

Auburn Horizon

The Newsletter for Higher Education Issues

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What is Auburn's Agenda for the Next Century?

Special Interviews Report:

Alan Guskin has stated "right now is the wrong moment for driving into the future with our eyes on the rear-view mirror." As Auburn University prepares to develop the university of the 21st Century, many issues have yet to be examined on a campus-wide level. Despite technological innovations in information sharing, it is very difficult for anyone to "feel the pulse" of the University and find out what people are thinking and saying at Auburn. The following are samples of comments from interviews conducted by Auburn Horizon.

The people interviewed come from faculty, staff, and students, who represent, roughly, the diversity of perspectives here. The list include: Paula Bakscheider, Eminent Scholar in English; James Brown, Asst. to the President for Minority Advancement; Gordon Bond, Dean of the College of Liberal Arts; Nicole Robinson, President of Black Student Union; Bettye Burkhalter, Interim VP for Student Affairs; David Shannon, Assoc. Professor in EFLT; Richard Kunkel, Dean of the College of Education; Lee Evans, Dean of the School of Pharmacy; and Michael Moriarty, VP for Research.

When asked for an assessment of AU as an institution, Dr. Bakscheider said

"a little while ago, I saw that Auburn was at a very crucial moment. In five years, Auburn was either going to have held or improved its position or we were going to have fallen helplessly behind....I saw it as

"Every day, as I speak, we are losing the technology battle.... There is not one single classroom that is networked."

-Paula Bakscheider

a challenge whether it could become good

a mire of second-rate institutions. I think that we are still at that turning point but the budget cuts have brought us closer to sinking."

Dr. Burkhalter defended, priority rankings: "Despite how people feel about [priority rankings], I believe that Auburn stepped out and made some hard decisions and choices...that the other institutions of this state have not done yet. This is the point I keep making to the governor, that because Auburn did this, he should have the political courage to look at Auburn and see where we are going and understand that the process is not like a corporation and will not be overnight."

When asked about Auburn's strengths, everyone emphasized the quality of our faculty and mentioned specific programs that are outstanding. Dr. Brown stated that "the strengths are its people...[we have] one of the most loyal alumni and Auburn faculty can be measured as one of the greatest." Dr. Bond cautioned us that "the overall strength of the faculty is better than Auburn deserves."

An assessment of Auburn's weaknesses brought out the funding crisis as well as some lesser known areas. Dr. Bakscheider asked, "Does Auburn have

a will to excellence? Suppose you asked someone 'which five Land-Grants would we most like to be and which five are we most like'? That would be a very good question for Auburn to ask itself." Ms. Robinson, speaking from a student perspective, said, "The constant shifting within Student Affairs is creating a lot of uncertainty...I don't know how the new programs will turn out. I feel that they need to study the changes more before they implement them."

There are many beliefs as to what the mission of a land-grant university should be for the next century. Dr. Shannon stressed the need to widen our focus. "The mission has changed to a more nationally and internationally-based one. State service and publications are fine, but we need to do something more nationally, and certainly internationally, focused." Dr. Kunkel put it another way, saying, "Auburn has picked up a more societal interest. The whole agrarian needs have shifted along with the quality of life and education....Some people across the state are missing the whole point of the priority system by trying to maintain a 1905 agrarian focus." Dr. Evans emphasized our vast need to "develop graduates who are self-learners, who can adapt easily, who have a value-system consistent with a learned individual, and can predict potential changes and adapt rapidly."

When asked to express views on what key issues we should focus upon, Dr. Moriarty stated that we can "no longer rely on giving our faculty de facto a hunting license to go out to the federal government and get grant and contract money to drive their research....we can't rely upon that as heavily as we have in the past....We have to give faculty a number of options.

While there was consensus on some issues, it differed widely on others. Far more of these views remain, please read the full text on our webpage: AH (http://www.auburn.edu/administration/horizon/au_horizon.html).

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The Top 10 Issues facing Auburn for 1996

The following list was composed by the Auburn Horizon staff following discussions with various faculty, staff, and students. It is listed in no priority or ranking. We welcome your comments regarding any of these or other issues important to Auburn.

- **Communicating Auburn's intrinsic value and impact upon the citizens of Alabama:**

- We haven't "told our story" and convinced the public of our value.

- **Parking:**

- Does Auburn need a new multi-level parking structure? Where would it fit in the overall campus "look"? How will it be funded? How will it effect general parking and driving regulations around campus?

- **Changing the academic calendar from quarter to semester system:**

- At the classroom level, semesters allow for greater in-depth analysis.
- Is the total cost worth the change?
- Articulating quarter-hour classes into semester-hour classes would take some effort from the academic departments.

- **Continued modest resources from the state or a decrease in funds from the state:**

- What effect will the reduced budgets have on Auburn's ability to meet the needs of its constituents?
- Will students begin to look elsewhere for programs of interest which AU must cut?

- **Capital outlay funds for academic facilities:**

- What effect will the recent change in the vet school's accreditation due to poor facilities have on budget policy, planning, and fund-

raising for current campus capital campaigns?

- **Strengthening the sponsored research program at AU:**

- AU is one of the lowest ranking institutions in the SEC in attracting funds for sponsored research.
- Do our faculty have the resources to compete? Are we putting them on an unlevel playing field by not having enough matching funds?
- How can Auburn attract alternative funding through other sources?

- **Developing a collegial planning and budgeting process:**

- Current administrative team seems committed to developing a planning process that is driven from department and college level, using all best available planning on campus and linking the budget to the plan, but where is it?

- **Will Auburn find creative and effective ways to meet the distance learning needs of the state of Alabama?**

- Issues and needs in areas served by pharmacy, engineering, nursing, education, and agriculture.

- **What will be the nature and character of the newly composed Board of Trustees?**

- Is it time to reconsider the selection process? Length of service? Out-of-state members?

- **Will the 21st Century Commission develop a mission and campus-level goals that define Auburn's future.**

- Identify Auburn's overall purposes in terms of who AU serves, how AU serves them, and the results of that service.
- Furnish a frame of reference for the relevancy of Auburn's goals and set forth the emphasis, scope, and character for those goals.
- Distinguish Auburn from all other institutions.

Special Report on the Semester-Quarter Debate

Each decade since the 1960s, Auburn has seen increasing support among faculty and administrators for a change to the semester system. After several years of discussion, the issue subsided in 1986, when a majority of the University Senate voted to support continuation of the quarter system.

In 1994, President Muse asked the senate to take another look at the issue, and a senate committee reported in the spring of 1995 in favor of the semester system. The committee's recommendation and subsequent senate adoption of a resolution supporting a change to the semester system cited a January 1995 survey for the senate by the Center for Governmental Services. The survey produced a 51.3/47.1 percent split by the faculty in favor of the semester system. That survey was challenged by opponents of a calendar change, and a majority of faculty voted at last spring's general faculty meeting to ask the administration to repoll the faculty on the issue. New surveys were mailed to faculty in January.

With issues such as the total cost of the change and the integrity of the academic system charging the debate, Auburn must examine the possible impact that changing or keeping the system would have for our future. Is the overall cost, in resources both human and monetary, really worth this structural change? Is this one of many changes desperately needed to make AU a successful institution? Although the issue might be resolved, the debate should not. Exploring what could happen for Auburn's future, both distant and near, is a major goal of the Auburn Horizon.

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The Auburn Horizon welcomes all comments and thoughts. Please send all responses to the above postal or e-mail addresses.

The Public's Attitude toward the Academy: More Important but also More Critical

Americans know that getting a college education is an absolute necessity to getting a good job and having a good future. A 1990 poll by Yankelovich, Clancy, and Shulman for Time magazine and the Cable News Network found that "four out of five respondents believe that young people starting out in life today, have little chance for success without a college education..." Today nearly 80 percent of the public believes that a college degree is essential for reaching the American dream (Harvey & Immerwahr 1995). Alabamians know what other Americans know. According to a recent poll in the Mobile Press Register, 90 percent of the Alabamians contacted agreed that a college degree was the "key for a good future."

David Mathews

President and CEO of the
Charles Kettering
Foundation

Because a college degree is so essential, Americans in general and Alabamians in particular are deeply concerned about the cost of a college degree, about the quality and relevance of the instruction and about what is happening on college campuses. Here are the kinds of stories now appearing across the country. A parent in New Jersey spoke for a great many people when voicing concern about the "phenomenal costs" of a college education: "Family funds are now so strained that this is a real issue." Other Americans are equally concerned with the quality of higher education. A citizen in Michigan argues that too many college students "do everything on calculators and they tape the lectures. They should learn to work these problems out by themselves." In Texas, someone went so far as to urge that institutions cut "trash can programs -liberal arts, English majors, and four-year degrees in art appreciation" (Harvey & Immerwahr 1995).

Reflecting these concerns, confidence in higher education is declining. According to two polls, "Only 12 percent of Americans describe college tuition as a good value for the money" and "77 percent think that college tuition is overpriced (Harvey & Immerwahr 1995). In Alabama, over half of the citizens contacted in a recent poll indi-

cated that the state needs to change the way it governs higher education (Mobile Press Register 1995).

Academe's response to its critics seems to be rather defensive. Perhaps, as Rick Perlstein, assistant editor of Lingua Franca: The Review of Academic Life, suggests, academics find themselves in a difficult and unaccustomed relation with the public where they have to answer a new question, "one they are not particularly prepared to answer, 'Explain why what you do is valuable.'" (1995)

In this new environment, dialogue between the public and higher education could degenerate to an all-time low of charge and countercharge.

One organization that senses the danger in this situation and sees the necessity of a constructive exchange between citizens and academics is the National Collegiate Honors Council. The Council is an association of approximately 600 honors programs and over 500 individual members in colleges and universities in the United States. The National Honors Report says that the organization is interested in addressing the "misunderstanding and increasing hostility toward higher education among public policymakers and also the media and the public..." (1995)

Members of the Council are preparing a discussion guide that they hope will lead to a constructive dialogue. They want to join citizens in making choices together about the future of higher education. Although they have yet to do the research needed to test their guide, their preliminary framing is promising because it recognizes all the major points of view and lays out a range of alternatives, fairly presenting the pros and cons of each option. That is a prerequisite for getting citizens to take an issue seriously; they have to be convinced that the deck isn't stacked to favor one position. Drawing on his experience in survey research, Daniel Yankelovich has developed guidelines for those, "who desire to engage the public in the kind of dialogue that develops public judgment and enhances the quality of public opinion" (1991). He suggests: "On any given issue, it is usually safe to assume that the public and the experts will be out of phase. To bridge the gap, leaders must learn what the public's starting point is and how to address it. [In other words,] learn what the public's pet preoccupation is and address it before discussing any other facet of the issue....Working through [an issue] is

best accomplished when people have choices to consider....Highlight the value components of choices."

The Honors Council is following this advice in preparing its guide to promote serious public deliberation. The public starts with an immediate, visceral concern: costs. But the issue can't be reduced to controlling costs. There are deeper concerns. As Perlstein recognized, these go to a very basic question about what is valuable to people in what colleges and universities are providing. Is what is valuable to citizens the same as what is valuable to academics? When there are differences, how are they to be reconciled? Is there any way for citizens to influence the missions of the higher education institutions?

The participants went over all of these concerns and came up with three policy options that captured most of them. Their options tentatively look like:

1. Get What We Pay For: Higher education is a necessity (some even say it is a right). Costs have risen excessively and must be brought under control for most people to have a college education. In order to do that, state governments need to end duplication and require efficiency. Boards of private colleges have to insist on the same kind of bud-

"Higher education isn't a consumer good; it is an investment in the future of our country, in the future of our society and culture. Academics may not be popular, but they play a necessary role as critics and visionaries."

get control to stop runaway tuition.

Consequences of this option? On the positive side, a better use of scarce tax dollars, an end to tuition inflation, and the introduction of new educational technologies that lower costs and improve learning. On the downside, a drop in quality, the erosion of a system of higher education that is the envy of the world, and more centralized bureaucratic control.

2. Pay For What We Need: The problem
**please "Public Attitudes"
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From the Scanning Team

"Making enrollment management work"

edited by Rebecca Dixon, New Directions for Student Services Number 71, Fall 1995, Jossey-Bass Publishers.

Enrollment Management has become a topic of deep interest to administrators and staff at universities and colleges across the United States. According to Don Hossler, "enrollment management is an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments. Organized by strategic planning and supported by institutional research, enrollment management activities concern student college choice, transition to college, student attrition and retention, and student outcomes" (Hossler, Bean, and Associates, 1990, p.5).

As the editor of the Fall 1995 edition of *New Directions for Student Services*, "Making Enrollment Management Work," Rebecca Dixon has assembled seven well written and thought-provoking essays on enrollment management for institutions of higher education. This volume examines several of the most crucial areas of enrollment management for the benefit of any university administrator, staff, and faculty member who is serious about not only how to manage enrollments, but who also is concerned about the future of his or her institution.

This volume is divided into seven chapters. The first, "What is Enrollment Management", gives the background and the concept and introduces various models and components. In the second, "Admis-

sions Recruitment: The First Step," Ann Wright discusses the importance of admission recruitment as a first step in the enrollment process. As she states, "an increase in the college-age cohort in the next fifteen years will bring a very different ethnic and academic mix of students, thereby creating new challenges for enrollment managers" (p. 11). Chapter three presents an overview of the changing role of financial aid and financial aid professionals in supporting enrollment and net tuition revenue goals and how these resources can be managed effectively and efficiently. Chapter four provides an account of how admissions and financial aid can be integrated with the rest of the campus, and how this is a key element to the success of the institution. In chapter five, the training and flexibility of the resources available to staff are stressed as a way to deal with the wide-ranging functions of the Admissions and Financial Aid offices, especially in order to accommodate the changing face of students' needs and interests. Chapter six discusses the driving force of technology as a tool to be used to provide better service to the public. The chapter also discusses the complex issues that technology raises, including the institutions' overall visions, goals, costs, and leadership in relation to changing enrollments. The final chapter expands this overall topic and offers insight into the future of enrollment management as a key to institutional success.

This volume is indispensable to administrators, professional staff, and faculty across the institution. Offices of Admissions, Financial Aid, Registrar and Student Affairs will find this volume to be a strong resource for unstructuring the ways we enroll and assess students. It is definitely a volume that deserves a serious and careful reading by those who are charged with taking an institution into the 21st Century.

Gagnon, Paul (1995). "What should children learn?" The Atlantic Monthly. December, pp. 65-78

Higher education gets its share of blame in Paul Gagnon's critique of America's public schools. The author, a former U.S. Department of Education official and currently a senior research associate at Boston University, examines the failure of attempts to impose subject matter standards in public schools.

In a broadly-based, sporadically documented attack, Gagnon accuses elementary and secondary schools of setting poor academic standards and blames universities for creating the problem. Gagnon uses a line of attack familiar to university faculties — an entrenched educational establishment and its allies are blocking quality in the schools — as a foundation for his argument that the way to build quality into education is to shut the educators out.

Gagnon argues strongly for states and communities to take over the writing of subject matter standards for public schools. The standards would identify material that should be mastered before a child is allowed to progress through school and ultimately into college. Couching the debate in terms of conservative and liberal agendas, the author attributes the failure of attempts to draft workable standards at the national level to turf battles among liberal professional educators afraid of input from the public.

Universities are labeled a culprit by Gagnon. He accuses higher education of both inadequately training teachers and for not taking enough interest in the operations of the schools to help them improve.

While colleges of education bear the brunt of the accusations, all of higher education is deemed guilty to some degree by the author.

In a sidebar labeled "Botched Standards," the author cites the world history standards developed at UCLA — with funding from the U.S. Department of Education and the National Endowment for the Humanities — as an example of how educators should not compose standards. By trying to be all-inclusive for all constituencies, the author alleges, the proposed standards trivialize important events and movements in history and fail to separate the important from the inconsequential. The result, the author maintains, is an education system imposing mediocrity from the top down.

As is typical of attacks on education in the popular media, the author paints broadly, ignoring examples and arguments that do not buttress his case. Fifth-year programs such as that at Auburn, as well as other innovations to place more emphasis on subject matter, education apparently escaped the author's attention.

Gagnon also ignores partnerships that institutions, including Auburn, are establishing with schools around the country. Such innovations, while not excusing the excesses and poor quality standards that should be addressed, would be addressed in a more balanced account.

Although some educators may regard the article as one-sided and even unjust, the article is illustrative of the attitudes many in the public hold toward education. The first step in dealing with negative attitudes is to recognize that they exist.

Abstracts and Bibliographies: We do the research for you

Volkwein, J.F. and Carbone, D.A. "The impact of departmental research and teaching climates on undergraduate growth and satisfaction." The Journal of Higher Education 65(2), pp. 147-167.

The authors of this study measured the research and teaching climates of individual departments at a research university and examined the relationship between those climates and various undergraduate outcomes.

The research climate measures consisted of: grant applications per faculty member per department over an eight-year period; grants received per faculty member per department over an eight-year period; deans' rating of the research and scholarship climate for each college over an eight-year period; percent of active scholars in each department, determined by a panel of university people who examined curricula vitae. When trichotomized the four research variables formed a scale (high, medium, low) with a reliability (alpha) of 0.90, indicating a high degree of congruence.

The teaching climate measures consisted of: deans rating their departments; students rating their departments; faculty undergraduate instructional contact hours, departmental averages for undergraduate teaching over an eight-year period; faculty/student out-of-classroom (contact reported by graduating seniors). These measures were trichotomized and formed a scale (high, medium, low) with a reliability (alpha) of 0.57, indicating modest congruence.

The student outcomes measures consisted of: senior year intellectual growth (seniors self-rated eight items on a four point scale,

alpha = 0.86); four year intellectual growth (seniors self-rated twelve items on a nine point scale, alpha = 0.95); four year growth in disciplinary skills (seniors self-rated understanding their discipline, three items on a nine point scale, alpha = 0.88); senior year growth in disciplinary skills (same as previous, but considering only the past year, no alpha reported); academic satisfaction (seniors responded to three items on a Likert-type scale regarding intellectual and academic satisfaction, alpha = 0.80).

The researchers found no significant correlations between the research variables and the teaching variables, suggesting that research neither enhances nor is harmful to teaching, refuting two popular assumptions.

With regard to student outcomes measures, high ratings were reported for those departments which also rated highly on both the research and the teaching measures. Students from departments which had been rated low on either research or teaching climate were likely to report less favorable experiences with their faculty inside and outside the classroom. Interestingly, "students in exclusively research-oriented departments on the whole report more growth than those in exclusively teaching-oriented departments" (p. 160).

The findings strongly suggest the value of a balanced department climate, where teaching and research are equally appreciated and rewarded. Further research was suggested on the nature of faculty workload sharing, faculty attitudes regarding cooperation and teamwork, and whether faculty in balanced departments pursue scholarship and teaching during separate or concurrent time periods.

Annotated Bibliography: Issues in Ethics

Marino, T. W. (1996) "Counselors in cyberspace debate whether client discussions are ethical." Counseling Today, January.

This article explores the issue of whether consultation over the Internet is appropriate. The pro-side of the debate states that the Internet is a good tool for rural counselors to stay in touch with cutting edge research which is available at major universities. The con-side states that the Internet cannot assure confidentiality, even if no identifiable information was given over the internet.

Marino, T. W. (1995) "Doubts raised at committee hearing on the 'Medical Records Confidentiality Act of 1995.'" Counseling Today, December.

This article looks at the possible effects that national standardization of medical records will have on the confidentiality of patients. This Act (S. 1360) would allow many entities access to both physical and mental health records. Thus, individuals would have limited control as to who might view their records. This legislation poses serious concerns with regard to confidential relationships between service providers and their clients.

Saeman, H (1996). Psychologists frustrated with managed care, economic issues, but plan to 'hang tough,' survey reveals. The National Psychologist, 5(1).

This article analyzes data concerning an effect that managed health care has on the practice of therapy and related issues. The finding indicates since therapy would be done more by masters-level therapists, confidentiality concerns would become more of a problem due to greater

accessibility of records and litigations may increase. Also, the mental health field may be viewed as being contained within medical practice, and may diminish clinical effectiveness.

Vecchione, T. (1996) "Career counseling and personal counseling: You can't have one without the other," Counseling Today, January, 55-56.

This article discusses distinctions that have been made between personal counseling and career counseling. The focus of the article reveals some current myths that career counselors are not 'true' counselors. The author points out similarities between personal counselors and career counselors. The author also shares recommendations for students to develop career counseling expertise.

Heppner M.J., O'Brien, K.M., Hinkleman, J. M., & Flores, L. Y. (1996). "Training counseling psychologists in career development: Are we our own worst enemies?" The Counseling Psychologist, 24(1), 105-125.

This article discusses the diminishing interest that counseling psychology trainees have in the field of career counseling. While this decline of interest in career counseling is well-documented, these researchers examined empirical data in an attempt to explain this diminishing interest in career counseling.

The results indicated that some negative experiences were obtained from teachers who had made disparaging remarks. The respondents did report to have had positive experiences in working with career clients.

Auburn: “learning organization” for the future

By: Van Muse

Peter M. Senge, in his 1990 book The Fifth Discipline: The Art and Practice of a Learning Organization, said that “learning organizations [are] where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together” (pg. 3). To many, this statement and idea is not new, nor is it even revolutionary. Rather, it presents a reality that we have known for some time: that a systemic understanding of collaborative and conscientious effort results in success. However, while many might intuitively understand that idea, few truly believe in our abilities to fully realize it.

Auburn University needs to become a “learning organization.” Our present environment and immediate future clearly show the necessity for institutional growth that is continuous and wholistic. To list the immediate issues, trends, and problems that Auburn faces would take far too much space and time, yet each one is of vital importance to the progression of the University and our drive for success. This reality makes us dizzy and overwhelmed.

In the Information Age, we have wide-open access to seemingly unlimited information. In fact, the breadth and depth of information have grown far more rapidly than have our systems to process it and our minds to absorb it. We are drowning in information.

The *Auburn Horizon* is an attempt to bring the information flow under control so that we can collectively inform ourselves without investing any more time. A metaphor from the field of Education might help clarify our purpose. One of the problems identified with Site-Based Management is that many educators don’t have the knowledge-base needed to make many of the decisions, and they don’t have the time needed to inform themselves properly. Since decision makers are expected to have an intricate knowledge of hundreds of issues, it is

both impractical and impossible for them to individually gain that knowledge-base, while at the same time performing their duties. However, only through shared learning and collectively based information gathering can we all build up knowledge bases adequate to make informed decisions.

We represent the shared contributions of faculty, staff, and students at Auburn, as well as efforts from others State-wide and nationally. This publication attempts to bring together the diversity of ideas and views at Auburn to spark campus-wide discussions of the issues and trends that directly affect Auburn’s future, and the future of higher education in Alabama.

These “lofty” ideals are necessary for securing the future of Auburn. We have two futures: the one that we are drifting into and the one that we create. Before we can create it, we must start to isolate issues and determine strategies for dealing with them; that is something that we can only do together. That is the purpose of a “learning organization”: to empower all to become self-learners and use gained insight to inform the group. All cynicism aside, few would disagree with this premise, but many have a difficulty in believing that this is possible.

The truth is that Auburn can become an institution that can “create the results [we] truly desire.” We can build upon our strong academic tradition of discovery to facilitate “new and expansive patterns of thinking.” Our present environment is demanding that we learn to work collaboratively, in a manner not previously entertained; it is highly possible for us to become an institution where “collective aspiration is set free.” The Auburn Family is one of the strongest cultures in higher education today. By building upon that solid foundation, it is quite easy to envision an institution “where people are continually learning how to learn together.”

We at the *Auburn Horizon* truly believe that this is an effective start, but we can’t do it alone. To create a university that is the standard of excellence for the 21st Century takes a truly collaborative effort.

Public Attitudes Towards the Academy

continued from page three

isn't just that we are paying too much; the problem is that we aren't getting what we are paying for -- for what students need to get a good job, for what America needs to compete in a new world order. Many of the courses and even some of the research is irrelevant. Teaching students seems to be a low priority. Higher education, including the boards who are supposed to be representing the public, is out of touch or just afraid to take on tough issues like the curriculum and the quality of teaching. We need new boards and ways of governing these institutions that give citizens the strongest voice. We need direct "negotiations" between the faculty and citizens rather than having their relationship controlled by administrative and political intermediaries.

Consequences: Possibility of a revitalization of the curriculum, better teaching, more relevant research, and a closer tie to the public that could rebuild confidence and renew support. The downside, a narrow vocationalism, an immediate relevance that ultimately proves irrelevant, the collapse of basic research, and organizational disarray.

3. Invest In What Should Be: Higher education's real purpose is not to prepare people for their life's work, but for life itself. In a mad rush to efficiency and relevance, we are in danger of losing the great traditions of higher learning. Higher education isn't a consumer good, it is an investment in the future of our country, in the future of our society and culture. Academics may not be popular, but they play a necessary role as critics and visionaries. There aren't any educational

technologies that do all that scholars, dedicated to the pursuit of truth, can do. The public should insist that higher education get its own house in order. The public should require accountability from each campus without interfering and without supporting centralized bureaucracies that will only make matters worse. Academics should claim their responsibility. Campuses that aren't civil can't advance human civilization. Racial conflict, cultural wars, and a propensity for discord destroy public confidence.

Consequences: On the positive side, preservation of institutional autonomy and academic freedom for the public, a counterbalance to narrow vocationalism and a culture of technical control. And, by placing responsibility on those who have the real control of our institutions, the public will have a better chance of getting the best from higher education. On the downside, more of the same, if not worse. Perhaps not all, but many institutions are incapable of putting their own houses in order. Rather than useful criticism, the public will get nonsense because the isolation of institutions will increase under this policy.

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The Land-Grant Mission for the 21st Century

"The university must not stand apart from its society and its immediate environment but must be an integral part of that society. The university best serves itself and society by assuming an active leadership role, as opposed to its traditional stance of somewhat passive responsiveness."

Charles Hathaway

Arnold Toynbee, the British historian, suggested that land-grant universities represent the most original and distinctive contribution the United States has made to higher education. Furthermore, land-grant institutions have been vital contributors to the development of our nation. This distinctiveness and these contributions grow out of the circumstances which led to their creation.

Dr. E. T. York

**Chancellor Emeritus
State University System of
Florida and Distinguished
Service Professor
University of Florida**

During the early days of the republic, U.S. colleges developed and functioned largely in the image of European institutions. They were elitist and aristocratic in character; they were intended to serve the needs and interests of only a select few from the more privileged social and economic classes who could be expected to assume leadership roles in society.

By the middle of the 19th century, however, the nation had become somewhat disenchanted with such an elitist orientation. Thomas Jefferson had earlier emphasized the need, through education, of developing an aristocracy of talent to replace the old aristocracy of inherited power. Elitism was inconsistent with the emerging Jacksonian, democratic beliefs that opportunity, responsibility and privilege should be shared. Moreover, it was evident that colleges were doing little to develop the knowledge and train the manpower in subjects such as agriculture, engineering and other areas of study needed to help a young and burgeoning nation develop and use its abundant natural resources and to build our roads and communications systems.

Such concerns led to the passage of the Morrill, or Land-Grant, Act which was signed into law by President Lincoln in 1862. The sponsors of this legislation were eager for these colleges to be available to the great masses of American people and not be limited

to the more affluent or privileged classes. Accordingly, the term "people's colleges" was used to characterize the new institutions which were intended to serve all the people.

The education provided by land-grant institutions has provided the means for many to move significantly above the economic and social strata into which they were born. James Reston, Pulitzer Prize-winning columnist of *The New York Times* said, "If it had not been for land-grant colleges, I would never have gone to a university at all...this greatly affected my life and career..." The same could be said for millions of other Americans.

In addition to educating students, however, these institutions, from their inception, have had a strong developmental and service orientation. They were created as vehicles to aid in the development of our nation's abundant natural resources and to deal with problems of people. Accordingly, they have been characterized as "people-serving" universities. They were not created to be concerned merely with "knowledge for knowledge's sake," but have emphasized "knowledge for use." Indeed, they have constantly explored ways in which knowledge could be used to help improve the quality of life of the American people.

As problems and needs of people change, the programs of these institutions have changed accordingly. But the development of knowledge for use philosophy and a service orientation must continue if these institutions are to be true to their heritage and continue to serve effectively the needs of our nation.

When the Morrill Act was passed, the U.S. was an undeveloped, agrarian nation. Emphasis on "agriculture and the mechanic arts (engineering)" was appropriate to the times and needs of the country. Engineering programs of these institutions have contributed immeasurably to the development of the nation. Agricultural programs of these institutions have undergirded and, in large measure, made possible the development of the most productive and efficient agriculture of any nation on Earth. As demands for food and other agricultural products continue to expand to meet the needs of some 100 million people being added to the global population annually, agriculture must continue to represent a vital part of land-grant university efforts. While agriculture and engineering will continue to be essential elements of the 21st century land-grant universities, the nature of these programs will become significantly different to deal with changing problems and needs.

Opportunities for the land-grant

university to service society are as broad as the university itself. Indeed, there is need for all areas of the university to contribute to this mission. For example:

- Continuing education programs must provide opportunities for members of all professions to keep abreast of rapidly emerging knowledge and technologies.
- In addition to more basic research programs which any good university must foster, other research and related extension efforts are needed to address problems and needs of society. These may be problems with both social and economic dimensions--problems such as poverty, crime, drugs, health care, the

"While agriculture and engineering will continue to be essential elements of the 21st century land-grant universities, the nature of these programs will become significantly different to deal with changing problems and needs."

environment and the deterioration of families--as well as special problems of the young and elderly, state and local government, etc.

- Much greater emphasis must be given to extending the scope of concerns of land-grant universities to the international community since the lives and livelihood of all Americans will be increasingly influenced by circumstances beyond our national borders.

Although land-grant universities have had a rich past, I fervently believe that they can have an even more relevant and significant future. The concept of a people's university dedicated to serving the needs and addressing the problems of people will be just as relevant and valid 100 years from now as it was more than 100 years ago when these people's universities first came into existence.

The significance of the service mission of land-grant universities was summarized effectively by the great humanitarian/physician/missionary Albert Schweitzer, when he said:

"There is no greater religion than human service. To work for the common good is the greatest creed." AH

Around Academe Soundbites

The Motto for a New Millenia

"An invasion of armies can be resisted, but not an idea whose time has come."

-Victor Hugo

Histoire d'un Crime

Focus on the Future

"I believe we have the capability to survive creatively if we choose to do so, but we will flourish only with significant, even radical changes in how we organize our administrative structures and educate students. My fear is that because we rebounded so well from the financial problems of the early 1970's and 80's, those successes will make us cynical and cause us to shrug off the major changes required to deal with the rest of the 90's. But right now is the wrong moment for driving into the future with our eyes on the rear-view mirror."

-Alan Guskin

"Reducing Student Costs and Enhancing Student Learning: The University Challenge of the 1990's"

Adapt or Perish?

"Our argument is simple and to the point: no institution will emerge unscathed from its confrontation with an external environment that is substantially altered in many ways more hostile to colleges and universities."

-Policy Perspectives, April 1994

Who shall decide our fate?

"Institutions must work harder to create a plan by which to measure both academic and personal outcomes of higher education because society, if not the government, will require information about these benefits."

-New Directions for Student Services

Fall 1995

The Future of the Classroom

"I'm not sure whether we have properly reconsidered our curriculum, with its heavy emphasis upon traditional disciplinary boundaries and ever greater specialization.... In this fractured world of ours, where experts now predict that our biggest future challenge will be the coming clash of civilizations, we must trade off restrictions for restructures; we must rethink civilization and expand our curricula to embrace the globe."

-Paul M. Kennedy

"Preparing for the Twenty-First Century"

On the Horizon, 2(2), Dec. 1993

Hard Choices: Strategic Planning

"The process of setting priorities is essential in achieving overall strategic reform. The challenge lies less in technique than in mustering the institutional will to face the new realities and to make the hard decisions necessary for strategic renewal."

-Robert Shirley

"Strategic and Operational Reform in Public Higher Education: A Mandate for Change"

Improvement has no End

"Alabama has to stop being the Wal-Mart of the world..."

-Mobile Press Register, Nov. 21, 1995

Responsibility for whom?

"Because all the services provided to students should aim to strengthen their academic achievement, faculty members must become more involved in providing such assistance. The gap is too great between what many faculty members define as their responsibilities as teachers and researchers and what students need to improve their writing, analytical, and laboratory skills."

-Ursula Wagener and Marvin Lazerson

The Chronicle of Higher Education,

October 6, 1995

The End of the Ivory Tower

"These are not the best of times for universities--in Alabama or nationally. The almost unquestioned confidence and support the academy enjoyed for the past several generations no longer exists. There is a great deal of distrust--and even hostility--toward higher education."

-Auburn Univ. President William V. Muse

Virtual "Reality"?

"I marvel at and applaud experiments in virtual communities and virtual universities, but I need to understand how on-screen experiences can replace actions and feelings that elicit responsibility or commitment to a group--an essential part of the community experience."

-Andre Auger, On the Horizon, June 1995

Beyond Business Management

"Universities can learn a great deal from the best non-educational enterprises."

-Steven Stralser

"Benchmarking: The New Tool"

The On-going Cost Issue

"Facing increased costs and diminished revenues, most institutions are again coming to understand just how intertwined questions of finance and program have always been."

-Policy Perspectives, July 1995.

The Abstract President Search

"Our mythic thinking, wistful and evasive at best, sloppy and myopic at worst, makes us culpable. If presidential leadership is a problem, all of us are a major part of that problem."

-Robert Hahn, "Getting Serious about Presidential Leadership"

Change, Sept/Oct. 1995

Auburn Horizon

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