981), cited in *Ibid.*

Lois B. DeFleur, *fifth President of the State University of New York at Binghamton, is the first woman to serve as president of a doctoral degree-granting institution within the State University. President DeFleur, who took office in August 1990, had been Provost at the University of Missouri-Columbia since 1986. Previously she was Dean of Humanities and Social Science at Washington State University.*

A Professor of Sociology at both Missouri and Washington State, she is an authority on juvenile delinquency in Latin America and has done extensive sociological work in the fields of deviant behavior and occupational socialization. She was a Distinguished Visiting Professor at the Air Force Academy in 1976-77 and for several years conducted research on the integration of women into military units.

President DeFleur is a graduate of Blackburn College in Carlinville, Illinois. Her M.A. degree was earned from Indiana University and the Ph.D. from the University of Illinois.

Drawing Lines at Nassau Community College

President Fanelli describes the local community reaction to the presentation of a controversial play and the challenges facing a publicly funded institution when academic freedom runs up against intense organized opposition. Ultimately, the play ... and the intellectual integrity of the campus ... were preserved.

Sean A. Fanelli
President
Nassau
Community College

Be careful what you pray for. Back in the summer of '85 I remember praying for an interesting summer rather than the uneventful summers college presidents usually have after the faculty have left the campus. The summer of '85 was certainly not uneventful for Nassau Community College. It became a summer of lines: headlines, picket lines, by-lines, battle lines, and even box office lines. One line we almost did not have was a faculty/budget line.

Our summer began when the theater department put up posters and issued a press release announcing that the ten-performance summer production would be two short plays illustrating theater of the absurd. The first play was rather innocuous, *An Evening for Merlin Finch*, by Charles Dizenzo, but the second play, *Sister Mary Ignatius Explains It All for You*, an Obie Award winner written by Christopher Durang, had a certain amount of notoriety associated with it.

Almost immediately the letters and the phone calls began. I heard from groups that I never knew existed. I began to hear from the clergy and religious organizations and the bishop of the local diocese and individual citizens. Most of these letters urged that I, as president of the college, cancel the play because it was anti-Catholic. These people were genuinely hurt, feeling that their religion was being attacked with their own tax dollars. Leading the protest was a local chapter of

the Catholic League for Religious and Civil Rights.

I believed from the outset that the production of this play by the theater department was a logical laboratory extension of the classroom experience. The public aspect of the presentation was, in fact, an essential ingredient for that student learning experience.

For me the issue was not the satirical content of the play, but rather the issue of academic freedom. If I could cancel this play, I could cancel any play and I could censor the entire curriculum according to my personal views. We must guarantee our faculty and our students freedom in the classroom, I told the protesters. But they had difficulty understanding that, while defending the staging of the play, I was also defending their right to protest it.

When I refused to cancel the play the Catholic League turned to local, state, and national government officials. The county executive at first supported my position on academic freedom but then reversed himself after having read the play. He was joined by all but one of the local supervisors in calling for the cancellation of the play because it offended members of the county community. But they were quick to add that they were not trying to censor the curriculum. The county executive wrote individual letters to all of his board-of-trustees appointees urging that they override my decision. He and the Catholic League also urged the governor to intervene. The governor chose not to, saying it was a college matter. But he was quick to add "that the college must also expect to be held accountable by the community for its independent exercise of judgment." State legislators and three congressmen joined in straddling the fence by asking that the play be canceled while saying that they supported academic freedom — within certain prescribed limits, of course.

Newsday issued a strong editorial supporting my position and rejecting the "taxpayer rights argument" of the Catholic League. A local weekly took the opposite view, arguing for bounds to all freedoms, including academic freedom and freedom of the press. A local radio station strongly supported the college. The local Catholic paper published a front-page editorial questioning our defense of academic freedom and attacking the Newsday editorial for being as anti-Catholic as the play. Stories that were supposed to be factual news reports quickly became opinion pieces with a by-line. The battle lines were drawn.

The focus of the Catholic League's attack shifted to the college's board of trustees, whom the league asked to ban the play. The board held an emergency session during which it allowed members of the public to exercise their right to speak out on the issue. The debate lasted for three hours and included statements by members of the public, faculty members, administrators, and leaders of various groups. Faculty members were eloquent in their defense of academic freedom, but several denounced my failure to cancel the play. I recognized that their "ox had been gored." The most eloquent defenders of academic freedom were members of the board of trustees.

Support for our position came from a wide variety of professional organizations. Then SUNY Chancellor Clifton Wharton wrote a strong letter of support in defense of academic freedom. Writing on behalf of the AAUP, Jordan Kurland urged the college to hold fast. Arthur Eisenberg and Barbara Bernstein represented the New York Civil Liberties Union. The New York State United Teachers, the United University Professions, and the New York City Staff Congress all supported the college. Our academic senate, the University Senate, and the Faculty Council of Community Colleges passed resolutions of support. Our students urged the board not to abridge students' rights to a full exploration of a universe of ideas.

The public proposed a variety of ways to deal with the issue. Some suggested that the play be performed off campus. Some suggested that it be performed in a classroom setting with only students as the audience. Others suggested that it be staged by a commercial group or by a private college. Most simply asked that the play oe canceled. When the debate was concluded, a resolution before the board of trustees to cancel the play failed by a vote of two to four.

The play went on as scheduled and, needless to day, it was a sell-out. There were lines at our box office window and there were even rumors that our four-dollar tickets were being scalped for as much as twenty dollars. But on opening night we had to contend with another line. Four hundred pickets marched peacefully in front of the theater with placards denouncing me as a bigot and the college as a chapter of the Ku Klux Klan. The picket line, by the way, was led by the county district attorney, indicating that he knew what kind of person was running Nassau Community College.

At the conclusion of each performance of the two plays, as announced in our playbill, a forum to discuss the play was held inside the theater. Some members of the audience did participate in the dialogue. Although a ticket to the performance was not needed in order to speak at the forum, the Catholic League chose not to participate in the discussion.

Then came the budget lines. The Catholic League and its supporters went to our budget hearings in August asking that our budget be cut to "punish" the college for its insensitivity to the taxpayers. It was, they said, their turn now to exercise control. They urged the supervisors to cut money from the theater department to prevent a recurrence of this episode, cuts that could only have been made in faculty lines. The board of supervisors made some public statement about how inappropriate our actions were but two weeks later adopted the budget with every faculty line intact.

And so it was a summer of lines. But the thing I remember best were lines I never got to see. I remember one letter, ironically from a faculty member at another college. She wrote that she was all for academic freedom, but that I had crossed that "invisible line" between good taste and bad taste. She was not alone

in telling me that there was a line beyond which faculty members should not go. Like many, she advised me that academic freedom is judged by good taste and common sense. All faculty members, she told me, know exactly where the line is. I must admit that with my age my ability to see visible lines has diminished, but I have never been able to see the invisible one she described. Why could she see it but I could not? Simple! She drew the line and knew just where she had put it.

Academic freedom challenges are really about lines — who draws them, where they draw them, how they draw them, and why they draw them.

Why people draw lines is perhaps both the easiest and the hardest of the questions to answer. An easy answer lies in a general ignorance of the academy and its purpose. The university's essential mission is to prepare students for ideas, not to protect them from ideas. Academic freedom gives the right to scholars to pursue their research, to teach and to publish without any controls or restraints from the institutions which employ them or from any outside source. The basis for this right is the principle that truth is best discovered by an unfettered search. With this right comes the responsibility of the scholar to pursue open and thorough discovery without regard to personal considerations.

People who seek to draw lines usually do so in order to keep controversial matter out of the classroom. They quickly affirm their belief in academic freedom but caution you immediately that it does not mean academic license. They define exactly what academic freedom means to them by each drawing a line, one to the right, another to the left, a third up above and a fourth down below. These four people have, in essence, created a box meant to restrain thought, restrain ideas. At the heart of their concern about academic freedom is a preference for the status quo and a fear of new thoughts. Even more frightening with the line-drawers is their notion that the majority has the right to dictate curriculum. (That view would no doubt change if their values were in the minority.)

These people have missed the entire concept of a college education. We in the academy are about a higher task than just sharing information or ideas. Computers, books, and videos can do that. We are creators of new thought, new ideas — not only in our personal scholarly pursuits, but also in our teaching endeavors. The classroom may not be a comfortable place when the discovery of truth is taking place. Students come to us with their values, their ideas. They test them against what is taught. And in this process of evaluation and distillation, the best ideas will rise to the surface leavened in this sorting-out process. The line-drawers stifle this essential endeavor.

When I look back on that summer of '85 — that summer of visible and invisible lines — I remember it not only as a trying time but as a rewarding time as well. Some have said that I was courageous in what I did. I was not. I simply did what was obvious to me then and is even more obvious to me now.

Sean A. Fanelli *received his Ph.D. in 1970 from Fordham University. His field of specialization was aquatic ecology with emphasis in the areas of Physical and Chemical Limnology and Marine Microbial Physiology. Prior to becoming Nassau Community College's fourthPresident, he served asProfessor of biology, Chairman of the department, Associate Dean and Dean of Academic Affairs/ Deputy to the President at Westchester Community College.*

President Fanelli presently serves as Chairman of the Coordinating Committee for the Long Island Regional Education Center for Economic Development. He is a member of Chancellor Johnstone's SUNY 2000 Advisory Committee as well as a member of the Commissioner's Advisory Council on Post-Secondary Education of the New York State Education Department. President Fanelli was recently invited to serve as a member of the American Council on Education's Commission on Educational Credit and Credentials and was recently appointed by the Chancellor of the State University of New York to serve on the Steering Committee of the Association of Colleges and Universities of the State of New York (ACUSNY).

Values as Guideposts

In a 1991 speech to students, President Merwin presents a vision of the future as a time of profound change and expanded opportunities that will test students' sense of themselves and their place in a pluralistic multicultural world. He emphasizes the importance of developing a strong moral grounding as the key to the sound decision-making and principled thinking of an educated person.

William C. Merwin
President
University College at Potsdam

In my inaugural address two years ago I shared what I believe is wisdom for all times: "Love and respect for others is the finest product of civilization and the clearest evidence of an education." It is a statement that was as true on the eve of our founding in 1816, 175 years ago, as it is today. Values provide guideposts for us through the ages.

You, this class of 1995, will need well-lighted guideposts to guide your path to success. You are going into a kaleidoscopically changing period of time, arguably the most volatile in the history of our country. These next five to ten years, the last decade of the 20th century, will witness social, environmental, political, economic and technological shifts that will alter all of our lives.

America's economy, society, institutions and even individual lifestyles are all in the midst of profound restructuring. A variety of forces will ensure that this restructuring moves even faster in the 1990s. Many of these forces will be quite disruptive, but others will offer opportunities to strengthen the U.S. social and economic fabric.

What are some of those changes? As a nation, we're maturing very rapidly; the new generation of people will no longer be so obsessed with the "youth culture." The "graying of America," as it is sometimes called, will mean there will be older people competing with you for salaries. For those of you who don't finish college it will be extraordinarily difficult to get even the most menial job. Even with

a college degree, you must have a well-focused field of study. A liberal arts-centered education looks like a wise choice that will provide the essential element of flexibility.

We're living in a mosaic America where you, most of you who are Anglo and living in the State of New York, will be in the minority by the end of this decade. What does that mean for you? For our curriculum? We're preparing Potsdam College students for a pluralistic, multicultural world.

Yet another shift — this next ten years will see a redefinition of individual and societal roles. We'll see governments (public sector) doing things that previously individuals (private sector) did, and individuals and businesses doing things that governments did. The public and private sectors will play musical chairs.

We'll see changes in traditional home life. We may observe things that were traditionally done in the homes, like child-rearing and eating, being done external to the home. Things that were previously done outside such as making a living, shopping, entertainment (like going to the movies) all may be centered within the home.

Other aspects of change for this decade include: the information economy with greater reliance on computers and related electronic devices; a complete restructuring of American business; a resurgence of social activism; increasing international interdependence; and an emphasis upon quality of life issues, especially personal and environmental health. You all know scores of examples of each of these forces. They will impact all of us!

Everything will come down to a matter of choices and values. Everything will come down to how well you are able to choose. Every decision that you make is guided by some sort of a value.

You're going to be expected to make all kinds of decisions. Other speakers have said this to you here this evening. You'll have a choice whether or not you attend class; nobody will roll you out each day and force you. You'll have choices whether to go to the library, whether to go downtown or to use drugs or alcohol, whether to tolerate the abuse of sex, whether to tolerate racial bigotry, whether to tolerate violence. Love and respect for others suggest you would not tolerate these forms of oppression. To do nothing also reflects a value position.

What is likely to happen to you at Potsdam College is yet another level of principled thinking about making the right choices. You'll have a choice: stand up and voice your disapproval when others engage in acts of racial bigotry or sexual abuse or discrimination or violent behavior. Or your silence may be taken for approval. I'm going to ask you to act on your values — encourage respect for all human beings. That's a level of maturation that I expect of you and that your faculty expects of you at this institution.

When all those forces for change that I spoke of a few moments ago come to fruition, and you have embraced the knowledge and understandings offered

at Potsdam College, and you've taken away from here all kinds of abilities and skills, what will be the most long lasting of all are these values: principled decision-making, honesty and integrity. "Love and respect for others is the finest product of a civilization and the clearest evidence of an education." This is indeed wisdom for the ages.

William C. Merwin *assumed the presidency of Potsdam College on August 1, 1989. He had previously served the Montana University System as President of Northern Montana College from 1985-1989. Prior to that appointment he was Provost and Vice President for Academic Affairs at the University of North Florida. He has also taught history and social science education at the universities of Wisconsin, North Florida and Georgia.*

A Fulbright Scholar, President Merwin studied language, history and culture at Sophia University in Tokyo, Japan, in 1966. He holds baccalaureate and master's degrees from the University of Wisconsin, Lacrosse, and earned his doctoral degree in social science education from the University of Georgia. He is the author of several textbooks and journal articles and has specialized in the relationship between higher education and economic development as a writer and speaker throughout Montana, Florida and New York.

New Beginnings

At the 1992 Commencement at Fulton-Montgomery Community College, then President-designate Taylor reaffirmed the sense of community shared by graduating students that will provide the foundation for new growth in value systems; in commitments to lifelong education and community service; and in a positive spirit that guides dreams, visions, and goals. The "magic" of commitment is portrayed as a base from which graduating students may approach the challenges, hardships, and triumphs of their lives.

Jacqueline D. Taylor
President
Fulton-Montgomery
Community College

Hopefully, today, with the knowledge that we are in a much more interconnected world, we can approach our new beginning, our commencement of a new life together. Our FMCC Board, faculty, staff, community, parents, families, the graduates, are all in the exciting and challenging stage of a *new* beginning. We, the "Group of '92," will always share a special and significant rapport and bond because of this unique experience that unites us.

Together, let's examine and explore the three major areas that are the focus of the new beginnings for the "Group of '92" — values, lifelong education and training, and dreams/visions/goals. The entire dimension of our lives is influenced by these three areas and by the thread that runs through all three, which is attitude (or what I prefer to call "spirit").

We each live by our own individual value system, which has been shaped by our family, our background, our environment, our own readings, our teachers, our religious beliefs and many outside influences of society. Yet, early on, each of us begins to "feel" what is right for us — what inspires us to be committed individuals to do what is right for us, for our organization and for our society. Each of us must make our own mark, set our own pathway, while understanding that our individual rights do not usurp the rights of society.

One of my favorite books is *Principles and Values of College and University Administration.* It is important to me because it relates human values to organizational values of a college. It focuses on the integrity of leadership, and the *commitment* necessary to provide that leadership for our faculty, staff, students, and community.

Organizational integrity and values must match our own integrity and values if we are to have "team spirit" and if we are to succeed. These values also include commitment to the organization as well as commitment of the organization to us. Build from within, my friends, for there is "magic in commitment."

Part of our value system must also focus on giving back to the community. Community service is the "icing on the cake," the "spice of life" and the reason for being. It's a participatory approach to understanding the human element of life, and to "belonging" to a community team that cares enough to make a commitment to build a better society. And, remember, there's "magic in commitment."

Statistics indicate that you will change careers a number of times, possibly as many as five to seven times! In any position, strong reading, writing, and critical thinking skills, the ability to learn new skills and the willingness to adapt or be flexible are important. Change is inevitable. "Growth is the process of responding positively to change," according to Wynn Davis in *The Best of Success.* Grappling with hardships, trouble, and calamity, facing adversity in a spirit of determination and courage, loving and not being crushed by broken hopes, holding our heads high, having done our best, all constitute growth.

Today, there can be no glass ceilings, no barriers of any sort that would prohibit accepting a person for his or her merits, talents, and capabilities. If we are willing to set high goals, high standards, commit ourselves and work hard, and have mentors and supporters, we can achieve our dreams and visions so they become reality. Even when we may be forced by circumstances beyond our control to "tread water" for a while, we can use that time to re-tool our minds, keep our bodies healthy, our values in order and retain our commitment.

Naisbitt and Aburdene point out that in the 1990s, "there is a new respect for the human spirit." We must carry that respect to even greater heights so we can nurture and support individuals to achieve their personal success and fulfillment. This commitment only strengthens our society and its values.

It is *incumbent* upon us, imperative, that we understand global competition, build respect for and knowledge of the international marketplace, and hone our skills to compete well with our own quality products and service. We simply cannot allow others to outperform us if we are to remain competitive and leaders.

Dreams, visions, meaningful learning, positive attitudes that nurture, work, community service, values, and lifelong education become the vehicles that allow us to transcend the challenges, help us through the lean times, and build a reserve of strength and courage that deepens our belief in ourselves and propels

us forward. Friendships and support groups also provide a "bread of life" that helps us meet our responsibilities and achieve our goals.

The thread woven throughout this talk today has been the "spirit of commitment," for that commitment provides the energy, the electrical current, the enthusiasm, and the power to transform a promise into reality.

Jacqueline D. Taylor *became President of Fulton-Montgomery Community College on July 1, 1992. Prior to assuming the presidency of FMCC, she was Vice President for Research, Planning and Development at Lansing Community College. Before joining Lansing Community College in 1979, she served the Grand Ledge Public Schools for ten years as the Clerical Services Coordinator and Controller. A Lansing Community College graduate, President Taylor holds a bachelor of science degree in business administration from Aquinas College, a master's degree in higher education administration, and a Ph.D. in college and university administration from Michigan State University.*

President Taylor has been named Distinguished Alumna at Lansing Community College and the MSU College of Education. She has also received the City of Lansing Human Relations Award, the Non-Hispanic Educator of the Year Award from the Michigan Commission on Spanish-Speaking Affairs, and the YWCA Diana Award.

Campus Art: From the Fringe to the Center

On October 7, 1991, Provost Burke presented this Keynote Address at the Gallery and Museum Association of the State University of New York meeting. While praising the commitment of the Association to expand art collections on campus, he urges members to be more aggressive in advocating on behalf of campus arts programs. Given the unique and critical contribution art makes to the educational process and given the balance cultural education lends to the current preoccupation with job skills training, he calls forcefully for increased awareness of art education and art appreciation as central to a liberal education.

Joseph C. Burke
Provost and
Vice Chancellor
for Academic
Affairs
State University
of New York

It takes courage for a System provost to speak to campus gallery professionals in the wake of executing the largest budget cut in the history of the State University of New York. The task is especially trying, because the arts had to absorb a large share of both the System and campus reductions.

I speak as an advocate, not as an enemy, of SUNY's galleries and museums. I have carried on too long a love affair with art on campus to abandon it because of a transfer to SUNY Central. Art is shown in many places, but campus art has an audience mix and an experimental approach that is rarely found in other public galleries and museums.

I come this afternoon to thank each of you for bringing art of a very special kind to your campuses and your communities, for cultivating the artistic tastes of faculty, staff, students, and the citizens of your communities and for encouraging the artistic talents of student and faculty artists. Your 53 galleries and museums, with 180,000 square feet of space, present annually nearly 300 exhibitions and countless

lectures and educational activities. In addition, you have preserved, protected, and expanded — through donations — the permanent art collections on your campuses. Many of you have broken the artificial barrier between art and audience. You have transformed entire campuses into galleries by placing parts of the permanent collections on view throughout your colleges and universities. Your activities bring the joy of art to hundreds of thousands of students and citizens from nearly every community in the State, and cultural enrichment to tens of thousands of faculty and staff.

Many of you may think, "Though praise is welcome, money is better." You may well ask, "Why is it, if we do so much, we seem to get so little?" As is so often the case in affairs of State and SUNY, the question is surely simple but the answer is always complex. The great contribution of your galleries and museums to the mission of public service is well-recognized and deeply appreciated. But I fear that the contribution you make to teaching and learning is not fully appreciated, and your vast potential for enhancing the culture and creativity of all students is far from realized. Your galleries and museums offer unique learning experiences for students that can cultivate their tastes and creativity.

A fuller realization of your teaching potential and a better appreciation of the essential contribution you could make to the primary mission of instruction would raise your position in campus priorities. In tight fiscal times, budget decisions on programs and activities are determined by the collective perception of their relative position in the hierarchy of campus values and priorities.

Colleges and universities can no longer try to be all things to all people. SUNY must make difficult decisions on program priorities, based on the primary mission of the System and its campuses. When priority decisions are made on budgets, the quality of an activity is only one criterion, for the size of budget cuts means that many valuable programs must be reduced — and some even eliminated. The most important criterion when setting priorities is the contribution to the core activity of a campus — the education of college students.

Georges Clemenceau, the Premier of France at the end of World War I, declared that "War is too important to be left to generals." Your work in galleries and museums, along with the efforts of your colleagues in concert halls and campus theaters, suggests that *education is too important to be left to classrooms*. Unfortunately, faculty tend to see education as mostly a classroom function. And students, though they know better, appear to follow the lead of their faculty.

All too often, education is also seen by students, and perhaps even more by their parents, as job training. And all too often faculty view education as only a cognitive activity — training the mind to think and analyze. Both the training of an educated work force and acquisition of knowledge and reasoning skills are

legitimate ends of education. But there is another, perhaps even a higher and more difficult, task — developing cultured and cultivated graduates.

Culture and cultivation should not be limited to the favored few. It is an essential goals for all students. University galleries are too important to be left to art faculty and art students, and those thought of at times as fellow travelers. Art, along with culture, is for everyone. You need to remind everyone on campus that your galleries, along with libraries, should stand not at the fringe, but at the center of campus learning as well as campus culture. The educational experiences offered in galleries, concert halls, and theaters make a unique contribution to the intellectual and cultural growth of students. Your offerings have the potential to enrich the learning activities, not only of art classes, but of most — if not all — the academic programs on campus.

The activity associated with your galleries and museums should be viewed as a critical component of general education. It is recognized as critical to courses for art and art history majors. But when it comes to students not majoring in these fields, the role of the gallery is often relegated to a course or two in art appreciation. That is much too narrow a role, for art is for all students. Art offers a unique perspective on the meaning of life and society. It is a source of education as well as entertainment and enrichment. The goal of liberal learning is to develop cultured as well as learned persons. At times, we seem to forget this cultural goal of general education and liberal learning.

Clearly, college students need desperately the education your galleries have to offer. An annual survey of college freshmen nationally shows some good news but much bad news for art. The bad news is that only 2 percent of the freshmen entering college last fall planned to major in the fine and applied arts. Worst still, 78 percent came to college to get a better job, and 73 percent to make more money. Unfortunately, even the good news is nearly half bad. Only about 53 percent of these freshmen had visited an art gallery in the last year. And needless to say, the gallery was not one of their favorite haunts. And only 25 percent saw themselves as having artistic ability. The most hopeful signs were that 40 percent of the freshmen said they came to college to become more cultured persons and 63 percent to gain general education.

Your galleries can build on what your students both need and want.

The strengths of art, music, and theater could be combined by creating an Arts Season for your campus that coordinates the exhibitions, concerts and plays around common themes, historical periods, or cultural movements. A combined Arts Season would not only allow a balanced program for audiences; it would also facilitate incorporation of the arts into courses offered in a range of academic departments. This Season could become the laboratory for a new program called "arts" or "creativity" across the curriculum. Courses in a wide range of departments could include the exhibits, plays and concerts in their requirements, just as they do books on their reading lists. It would also allow

an annual course on the arts for general education, taught by faculty from music, theater, art and, of course, by gallery directors and staff. The arts events of the combined season would form the core of this course.

A planned season of exhibitions, plays, and concerts would have a powerful impact on campus and in the surrounding community. It would also enhance the visibility of the arts on campus and raise their relative position in the hierarchy of campus values.

For many of our SUNY colleges and universities, which are located in rural areas, the major — in some places the only — artistic and cultural events are those offered on campus. The 50 percent cut in State funding for the Council on the Arts this year will greatly reduce, or even eliminate, performances and exhibitions in upstate communities. Your efforts along with those of your colleagues in music and theater, will become increasingly important in faculty recruitment and retention. A combined program in art, music and theater that helps to keep and attract a quality and cultured faculty will undoubtedly raise the relative position of the arts as a campus priority.

It may seem gratuitous, even ungenerous, for a university provost to suggest that you, who have done so much with so little, should do even more. My only defense in asking for more is my belief that art is essential for everyone, for it offers a unique experience for all of us. Marcel Proust said it best:

"Only through art can we get outside of ourselves and know another's view of the universe which is not the same as ours and see landscapes which would otherwise have remained unknown to us like the landscapes of the moon. Thanks to art, instead of seeing a single world, our own, we see it multiply until we have before us as many worlds as there are original artists . . . . And many centuries after their core, whether we call it Rembrandt or Vermeer, is extinguished, they continue to send us their special rays."

Joseph C. Burke *has brought experience as campus president, academic administrator and classroom professor on American and Canadian campuses to the position of Provost and Vice Chancellor for Academic Affairs, which he has held since 1986. In 1990 he assumed the additional responsibility of President of the Research Foundation of the State University of New York.*

The University's chief academic officer, Provost Burke served as President of the State University College at Plattsburgh from 1974-1986 and was its Vice President for Academic Affairs in 1973-74. He joined the SUNY system after four years as Academic Vice President of Loyola University of Montreal. He has previously taught history on the faculties of Ohio Wesleyan University, Duquesne University, and Loyola. He holds a B.A. degree from Bellarmine College in Kentucky and M.A. and Ph.D. degrees from Indiana University.

The Role of Leadership

- **A Season for Leadership**
  By William R. Greiner
- **Leadership. Our Responsibility. Our Choice**
  By H. Patrick Swygert

A Season for Leadership

In his Inaugural Address as thirteenth President of the University at Buffalo, President Greiner suggests that higher education must now shed its "nostalgic" notions about the past and instead turn with renewed purpose and vigor to the problems and promises of the future. By reaffirming values like integrity, honesty, and respect at all levels and within all activities of the university, higher education will be well positioned to weather the difficult debates over mission in the times ahead.

William R. Greiner
President
University at Buffalo

Today is an inaugural day for a president, but even more, it is a day for us to celebrate the great traditions of which we — the people of this university — are part, and which it is our collective obligation to extend and advance for the benefit of generations yet to come. This day also is a time for this university community and its many constituents to remind the new president just how serious are the obligations of leadership and stewardship which they have entrusted to him. I gladly accept your charge to meet these obligations honorably and well, and to keep this trust faithfully.

We often characterize inaugurations as the end of one era and the start of another. But that desire for historical tidiness is inappropriate for universities. The life of an institution such as UB is not a series of discrete presidential epochs, but a continuum comprising the lives and work of the faculty, students, staff, alumni, and friends of the university.

It so happens, however, that UB and all other universities now *are* entering a challenging new era as people and nations around the world — including the United States — seek to establish new priorities and directions. We are caught up in dramatic and often painful evolutionary processes, in a great current of social, political, and economic change. No matter

how much we might wish to slow that current, or lessen that pain and drama, there is no stopping midstream; there is certainly no way to swim against the current, to return to days which — viewed with nostalgia — seem simpler and cleaner.

We in the academy, like others throughout our nation and around the world, have shown signs of longing for so-called "better" times — times when our intellectual exchanges seemed more frequent and exciting, or when universities appeared to enjoy a more privileged status among American social institutions. But higher education cannot go forward to fulfill its extraordinary promise if we linger over nostalgic notions of what we were, instead of energetically and shrewdly assessing what we are; if we complacently follow our same ways of doing things, rather than seize the chance to blaze new trails; if we substitute erudite self-involvement for a fervent embrace of one of the academy's most fundamental purposes — to help shape the world and our knowledge of it, to help bring change about.

As we at UB confront irresistible forces of worldwide transition, one imperative is clear: We must set our own course into the 21st century and lead the way for others. I move that we move. If UB is to remain vital, vibrant, and relevant, our university must be not just a leading institution — which it already is — but a leadership institution, respecting the past and learning from it, but asking questions and taking risks and looking ahead. We must steer with the current and participate confidently in shaping the future. We must do this for ourselves, but — even more — for our students, our community, our state, our society.

We must fiercely protect and value individual work and accomplishment, but we also must function as a community, planning and working and achieving together. As we together shape our future, we must reconsider and reaffirm the purposes which bring us together.

We are here to learn, to advance knowledge, to teach, and to serve, and to do those things in keeping with the fundamental values of the academy. In recent years, our intellectual values have been tested and challenged in intense debate regarding such matters as multiculturalism and cultural literacy, research priorities, and the nature and purpose of universities' partnerships with their communities. But these are not the first such debates the academy has engaged in, and in fact controversy has historically been productive for higher education, insofar as it has stimulated growth in all directions. The intensity of these most recent debates reflects the remarkable diversity of thought and conviction which academic freedom protects and encourages.

But as scholars and teachers and learners, we are still joined by shared values which form our common intellectual base, even when increasing specialization in our endeavors and diversity in our approaches seem to carry us farther apart. We must reaffirm these shared values; we need them more than ever. These include

depth: looking beyond the obvious and customary so that we can form better understandings and find better solutions;

breadth: incorporating into our thinking as many diverse perspectives as we can, in order to more fully grasp our possibilities;

vision: looking around and ahead of us, as well as within us, in order that we may better assess the effectiveness and direction of our efforts;

respect: cherishing the lessons of the traditions and influences which have made our world what it is, and opening our minds to those which are making our world what it is to be;

honesty: conducting all our efforts in an authentic, straightforward, unostentatious fashion, as an honest day's and an honest life's work, to the very fullest of our capability;

integrity: confirming the inestimable significance and power of learning, and rejecting anything that trivializes learning and its requisites; and

service: sharing the best we have and are and know with anyone who may benefit from what we can offer.

For UB, these values are paramount in the classroom, the office, the laboratory, the clinic, the Council Room, and in our community; they are basic to a discussion of Plato's *Republic*, a seminar on Native American spirituality, a study of AIDS, a treatise on constitutional law, a program in poetics, an exchange program in Poland, a project on Buffalo's east side. These values guide life and work in an ethical and effective university.

For UB to be a 21st-century leader and resource for its region, state, nation, and world, we must re-examine everything we do in light of these basic values. All of us — students, faculty and staff members, alumni, officers, friends in our home community — must ask ourselves what we should ask from our university, and what we can do better for our university. Where and how, among any and all of our functions, can we at UB broaden ourselves, dig deeper, see farther, welcome more diversity, tailor our efforts, assert our confidence, better serve our people? Is anything we do a given? Does anything we do duplicate other efforts or ignore alternatives? Can anything we do be simplified, refocused, made more accessible? Can anything we do be pushed farther?

Yesterday, in an address to the voting members of our faculty, I had the opportunity to pose some specific, complex, and difficult questions about why we at UB have organized ourselves in certain ways; why we have chosen to teach our students in certain ways; why we continue to conduct similar research, teaching, and service in separate departments, rather than undertaking more collaborative work in multidisciplinary centers.

Since these questions touch the very essence of the academy's current definitions of itself, they may well cause debate. We might prefer to avoid asking controversial questions — but they *will* open debates; and, regardless of the

answers we work out together, our debates will be the productive sort which stimulate growth. If they become at times heated, it will simply be because they are charged with intellectual and professional energy. *It is my firm conviction that people and institutions which have the courage to ask hard questions and open the debate will lead the way into the 21st century.*

In the last century —in 1829, to be exact —William Ellery Channing wrote:

> There are seasons, in human affairs, of inward and outward revolution, when new depths seem to be broken up in the soul, when new wants are unfolded in multitudes, and a new and undefined good is thirsted for. These are periods when . . . *to dare* is the highest wisdom.

Yesterday, I asked our faculty to dare to challenge themselves, to ask the hard questions of themselves and the university and me. This afternoon, I ask that all of us — students, faculty, staff, alumni, friends and colleagues from our local, state, national, and global communities — I ask that we *all* interrogate the University at Buffalo and our relationships to the University at Buffalo.

Because we have diverse and varied interests in the university, the specifics of the questions will differ, but the questions are very similar: What do we want from our university? What can we change in our own connections with UB to enrich and build those connections? How can we work harder and smarter with our university to assume — for UB, Western New York, New York, our country — leadership in the world of the 21st century? If we ask ourselves and each other these questions, discuss the answers, and plan a course of action, we can help UB make extraordinary advances. Universities are all about such advances, about finding better ways to make the most of what we know and what we have. We at UB, and throughout UB's extended community, must press ourselves to *find* those better ways.

Organizations throughout our society — from multinational corporations to neighborhood schools — are asking themselves questions similar to these that I propose we ask; many are already making themselves more effective as a result. We in higher education already have a key asset which many of these organizations are trying to develop: we are empowered workers, directing our own efforts and taking responsibility for their outcomes. UB has some of the most talented scholars, the most capable staff, the brightest and most alert students, the most accomplished alumni, the most committed friends and supporters, and the most modern and varied resources to be found at any peer institution.

With such assets, not only can we *affect* change; we must *effect* change and embrace it as our métier, our affinity, and our mission. We must change ourselves, and by so doing produce leaders and scholars and researchers and knowledge and applications of knowledge which can change our community, our state, our nation, our world.

We have taken some steps in the right direction with our new undergraduate curriculum, our multidisciplinary research centers, our blossoming partnerships

here at home and around the world — but we still have so many talents and possibilities to explore. We must do away with any complacency, any isolationism, any intellectual lethargy which has crept into our ways of thinking and doing. Our society will not support a resource-intensive, high-powered public university which does not actively and aggressively address its constituents' needs. As these needs themselves change, we must be alert and responsive; we must adapt; we will act.

In my time here, UB has changed radically in terms of size and color and gender. We are so much the richer for it. However we choose to do so, we must continue this process of change. We *will* prepare our students more broadly and fully to thrive and lead throughout a global community in transition. We *will* join our efforts with those of other educators to reaffirm learning, at any and all ages, as the American passion. We *will* create new fields of inquiry and foster multidisciplinary endeavors which enrich our understandings. We *will* welcome to our university even more diverse people and influences, while reaffirming traditions and heritages which have shaped us and our history. We *will* develop more effective means of integrating service to all our constituencies into our research and teaching. We *will* enhance our partnerships in our home community, our state, and our nation. And we *will* continue to expand our frontiers, to make new friends among our neighbors throughout the global community, and to bring to them Buffalo's best, Western New York's best, New York State's best — *our* best.

These are the aims of a great American public research university of the 21st century. How will we achieve them? Each of us must decide what we can do better for UB, for we know better than anyone else what we must give to our university in order for it to give the most back to us and to all those who look to us. We must each decide what we can do better; then we must talk together about the options that our individual thinking will give us; we must work together to choose among these options and establish new directions; and we must *act* — together.

In order to continue our progress we will need the continued support of the people of New York, and of our governor and legislature. We will also have to expand our support from the federal government, from partners in commerce and industry, and from private philanthropy. As a result of such support, UB has extraordinary resources in capital and human talent. With vision, conviction, and determination, we can do more with what we already have. Sixty years ago, Franklin Delano Roosevelt said:

> The country needs and, unless I mistake its temper, the country demands bold, persistent experimentation. It is common sense to take a method and try it. If it fails, admit it frankly and try another. But above all, try something.

I am proposing that we at UB experiment boldly and persistently; that every one of us, and all of us together, "try something"; that we take responsibility for

being and educating leaders; that we both discover and shape what comes next. *These are the main reasons why we are here.* In the face of sweeping change, we must be prepared to rework everything we do lest it be reworked for us by circumstances which may not be kind.

As president I will ask hard questions and press for creative answers, starting in my own office and regarding my own efforts; I will also press the Provost, Vice Presidents, Deans, and other campus leaders. But precisely because our university is a very special collective enterprise, I or any president can provide only a part of that kind of leadership. Such leadership must also come from faculty, staff, and students, who must work well and wisely with each other and with those officers entrusted with leadership of their areas. And so I charge you with asking yourself and each other and me the hardest questions you can formulate — about teaching, learning, research, and service — and I charge us all with deciding what we can improve together. If you are happy enough with where we are right now, then you will not long be happy at UB, because we are on the move. We *will* be a leadership institution, and we will lead with depth, breadth, honesty, integrity, and service.

This is a great university, in a great region, in a great state. Our greatness lies in the people who are our university, and who live and work and achieve in Western New York and all of New York. UB's greatness is both a contribution to and a product of the greatness of our region and state. We both sustain and are sustained by our community.

On this inauguration day, let us reaffirm our values and our commitment to the mission of a great public university. Let us plan collectively, collaboratively, and collegially for our future. We pledge, through these efforts, to make UB not one of the great universities of the American tradition, but one of the great universities of the American future.

William R. Greiner *is the thirteenth President of the State University of New York at Buffalo. He joined the faculty of the University at Buffalo School of Law in 1967. The following year he became chairman of Legal Studies Programs. In 1970 he was named Associate Provost of the School of Law, and in 1975 he became Associate Dean. In 1980, Professor Greiner was appointed the university's Associate Vice President for Academic Affairs and in 1984 was appointed UB's first University Provost.*

Before joining the University at Buffalo in 1967, President Greiner was a faculty member in the School of Business at the University of Washington in Seattle. He received a bachelor's degree in economics from Wesleyan University and subsequently earned a master's in economics, a master's in law, and a doctorate in law from Yale University. He is admitted to the practice of law in both New York and Connecticut.

Leadership. Our Responsibility. Our Choice

In the 1992 Garnet Baltimore Lecture at Rensselaer Polytechnic Institute, President Swygert challenges higher education to respond to the "new reality" of an increasingly diverse student population in order to prepare the next generation of leaders. Noting that the battle for access has been won in the strict legal sense, he argues that we must now ensure that that access is meaningful and comparable for all students. Finally, he argues that institutions must examine their curricula with the goal of achieving true multiculturalism that includes an appreciation of the diverse cultures that have contributed our shared American culture.

H. Patrick Swygert
President
University at Albany

As a nation we have made great progress in affording educational opportunity to all our citizens. In fact, across the country, the battle for access to educational opportunity has largely been won. Won in the strict sense, thanks to legislative changes like the Civil Rights Act of 1964 and the Higher Education Act of 1965. Today, all American children are entitled to a public school education and most, but clearly not all, who are qualified and choose to attend college are able to do so. More than 13 million students are enrolled in colleges in the United States and more than 1.2 million — 8.9 percent — are African-American.[1]

In a broader sense, however, access alone to higher education opportunities is not the issue. Today, the question we must ask ourselves is not, "Have we achieved access?" but rather, "Access to what?"

The New Reality

Our response to this question must begin by noting that today more than three-quarters of all African-American students in college now attend "majority" institutions. This is a dramatic reversal of the educational pattern of African Americans that existed even as late as 1964, when more than half of African-American college students were attending a Historically Black College.[2]

In the last 30 years, we have created in American higher education a *new reality*, not only for African Americans and other minority group members, but for majority group students as well. We have created a system of higher education that is, if I may use a term not often invoked these days, "desegregated" in a way that very few other segments of our society are — not our neighborhoods, not our elementary and secondary schools, and not our places of worship.

Desegregated, perhaps, but not truly integrated. This new reality in higher education offers the special challenge and opportunity to shape a different kind of future for this nation, a future with the potential at least to reflect true equality of opportunity and multiculturalism for the society at large.

It is a reality that is not yet fully formed, not yet fully realized. What we have achieved is fragile. So, today, I raise some of the choices and the responsibilities that, in my view, we must confront in order for this new reality to achieve its fullest transformative power.

First, as I have indicated, in terms of sheer numbers alone, "majority group" institutions are increasingly the places where the responsibility lies for the education of African Americans in this country. These are the institutions that will produce most of the African-American college graduates of the 1990s and beyond. These graduates will, in turn, form a significant part of the leadership of the society of the next generation, both in African-American communities and, along with their majority counterparts, in the larger society as well.

Not surprisingly, the response of white colleges to this reality has been . . . please pardon me . . . checkered. Most white campuses do not retain any graduate minority group students at levels equal to their majority students. The Historically Black Colleges and Universities continue to outpace white institutions in this regard. The historically black colleges, while enrolling about 20 percent of all the African Americans in college, award 40 percent of the degrees to African Americans.[3]

This disproportionate performance suggests that the Historically Black Colleges and Universities better understand the educational and support needs of African Americans and other minority group students than many majority institutions do.

Faculty mentors and role models . . . key ingredients for success for all students and especially minority students . . . are more often found at Historically Black institutions. Their presence on black campuses and absence on white campuses is one of the most serious deficiencies we must overcome to succeed in meeting the challenges of the new reality. Only 11 percent of the nation's faculty is minority; only 4 percent are African American, and half of that number are teaching in the 117 Historically Black Colleges.[4]

It is imperative to our success in educating this next generation of African-American leaders and the generations that follow that we substantially increase the representation of African Americans and other minority groups in the professoriate during the next decade. We must elevate this to the rank of institutional priority, mindful that it will not be a simple or easy task.

In fact, during the next 20 years, American higher education faces the virtual replacement of the current faculty. Many of the faculty on our campuses today are nearing the end of distinguished careers as academics that began during the 1960s. The average age of faculty nationwide has now reached 48 and will reach 55 by the year 2000.[5] Thus, it is projected that between now and the year 2011, half of today's 500,000 full-time faculty at American colleges will have retired.[6]

It is a challenge, but it is also a window of opportunity. While we address the anticipated need for faculty, we can begin to address the sorely needed changes in the composition of our faculty. And we can do that by preparing more minority *graduate* students, the faculty of the future. We have actually seen a promising 7 percent increase in the number of *doctoral* degrees awarded to minority group members between 1980 and 1989. But during the same period, doctorates to African Americans have decreased 14.5 percent.[7] We must address the deficiency in our graduate programs today, for if we do not, the future of the faculty is clearly status quo, or worse — a diminution of diversity.

A more diverse faculty will enrich all our students, as well, by providing students and faculty at majority institutions with perhaps diverse perspectives and with access to a broader body of knowledge than that which has occupied the traditional canon of Western knowledge.

The Historically Black Colleges and Universities also understand, perhaps better than most, that we must support the student's entire range of needs. These certainly include academic supports for those who require tutoring, study skills enhancements or other aids to supplement preparation they have received.

One of the most significant is financial. According to the Education Commission of the States, nearly 45 percent of African Americans and

approximately 39 percent of Latinos under age 18 live in poverty, compared to 15 percent of their majority peers.[8] And the U.S. Education Department's budget for 1993 proposes a $95 million reduction in student aid, a reduction that is expected to result in the loss of 1.2 million individual financial aid awards. Here, too, minority group students — who are proportionately high recipients of federal aid — will be disproportionately impacted.[9] Retention of minority group students, any students, is often very much related to the amount of financial support available to them. For higher education to be a reality for minority group students, therefore, costs need to remain within reach, and financial aid must be responsive to their special sets of needs.

The departure of minority group students from majority institutions before completing degrees is also reported often to result from their feelings of isolation, alienation or lack of value in majority settings. To these, minority group students have often responded — quite understandably — with what I call the "new separatism." Asian Americans, African Americans and other groups organize their own clubs, their own residence halls, even their own graduation ceremonies.[10] This separation is visible every day on campuses across the land in student expectations, student-sponsored social functions, and fraternity and sorority life.

Such separation fills a void for students by recreating the environment left behind at home. But too much separation carries enormous risks as well — fragmenting the society in ways that will work against us not only on the campus but also in the future society for which we are preparing our students.

Thus, we must answer the question I raised earlier, "Access to what?" first by ensuring that we have not simply opened what is really a revolving door for all the minority group students attending majority institutions. We must ensure that their educational experience, their opportunities, their supports are the same as those of their majority counterparts. We must do all we can to ensure that they complete their degrees at rates comparable not only to those of historically black colleges and universities but also commensurate with the rate for all students at these institutions. And we must ensure that they have access to the widest range of academic and career options as other students on the campuses. We must ensure that they are able to choose programs not only in social sciences and business, arts and humanities, and the professions, but also in the sciences and engineering.

For without well-prepared graduates of all racial and ethnic groups in all the sciences, in technology, in engineering, who will pull the oars through the turbulence that lies ahead? All graduates will be needed if we are to continue to lead the world in critical industries.

A Multicultural Curriculum

A second response to the question "Access to what?" centers on the values, the issues, the ideas, to which higher education exposes these potential leaders — both minority and majority group students. I believe the values of higher education, its ideals, are implicit in how the responsibility to educate is fulfilled.

And in this respect, majority institutions are positioned in the 1990s to move beyond today and not only educate a diverse population, but also foster environments of curricular diversity, of real multiculturalism, in which we celebrate our unique cultural identities while at the same time striving for the common ground.

Such multiculturalism should not be confused with the new separatism I spoke of earlier. And it most assuredly is not to be confused with the characterizations of those who warn us against "political correctness" by cynically describing such initiatives as solely attempts to foster a political agenda.

Rather, by multicultural education I mean the education that represents the route to a common ground. Henry Louis Gates, Jr., W.E.B. DuBois Professor of Humanities at Harvard University recently outlined in *The New York Times* the great benefit of multicultural education. Such a curriculum, according to Professor Gates:

> . . .situates the West as one of a community of civilizations . . . It is only when we're free to explore the complexities of our hyphenated culture that we can discover what a genuinely common American culture might look like . . . Our society won't survive without the values of tolerance, and cultural tolerance comes to nothing without cultural understanding.[11]

Professor Gates recognizes that multiculturalism has really been an ideal of American society since its inception. We have not so much lost that ideal as we have come to overlook it under the pressures, the very real crises, that have marked life in the last decades of the 20th century. Yet we must not permit these pressures — economic, social, and individual — to define us as a society, nor certainly to define us as educational institutions. We must strive to achieve true multiculturalism at our colleges and universities where the opportunity to do so exists as nowhere else in our society.

And, yes, we must be aware of and responsive to cultural chauvinism: the point of view that suggests that my culture is more ancient, more valued, somehow fuller, than yours. Cultural chauvinism that substitutes slogans for learning, drama for subtlety, exaggeration for restraint.

And is it any wonder that cultural chauvinism exists when, as Peter Garlake reports in *The Kingdoms of Africa*, as recently as 1961, the British

historian Hugh Trevor-Roper wrote: "At present there is no African history: there is only the history of the Europeans in Africa, the rest is darkness . . . and darkness is not a subject of history." Trevor-Roper continues by characterizing study of African history as a way to "amuse ourselves with the unrewarding gyrations of barbarous tribes in picturesque but irrelevant corners of the globe: tribes whose chief function in history, in my opinion, is to show to the present an image from which, by history, it has escaped." The cultural chauvinists may claim too much, some might argue, but it is also too much to claim that rejection of Trevor-Roper has given way to a new world of acknowledgement of cultures ancient and non-Western. More, much more, remains to be done.

Daniel Gordon of Harvard, writing in a recent edition of *Perspectives*, the newsletter of the American Historical Association, commented upon Stanford's "Cultures, Ideas and Values" course requirement by observing that: "Since Edmund Burke, one of the key aspects of conservative philosophy has been the belief that one cannot responsibly criticize an institution unless one participates in it enough to have an intimate sense of how it works." "Burke," says Gordon, "developed this point in response to the Voltairean method of criticism, a method based on the presentation of decontextualized examples of institutional failure." The problem with current debates about the curriculum, Gordon continues, is that "too many of the ardent participants, on both the left and the right, have no concrete experience, either as student or teacher, with the types of courses that are in question; for the fact is, most universities do not have, and never have had, required courses in Western Civilization, Great Books, or multicultural studies. Hence, most academics, not to mention most journalists, face a severe difficulty as they try to participate in the debate. The easy way out is to adopt the Voltairean style: to take a position and defend it by means of caricature."[12]

Put another way, the "in your face" school of debate so favored by talk show hosts and newspaper columnists.

We must be strong enough to say directly to our students that, yes, you (and I) should know far, far more about ourselves. That we all have a cultural heritage of language and place to relate to. That these shared experiences are not so ancient as to be dusty, disdained and discarded. The ancient civilizations of Africa, Asia, Mesopotamia resonate today throughout the world . . . *both east and west.*

But we should not stop with our students. The canon we celebrate in American higher education is simply not enough if it fails to acknowledge the new and important voices of scholarship. The canon cannot be allowed to be so fixed in time as to be ossified, reviled, and ultimately discarded as surely it will be unless we . . . the members of the academy . . . in our zeal to "protect" the primacy of the canon ignore, its dynamism.

The canon should celebrate the finest expressions of men (and women), expressions that are ongoing and not static. If the canon is to represent "the highest achievements in philosophical, historical, and political inquiry, scientific and mathematical thought and poetic imagination," as so eloquently described in the admissions materials of an Eastern college, then perhaps, just perhaps, these other cultures may . . . in written form . . . be represented by works reflective of them — not as a compromise, but as a reality.

The celebration of the human spirit is not exclusively a phenomenon of the 18th or 19th centuries. Classics of literature and philosophy are being written today in many languages around the world. Of that, there is little dispute: consider such Nobel Laureates as Gabriel Garcia Marquez of Columbia, Wole Soyinka of Nigeria, Aleksandr Solzhenitsyn of the former Soviet Union, Pablo Neruda of Chile, Octavio Paz of Mexico. But classics were written in non-Western languages in the 18th and 19th (and 15th, 16th and 17th) centuries as well. They, too, inform our "culture.". . .

And we need to acknowledge that loud assertions of first . . . as in the first person to discover, invent, patent, manufacture . . . or the best . . . as in the best ballplayer, the greatest army, leader, etc. . . . are more than what is being said. They are the simple and insistent plea that I, too, represent a heritage (culture, if you will) of value. That I, and others like me, have been more than passive bystanders to the nation's cultural evolution. That I, we, have contributed.

A Shared Sense of Responsibility

Multiculturalism must come to mean understanding as well as knowledge, and a shared sense of fairness and responsibility as well as entitlement.

We in the academy, unlike virtually all other segments of the society, really do bring together young men and women from many and varied backgrounds and cultures. Yes, there are conflicts, and yes, there are reports of ugly incidents — only a few, but even one is too many. Yet, the thousands of incidents we do not hear about, the stories of harmony and of greater understanding, are the real achievements of an American higher education system moving toward multiculturalism, toward integration as opposed to single desegregation.

It is these values that we must convey, this success upon which we must continue to build. My challenge to you is to choose to accept the responsibility to prepare a generation of leaders capable of acting on these values in the society at large.

Notes

[1]Deborah J. Carter and Reginald Wilson, *Minorities in Higher Education: Tenth Annual Status Report* (Washington D.C.: American Council on Education, 1992) 43.

[2]"Perspectives on Black Education," *The Negro Almanac: A Reference Work on the African American,* 5th ed., 1989, 763.

[3]Data provided by the National Association for Equal Opportunity in Higher Education, Washington, D.C., 1992.

[4]Carter and Wilson, 63.

[5]Carolyn J. Mooney, "Uncertainty Is Rampant as Colleges Begin to Brace for Faculty Shortage Expected to Begin in 1990s" *The Chronicle of Higher Education,* 25 January 1989: A14

[6]Kevin Gray, "Retirement Plans and Expectations of TIAA-CREF Policyholders" (New York: TIAA-CREF, 1990).

[7]Carter and Wilson, 60.

[8]U.S. Bureau of the Census, *Poverty in the United States*, 1990 Current Population Series P-60, #175.

[9]Charles B. Saunders, Jr. "Budget Plan Would Reduce Student Aid Funding," *Higher Education & National Affairs,* 10 February 1992: 1.

[10]Anthony DePalma, "Separate Ethnic Worlds Grow On Campus," *The New York Times,* 5 May 1991: 1.

[11]Henry Louis Gates Jr. "Whose Culture Is It, Anyway? It's Not Just Anglo-Saxon," *The New York Times,* 4 May 1991, 23.

[12]Gordon, *Perspectives,* April 1992.

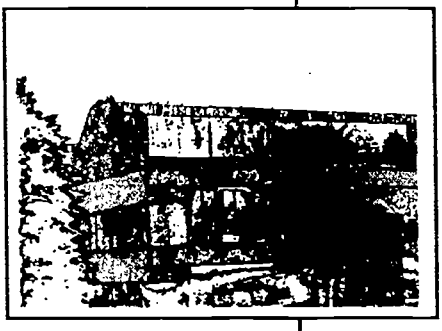
H. Patrick Swygert *was appointed 15th President of the University at Albany in August 1990. Prior to that, he was Executive Vice President of Temple University in Philadelphia and Professor of Law at the Temple University Law School.*

Since coming to Albany, President Swygert has served as a member of the State University of New York Council of Presidents and the SUNY 2000 Task Force. He was appointed by Governor Mario M. Cuomo to the New York Council for the Humanities in 1991 and is a member of the Higher Education Technology Committee of the National Association of State Universities and Land-Grant Colleges, the Commission on Higher Education of the Middle States Association of Colleges and Schools, the American Council on Education's Commission on Women, and the Board of Trustees of the Institute of Public Administration.

A graduate of Howard University with an A.B. in history, President Swygert received a J.D. cum laude from the Howard University School of Law.

Notes

Appendices



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Chancellors of the State University of New York

D. Bruce Johnstone (1988 -)

D. Bruce Johnstone is Chancellor of the State University of New York, the first University Chancellor to be named from one of the system's campus presidencies. Prior to his appointment as Chancellor in August of 1988, Dr. Johnstone served for nine years as President of the University College at Buffalo. He also served as Executive Assistant to the President and then as Vice President for Administration at the University of Pennsylvania, a Project Specialist for the Ford Foundation, Administrative Assistant to U.S. Senator Walter F. Mondale, and as a high school teacher of Economics and United States History. Currently he serves as Chairman of the College Board and President of National Association of System Heads. He is a leading authority on the economics and finance of higher education and is the author of two books and many articles, primarily in the field of student finance, the most recent dealing with United States and West European higher education and finance.

Clifton R. Wharton, Jr. (1978 - 1987)

A leading specialist in economic development, higher education, and U.S. foreign policy, Dr. Wharton came to SUNY after eight years as President of Michigan State University. Earlier, he was a foundation official helping developing nations in Asia and Latin American, particularly in agriculture. As Chancellor of SUNY, he established the independent "Commission on the Future of the State University" and successfully implemented its major recommendation — fiscal flexibility for SUNY. He left SUNY in 1987 to become Chief Executive Officer and Chairman of TIAA-CREF, and he was named by President Bill Clinton as Deputy U.S. Secretary of State in 1993.

Ernest L. Boyer (1970 -1977)

Dr. Boyer began his career in higher education as a teacher of speech pathology. He came to SUNY in 1965 as an Executive Dean and assumed the Chancellorship five years later. While Chancellor, he served on or led several national commissions and organizations. Upon leaving SUNY he was appointed U.S. Commissioner of Education under President Carter, a post he held for two years before being named to his present position as President of the Carnegie Foundation for the Advancement of Teaching.

Samuel B. Gould (1964 - 1970)

Dr. Gould is SUNY's first official Chancellor Emeritus. He presided over the substantial growth of the State University of New York's physical plant and enrollment. Prior to heading State University of New York, he was Chancellor of the University of California at Santa Barbara and President of Antioch College. He was also president of the Educational Broadcasting Corporation, New York's pioneering educational television station. He is the author of several books and numerous articles on higher education. He has received numerous honors and awards, including an honorary degree from SUNY in 1985.

Thomas H. Hamilton (1959 - 1963)

During the early part of his career in higher education, Dr. Hamilton was both a faculty member and administrator while at several institutions, including the University of Chicago. He was serving as Vice President for Academic Affairs at Michigan State University when he was invited to assume the SUNY Chancellorship. After leaving SUNY he was named President of the University of Hawaii, a position he held until 1968 when he became President of the Hawaii Visitors Bureau. He died in 1979.

William S. Carlson (1952 - 1958)

Dr. Carlson served on the faculty of several universities as a geologist and became distinguished for his Greenland expeditions before assuming a series of university presidencies. He presided over the University of Vermont and the University of Delaware prior to his appointment at SUNY, and after that was named President of the University of Toledo, a post he held until his retirement in 1972.

Alvin C. Eurich (1949 - 1951)

Dr. Eurich was acting president of Stanford University before becoming SUNY's first chief administrator. Subsequently, he was Vice President of the Ford Foundation for the Advancement of Education, Executive Director of the Foundation's education division, and President of the Aspen Institute of Humanistic Studies. He was founder and President of the Academy for Educational Development. He died in 1981.

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