

# Auburn Horizon

The Newsletter for Higher Education Issues

Volume III, Issue 3

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## AU Progress Report on the Issues of 1996: How Have We Done?

In the inaugural issue of *Auburn Horizon* (January/February 1996), we debuted a section entitled: The Top 10 Issues Facing Auburn for 1996. The issues were gathered from extensive talks with faculty and administration and from responses to an open solicitation. These represented a concerned and concerted effort to help unify our institution under a set of shared issues and problems. This section has since been repeated for 1997 with new issues and will be continued in the future.

Almost immediately this section sparked controversy on campus. Perhaps many were not used to such a public discourse on major institutional issues, but the section was the catalyst for a flurry of e-mail messages, memos, and informal conversations in many offices across

them took issue with one or more of the ten items, questioning the validity of the information or the audacity and qualifications of those reporting it. To the whole experience, we say: mission accomplished. Our sole

### The Top Ten Issues Facing Auburn University for 1996 (from the Jan/Feb 1996 Issue)

- 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.
- Changing the academic calendar from quarter to semester system.
- Parking: Does Auburn need a new multi-level parking structure? What alternatives can we conceive?
- Coping with continued modest resources from the state or a decrease in funds from the state: Will students begin to look elsewhere for programs of interest which AU must cut?
- Obtaining capital outlay funds for academic facilities.
- Strengthening the sponsored research program at AU: How can Auburn attract alternative funding through other sources?
- Developing a collegial planning and budgeting process: a planning process that is driven from both the departmental and institutional level.
- Finding creative and effective ways to meet the distance learning needs of the state of Alabama.
- Addressing the nature and character of the newly composed Board of Trustees: Is it time to reconsider the selection process to include out-of-state members?
- Developing the mission and campus-level goals that define Auburn's future: Will the 21st Century Commission identify Auburn's overall purposes in terms of who AU serves, how AU serves them, and the results of that service?

from published documents, comments made to our office, and interviews with faculty and staff. The commentary should not be construed as a grade or final evaluation, but rather as praise or criticism along with opportunities for future progress.

**Issue One: Communicating Auburn's intrinsic value and impact upon the citizens of Alabama.** It took a funding crisis for this to happen, but it has shown considerable success. The existence of televi-

sion and billboard advertising might seem very odd to those of us convinced that universities are unique organizations that somehow do not have to follow the same rules of other organizations. One such rule is that value is a relative concept; it is relative upon how much you work to build and instill it into your constituents. However, Auburn still

purpose is to gather integral information that is already being discussed but not heard and bring it to our collective attention. It is a good sign for our institution that nearly every one of these issues has either already

been addressed or is being studied. That in no way implies that the *Auburn Horizon* started everyone thinking about these issues, but it does mean that we are helping to open them up to a much larger, and more beneficial, discussion.

Now that more than a year has passed since we first published these issues, we decided to revisit them and record the progress (or lack thereof) made for each issue. Information was gathered

needs to integrate this understanding into every function it performs. Without a good understanding of developing and instilling a sense of value in our students and other constituents, they will not just "get it."

**Issue Two: Changing the academic calendar from quarter to semester system.** The decision has already been made. The Provost's office has done a laudable job in researching much of the information needed to make this transition. However, many are acting as if it will go away, if they ignore it. Or worse yet, they are acting as if they have plenty of time to make the changes. Academic departments should make an effort to use this change to revitalize their programs: to cast off antiquated programs and classes, develop innovative instruction methods, combine classes and provide an opportunity for team teaching, etc. At this point, it is only on a very limited scale that these actions are taking place.

**Issue Three: Parking.** Nope, this will never go away. The Vice President for Administrative Services' office has conducted an extensive, multi-year study to develop some remedies for this problem. The Board approved a plan to create an additional estimated 4,100 new spaces that will be phased in. As for developing multi-level parking, the

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# Progress Report: Issues for Auburn's Future

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cost per space almost quadruples when compared to surface-level spaces. According to VP for Administrative Services Jim Ferguson, "The only viable funding mechanism at Auburn would be a general fee bond issue. A bond issue analysis was conducted as part of the parking improvement feasibility study and it was determined that the University's current bonded indebtedness precluded a major bond issue for a parking structure." [Please see page eleven for AH's commentary.]

**Issue Four: Coping with continued modest resources or a decrease in funds from the State.** It has been said often that our state has certain people who have a vested interest in making sure that much of the population is not educated on a high level. In creating a competition between K-12 and higher education, Fob James has placed himself within that group. Auburn has done a remarkable job in handling the funding decreases, but it doesn't seem likely that we will exit from this road in the near future. While higher education institutions certainly need to develop more effective budgeting and spending habits, starving off all the institutions to see who will survive will only significantly damage the decades of work performed to make an Auburn education one of quality and substance. The current initiatives on campus have shown some promise, but they have yet to be accepted by the entire University. Since decreased funding is a reality, these and further initiatives need to be accepted and implemented.

**Issue Five: Obtaining capital outlay funds for academic facilities.** The crisis at the Vet school has been dodged. However, one significant problem lies in the current deferred maintenance deficit. The building bonanza of the 80's has left our institution with multi-million dollar costs in deferred maintenance. Some have said that this can be dealt with by simply taking it on the chin for one year and allocating all of the money needed out of the general budget, but this does not seem very

realistic. Rather, a long-term plan that addresses and pays for the current and future maintenance problems needs to be implemented.

**Issue Six: Strengthening the sponsored research program at AU.** Like most of the other issues, financial difficulties hinder significant progress in this area. Gains have been made in this area since last fiscal year, but the tension between the emphasis upon undergraduate instruction and the desire to be a Research I institution makes everything that much more difficult. VP of Research Michael Moriarty offers a possible solution: "If Auburn is to reach the next level of research stature, I believe it is essential that we develop an appropriate non-tenure track research faculty career track so we can engage the services of individuals who have the terminal degree, who are funded from grant/contract funds and who will focus their efforts primarily on research. Such individuals will work with--not replace--our tenure track faculty to enhance our overall research effort. Such systems are in existence at most of the major research universities." As far as the efforts to explore alternative funding methods, Moriarty states: "One strategy is to position Auburn to work more effectively with industry to support their R&D needs. This will offer us an opportunity to diversify our research funding and also can offer significant benefits to students for future employment."

**Issue Seven: Developing a collegial planning and budgeting process.** Auburn has made significant strides in developing a process, but the next step is to gather support from across the institution (which seems to be a difficulty with every issue). The emphasis on developing unity and consistency between what outcomes are expected institutionally and what outcomes are expected on the departmental level is not just a managerial demand, it is a necessity for our institution to grow stronger.

**Issue Eight: Finding creative and effective ways to meet the distance learning needs of the state of Alabama.** This University is fortunate to have talented, visionary, and extremely dedicated individuals working to meet and develop the outreach needs of our state. However, the traditional notion that outreach is something only performed by a specific office compromises these efforts. VP for Outreach David Wilson states: "Auburn University is very interested in partnering with K-12, business and industry, and state government to ascertain the specific needs of the state in distance education, and assessing our collective readiness to respond to these needs. We feel we have taken the first step--a giant step, I might add--in this direction by appointing a

*Please conclude this article by turning to "Assessing AU's Progress" on page ten*

## *Auburn Horizon*

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**This issue of the *Auburn Horizon* is dedicated in loving and respectful memory to**

**Dr. Gordon Bond  
Dean of Liberal Arts**

**Dr. Bond was a friend to all of us and a person who greatly benefited Auburn University. We will greatly miss his influence, kindness, and friendship.**

# Preparing Students for the Workplace is Everyone's Responsibility

*Editor's note: In this article, Auburn graduate David Fraunces provides suggestions, inspired by a recent job hunt, for ways the university can help prepare graduates for the transition into the workforce. Fraunces notes that it was his diligence and intuitiveness that helped him move ahead even though he was not prepared for the expectations of the marketplace.*

## Dave Fraunces ('92) Account Executive Yyvx Advertising

*Such entrepreneurial spirit was evident in his approach to AH: after viewing our webpage, Fraunces contacted us and readily agreed to write a guest essay.*

*We are reminded of professor Wayne Flynt's response at the May 5th Auburn Horizon panel discussion to an undergraduate who asked what students could do to help improve the quality of their education and therefore their chances at a good position after graduation: Flynt recommended that students make sure they read widely, cultivate an intellectual curiosity, and develop the skills to access the material they will need to work in their field of choice. Working together, then, placement offices, departments, and students themselves can plan ahead and better equip students for the passage.*

Times have changed for the workplace. The business world now places primary emphasis on expanding shareholder equity. In this environment the employee can either fit within that structured goal or find employment elsewhere. The subtle reminder signaling this change can be identified by the phrase "Human Resources." Workers need to understand that "resource" refers to them. A company purchases, keeps, uses and/or disposes of employees in the same way it would raw materials. Such a bleak reality can frighten the tender-hearted, but it is a reality that we need to start recognizing. As the workplace rapidly changes, higher education's role is changing just as fast. Two questions for our colleges and universities arise from this reality: How can our students survive; and whose responsibility is it to prepare them for this environment? These are good

*Editorial Statement: The Auburn Horizon is an independently produced newsletter that is not directly associated with any specific department or unit of Auburn University. The views and opinions in this and every issue of the Auburn Horizon are not necessarily those of the Administration or the Board of Trustees of Auburn University, or any other institution, nor are they necessarily the views and opinions of the entire Editorial, Scanning, or Management Teams of AH.*

questions that deserve an answer from all segments of our universities and not just the placement offices. Schools ignite the candle of thought, but their role in developing future employees often stops there. I suggest that universities should invest the time to train effectively students to face the realities of the world.

Today college seniors face a highly competitive and evolving workplace. More graduates than ever place themselves on the block to gain employment. The college degree, once vital to a corporation, has lost value in this new

"The classroom environment is the best place to teach effective professional skills alongside the theoretical and conceptual information. In fact, it presents prime opportunities to apply the information being taught. In doing this, we can start to realize that education and training are partners and not opponents. Only through honest and intense efforts by the students' individual departments to provide training in addition to education, can we ever hope to develop the type of flexible, driven, and entrepreneurial employees that the workplace desires."

environment. The marketplace calls for skills and knowledge that graduates do not seem to have. As the millennium approaches, what are universities doing to assist their students in addressing these issues and seeing that students are employable?

Today's students enter the marketplace with a degree in one hand and precious little in the other. After graduation from college, I entered the workforce with a confidence born of success at achieving a life-long goal. Shortly thereafter, I choked on the realization that my education, while sound, was unappreciated. An inability to present my talents and skills in the best possible light initially barred me from entering the workforce. As a college graduate I was under the impression that companies wanted me. Not so. A personnel agency saved me. These people who sit one step up from used car salesmen taught me the route. They had a vested interest in one thing, getting me employed. Why? They received payment. I wondered

why my school had not taken the same interest in me.

I am a graduate of Auburn University, class of 1992. I live and work in Los Angeles. After graduation, my

first position was for a large retailer as a telephone customer service representative. I got my first break and scored a job as an Account Executive for the Federal Express Corporation. After a year there, I was hired away by one of my accounts. I wish I could say I had some grand plan, but I did not. For every move, I saw another opportunity worth exploring long before others around me did.

I would like to say that my education and the information presented to me by my professors at Auburn prepared me to handle the re-

alities of the marketplace. Unfortunately, I cannot. The skills and traits that have enabled me to succeed are the diligence and intuitiveness that I developed after graduation in an environment in which mistakes can be costly. The personnel agency set me on this path. Some may argue that a university is not the place for such mundane training. For centuries, higher education has maintained the dichotomy between education and training, firmly emphasizing that our colleges and universities are not in the business of teaching skills. I

disagree with this notion because the two should not and cannot be separated. Do not misunderstand me; the university is not a trade school, nor is it a service for simply transmitting job skills. However, by denying that higher education has any responsibility to prepare students adequately for the realities that they will soon face, they doom them to fail. The placement office (which is usually understaffed), cannot adequately prepare our students for these realities. Since students often do not take advantage of even the limited advantage the placement office offers, the school should take a stronger position in preparing students for the workforce.

Some academic departments have recognized that they hold a responsibility for placing their students and ensuring that they have the knowledge, skills, and abilities to succeed in their professions. This is provided to augment the traditional responsibilities of developing knowledge, critical thinking and analytical skills. These departments, such as engineering and business, tend to be ones that maintain close ties with and are held accountable by their external communities. However, these

*Please see "Integrating Placement" on page eight*

# Time-Compressed Research

## Using Technology to Get a Return on Intellectual Capital

**Oblinger, D.G. (1997). High tech takes the high road: New players in higher education, *Educational Record*, 78(1), 30-37.**

**Abstract by: Barbara Baker**

According to Diana G. Oblinger, because information technology is transforming information into knowledge the "implications for higher education are immense" (p. 30). Technological advances will affect every business, institution, and individual in profound ways, and the most striking impact for higher education is the fact that the line between businesses and educational institutions is being blurred by the "commercialization of higher education" (p. 31). As institutions of higher learning struggle to come to terms with the changing face of academia, those who succeed will be "the entrepreneurial campuses" that, even though they may distrust profit as a motivation in the academy, embark on "selected commercialization efforts that could provide additional options and opportunities for students and society" (p. 37).

Oblinger stresses several key points that institutions of higher learning should consider if they are to become entrepreneurial campuses. First, potential students who are linked technologically via the Internet to the inner workings of the academy have more purchasing power than their predecessors. Students' purchasing power creates intense competition among institutions, and therefore, institutions must seek "a competitive edge in a student-based, consumer-driven market" (p. 31). To compete financially in light of students' increased purchasing power the entrepreneurial campus should recognize that most student inquiries (such as financial aid) can be handled by information systems with modest "human intervention" (p. 31). Using technology for student inquiries and processes like admissions can dramatically reduce costs and save time. (Auburn has already embarked on a plan to reduce admissions from a twenty-four day process to a twenty-four hour process.)

Second, successful universities should recognize two social forces that will drive change: "the increase in the value of time and the recognition that technology is a competitive differentiator" (p. 32). In an effort to become flexible and dynamic, rather than static and merely functioning, universities must rethink the best uses for their resources, and reconsider knowledge as intellectual capital, and as perhaps the most important resource the university has. For example, "if the core expertise of the...university is intellectual capital, why dilute that by

assuming the additional challenge of delivering education to distributed or distant learning" (p. 33). The entrepreneurial campus will decide which skills are essential and outsource the rest to refocus its energies on knowledge as profit.

To make knowledge profitable, universities can allow organizations whose expertise is delivery of information to disseminate knowledge through technology. In addition to outsourcing the delivery of knowledge, Oblinger suggests that universities can outsource the acquisition of technological equipment. For example, since microprocessing performance doubles every eighteen months, hardware and software typically are obsolete by the time universities acquire them. Instead of purchasing information appliances, the entrepreneurial campus will move to a subscription model in which institutions rent hardware and software from companies whose expertise is in microprocessing rather than in academic knowledge. "This new business model--subscription services--is likely to result in another form of commercialization in higher education" (p. 35).

Through outsourcing, universities can create markets for businesses at the same time that they save themselves money. For example, remediation is a costly service that universities currently provide. "Estimates are that our institutions spend approximately \$1 billion each year on remedial math alone" (p. 34). Students could acquire remediation through instructional software and certify their level of competency by examination. "This would create an enormous instructional software opportunity" at the same time that it would "remove a costly burden from many of our institutions" (p. 34). Commercialization of the universities means participating in the market by creating opportunities for businesses while concentrating academic efforts on building intellectual content.

As universities become more commercialized they must keep technology in perspective; it is not a staggering deluge of information but a resource to develop relationships within the university: "the volume of information is not the real issue for higher education. Rather, it is how the information is aggregated and used to solidify relationships" because "the world does not run on information; it runs on relationships" (p. 36). Traditional educational institutions can benefit from the "emerging commercial opportunity" that technology affords them if they use it to "protect intellectual content, make its search and access more convenient, and collect revenues for the use of that intellectual capital" (p. 37).

## Wanting it Both Ways: Liberal Arts Education at Universities

**Hersh, R.H. (1997). Intentions and perceptions: A national survey of public attitudes toward liberal arts education," *Change* 29(2), 16-23.**

**Abstract by: Amy Muse**

Auburn University is not a liberal arts college. However, in its mission the university has dedicated itself to undergraduate education which means that as well as helping students compete for rewarding jobs after graduation it is committed to the traditional liberal arts goals of helping students learn to think for themselves and to express their ideas intelligibly. Hersh's findings can therefore serve to benefit us because, as he says, while liberal arts colleges continue to be the "gold standard for undergraduate education" (p.16), most parents feel they cannot afford that education and look to universities to offer the same standard and to teach "practical" job skills, too. Universities are seen as "doing rela-

tively well on 'teaching technical skills,' 'professional school preparation,' and 'teaching business-related skills'" (p.21) but ninety-two percent of executives thought that they should place more emphasis on oral and written communication skills. As students increasingly seek out an inexpensive, well-rounded education, universities face the challenge of being both liberal arts college and job-training ground.

Hersh reports and interprets the responses to polls taken of high school students, their parents, faculty and administrators, business executives, and recent college graduates on questions concerning the effectiveness of liberal arts colleges and their counterparts at large universities. Not surprisingly, the majority of parents and high school students were unfamiliar with what a liberal arts education entails and believed that the primary purpose for attending college is to obtain gainful employment. Few people, Hersh notes, "still believe in the importance of

*Continued on next page*

## Article Abstracts

# Major Changes Heading Our Way? Drucker Thinks So

**Lenzner, R. & Johnson, S. S. (1997). Seeing things as they really are. *Forbes* (March 10), 159(5), 122-128.**

**Abstract by: Amy Muse**

The subject of Lenzner and Johnson's article is the venerable Peter F. Drucker: "social ecologist" (he prefers it over "consultant"), professor of management, culture critic, futurist, and "perhaps the most perceptive observer of the American scene since Alexis de Tocqueville" (p.122). A line from Goethe's *Faust* is his personal motto: "Born to see; meant to look" (p.127) and Drucker, according to his many admirers, has the ability "to see the world as it is, not as you want it to be" (p.122). This ability gives him and others with similar vision "intellectual integrity," a famous Drucker neologism. In this interview with *Forbes*, Drucker was asked to provide foresight into U.S. and world business and educational futures. He's not clairvoyant, "I never predict. I just look out the window and see what's visible, but not yet seen," (p.128), but Drucker has accurately anticipated a number of significant changes over the past half-century (including the far-reaching consequences of the GI Bill for education and the movement toward an emphasis on producing "knowledge workers" for an "information society") and therefore his projections are sought out and carefully considered. His predictions concerning education have become familiar: technology-driven, long-distance learning will expand and universities as physical spaces will disappear, which, he says, is not necessarily something to be mourned.

We have been throwing money into higher education without seeing any visible improvement in the content or the quality of education, Drucker observes, which "means that the system is rapidly be-

coming untenable" and that higher education is in "deep crisis" (p. 127). What is no longer effective and therefore "doomed" and should be changed is the *setup* of the university. Advanced education is still as vital, if not more, to personal, intellectual, and often material progress and reward, but the traditional form of education has become exorbitantly expensive and is now, he implies, in a losing competition with more flexible long-distance learning schedules and more cost-efficient teaching methods such as satellite and two-way video lectures.

"Thirty years from now the big university campuses will be relics. Universities won't survive," Drucker states provocatively. "It's as large a change as when we first got the printed book" (p.127). He points out that on most campuses today the "buildings are hopelessly unsuited and totally unneeded" and predicts that "the college won't survive as a residential institution" (p.127). However, Drucker finds opportunity in that crisis because rather than being establishments for "a prolongation of adolescence," colleges and universities can invest their resources in fulfilling their missions as institutions of learning.

"High school graduates should work for at least five years before going on to college," Drucker recommends, though he does not, in this brief article, outline a plan for the kinds of work he envisions for those young people. What such a prediction does indicate are the extensive social consequences of this significant change in the way higher education institutions function. At age 87, Drucker has lived long enough to see other sweeping changes in higher education, the transformation caused by the response to the GI Bill being the most noticeable, and he "sheds no tears" for the present system but recommends that we in universities (he is a lifelong academic himself) discover ways in which to make the inevitable changes work effectively for the ultimate good of learning.

### *Continued from previous page*

learning for learning's sake" (p.18). "When pushed," though, "most people agree that problem-solving, critical thinking, and writing and oral skills--abilities traditionally imparted by a liberal arts education--are, in fact, career skills, and are the most important goals of higher education" (p.20). Business executives overwhelmingly are in accord that the "long-term outcomes" of a college education--those that prepare one for a long and variable career by encouraging the development of "strong character with generalized intellectual and social skills and a capacity for lifelong learning" (p.22)--are the most valuable and sought-after by their companies.

CEOs polled responded that they are looking for three clusters of skills: "cognitive, presentational, and social" (p.22). Cognitive skills include traditional critical thinking and problem-solving abilities and, increasingly, the ability to think flexibly and respond to new challenges, the ability to "see things in a new light and make sense of ideas in old and new contexts" (p.22)--what Peter Drucker would call "intellectual integrity" (see above abstract). Presentational skills include the ability to communicate in oral and written forms in a clear and coherent manner, while social skills include the ability to work cooperatively with a wide range of people from various cultural backgrounds.

As economic situations become tighter, parents and students are seeking a less expensive option and "value is often seen to reside in the large, professionally oriented university" (p.23). The challenge is, as always, to balance the teaching of business skills deemed necessary by many parents and students as well as business leaders, with the liberal arts curricula which help to produce more well-rounded, interesting and innovative leaders.

### World Wide Web Resources for Higher Education

1. [Lincoln University's Futures Programme](http://www.lincoln.ac.nz/lvl/press.htm): A detailed description of a program for developing the "pro-active university" of the future.  
<http://www.lincoln.ac.nz/lvl/press.htm>
2. [Excellence 21 at Purdue University](http://thorplus.lib.purdue.edu/xl21/index.html): A program and resources for studying Continuous Quality Improvement.  
<http://thorplus.lib.purdue.edu/xl21/index.html>
3. [Hot Links to Academic Outreach Resources](http://www.outreach.umich.edu/docs/links.html): A collection of Internet resources from The University of Michigan for academic outreach and scanning.  
<http://www.outreach.umich.edu/docs/links.html>
4. [Looking to the Future](http://www.gactr.uga.edu/Scanning/scandef.html): A description of an environmental scanning program from the UGA Center for Continuing Education.  
<http://www.gactr.uga.edu/Scanning/scandef.html>
5. [The Jossey-Bass Publishing Website](http://www.jbp.com/index.html)  
<http://www.jbp.com/index.html>
6. [Ohio's Master Plan for Higher Education](http://www.bor.ohio.gov/plandocs/mastplan696.html): A final draft of a Master Plan being considered by the Ohio Board of Regents for changing the state system.  
<http://www.bor.ohio.gov/plandocs/mastplan696.html>

## Discerning the Difference Between Wired and Connected

Our regular feature of the Auburn Voices is one of our many attempts to foster and support campus-wide discussion of the major issues that affect us all. Before every issue, the call is issued for Auburn Voices to speak out on an issue that has been occupying the thoughts and comments of many on campus already. The question for this issue revolves around the announcement by Yahoo! magazine that Auburn University is the 23rd most “wired” university in the country. To that, we ask: **We may be wired, but are we connected?**

Much has been made of the commitments of universities to become technologically advanced (or in the case of some, literate). Auburn has made significant strides in employing technology (our Webpage is one such initiative that should be praised), but has it made communication any easier? The purpose of information technology is to greatly increase the levels of communication by making it easier to talk with one another. However, many on campus have publicly stated that “we just don’t talk to each other.” Is this assertion accurate and, if so, what can be done to correct this? Or is this more of a case of the traditional university climate where significant and frequent collaboration is always a bit strained and uncomfortable? These issues are ones discussed here, but more voices need to be heard.

“The School of Pharmacy is moving to use electronic communication as much as possible for communication amongst faculty and students. We have a long way to go to change the culture in order to maximize the resources we have but I think we are getting there. We are using GroupWise to organize electronic mail, appointments, calendars, tasks, etc. Unfortunately, remote access is not available which limits some applications. Administratively, interoffice mail is being sent via e-mail. Occasionally, polling of faculty is accomplished using e-mail and on occasion faculty votes have been tallied with e-mail. Since we have faculty off-campus this is a great tool for getting information to all individuals. Committees are doing some of their work on the system. In terms of the Internet, a number of faculty have web pages which have generated new opportunities for outreach activities. Bill Felkey’s web page provides a continuous analysis of pharmacy software for the “world.” I have lost track of the number of hits it takes a week. Our postgraduate education programs are advertised on the SOP Web Page. Additionally, we have offered workshops for pharmacists on the use of the computers in practice. They focus on practical applications.

That is what we are doing, [but] what we hope to do is very dependent on resources (in particular, personnel). Electronic application, and student records are only the surface of the iceberg regarding applications.”

--Lee Evans,  
Dean,  
School of Pharmacy

“As a faculty member and administrator in the College of Education, I think we are not only ‘wired,’ but we are ‘connected’ as well...I am able to communicate with colleagues in my Department, across campus, within the State, and across the country. Having E-mail is particularly advantageous because I get most of my research/scholarship activities completed after hours. I am at my best after 5:00 pm. Having e-mail allows me to communicate with colleagues 24-hours a day. I also find that when I can’t reach people by telephone, they can always be reached via e-mail. In my own case, although I am very good about returning phone calls, I will respond quicker to an e-mail message....

The Internet is a whole other story. I find it very difficult to log-on or receive rapid responses to many of my inquiries....Maybe I need to give that piece of technological advancement more time.”

--Renee Middleton,  
Assistant Professor,  
School of Education

“Communicating by ‘wired’ technology should be considered a supplement to face-to-face communication. The convenience and speed of e-mail can be over-used and abused. There are times that removing yourself from your keyboard and walking to someone’s office can be the most efficient, as well as the most effective, means of communicating. Running cables from building-to-building should not replace face-to-face communication. We are able to reach out to the world, but we cannot get out of our office to visit the person next door.

--Charles Bruce,  
Director of Treasury Services,  
Auburn University

## Auburn Voices

"I think the intra-university dialogue is both aided and harmed by the new information technology, but the harm is mostly reparable if we pay attention to how technology changes our ways of life and compensate.

E-mail is a boon to communication in the academy, both within a university and with colleagues elsewhere. I now more often read what colleagues write on screen than actually listen to them in person, and dialogue between departments is greatly facilitated when the physical barriers to communication are eclipsed by near-instantaneous linkages over a network.

The danger is that human contact will be marginalized and even eclipsed, that we will spend all of our time in our ivory towers reading e-mail missives rather than actually meeting face to face and really conversing. There is something in concrete, interpersonal, face to face conversation that e-mail cannot capture, and the technologies that make it easier to avoid that physical presence in conversation also develop the very real possibility of losing it. The effect of technology can be depersonalizing--it can make us forget that flesh and blood people with emotional and physical concerns are our conversational partners, rather than disembodied ideas.

That realization is part of the reason why I think our monthly salon meetings are so valuable - not so much that we discuss issues there that we could not discuss over e-mail, but that we do so in a way that enables a depth of understanding and a personal sense of the individuals and their concerns and interests and expertise to be communicated in a way e-mail can only feebly capture, if at all.

Hence, information technology should be seen as a propaedeutic to the most important way of talking to each other--face to face--rather than a mere replacement for it. And as we become ever more specialized, with an ever greater division of cognitive labor, and with more and more busy-ness to pack into each day, the temptation to take e-mail shortcuts to real conversations will grow ever greater. The negative aspect of this is the possible future in which interdisciplinary dialogue becomes a thing of the past and the experts in pre-Columbian archeology or alternatives to total quality management in efficiency studies spend all their time conversing with each other, and less time knowing their colleagues and others as fully formed persons. The effect of new technology can often be to make us feel more harried, more ill at ease, and less able to fit in the demands of our lives in a meaningful way; thus the result of much new 'time-saving' technology has actually been to use even more time on it, by inventing new ways to use our time. Time-saving devices in the home are merely one example--for example, now some people spend time vacuuming their draperies--because they can. And now some people spend all day on e-mail, or the Web, and never have meaningful interpersonal contact with friends or colleagues. Or with people from other departments--and a lack of opportunity for interdisciplinary contact means that the sort of dialogue fostered by the Horizon suffers.

But technology also makes such interdisciplinary dialogue far easier, clearer, and immediately accessible to a wider audience, as what I am doing at this very moment demonstrates. Hence, information technology can enhance or detract from our ability to talk to one another--depending upon how it is used. In practice, both tendencies are evident.

This leads me to my conclusion. I tend to think of all technology, including information technology, as a tool and hence as a means towards our human ends, not as an end in itself. Accordingly, it can be a force for good or evil--or both--depending on how it is used. The discussions which Auburn Horizon has fostered are, in my less than completely humble opinion, very good ends, and inasmuch as information technology fosters such discussion, I unabashedly claim that technology deserves praise as fostering a very good thing. When it is used to depersonalize and detract from the cumulative human flourishing and interdisciplinary inquiry towards the truth which I take to be among the highest ideals of a university, then it is a bad thing--because used for bad ends. Hence, my focus is not on asking whether some proposed technology is in itself a good or bad thing, but rather asking 'to what ends will this technology be used--what purposes does this technology serve?' If those ends are good--and I do believe most informational technology is used for desirable ends--then 'linking up' is a good thing."

--Keith Abney,  
Instructor,  
Philosophy

"I live by e-mail almost completely. I stay in constant contact with folks in industry, training & development professional consultants, other programs similar to mine, etc. I've come to hate the phone because e-mail is so convenient. I have only had limited problems due to certain industries that don't have e-mail--which necessitates the phone.

Listservs (topic-specific discussion groups via e-mail) are essential to what I do. I have established a loosely-knit network of colleagues from around the country (and world in some instances) who swap information, 'best practices' and other benchmark-worthy data on a daily basis. It has become a tremendous learning tool for me--every day I learn something new and useful about leadership /organization development via the listservs I am on.

In my personal life, I have found that a particular listserv regarding Christianity is beneficial. It's the tonic, if you will, with which I start my day.

I use the web, too, to surf for leadership training & development sites, training services and aids, and various related information. It's invaluable. Therefore, I feel very much wired and connected."

--George Blanks,  
Academic Program Asst.,  
Engineering Leadership Institute

## The Management Minute

Agility is an attribute that is valued for personal growth. According to Alvin Gunneson, it should be valued for organizational growth as well. He states: "the next big competitive wave will be creating the agile virtual enterprise" (p. 1). The reality of everyone's situation is that change is coming more rapidly and is becoming a constant. In the midst of this dizzying change, Gunneson states that "one might be forgiven for wondering 'when does it all end?' The short answer is: it doesn't. Change is now a permanent part of the global business landscape. The businesses [and higher ed institutions] that will survive and prosper...are those that are lean, flexible, and--yes, agile--enough to thrive on change and respond quickly to ever more unpredictable circumstances" (p. 1-2).

For higher education institutions, the need to be more responsive and quicker is fast becoming a reality that every institution must face. The current realities, both in how we are funded and the public's perception of how we operate, represent a large, external force that demands higher education institutions adopt more effective methods to get "the job done." Even internally, the calls are being made to develop practices that allow for the sharing of resources, both personnel and facilities, and for the utilization of methods that have been successful in the business world. The demand for quality instruction and efficient services in the face of juggling financial resources demands a revitalization of the way a university conducts business. Becoming an agile organization is one such method.

The first step is to "eliminate the 'walls' that traditionally segregate the resources of an organization along purely functional lines and remove the barriers that impede high performance" (p. 5). The team concept makes up much of the "look" of an agile organization, with the emphasis put on forming partnerships to complete projects and meet goals. The particular attributes center on "diversity [of functions and skills], speed, flexibility, and empowered decision making...ability to develop concepts on the run, to deal with constant change, to act with speed and decisiveness, to maximize teamwork, and to mobilize available resources from a variety of sources" (p. 6).

Gunneson identifies several "requirements" for the organization and its structure, these include:

- "A flat, fast, flexible organization, with continuous interaction, support, and communications among various disciplines;
- Highly decentralized management that recognizes what its knowledge base is and how it can manage that base most effectively;
- A multi-skilled, flexible labor force in which blue-collar workers will more closely resemble white-collar workers in activity, responsibility;
- Extremely flexible strategies and relationships with suppliers and even with direct competitors (these arrangements allow partnerships to be formed rapidly--both within and outside the core sphere of expertise or business--and disbanded when new opportunities arise;
- Complete mastery of lean production and concurrent engineering;
- Flexible tooling and automation;
- A deep understanding of the customer based on operating integration and real-time market data collection and analysis;
- ...a complete mastery of the tools of continuous transitioning" (p. 3).

"The agile organization will be composed of small, autonomous groups of people who can work concurrently and reconfigure quickly to thrive in an unpredictable and rapidly changing...environment" (p. 6). This organization is one that is only as good as its last accomplishment and follows many of the concepts currently being touted in the literature of many disciplines: empowerment, flexibility, and teamwork. These are sometimes foreign concepts to the academic organization, but they need to become more familiar. Since academic research consistently makes the recommendations for all other organizations to adopt these concepts, it is time for us to start taking our own good advice.

**Source:** Gunneson, A.O. (1997). *Transitioning to agility: Creating the 21st century enterprise*. Reading, Massachusetts: Addison-Wesley Publishing Company.

## Integrating Placement Issues into Academic Departments

*Continued from page three*

departments are in the minority, and not every university will have these progressive and responsive forces at work. While many academic departments deny that they have any responsibility to the business world, the fact remains that all of their graduates will need to earn a living. Some academic departments seem to believe that their only duty is to prepare students to work in other academic departments. Given the current glut of applicants and the shrinking job bases for faculty, that tendency needs to be questioned.

Much of the workforce falls into the broad category of the business world, and even the common exceptions of education and government are becoming more similar to the business world every day. What remains undeniable is that the business world continues to evolve. Is higher education evolving with it? Technology creates opportunities for young, bright people to offer significant contributions to our world every day. What are we doing to make sure that our students are prepared for this environment, and how do we measure our efforts? Perhaps my approach lacks sophistication or polish, but the central point remains true. As education lights a candle within the mind, it can also light the way down the path of life. We do not have to venture far beyond the ivory tower to hear the requests for improvement; universities can simply ask their students.

The success of our students depends on far more than luck and a

good resume; it involves an integrated effort to teach effective skills along with education and knowledge. Am I supremely talented? No. But I have the skill to see needs in situations and determine what it takes to fill them. I work for a telecommunications company, and in 1998 we will be required to spend one day per week telecommuting. This requirement is something that I did not get any experience of or exposure to in college. How should universities prepare their students to face these changes and expectations? That needs to be determined by the concerned and responsive faculty at every institution and in every department. Making a wholesale recommendation will not work. Universities need to teach students to market themselves before students face the business market.

Each department prepares students to enter a number of professions after graduation. The placement office is not enough to prepare students for the realities of the 21st century. The classroom environment is the best place to teach effective professional skills alongside the theoretical and conceptual information. In fact, it presents prime opportunities to apply the information being taught. In doing this, we can start to realize that education and training are partners and not opponents. Only through honest and intense efforts by the students' individual departments to provide training in addition to education, can we ever hope to develop the type of flexible, driven, and entrepreneurial employees that the workplace desires.

*AH*

# The End of Work, Free Agents and How We Train Students

By Van Muse and Amy Muse

It is not much of a revelation to state that our present society is in a state of rapid change. We don't have to look far to see examples of how quickly changes are being made. David Vice of Northern Telecom states, "the nineties will be the decade in a hurry, a nanosecond culture." It is also not too far of a stretch to state that the future decades will surpass this one in terms of quickness of change. When one stops for a second to consider the implications for the future, questions automatically arise concerning the stability of workplace and the skills future employees will need to have to be successful. Naturally, questions like these require an examination of how well higher education is preparing its students for the reengineered workplace.

A startling trend is being recognized from quite a number of sources concerning the effects of rapid change on the workplace and upon workers from almost every sector of our society. The factors of this trend include: the rapid inclusion and increased reliance upon technology, continued reductions in staff, increased emphasis upon functional teams and outsourcing, and the continued growth of the knowledge sector.

Gould, Weiner, and Levin (1997), in their book *Free Agents*, present the image of the successful worker of the near future. This worker is flexible, intrinsically motivated, a continual learner, able to multi-task, and one who moves from project to project and company to company learning and applying new skills. This calls for individuals who are able to adapt quickly to changes in the environment. It also calls for individuals who can see the larger picture, continually market and improve themselves, and work effectively in teams but be competitive as well.

While many authors are treating these changes as exciting and liberating, others are using them as proof for hard times ahead. One source that considers these changes as indicative of a negative future is Jeremy Rifkin's *The End of Work*. Rifkin claims that the three traditional sectors of the market (agricultural, manufacturing, and service) will continue to shrink and displace workers. The emergence and continued growth of a fourth sector, the knowledge sector, cannot hold all of the displaced workers. He painstakingly shows that many workers will be displaced in the future because of the continued reliance on technology. He states, "the information and communication technologies and global market forces are fast polarizing the world's population into two irreconcilable and potentially warring forces--a new cosmopolitan elite of 'symbolic analysts' who control the technologies and forces of pro-

duction, and the growing numbers of permanently displaced workers who have little hope and even fewer prospects for meaningful employment" (p. xvii).

The point that all the authors have in common is that this vision of the near future is unlike anything we have ever experienced before. Certainly, every generation has made similar statements. However, the overwhelming volume of evidence of the accumulative effects of rapid change make these forecasts much more realistic. This calls into question the preparedness of college students today. Already, the job market is experiencing shortages of qualified workers in emerging fields in technology such as software design and information management. The shortages are not because the demand is so high, but rather because so many

**"The reluctance to educate students on many factors that can be called job training will guarantee that many graduates will have been prepared for a workplace that no longer exists."**

potential employees, most with college degrees, do not have the skills necessary to perform these jobs. Given the evidence of coming changes, shortages like these will become the norm despite the thousands of college educated individuals who cannot find employment.

Many in higher education believe that it is not their responsibility to prepare students for the workplace; rather, they are supposed to educate their students. The unnatural and unnecessary dichotomy between "training" and "education" underlies this. The reluctance to educate students on many factors that can be called job training will guarantee that many graduates will have been prepared for a workplace that no longer exists. These trends provide us with plenty of information needed to determine what types of graduates will become successful employees. What is needed is to examine and accurately measure exactly what skills our graduates are obtaining and use this trend analysis to make curricular changes.

Some of the skills that graduates will need to be successful in this future workplace have been identified and are currently being delivered, in varying degrees of effectiveness, in college curricula. The skills and abilities to think critically, solve problems, and perform critical analysis have been fundamental components of many college curricula. However, we have

yet to develop competent assessment programs to measure accurately how well students are obtaining these skills. What remains is largely a product based upon faith. Additionally, the isolated nature of college instruction results in skills that have been learned in a vacuum. The successful employee of the future is one who is able to integrate diverse elements and apply knowledge to increasingly complex situations.

We may have to change our *approach* even more drastically. Evidence shows that the fundamentals of a college education--critical thinking, logical reasoning, problem solving, reading, writing--need to be maintained and even strengthened (see Hersh abstract, page 4). Especially if the theorists named here, as well as Peter Drucker (see abstract, page 5) are correct, graduates will need those skills even more as they will be expected to be able to analyze situations and solve problems by themselves independently and quickly.

We do have a responsibility to prepare students specifically for the technological world they'll be entering (see Fraunces, page 3) if we want universities to remain relevant institutions. One point of consensus among the above theorists and many others is that graduates will need to be flexible and to move in and out of several projects smoothly and simultaneously. It is therefore imperative that we adjust our curricula to educate *and* train students to think and work accordingly. We may need to allow for more large-scale individual and group projects, more self-directed learning. For instance, rather than set "requirements" for classes that everyone--regardless of talent, ability, or interest--must complete, a grading scale of quality and quantity may be distributed at the beginning of the course and students directed to fulfill requirements to their own abilities and interest level and at their own paces (with set deadlines for various projects).

In a system like this, one closer to the "real world," students would necessarily be placed in more obvious competition. The important distinction to make is that students would be encouraged to compete *against themselves* and to push their own limits. In group projects the emphasis could be put on cooperating with others and learning how to inspire others' best work. Therefore, the university would be preparing strongly capable individual thinkers but community builders as well, rather than cut-throat competitors.

As we make the transition from quarters to semesters we have a remarkable window of opportunity to transform our curricula and our approaches. We can build into the new structure not just new credit-hour formulations but new ways of seeing and connecting the educational process in relation to the rest of the world.

## The Scanner's Bookshelf: Reading Recommendations

*In this edition we introduce a new column. The Scanner's Bookshelf provides a space for recommending books and journals which we have found personally enlightening and likely to benefit others in the university community. We invite AH readers to submit their own recommendations and brief reviews to us at our e-mail address.*

Carol Daron, Assistant Provost for Undergraduate Instruction, offers several recommendations:

Atlantic Monthly often has extremely good articles on issues of current interest such as how we measure the Gross Domestic Product and whether that measurement is truly appropriate. It also publishes poetry and fiction.

The New Republic is a magazine of public affairs much concerned with politics and law. A recent article on U. S. Supreme Court Justice Antonin Scalia was a cogent analysis of Scalia's judicial reasoning.

The Sciences is a fascinating magazine of science and public issues published by the New York Academy of Science. Its articles often explore or point out fundamental connections between scientific discovery and other areas of knowledge.

David Denby's Great Books (Simon & Schuster, 1996) details the New York film critic's second visit to the two courses at Columbia University. His narrative is report, analysis, and criticism, together with a good bit of self-confession and social commentary. The life of the mind is still alive and well and worth passing on to our students.

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Amy Muse, GTA in English and Auburn Horizon newsletter associate editor, recommends Sven Birkerts's The Gutenberg Elegies: The Fate of Reading in an Electronic Age (New York: Fawcett Columbine, 1994).

It is in the experience of reading this captivating collection of essays,

an "informal and highly subjective ecology of reading," that the author proves his point; he draws the reader into the author's mind and into the reader's own mind, thus illustrating the ability of reading to develop a rich inner life--indeed to develop a self--and to provide substantial communication, that is, communion, with others. One does not have to be an English teacher or even literature fan to appreciate Birkerts's argument. All educators can benefit from his analysis of the process of reading and his recommendations that we think carefully through the consequences of our actions before jumping onto each new technological trend.

As we discuss the inevitability of becoming ever more wired and bringing more instructional technology into our classrooms, a work like Birkerts's is a plea to think carefully about the trade-offs. As he says, "I am most struck [with the eager sanctioning of technology] by the assumption on the part of all concerned of a continuum and the lack of what might be called existential questioning. There is what feels like a collective trust that we will all slide along smoothly from A, the present, to B, the future, without having to understand the world anew. But of course we will. For the change from A to B is not, as many historical changes have been, one of degree. Here is a change of kind, a paradigm shift, a plummet down the rabbit hole" (p. 216).

As discussed at the last Horizon salon, instructional technology can help us tremendously; we don't need to become neo-Luddites and trash the useful along with the destructive technology, but we need to stay conscious of our actions. We don't want to end up, as Birkerts says, a shallower society, trading communication in its sense of depth for communication in its efficient, instrumental sense.

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For those interested in planning issues, a tremendous journal is Planning in Higher Education (published out of U. of Michigan). It features both timely, insightful, and, occasionally, hard-hitting articles and competently written book and article reviews as well. The journal is published four times a year and each edition focuses upon a particular issue. Recent ones have been: Affirmative-Action, using the World Wide Web for research, and the concept of restructuring for universities.

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## Assessing AU's Progress on the Top 10 Issues of 1996

*Continued from page two*

Commission on Distance Education at Auburn University. This Commission comprises representatives from each of the aforementioned sectors and will examine the degree to which Auburn University should make its instructional program available to non-residential students via technology." These efforts need to be supported both vocally and physically on a greater level.

**Issue Nine: Addressing the nature and character of the newly composed Board of Trustees.** No comment.

**Issue Ten: Developing the mission and campus-level goals that define Auburn's future.** According to the recommendations of the 21st Century Commission (March 20, 1997), Auburn University will maintain its mission of giving "highest priority for resource allocation to undergraduate education" and will retain and develop those graduate programs which best serve the needs of the State and beyond, those which already are or have the potential to develop into "nationally and internationally recognized centers of excellence." In addition, through extension and outreach programs the University will increase its efforts to "seek new and innovative ways to reach out to the people it serves."

While it will retain and develop its traditional qualities and strengths, then, Auburn University recognizes the need for sharing resources and will "seek cooperative relationships with other Universities in the State

and region in an effort to reduce duplication and gain the advantage of strengths at other institutions."

In order to enhance the quality of the undergraduate experience, a goal has been set to increase the involvement of undergraduate students in research programs. Auburn University will also more consciously and aggressively recruit students: high-ability students in an effort to improve standings nationally, and more Alabamians to serve the mission of the State's land-grant university. Among the more concrete of the Recommendations is the plan for programs to be developed to help retain students and see them through to graduation; we can already see progress in this area in the Student Success Center.

Less concretely detailed are recommendations that the University make a commitment to increased diversity among students and personnel with the goal that this commitment be communicated throughout the University and become "a part of the culture of Auburn University" as is a commitment to the retention of the intangible "Auburn Spirit."

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On all of these issues, certain individuals and departments have taken progressive action and deserve our appreciation. However, there is certainly still more work to be done to ensure that these issues get articulated--and more importantly, put into action--across the entire campus. An integrated effort by all concerned parties within the university community is needed to fulfill these institutional goals. AH

## The Management Minute

Measurement is an activity and function that has been surging in the business world for the past two decades. It has since made its way onto our college campuses as well, albeit in considerably lesser forms. According to most studies, measurement is an activity rarely done well or correctly, which hurts its effectiveness and builds resentment towards an activity that is already largely misunderstood and dreaded. When William Schiemann and John Lingle undertook the task to study the measurement practices of 203 national company executives, they found overwhelming evidence of the misuse and under-utilization of measurement. They found “that not many companies report being ‘measurement managed,’ with clearly defined and updated measures in place for assessing employees, suppliers, and customers as well as the key attributes such as levels of adaptability and innovativeness” (p. 29). Since higher education typically follows well behind the business world in adopting practices, it makes the problem of utilizing measurement at our colleges and universities that much more critical.

In their study, the authors found several “myths of measurement” that were widely believed and followed, such as:

1. **Measure Hard Results and the Soft Stuff Will Follow:** In the “national survey, two-thirds of the organizations reported setting financial and operational goals, but less than half...set goals for the ‘soft’ issues relating to managing people, suppliers, customers, and innovation” (p. 30). The authors identify the need to link the “hard” measures, which most do well, with the “soft” measures, of which most do not have any understanding. In higher education, measurement is typically left up to Institutional Research departments who mostly measure “hard” figures like enrollment rates, FTE’s, and, if one is lucky, cost per credit hours.
2. **Measurement is for Bean Counters:** Like the first myth, relying upon one office or department (like Institutional Research) to do all of the measurement separates the people who utilize the information from collecting the data that they need.
3. **Measurement is too Rearview-Oriented:** “Too often, measurement is used to record the past, not anticipate the future” (p. 31). The use of statistical data is important when it gives us an indication of how to change for the future, not to mop up the messes of the past. The authors state: “One way to make measurement more forward-looking is for top managers to review their strategic scorecard and ask: Do we have measures that can serve as early warning indicators of future problems?” (p. 31).
4. **Measurement Creates Reality:** Many believe that by giving a survey to determine problem areas, you are inviting people to create problems. This view of measurement helps to keep people from collecting data, an “ignorance is bliss” mindset is thus followed. “Smart companies know that information is the foundation for understanding and effective problem solving” (p. 31-32).
5. **Measurement Stifles Creativity:** The lack of information actually causes the blockage for creativity. Not understanding the problems dooms one to never solve them.
6. **Measurement is Anti-Humanistic:** This myth reinforces the fear of quantitative data and allows for the second myth to flourish. “Many managers believe that measurement is just not people-friendly” (p. 32). To combat this, one must understand that measurement is merely a tool to assist an individual in making decisions, much like a calculator provides correct information to solve a numerical problem.
7. **The More Measurement the Better:** This is the opposite side to the fear of measurement; it creates an environment for measurement for its own sake. Since measurement is a complex issue to begin with, it becomes easy to lose understanding of your whole measurement agenda. Along with that, the data stream becomes an entity in itself and is never integrated into the daily operations. Thus, the whole purpose of measurement is confounded.

The authors offer four actions to become “measurement-managed.”

1. **Become a Measurement Advocate:** “Create opportunities to educate your colleagues about the importance of managing by measuring. And don’t forget to lead by example” (p. 30).
2. **Promote Understanding, Not Blame:** “Don’t turn information into ammunition aimed at an underperforming manager...Nothing kills a measurement effort faster than a wake of measurement victims” (p. 30).
3. **Set Strategic Priorities:** “Strategic measures need to reflect corporate or unit priorities; tactical, operational measures should support strategic priorities and measures. This way, you streamline your measurement effort and avoid creating a divided house where managers and their employees pursue contradictory sets of objectives” (p. 30).
4. **Share Your Measures With Your Key Stakeholders:** “The truth is rarely an advantage--and frequently a disadvantage, when it is closeted. It is safe to assume that most stakeholders, absent information, will believe that things are much worse than they are” (p. 30).

**Source:** Schiemann, W.A. & Lingle, J.H. (1997). Seven greatest myths of measurement. *Management Review*, 86(5), 29-32.

## Suggestions from the Auburn Horizon Towards AU's Parking Difficulties

The University of Iowa is in a situation similar to Auburn University: both are university campuses located in small towns and both campuses flank their downtowns. The University of Iowa is in an even tighter bind for space as the Iowa River flanks the other side of the main campus and there is therefore little room for new buildings.

At the University of Iowa, all physically able undergraduates and graduate students without teaching assistantships who live within ten blocks of the university are not allowed campus parking permits. To help with rapid transportation of students, a university-operated bus system runs all over town. Biking and walking are also encouraged and made convenient and pleasant by bike paths and community walking and meeting areas.

Auburn University could rather easily and inexpensively implement such a system. In addition, we could restrict residence hall stu-

dents to “R” parking permits only (that is, instead of distributing both “R” and “C” permits). The town of Auburn could support this effort by making space for bike lanes, so that biking to school is an enjoyable rather than a life-threatening activity.

These measures would not only cut down on the number of cars vying for the limited spaces on campus, but also the number of cars driving through campus and driving through downtown Auburn. With more people walking or biking through downtown, there would be greater incentive to visit downtown restaurants and shops, which should benefit the downtown economy.

The solution outlined above would be not only economically conservative, but ecologically sound as well. Both the university and the town of Auburn would be more attractive and perhaps even more friendly as a result of such reforms.

# Around Academe Soundbites

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## The Slippery Image of Leadership

“Through leadership, people come to visualize a common summum bonum that in turn comes to be manifested in leadership role expectations, which in turn come to be symbolized by and attributed to the leader....Through influencing, compromising, and sacrificing, community members create a vision of a future good--that is, a new moral order--from their collective wants and needs. And from this collective vision are created (or modified) community mores which define behavioral standards, role expectations, and contractual commitments from which ultimate goals are pursued and realized. The shared vision is shared because it is the outgrowth of a social process and not simply the product of one individual or small group who decided upon a goal or sold an idea. The collective good is collective because it is inextricably linked with every individual's summum bonum and with the social reality. That is what is meant by the word mutual.”

--Barker, R.A. (1997). How can we train leaders if we do not know what leadership is? Human Relations, 50(4), p. 354.

## Grasping the Reins of Technology

“What alarms me [about the rapid changes in technology in our society] is that the terms of this most massive change are bandied about and accepted with no debate. No one is stepping forth to suggest that there might be something at stake, that the headlong race to wire ourselves might, in accordance with gain-loss formulae that apply in every sphere of human endeavor like the laws of physics, threaten or diminish us in some way. To me the wager is intuitively clear: we gain access and efficiency at the expense of subjective self-awareness.”

--Birkerts, S. (1994). The Gutenberg elegies: The fate of reading in an electronic age. New York: Fawcett Columbine, p. 220.

## Expanding Our Reach

“Historically, off-campus students have often been treated differently by faculty and campus offices and thought of not as our students but as continuing-education students. As we reach out via distance education to attract more non-traditional and place-bound students, we need to think of them as *our* students.”

--Sedlak, R.A. & Cartwright, G.P. (1997). Two approaches to distance education: Lessons learned. Change, 29(1), p. 55

## Ride the Wind or Be Blown Away

“A sea change [in higher education] has occurred. It does no good to, as the pessimist, curse the wind and the waves, nor is it effective to, like the optimist, hope the wind and the sea will change. The realist of today will take hold, adjust the sails, and row toward safe harbor.”

--Hargis, J. (1997). How is technology transforming the university experience? NASULGC Newslines, 6(2), p.6

## Opportunity Should Never Be Wasted

“Four things come not back--the spoken word, the sped arrow, the past life, and the neglected opportunity.”

--William James

## Building the Vision Team

“Few good things in human affairs ‘just happen.’ In the majority of cases, things happen only when people dream of a better tomorrow, decide they truly want to make it happen, and then act to turn their dreams into reality, that's what vision is all about....A vision retreat is a meeting of a carefully chosen group of individuals engaged in a structured series of exercises designed to identify and assess vision alternatives for an organization....A vision retreat can go a long way toward breaking the ‘business as usual’ mindset by shining the spotlight on new possibilities and opportunities.”

Nanus, B. (1996). Leading the vision team. The Futurist, 30(3), p. 21-22.

## The Curriculum of the Next Century

“What will be taught in the 21st century? There are signs that significant challenges to the system of specialization are mounting. The virtues of specialization become vices when carried to the extreme. The disciplines have created a language and a conceptual structure so specific that only the initiated can hope to understand them, research methods so sophisticated and effective that they become absolutized, and an infinite regress of specialization that leads eventually to trivialization--a loss of any sense of the fundamental utility of the knowledges generated....As the disciplines are challenged, new subjects will be invented--not just new disciplines--focused around themes and topics that employ new methods of study. There will be a ‘blurring of genres’ and a mixing of methods as scholars seek new knowledge in ways that break the old rules. The disciplines are not likely to be able to contain the knowledge explosion, and disciplinary paradigms will be inadequate for what scholars want to study and teach.”

--Davis, J.R. (1995). Reengineering teaching for 21st century learning. Educational Record, 76(4), p. 17.

## Capture and Cultivate Innovation

“The power of imagination makes us infinite.”

--Leonardo da Vinci

## The Multiversity

“In its institutional form, however, a university is not a unity but a trinity; three simultaneous incarnations in one. It is corporation, collegium, and community. Each contains elements which are essential to the realization of the idea of the university, but each also contains elements and tendencies which are not readily harmonized.”

Downey, J. (1996). The university as trinity: Balancing corporation, collegium, and community. Innovative Higher Education, 21(2), p. 74.

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