

1994

Continuity and Change: President Constantine Curris' Annual Address to the Faculty, 1983-1993

Constantine Curtis
University of Northern Iowa

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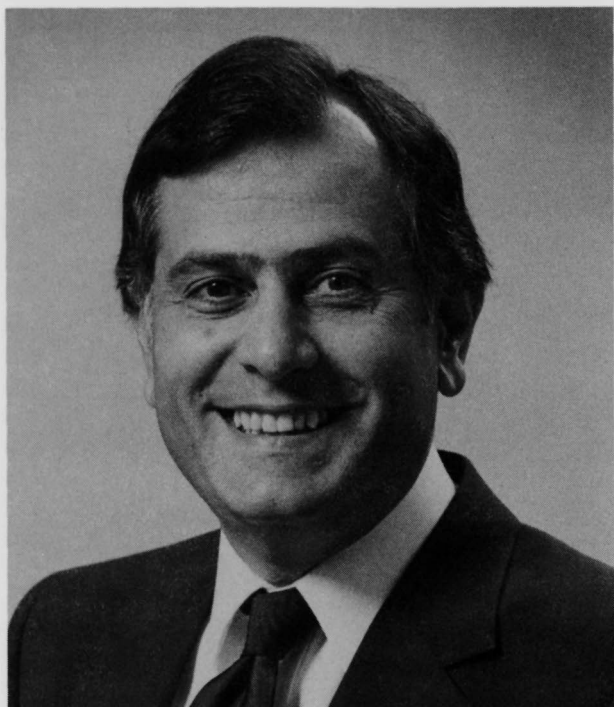
CONTINUITY AND CHANGE

UNIVERSITY OF N

**PRESIDENT
CONSTANTINE
CURRIS'
ANNUAL
ADDRESS
TO THE
FACULTY
1983-1993**

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Constantine W. Curris
President
University of Northern Iowa

Continuity and Change

President Constantine Curris' Annual
Address to the Faculty
1983-1993



Edited by
Grace Ann Hovet and Darrel Davis



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Northern Iowa Texts, No. 2

Continuity and Change

*President Constantine Curris' Annual Address to the Faculty
1983-1993*

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Continuity and Change

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THE HISTORY OF THE UNITED STATES

BY

WILLIAM H. CHAPMAN

OF THE UNIVERSITY OF CHICAGO

NEW YORK

1910

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PREFACE

Since assuming office at the University of Northern Iowa in 1983, President Constantine (Deno) Curris has addressed the faculty at its opening meeting each fall. This collection of his annual speeches, prepared in recognition of his first ten years of service, reveals an overarching dedication to the university's mission in terms of continuity and change. These speeches cover a range of topics that continue to be pertinent. They demonstrate the president's support of academic freedom, his concern for academic integrity, his awareness of international interdependence, and his dedication to student advancement. Time and again President Curris reminds the faculty of UNI's historical legacy and the strength it derives from its tradition. Equally, he insistently challenges the faculty to think of what needs to be done to prepare students to enter the future with wisdom, expertise, and dedication to civic responsibility.

In President Curris' 1990 address, he upholds UNI's proud commitment to academic freedom and intellectual integrity, citing (as did the Meikeljohn award winner, President William Maucker) the noted historian C. Vann Woodward's defense of this essential academic tenet. In other speeches, he affirms the university's tradition of providing a quality undergraduate program with selective graduate programs. He describes UNI as "without peer" and as the "public university of choice" in the state of Iowa. Further, he discusses some of the university-wide initiatives that define UNI's strengths. These include a revised General Education Program that grounds students in the liberal arts and sciences, a comprehensive teacher-education program, and a commitment to collaborative, interactive-work with students.

Some of President Curris' most thoughtful and provocative com-

ments convey his view of what we must become in order to enter the internationally interdependent world of the 21st century. Here he calls for multidisciplinary studies, international exchanges, and technological sophistication. His domestic agenda is informed by his global awareness and, again and again, he challenges the faculty to explore ways of creating ethnic and cultural diversity within its ranks and among its students. To President Curris, education does not exist in a vacuum or even in an ivory tower; the problems of society are ours to solve. Indeed, a few of his speeches read like a compendium of social concerns, as, for example, his analysis of our responsibilities as educators faced with apartheid in South Africa and his grave concern over the emerging, impoverished underclass of citizens in the United States.

This brief introduction flattens the nuances of President Curris' addresses just as the printed version of his speeches silences the cadences of his delivery. The issues and concerns summarized here, however, are those that the President has raised at the faculty's opening meetings over the past ten years, and they are the concerns that have helped to define the university's mission during that decade. These speeches hold, therefore, a privileged position in the documentary history of the university.

Grace Ann Hovet, Professor of English

Darrel Davis, Associate Professor of Accounting

ACKNOWLEDGEMENTS

The editors would like to thank the many people whose efforts, expertise, and good will have made this volume possible. First, we thank President Constantine Curris, whose on-going series of thoughtful speeches (housed in the Rod Library Archives) provided the impetus and materials for this collection.

We would also like to thank Harold Kaylor, who, with Mary Rohrberger, provided unfailing encouragement and editorial expertise in bringing the speeches to publication through the Association for Textual Study and Production. We express our gratitude to Bill Lew and Osie Johnson, Jr. for facilitating the production of the cover. We are particularly grateful to Ryan McAdam for the cover design.

Susan Chilcott, Merri Moser Knudtson, and the UNI Office of Public Relations provided invaluable help in getting the document ready to go to print. Gerald Anglum, from that same office, was particularly creative and patient in working out the final copy of the text. Funding for the printing of this volume was made possible through a generous gift provided by the University of Northern Iowa's Foundation from the University Book and Supply Store, to whom we are indebted.

Others whose work deserves our grateful acknowledgement include Nadine Lilleskov, who typed the first draft of the manuscript, Joyce Alberts, who assisted in collecting the materials from the Archives, Barbara Lounsberry, who helped proof the final manuscript, and Gene Lutz and Jerry Stockdale, who provided the summary of the president's speech of 1984.

Finally, profound thanks go to all of the faculty members whose initiative and enthusiasm supported us in this project.

Continuity and Change

DIRECTIONS AND PRIORITIES
FOR THE UNIVERSITY OF NORTHERN IOWA

August 29, 1983

Ten years ago, upon my appointment to the presidency of Murray State University, a disgruntled friend of an unsuccessful candidate wrote a letter to the editor expressing dismay over the Regents' selection, noting it would take me a month "to find the men's restroom in the state capitol." The truth of the matter is she was correct.

After three weeks at UNI, with two capitol visits to Des Moines under my belt, I want you to know that task has been accomplished. My list of achievements beyond that is not particularly noteworthy. Certainly my "freshman orientation" has been so limited I am ill-prepared to give the traditional "State of the University" address. As an alternative to that exercise this afternoon, I thought I would offer a potpourri presentation of personal impressions, Regental expectations, and my preliminary agenda.

*I view the
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we face*

My first campus visit this May was both satisfying and disconcerting. It was satisfying in that I was able to confirm the academic

quality of the university not only projected in institutional publications, but volunteered to me by colleagues familiar with UNI people and programs in history, English language and literature, teacher education, business, and art. My association with President Kamerick at the national higher education scene had, likewise, suggested institutional excellence.

The question is not whether Northern Iowa is truly a university, but rather what kind of a university it is and will be.

On the other hand, the visit was disconcerting because I could not glean a consensus, or in some quarters even an observation, as to the specific goals of this university and where it was going. While departmental goals, and occasionally collegiate ones, were expressed to me, I could not ascertain a sense of institutional direction and priorities. I view the development of such direction and its attendant priorities to be the major task we face, and one to which I plan to devote considerable time and energy.

That same concern for institutional focus is shared by the Regents, who have indicated a willingness to consider refinement in UNI's mission statement and to support a coherent plan for institutional development. These concerns are not unique to UNI; rather they characterize many institutions which have evolved from single-purpose teacher-education colleges to multi-purpose universities. The line between being multi-purpose and appearing to have no purpose is slender; our goal is to retain and enhance our status as a multi-purpose university while simultaneously providing focus and direction. The establishment of priorities for institutional development will guide budget and facility allocation decisions. More on this topic later.

Subsequent visits to the campus and three weeks midst the splendor of Gilchrist Hall have generated other perceptions. Allow me to share them with you, recognizing they are cursory perceptions rather than firmly held tenets of faith. These thoughts are not expressed in any particular order.

1. UNI is one of three universities in the state, each with a

mission of serving the entire state.. I believe there is a tendency to view UNI as local or regional in scope. It is not. We need to be more sensitive to our state-wide responsibilities and to address public perceptions to the contrary.

2. This is an excellent university. The pride we have in the university may not be equal to its quality.
3. Several unfortunate incidents over the past few years may have adversely affected some of the institutional qualities important to the morale of the campus community and the trust and confidence of the public: namely, *openness, dialogue, accountability, and enthusiasm*.
4. The educational program would probably benefit from greater attention to multi-disciplinary efforts and less concern for higher education's version of the "territorial imperative."
5. Lastly, unless there is some compelling reason to assist the ailing forest industries of the Pacific Northwest, we probably could survive with less paperwork. If not, I probably will have to increase budgets for filing cabinets and trash receptacles. (Trash receptacles are less expensive.)

When I accepted this appointment, I did so for the following reasons. Having completed a ten-year tenure as President of Murray State University, which for the most part was very satisfying and productive, I was not interested in repeating the experience of the previous decade. I sought a different experience, replete with intellectually stimulating challenges and offering new leadership opportunities. In short, the past few years have tested my mettle, but not necessarily my mind. I am happy to be at Northern Iowa; in fact I am excited. Further, I mention:

1. The Iowa higher education system is an excellent one; its

The Faculty Senate should take the leadership in that [General Education] endeavor, disregarding real or perceived sacred cows, and thinking solely in terms of what is vital to the education of our students.

governance structure and its people are highly regarded; its funding reflects citizen pride and priority; its entering students, comparatively speaking, are well-prepared; and its achievements are noted beyond state boundaries.

2. The University of Northern Iowa, as an institution, has a long and honorable history; as a university, its metamorphosis is not yet complete. The tradition of scholarship, has, however, been established and nurtured; and the crucible where normal schools form universities has been successfully engineered. The question is not whether Northern Iowa is truly a university, but rather what kind of a university it is and will be.

***The tradition
of teaching
excellence
which has long
characterized
UNI is one of
[its] great
assets.***

3. UNI has no peers. It is not an Iowa; it is not an Iowa State. There are no institutions to which it can be facetly compared. I find that delightful. I don't want to be compared to anyone. I prefer that others be compared to us.

4. I am attracted by the strength of the faculty and the academic progress on the campus. I spent ten years engaged in the difficult task of building a quality faculty. UNI offers the prospect of working with an established, quality faculty in order to achieve national distinction. I relish that opportunity.

5. Given the institution's strengths (which are considerable—its people, its plant, its history, the loyalty it commands from friends and alumni, the concern of its Regents and the support they have pledged to its development) I see no insurmountable obstacle to the University of Northern Iowa achieving that distinction and widespread national recognition.

6. I only hope we have the vision, the commitment, and the enthusiasm for innovation and experimentation to develop "a university without peers" into "a peerless university."

In not too succinct terms, that is why I am here. Now what am I going to do? First, I am going to learn as much as I can about the university and its people. I will be visiting departments and

colleges, administrative units and residence halls, to broaden my education and to sense intuitively what we are and what we are capable of becoming.

Secondly, I will spend time with the Board of Regents and its staff to strengthen the ties between the university and its governing body and to elicit their support for our growth and development.

Thirdly, I am endeavoring to “get a handle” on the university’s finances, which, while solid, are not necessarily robust. Over the past few months several building repair projects and a flurry of equipment and supply purchases have strained our budget. I am pleased to note, however, that the necessary budgetary adjustments have been made and these concerns are now behind us.

On the other hand, I am concerned about the state’s financial picture, particularly the anticipated shortfall in state revenues. Such a shortfall will probably result in a reduction in state appropriations, though we know neither the magnitude of such a reversion, nor the format for its implementation.

Some precautionary steps are in order, and several are being taken. I would call to your attention the implementation of a “partial freeze” in vacant positions and a call for spending restraints until we know what the future holds. It is far easier to adjust to budget cutbacks over a ten-month period rather than face those problems in a shorter time frame. I had wished to effect these belt-tightening measures earlier, but delayed them until after classes had begun, so as to avoid a disproportionate and negative impact upon academic programs. I view the offering of quality educational experiences for our students to be the *raison d’être* of this university, and I will make every reasonable effort to protect and sustain the achievement of that goal.

All universities repeatedly face the challenge of preserving and promoting the value of liberal studies, in light of student vocational interests, and, occasionally, the narrow perspective of professional accreditation groups

I will soon be announcing search committees for two vacancies I hope we can fill by mid-year: the Vice-President for Administration and Finance and the Director of Intercollegiate Athletics. Of perhaps greater concern to me is the establishment of a new position which I hope to fill even more quickly. I have asked the Board of Regents to approve the creation of the position of Director of Planning and Policy Management, reporting directly to the President. Recognizing the priority to be accorded the development of long-range plans for institutional development, I want to move quickly in this task. The Director will work with the Vice-Presidents, the Faculty Senate, the Academic Master Plan Committee, the Professional and Scientific Council, UNISA, the Deans, and other campus groups and organizations in the development of those plans. I hope we have a broad spectrum of the university community, including students, engaged in the process of identifying our strengths and potential, in eliciting suggestions for directions and priorities, and in hammering out key components of this development plan. I suspect that this will not be the only meeting of the Faculty this year. Our objective will be a document to be transmitted to the Board of Regents, integrating academic and administrative planning with budget and facility development.

During the planning process, the Faculty will be called upon to engage in an in-depth re-examination of UNI's General Education Program, with a request that our core curriculum for all baccalaureate graduates be reaffirmed or restructured as unquestionably the outstanding General Education Program in the nation. If we fail to achieve that objective, it must be solely on the basis of limited vision or intellectual capacity. The Faculty Senate should take the leadership in that endeavor, disregarding real or perceived sacred cows, and thinking solely in terms of what is vital to the education of our students. I would hope that its deliberations will reflect no presuppositions even to the point of thinking in terms of intellectual and experiential competencies rather than operating from a framework of existing courses.

This university must build on its strengths, one of which historically has been undergraduate education. The tradition of teach-

ing excellence which has long characterized UNI is one of those great assets. That professors rather than graduate assistants teach our undergraduates reflects that tradition.

As one of your colleagues wrote me shortly after my arrival, "Retaining the 'teaching' excellence of the Maucker years while continuing the development of 'scholarly' excellence fostered during the Kamerick period will be difficult to accomplish, but it would be a worthy goal."

I want Northern Iowa to be known as Iowa's premier university for undergraduate education. What must we do to strengthen that tradition and to communicate it honestly and effectively?

The continual development of our graduate programs is another task facing the faculty, especially the positioning of our master's programs as preferred alternatives for students. While I do not envision this university embarking upon Ph.D. programs, with the tremendous costs associated with quality in such programs, we have an excellent opportunity in the Doctorate of Education program to build upon our historical strength in teacher education. The salient question is, "in a world full of Ed.D. programs, how can the UNI program be qualitatively superior?" The last thing this university needs, or that I espouse, is another stereotypical humdrum doctoral program that attracts the mediocre and brings us no distinction. The graduate faculty of the university, and particularly the College of Education, have a tremendous responsibility to insure that this doctoral program is outstanding and distinctive.

All universities repeatedly face the challenge of preserving and promoting the value of liberal studies, in light of student vocational interests, and, occasionally, the narrow perspective of profes-

I suspect that [the] limited success [of liberal education] stems largely from the disciplinary perspective with which it has been approached. I hope we can examine this challenge from a multi-disciplinary perspective

sional accreditation groups. I am not aware of any university that has tackled this issue with stellar results. I suspect that this limited success stems largely from the disciplinary perspective with which it has been approached. I hope we can examine this challenge from a multi-disciplinary perspective, building once again upon strengths reflected in programs such as our Humanities sequence.

In a different vein, the impact of technology upon educational processes has at long last come to the academy with the strength of an August tropical depression. The questions are no longer whether or when, but how and to what end. Apples and peanuts aside, let us remain cognizant that the quality of university education will be determined not by keyboard transaction, but by human interaction.

A former colleague, Roland Nelson, early in my career counselled me to recognize that despite my talents and endeavors, there will be students I will not reach, others whom I will only superficially influence, and yet there will be a few on whose lives I will have a profound impact. That aphorism is the tenet of faith that binds us to this profession and brings us together at this convocation.

Perhaps the sharing of personal thoughts and dreams is not a worthy substitute for a "State of the University" address. I do, however, deeply appreciate the invitation Barbara Yager and Grace Ann Hovet extended me as we commence this exciting odyssey.

Considering Iowans' interest in slogans and license tags, I thought about entitling these comments "UNI: A Place to Know" or "UNI: A State of Minds," but wise counsel prevailed. I will leave you, however, with the words expressed seventy-five years ago by architectural planner, Daniel Burnham:

Make no little plans. They have no magic to stir men's blood and probably themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble, logical diagram once recorded will never die, but long after we are gone will be a living thing asserting itself with evergrowing insistency.

Remember that our sons and grandsons are going to do things that will stagger us. Let our watchword be order, and our beacon, beauty.

Think big.

Continuity and Change

FOUR INTERRELATED AREAS OF EDUCATION

September 10, 1984

[Editors note: In this one instance, President Curris' annual speech appeared only in summary form in the Faculty Minutes. Gene Lutz, 1984-85 Faculty Secretary, and Jerry Stockdale, 1984-85 Faculty Chair, provided this comprehensive summary.]

There will be an Academic Planning Seminar with the Board of Regents on September 19. Issues of long-range planning are to be the focus of the seminar. The report of the Select Committee on University Planning (SCUP) is an important element in the planning process. Two essential themes are being emphasized in planning: 1) improving the quality of student learning experiences, and 2) adapting to a future characterized by change.

(President Curris then considered four planning areas: undergraduate education, graduate education, teacher education, and international studies.)

There is a symbiotic relationship between undergraduate and graduate education.

1. Undergraduate Education — Reform of General Education should receive high priority. This includes strengthen-

ing the role of arts and sciences in General Education. It also includes more emphasis on a required "core curriculum" and less emphasis on a "smorgasbord of electives."

The quality of student learning experiences should be improved. This includes enrollment limitations in selected classes and enhanced opportunities for field experience, tutorials, and individual projects.

All parts of the university have a responsibility for our teacher-education program.

The development of an honors program has been recommended by the Special Honors Committee. This principle has also been endorsed by SCUP and the Academic Master Plan Committee.

Efforts are being made to obtain additional faculty positions in order to achieve the above objectives. Encouragement to strengthen UNI's standing in General Education has been received on and off campus. Provost Martin is drafting a proposal on the role of General Education in the curriculum. This is concerned with hours for General Education, minimum number of hours of course work outside one's major or the college of one's major, and minimum hours for majors.

2. Graduate Education — The goal of "Improving The Quality of Student Learning Experiences" also applies to graduate education. There is a symbiotic relationship between undergraduate and graduate education. For the most part our master's programs represent professional extensions of our undergraduate teaching programs.

Our graduate assistants serve primarily in auxiliary roles in research and teaching. This strengthens both undergraduate and graduate education. Additional support for graduate assistant stipends is being requested. Funds are also being sought to complete the library on-line accession program.

3. Teacher Education — The SCUP report affirmed that teacher education is a university-wide program. All parts of the university have a responsibility for our teacher-education program. The SCUP report states:

We view this recommendation not as a return to the past

when we were identified as a state teachers college, but rather as a final phrase in implementing the university-wide dimension of the teacher preparation proper.

Studies on the national and state level have produced a host of recommendations for teacher-preparation institutions. These include tightening admission standards, raising grading standards, emphasizing early and varied field experiences, increasing educational requirements for certification renewal, adding summer programs for retraining teachers to meet discipline-specific shortages, and creating more off-campus course work. These studies indicate that we need to place more emphasis on rigor in teacher-education course work, clinical field experience, and off-campus and continuing education activities. We also need to take a look at the preparation and continuing education of school administrators.

Price Laboratory School has great potential, but some change is needed. Greater emphasis should be placed on curriculum development and implementation models. The school could have a greater role in the retraining and continuing education of professionals. The school should be a state-wide institution, not a Black Hawk County school. Relationships should be developed with the Ed. D. degree program. In teacher education, UNI is at the right place at the right time. We need to emphasize Leadership + Innovation + Visibility.

4. International Studies.— Last year, two reports emerged bearing on international studies. The Foreign Student Committee recommended steps and expenditures to increase the number of foreign students on campus. The Committee to Review International Programs and Needs submitted recommendations with the broader scope of strengthening UNI's involvement in international studies. The latter committee's recommendations

There is tremendous potential for UNI to make dramatic progress . . . by building on the strengths and interests of the faculty and establishing an identity as Iowa's university of excellence and excitement.

were adopted by the Graduate Council last May "with a strong recommendation for implementation." These recommendations included expanded study-abroad programs for UNI students, expanded foreign student programs on campus, expansion of visiting scholar programs, greater financial support for UNI faculty engaged in international study and research, design of well-integrated international curriculum, expansion of international studies resources in the library, expansion of special international programs on campus, administrative and faculty support for international studies, and establishment of a central office and Director of International Studies.

There is growing interest on campus for internationalizing our academic programs and supportive activities. This is being communicated to the Regents. Likely future developments include more attention to international studies in business and education, strengthening our foreign area studies, and the potential development of strong interdisciplinary graduate programs in the international relations and policy analysis areas.

In conclusion, broad areas of interest and opportunity include undergraduate education, graduate study, teacher education, and international studies. There is tremendous potential for UNI to make dramatic progress in these areas by building on the strengths and interests of the faculty and establishing an identity as Iowa's university of excellence and excitement. We are seeking funding for these initiatives.

This should be an exciting year and one in which UNI moves ahead with momentum and distinction.

Welcome back and have a very good year.

Continuity and Change

LIBERAL EDUCATION AND INTERNATIONAL INTERDEPENDENCE

September 9, 1985

For those of us who 20 years ago experienced the struggle to overcome racism at home and colonialism abroad, the news from South Africa is painfully distressing. Apartheid has become the moral issue of the '80s. It is not an issue to be swept under the table or one to be disguised with a euphemistic call for "constructive engagement." It is an issue that transcends race and religion.

Here in Cedar Falls, Iowa, thousands of miles and twenty years removed from the injustices perpetrated by a ruling class, it is easy to ignore South Africa. We need only believe that our government is better informed than we are, that Rev. Falwell speaks the word of God, and our university with its modest endowments needs but embrace the Sullivan principles for the investment of these funds.

While it would be easy to forget apartheid, we do not. It is an issue that reaches the core of widely-held and deeply-felt values. It is a socio-economic and a political

While it would be easy to forget apartheid, we do not. It is an issue that reaches the core of widely-held and deeply felt values.

issue, but foremost it is a moral issue. The widespread feeling that people are powerless to effect change is probably why apartheid has survived for as long as it has. Those of us who live and work in the academy have responsibilities that go beyond analysis and commentary; our work is education—and especially the work of liberal education, freeing the mind from its fetters, from ignorance, stereotypes, blind acceptance, and opi-

ates—to mention a few. The issue of apartheid illustrates well the need for liberal education.

Let us recognize the fact that the prolongation of apartheid has occurred not because the less fortunate and poorly educated have mandated that it exist, but because the economically fortunate and the well educated, in South Africa, in Western Europe, and to some degree in the United States, have, for whatever reasons, supported the governments and power structures that sustain apartheid.

Last night, I rummaged through my papers and found an address given by then-Georgia-congressman Julian Bond, a key excerpt of which reads:

One has to realize that it is educated and civilized man who has put us where we are today. The rape of Vietnam was not begun by high school dropouts, but by liberally educated men. The pollution of the air and water is not carried out by fools and idiots, but by men educated at the best scientific and technical centers. The ability to shape a society that spends nearly \$100-billion on conquering space and dominating the globe militarily comes from men of genius, not from men whose minds are limited.

Those of us who live and work in the academy have responsibilities that go beyond analysis and commentary; our work is education—and especially the work of liberal education, freeing the mind from its fetters, from ignorance, stereotypes, blind acceptance, and opiates—to mention a few.

The issues in South Africa are complex. To understand the crisis in South Africa, one must know the origin

of white settlers in that area, the role of the church in convincing Boer settlers of their God-given responsibility to bring Christianity to the heathen, and the class structure that such a mission generated; to appreciate the perpetuation of apartheid one must understand the geopolitical significance of South Africa, its contributions to the free world economy, and its military and political significance. The President is expected to announce today a suspension of sales of the Kruggerand in this country. Who among us knows whether such action is a placebo for apartheid's critics or a substantive action that will have an impact? I do not know and suspect that few of you know. The students we are expected to educate, I suspect, know less.

And to understand the moral issue of apartheid and the debasement of home life in that part of the world, surely one must have read the prose and poetry of bondage and repression, experienced the creative works of the debased, and have a sense of morality that does not allow one to turn his or her head.

Cedar Falls is far removed from Praetoria, but our responsibility for the education of tomorrow's citizens and leaders is present. Who those decision-makers will be, we do not know. We hope many will come from Northern Iowa, and relatively few from Lynchburg Baptist.

Each student who graduates from the University of Northern Iowa should have had an intellectual experience that prepares him or her to be a citizen in the 21st century. The need for General Education, as Julian Bond implied, is evident in the thoughts and actions of people who purportedly have received it. General Education is not a series of introductions to the discipline classes taught in feedlot settings and measured by computer-graded multiple-choice exams. Liberal education is a collection of learning experiences that liber-

Liberal education is a collection of learning experiences that liberate the human mind, encourage analysis and synthesis, and bring the ethical implication of human action to the forefront

ate the human mind, encourage analysis and synthesis, bring the ethical implications of human action to the forefront, and provide individuals with an understanding of how historical, cultural, religious, political, and economic forces shape their world and themselves.

We need to move expeditiously to establish a new liberal education component in baccalaureate education.

We need to move expeditiously to establish a new liberal education component in baccalaureate education. We have discussed this concept for a year, focused on components for a second year, and now begin the year in which the Faculty of the University of Northern Iowa makes a substantial commitment to the education of its students and future teachers. I ask that you accord General Education reform your highest priority.

The issue of apartheid illustrates again the interdependence of men and women, societies, and nations on this fragile planet.

Curricula in American higher education have been notoriously insular and parochial. The incorporation of international perspectives into our curriculum remains a top priority. Indeed there is evidence of a nationwide movement in this direction. Whether such developments constitute a movement may be debatable; what is not disputable is the need to prepare students in a world where economic activity will be multi-national and multi-lingual in nature; where international cooperation will be necessary to prevent global disaster; and where scientific and literary advances will transcend continental boundaries. The need for Iowa to strengthen international studies is especially significant given the agricultural and manufacturing economic base of this state. This movement is not an educational fad; it is a substantive development that demands a commitment of scarce resources. I view efforts to strengthen the international dimension of our university as one of my highest educational priorities.

Speaking of scarce resources, let me assure you they are scarce, and increasingly will be so. We are facing a major recession born of economic stagnation and legislative over-extension. If

the reversion is minor, we expect to handle it with minimal discomfort. If the reversion is major, 3% or above, and we are in the million-dollar-plus category, then some surgery will be in order. This is the most difficult economic period I have experienced in higher education, and I expect this coming year will be even more difficult. I pledge to you, that I will give it my best.

In the context of reduced appropriations, we have on our campus a record student enrollment, highlighted by a glittering 12% increase in new freshmen. The University of Northern Iowa is increasingly becoming this state's university of choice. As we become known throughout the state and better known at home, I expect an increasing number of students will select this university as their university of choice. We are seeing that development now with our increased enrollment coming from all parts of the state and matriculating in all five of our colleges.

What attracts these students to UNI, generally speaking, is the priority this university has traditionally accorded to teaching. Instruction is embraced as a faculty responsibility, not a graduate assistant assignment. That is the strength of this university, which we cannot and will not sacrifice. Faced with the prospects of increased enrollments and decreasing revenues, a choice between quality or quantity may soon confront us. I believe I know that this faculty does not wish to follow the course which other institutions have embraced, that of abandoning undergraduate education. If there is one message that you have affirmed again and again, it is that this university should not award degrees in the absence of an education. I concur, and that will be the message I

... what is not disputable is the need to prepare students in a world where economic activity will be multi-national and multi-lingual in nature; where international cooperation will be necessary to prevent global disaster; and where scientific and literary advances will transcend continental boundaries.

take in your behalf to the Board of Regents and the General Assembly.

Among our new students this year is a talented Black woman from South Africa, part of a small but growing number of foreign students on our campus. I am encouraged by these efforts to develop a cosmopolitan educational community on our campus, and to strengthen UNI's role in contributing to international understanding and education.

The need for Iowa to strengthen international studies is especially significant given the agricultural and manufacturing economic base of the state. This movement is not an educational fad; it is a substantive development and demands a commitment of scarce resources.

Apartheid in all its ugly manifestations serves to remind us of our commitment to justice and equality, and to the elimination of racism in our own society. I hope we can make more progress on our own campus and in our metropolitan area. Affirmative action is not synonymous with completing forms and advertising in obscure publications; it is a conscientious effort to open doors and to incorporate into the mainstream of higher education those who, for years, have not been an integral part.

Inasmuch as this annual address to the faculty has evolved from my feelings about events in South Africa, perhaps it is fitting—and perhaps not too corny—to draw an analogy between this university and those South African gems which advertising agencies remind us “are forever.” UNI is a diamond; I don't know how many karats, but clearly we are a precious stone of distinctive size and shape. In the eyes of many Iowans, and I suspect a few members of our academy, we have lived in the shadow of others. The beauty of any diamond can only be appreciated in light. We are moving into the sunlight, displaying our facets and beauty, and, on occasion, even our impurities.

We may have come to the point that we are no longer Iowa's best kept secret. There is a growing pride in UNI, and there

should be. As we face what will undoubtedly be a difficult year, that sense of pride in UNI and confidence and trust in ourselves and our colleagues will insure another year of progress at our university.

I view efforts to strengthen the international dimension of our university as one of my highest educational priorities.

Continuity and Change

A LEADERSHIP ROLE IN EDUCATION

September 15, 1986

Michael Cohen and James Marsh, in their 1974 publication, *Leadership and Ambiguity*, observed: "Almost any educated person can deliver a lecture entitled 'The Goals of the University.'" And they added, "Almost no one will listen to the lecture voluntarily." With that humbling reminder, I take the podium to offer my observations as we begin this academic year.

It strikes me that this September we face greater ambiguity and uncertainty than we have in recent years. Perhaps that is true in election years, but one has a growing feeling that the issues of mounting national debt, significant trade imbalances, ideological responses to Central America, and a morally reprehensible policy toward South Africa do not lend themselves to easy resolutions, or, worse still, that they may not command the highest priorities.

In Iowa, the rhetoric extolling and the promises supporting higher education somehow do not jibe with our experiences, and one has a nagging sense that the academy is being *used*, perhaps even *abused*.

In periods of uncertainty and ambiguity, I find strength and wisdom in focusing on that which is known and familiar. Knowing

who and what we are can, hopefully, help us better to visualize what we can and should be.

We begin this new year with a record enrollment that, while taxing our limited resources, bespeaks the university's reputation for instructional excellence. Early projections for next year indicate another banner enrollment, highlighting the need to cap that enrollment until sufficient funds are available to educate our current population.

We are in the enviable position of leading rather than following [in the area of teacher education]. To that end, I plan to implement the recommendation of the Select Committee [on University Planning] and initiate a significant review of our leadership role.

The university's request to establish more rigorous admission standards is opposed by the Board of Regents staff and representatives of our sister universities. There is a concern, as one Regent told me, that UNI would be more selective than the other two universities. To me, the issue is not whether we should or should not be more selective, but whether this or any other university should accept students (and their tuition dollars) and not give them an education in return.

Our Faculty has taken a bold and correct step in addressing the issue, and there is no reason to retreat from it. The university is already benefitting from these efforts to hold enrollment through a greater emphasis on admitting prepared students. This year only 10% of our freshman class graduated in the bottom half of their graduating classes. This is the lowest percentage we have experienced in nearly 20 years, and the percentage of students from the top 10% of their class has risen sharply. The average ACT score has again risen, and there is no question but that the caliber of students attending UNI is improved and improving.

I note one of the recommendations of the Select Committee on University Planning (SCUP), which presented its recommendations to all of us two years ago. The report said:

Regarding academic programs, we insist that academic standards be strengthened and reinforced. The primary responsibility for doing this rests with the faculty, though increased adherence to admission standards is also critical.

I commend the university for these steps. When we speak of strength and direction in a year of ambiguity and uncertainty, I frequently refer to the report of the Select Committee on University Planning. That report has served to establish priorities and give direction. It has not been a report that was filed and forgotten. To the contrary, it has been and continues to be the primary guide for university deliberations and decision-making. Because its recommendations were formulated through an exhaustive participatory process, it represents far more than any other document a university-wide consensual statement for our future. It provides strength and clarity to our deliberations.

I think we are all pleased that its foremost priority—the reform of the university’s General Education Program—is near completion. There is genuine concern that parochialism and turf-protection have become more pronounced in recent deliberations, and that the integrity of General Education reform is threatened. I urge the Faculty not to retreat on these key matters. We have come too far to retreat.

There is a bromide about university administration. It is said that for a president to be successful, three things must be provided: a winning football team for the alumni, parking for the faculty, and sex for the students. I know many campuses where only one of the three is achieved. In Cedar Falls our batting average is better, but, judging from some faculty comments, parking is somewhat limited.

*I hope I can be
a good catalyst.*

Our people are working on that issue, though any real relief may be a year or two away. The SCUP report, alluded to earlier, does comment that “a frequently overlooked resource is UNI’s pleasant and compact campus.” It further states that:

We urge campus planning to emphasize the aesthetics of

our campus environment by reserving the center of campus for pedestrians. Parking should be reserved for the outer fringes of the campus and should be redefined so that spaces are allocated according to work site. This reallocation should make visitor parking more accessible.

Visitors would also be better served if the campus were to have a main entrance, improved signage, and better information.

... teacher education is a university-wide responsibility.

I cite this paragraph because in the typical flurry of comments and letters questioning why this is being done, or why funds are being spent, I have yet to read or hear "because *we* said it was important and recommended it be done."

Among those issues that are important, additional funding for UNI is critical. All parts of the university are under-funded. Beyond the issue of restricted finances in these difficult times is the glaring issue of the inequitable funding within the State of Iowa. Salary levels at UNI are unacceptably low; equipment, library, and supply budgets are severely shortchanged; preventive maintenance and building repair budgets have been constricted; and the number of faculty and staff to support our student body is woefully short.

These items are central to the university's budget request which will be presented this and next month. This university should not pay "the Iowa penalty" because it serves *Iowa* students, yet this is what happens when the state does not financially support universities that do not have large non-resident student populations.

This inequity was never more vividly exhibited than in the recent news stories quoting Governor Branstad and Mr. Richey to the effect that so-called surplus utility funds could be used for other university purposes. "Surplus" funds were defined as the difference between the amounts spent last year and budgeted this year. The figures cited were \$2.5 million at Iowa; \$1.5 million at Iowa State; and only \$90,000 at UNI. The alleged surplus at Iowa City is greater than our whole utility budget. Incidentally, the \$90,000 figure represents an increase of less than 6% over what we spent last year. I hope it is enough to cover this winter's bills.

In again reviewing the Select Committee's Report, I am reminded of our priorities and agenda. I am also aware that I have not taken action on one of the major recommendations presented to me. That recommendation refers to the university's teacher education program and reads:

We believe that our teacher preparation program should be second to none. We recommend that the president of the university assume a catalytic role in the teacher preparation program during the next year. Working with the teacher preparation faculty, he should institute measures that will insure UNI's place as a national leader in teacher preparation. This would be in keeping with our accomplishments and expectations in other areas. The direction and the priorities for teacher preparation will be established within a year. . . . We view this recommendation not as a return to the past . . . but rather as a final phase in implementing the university-wide dimension of the teacher preparation program.

Since the presentation of the SCUP report, suggestions to improve teacher education have come from the Carnegie Commission, the so-called HOMES group, and, of course, from our Secretary of Education, William Bennett, whose expertise is truly vast.

Those reports reflect an uneasiness about how teachers are prepared—an uneasiness that is perhaps warranted in many parts of the country. Iowans, I believe, should be circumspect about such teacher-education proposals. This state can rightfully lay claim to overall excellence in its public schools—with the achievement scores of its graduates ranking Iowa first among fifty states. And if that ranking is merited, then the University of Northern Iowa, as the primary university for teacher education in the state with nearly a third of all

While enhancing the stature of schools of education may be a commendable undertaking, that objective should not supplant a qualitative preparation of teachers as a primary goal of universities in teacher education.

... we will pursue our good work with a sense of where we are going and how we are going to get there, charting our own course rather than following others.

certified teachers having graduated from this university, should take credit for much of that achievement.

Teacher education at UNI is excellent. We are in the enviable position of leading rather than following. To that end, I plan to implement the recommendation of the Select Committee and initiate a significant review of our leadership role. I hope I can be a good catalyst.

Pivotal to that review is a reaffirmation of the Select Committee's report that a) teacher education is a university-wide responsibility and b) the Price Laboratory School is a unique resource that must be central to rather than on the periphery of our teacher education program.

Two years ago, at the Wingspread Conference on Teacher Preparation, Dr. Ann Reynolds, Chancellor of the California State University System, keenly observed:

Today, schools of education on most university campuses occupy the lowest rung of the status ladder. At such prestigious research institutions as UC Berkeley, UCLA, and Stanford, schools of education have largely abandoned teacher education as a mission, instead embracing educational research. At many state universities and colleges, schools of education exist entirely apart from the rest of the university. From isolation has come, in some cases, a declaration of independence from the university. Convinced of lack of interest in their mission by most of the university, and unsure of support, some deans of schools of education have virtually seceded from their universities, declaring themselves solely responsible for the education of teachers and focusing their energies on political lobbying to preserve whatever monopolies state credentialing laws give them in preparing teachers. What makes such secession possible is the divorce between instruction in educational content and process that occurs in teacher education.

That statement describes, in my judgment, what is wrong with teacher education. It also describes well the function of recent efforts by the HOMES group to make teacher education a graduate rather than an undergraduate function.

While enhancing the stature of schools of education may be a commendable undertaking, that objective should not supplant a qualitative preparation of teachers as a primary goal of universities in teacher education.

So begins the 1986-87 academic year at the University of Northern Iowa. Our strength is in doing well what we are capable of doing well—and doing it with commitment, enthusiasm, and momentum. We may not directly affect the issues that face our state and nation and the ambiguities that surround their resolution.

On the other hand, we will try to impact the course of events that affect us all, and, through our teaching, research, and public service, to create a society with fewer problems and greater certainty. More importantly, we will pursue our good work with a sense of where we are going and how we are going to get there, charting our own course rather than following others.

Continuity and Change

CIVIC RESPONSIBILITY:
STATE, NATION, AND WORLD

September 1, 1987

William Lang's comments at graduation, printed in our Alumni magazine, were moving to all of us who attended commencement last May. He spoke of the bicentennial of the Constitutional Convention and the document that convention produced. His words influenced my preparation to speak to you today, for they focused on our civic responsibilities. I believe universities have civic responsibilities to the people of our state, our nation, and, if our vision is broad, to the world at large. What follows are thoughts about UNI's relationships to its public constituencies. References to Bill Lang and the drafters of *The Constitution* might embellish these comments, but they are my own.

In recent years, much has been written about the role of the Regents universities in promoting economic development for Iowa. Indeed, the repeated references to economic development were at times disconcerting because we feared that our educational and research responsibilities might be overshadowed, if not replaced, by the expectation to help create jobs.

In hindsight, I think UNI has done an excellent job in contributing to economic stability and growth in this state. We have fulfilled this civic responsibility without sacrificing our educational

and scholarship responsibilities or violating a sense of integrity or propriety. Especially noteworthy has been (and continues to be) the work of our School of Business in promoting entrepreneurial activity and community development. We build upon and contribute from our strengths. I think we can also be held accountable for our work and for the stewardship of public funds.

[William Lang's] words influenced my preparation to speak to you today . . . on our civic responsibilities. I believe universities have civic responsibilities to the people of our state, our nation, and, if our vision is broad, to the world at large.

Nor have we lost sight of a university's primary contribution to economic development—the education and preparation of qualified graduates for employment opportunities. I don't think we have met personnel needs through vocationalism. The opposite may be true. The work of the faculty these past months has been to strengthen the liberal arts and science components and to enhance skills and abilities regardless of career choice.

I mention these concerns because, as a public university deeply rooted in Iowa soil, we acknowledge and seek to fulfill civic responsibilities to this state and its citizens. This last legislative session brought additional support for the university—in salaries, faculty growth, student aid, and public service. I think we were all pleased with that support.

An area of disappointment was capital construction. One legislator facetiously suggests we re-title a project the "Northeast Iowa Center for Biotechnology" in order to enhance its funding. We didn't, and it didn't get funded. There may not be much glamour in a new boiler, renovating Wright Hall, or even in expanding the library, but projects such as these are the heart of our university's educational experience, and we shall try again. They are worthy projects and needed ones, but not at any price. In fulfilling our civic responsibilities to the citizens of Iowa, our greatest asset is our integrity, and that we should not sacrifice.

The Regents' action in establishing goals for minority enrollment was a significant event and an ambitious undertaking. It is an action not divorced from similar undertakings elsewhere in the country—reflecting growing anxiety over demographic and educational trends. Most demographers now project that by the turn of the century one out of three Americans will be a minority. The impact on schools will be significant. Today, the nation's 24 largest city school systems have a "minority" majority. Twenty-seven percent of students in public schools are minority; that figure will continue to increase. Interesting to note is that 46% of Texas' school population and 48% of California's are currently minority.

These demographic data contrast with educational data showing that there are fewer Blacks on college campuses, both in absolute numbers and as a percentage of all undergraduates, than there were six years ago. Hispanic college participation ratios are rising slowly but are far below those of Whites or Blacks. Both Blacks and Hispanics have very high attrition rates in colleges and universities. Data for graduate schools are similarly distressing, with the absolute number of Black graduate students declining. Even the number and proportion of Black faculty members are declining.

Those of us in the academy should find this information distressing and ominous. In the words of Robert Atwell, President of the American Council on Education:

[We now contemplate] the devastating scenario of a nation with a large underclass of undereducated and hence underemployed or unemployable citizens. Not only would such an underclass be a tremendous drain on the social welfare and justice systems, but the loss in productivity would have an untold effect on our country's ability to compete economically at home and abroad.

The causes of these trends are complex. We do not know them all, though the decline in student financial aid, the excessive

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reliance on loans, and a broad societal retreat from civil rights support have certainly contributed to a decline in minority enrollment.

We at UNI have a civic responsibility, as do our colleagues, to expand minority enrollments at our university. Not only is minority enrollment at UNI considerably below the state minority population base; it is proportionately smaller than that of our sister

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Regents universities. We have a challenge and we collectively need to address it.

I don't think any of us has all the answers; hopefully, we have a few. This summer, we have initiated changes designed to emphasize the integration of minority student services into student services generally, as well as to assign specific responsibilities for the recruitment of minority students. Much needs to be done. In the interest of the future of our university and the nation, our efforts need to be successful.

If concern for extending constitutional opportunities to all citizens is a civic responsibility in this generation, the education of teachers is rooted in the origin of this university. While many colleges and universities embrace teacher-education programs, there are a few—and UNI is one—that have the responsibility to provide national leadership in the preparation of teachers.

A plethora of commissions and study groups have been engaged in discussing and promoting educational reform. A review of their reports is striking in two significant regards. First, very few conclusions or recommendations have any supporting empirical bases, and secondly, most of the authors are removed from the responsibility of either teaching or teaching teachers. Both of these observations certainly dilute these reports and their conclusions. What concerns me is the absence of clear, coherent, research-based alternatives to strengthen teacher preparation. That is a responsibility of this university—not only for the state of Iowa, but for the entire nation. It is what I consider to be one of our civic responsibilities.

I recall a scene in the movie *Patton* in which the General, portrayed by George Scott, expresses his frustration in losing his battle command. "The whole world at war," he states, "and I'm not part of it." I have that same sense of uneasiness when I read these teacher education reform statements and see not one university with a heritage in teacher preparation. As Tom Switzer, newly appointed Dean in our College of Education, stated, "When people talk about education, they should talk about UNI."

Hopefully, we do not suffer from megalomania in discussing civic responsibilities across the globe. I do think we have a responsibility there. The increasing number of international students on our campus, expanded sister-university programs, Fulbright exchanges, and summer language-studies programs all express in one way or another the sense that this university is linked to educational systems abroad and to a global concern to promote reason and understanding.

But civic responsibilities extend beyond the glamorous, the esoteric, and specific curricular fields. They entail the critical need to prepare our students—all our students—for life in an internationally interdependent society. To do otherwise will be an injustice to our students and their families. That preparation goes far beyond language study to an appreciation and understanding of cultural, religious, social, political, and economic differences among peoples. It also extends to preparing students to compete effectively with students from different educational systems and with divergent values. That kind of education was addressed in our new General Education requirements, but it must go beyond designated classes and requirements and permeate the educational process in elementary, secondary, and higher education. If the need for this kind of global citizenship escapes you, reading material from South Africa or the Middle

That preparation [for life in an internationally interdependent society] goes far beyond language study to an appreciation and understanding of cultural, religious, social, political and economic differences among peoples.

East might be instructive. If that task is too cumbersome, then I would suggest a study of crowd reactions at World Federation Wrestling matches.

On the eve of the bicentennial celebration of that magnificent document of governance, *The Constitution*, I have taken a few moments to share my thoughts on the civic responsibilities which we, as a university, collectively undertake. To the people of this state, to our fellow citizens under the Constitution, and to humanity on all continents, we express a sense of purpose and commitment, and welcome this new academic year with both confidence and resolve.

That kind of education ... must go beyond designated classes and requirements and permeate the educational process in elementary, secondary, and higher education.

Continuity and Change

ACADEMIC FREEDOM AND THE MISSION OF THE UNIVERSITY

August 29, 1988

The official opening of the 1988 Presidential election campaign is a week away. If the pre-Labor Day rhetoric is indicative of the fall campaigning, God help us all. In lieu of a rational discourse on the critical issues of the day, our intellectual diet consists of pap on the wonders of adoption, the awe of economic miracles, National Guard patriotism, and an obsequious peddling of “family” values.

I have found the best antidote for cynicism is a gathering of the academy. There is something both pleasant and comforting in being with colleagues in a setting where optimism reigns. For all its foibles, the academy is sane and rational, and *argumentum ad hominen* and *argumentum ad populum* are not tolerated.

As we enter this new academic year, I extend greetings and good wishes. As you may recall, I take the occasion of this opening convocation of the faculty to communicate my thoughts on some key issues facing the university community. Earlier gatherings have focused on programmatic issues, such as the reform of General Education, the internationalization of the curriculum, and the implementation of a university-wide teacher education program. This year, my attention turns to certain policy issues which

undergird the university community and which influence our work and our sense of both institutional and self fulfillment.

The foremost policy concern of the university is the twin concepts of *Lehrfreiheit* and *Lernfreiheit*, commonly known as academic freedom. Protecting the freedom of faculty and students to engage in scholarship and to teach those truths garnered renewed attention when a colleague at a sister institution was criticized for comments implicitly critical of Iowa's livestock industry. It was easy and appropriate for the academy to rise to the defense of Professor Suzanne Hendrich. We know her comments to be true and well-reasoned.

Protecting academic freedom is perhaps more important for those with whom we disagree than it is for colleagues whose findings we readily embrace.

Are we, on the other hand, as quick to defend the academic freedom of colleagues whose teachings are not widely embraced? Such is the case of our colleague, Dr. Ralph Scott, whose studies on busing and school integration have been controversial and disputed. His resignation from a federal appointment can, in part, be attributed to strong criticism of his published works. While it is easy to distinguish this instance as a dispute over a political appointment, and therefore outside the purview of the academy, I am not quite so sure. Protecting academic freedom is perhaps more important for those with whom we disagree than it is for colleagues whose findings we readily embrace.

These events of the past year bring to focus the university's tripartite mission of teaching, public service, and the role of scholarship. During the past few years, embarking on directions outlined in the 1984 "Report of the Select Committee on University Planning," we have sought to recognize and reward excellence in both teaching and scholarship. Our objective has been to insure that achievement in both endeavors is honored, and to express an expectation for excellence in both teaching and research. I have been concerned that with time this message has become blurred. An iteration of these matters may be helpful, so let me reaffirm

that the University of Northern Iowa is not a college where there is an expectation of instructional excellence to the exclusion of scholarly activity. Nor are we a research university where teaching is eclipsed by research and publication. Whether the phrase "teaching university" is appropriate nomenclature is open to debate. What should not be in dispute is the expectation for excellence in teaching and scholarly activities and the need for the university to strive for that balance.

Nor should there be any question that as a community we want to recognize and support the efforts of the faculty, who are the university. We have worked hard the past few years to improve salaries and benefits and working conditions and to build pride in the university. To say we are a "human" institution is a bromide of sorts, but to emphasize our humanity is the challenge.

This year brings a host of new faces to the campus. We have noted an increasing number of faculty choosing to retire. The early and phased retirement incentives probably have accelerated this pace, but I suspect that age and the lure of new life styles have been just as important. I mention this topic, not to herald my retirement or suggest yours, but to note that personnel data and trends suggest an ever greater number of retirements in the coming years. UNI is moving into a period of expanded faculty appointments. Over the next five or ten years we will be building the UNI of the 21st century. No decisions have greater importance to the future of this university and the state than the faculty we appoint. Accordingly, I am asking that greater emphasis be placed upon faculty appointments and upon the extraordinary efforts needed to find and appoint the very best people. We must be financially competitive—and I think we can be.

Speaking of appointments, I want to acknowledge my satisfaction with the substantial progress the university has made in affirmative action and in building a university committed to diversi-

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ty and opportunity. Affirmative action differs from and is more than equal opportunity. This university has a commendable record in faculty, professional staff, and service appointments for both women and people of color. Affirmative action has been effectively extended to most of the university. The most notable area of

... I sense that our reputation is built upon a genuine concern for students, their education, and their welfare.

exception is academic administration, where the lack of women and minorities needs to be addressed. I hope we can make progress this year, especially in department head and decanal searches.

Greater ethnic and cultural diversity on our campus will enrich the lives of students and advance the intellectual and cultural underpinnings of our educational program. To that end, we should continue pursuing international faculty and student exchange programs, as well as intensifying efforts to attract a larger number of minority and international students.

While there is pride in the fact we serve so many Iowans, we need not deny students the benefits of a culturally diverse and cosmopolitan educational experience. We should be circumspect that our strengths not contribute to parochialism and ethnocentrism.

The Select Committee on University Planning identified this concern four years ago. While some progress toward the goal of a culturally diverse campus has occurred, we have much distance to travel. The enrollment cap has deterred us from aggressively pursuing the enrollment of a more diversified student body. It is difficult to pursue that goal while turning away qualified Iowa residents. Additional opportunities may soon occur.

The improved Iowa economy coupled with our enrollment cap has permitted us to achieve an improved relationship between resources and responsibilities. If that progress continues, we should consider lifting the "cap." The strong enrollment, especially among new freshmen and transfer students, attests to your good work. I hope you each take a small measure of pride.

What is pleasing to me about our continued strong enrollment is that the academic achievement and preparation of entering stu-

dents is stronger than it was two years ago. Admission and retention standards are more rigorous than those of our sister institutions, and it has not yet proven necessary to embark on the expensive marketing and recruitment campaigns that are increasingly evident in Iowa. Our rigorous General Education Program, initially implemented this fall, hopefully will serve students well. There are no signs that more rigorous educational requirements make this university less attractive. On the contrary, I sense that our reputation is built upon a genuine concern for students, their education, and their welfare.

That concern for students and for the excitement of bringing them into the world of inquiry, analysis, and creativity is what gives us a sense of fulfillment and moments of joy. It also makes us more sensitive to human rights issues. The oppression of the human spirit, whether in the shanties of South Africa, the arid hills of the West Bank, or in the small towns of Iowa, saddens us all.

We are here because we want to make a difference in the lives of others, and we want this university to make a difference. Cool winds from the north, the rustling of leaves, unfamiliar and seemingly unknowing faces greet us as we embark on yet another passage in this university's proud past. It is my pleasure to be with you again this year.

Continuity and Change

STRATEGIC PLANNING FOR ACADEMIC DEVELOPMENT

September 11, 1989

Living in the shadows of the Cold War has not prepared us to digest the momentous changes occurring beyond the Iron Curtain. The evidence keeps mounting that those changes, driven by the economic failure of Communism and an unquenchable thirst for intellectual freedom and democratic expression, are real. Twenty years ago, I quaffed *Pilsner Urquell* in a delirious Czechoslovakia the day Dubcek came to power in that fleeting period known as the Prague Spring. Whether the events of 1989 are ephemeral as well remains to be seen. But sufficient change has surfaced to suggest that we have won that Cold War for those unidentified hearts and minds. There is not much talk these days of “domino theories” or “burial ceremonies.” Even in China there is a sense that recent repressive measures cannot long endure. After all, how long can octogenarian rule last? These changes, highlighted by UNI’s active participation in student and faculty exchange programs, have become part of the fabric of this institution and will help shape its future.

The impact of these events, coupled with the continuing turmoil in sub-Saharan Africa and the Palestinian states, will shape the character of our educational program as we adapt our curricular

requirements, instructional approaches, and staffing decisions to the requirements of the 21st century. These are exciting times.

If we have won the Cold War, surely the time has come to direct our intellectual and financial resources to the growing domestic problems of as yet uncontrolled budgetary deficits, skewed wealth distribution, and mounting social problems. There is a growing underclass, concentrated in urban areas, ravaged by unemployment, drug usage, and teenage pregnancy, and reflected in an explosion of at-risk children and alienated adults. This is the world to which our students graduate and in which many will function. It will be a world increasingly non-white, culturally different, and evocative of the "other American" period of the '60s. Without question, these are difficult times.

If we have won the Cold War, surely the time has come to direct our intellectual and financial resources to the growing domestic problems of as yet uncontrolled budgetary deficits, skewed wealth distribution, and mounting social problems.

The growing proportion of high school graduates pursuing post-secondary education has confounded higher education planners, but really should not surprise us. We have long extolled the merits of higher education. A record enrollment is here with a very healthy increase in new freshmen, transfer and, pleasantly so, graduate students. This record enrollment is especially noteworthy when one considers our strengthened admissions standards and the fact that UNI has no programmatic monopoly. Students who come to UNI, in effect, choose UNI.

While a full enrollment analysis will not be completed until next month, there appears to be a significant increase in minority enrollments, reflecting new initiatives undertaken by the state and the university. The challenge of bringing all American minorities into full participation in higher education cannot be understated. This task is made more difficult by spiraling tuition costs and a decade-long shift in student financial assistance

which places onerous and mounting debt levels upon students. Access to higher education is restricted, particularly among low-income families.

If there is no shortage of students, the same will soon not be said about faculty. Data now suggest a pronounced trend toward early retirement within the academy, which, when coupled with a declining number of graduates pursuing doctoral studies, portends serious faculty shortages by the mid-nineties. To think only a few years ago higher education was concerned about faculty wanting to teach until they are 90; now, we try to figure out how to have enough faculty for the '90s. We need to encourage capable students to pursue doctoral study, and, as institutions, to develop, as well, programs that will strengthen our ability to attract and retain the highest quality faculty and professional staff. In the past three years we have made excellent progress in significantly raising faculty salary levels at UNI. You deserve that support, and this university needed to make that commitment.

More needs to be done in strengthening the quality of academic life on this campus. The resources of the state and the maturation of this university are signal events in Iowa higher education. I believe the University of Northern Iowa is poised to make major strides to enhance the quality of our educational programs. Our efforts have focused on a revitalized General Education Program, which this past year has been accompanied by additional faculty resources. And more resources will follow. Furthermore, there is anxiety over the recommendations of the Big 8 accounting firm, Peat Marwick and Main. I believe those issues will be resolved this fall, and, hopefully, to our satisfaction, though I confess I am troubled by what I view as the limited understanding of and experience in higher education reflected in those reports. Our task is not easy, but it can be done. We welcome the opportunity to present the university's good work next week when the Regents meet on campus.

These are challenging times.

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The issue of program duplication was exceptionally well addressed by Professor and Vice-President-Emeritus Jim Martin in his *Des Moines Register* valedictory. The article exhibited much more than telling arguments; it reminded us of those special qualities Jim Martin gave to this University: incisive reasoning, collegial civility, public service, institutional loyalty, and a boundless optimism. His successor is no less a leader and academician, and I suspect a good Iowa winter will demonstrate that she is a woman for all seasons.

[Jim Martin's valedictory] reminded us of those special qualities [he] gave to this University: incisive reasoning, collegial civility, public service, institutional loyalty, and a boundless optimism.

We welcome Nancy Marlin to the University of Northern Iowa. These are exciting times; these are difficult times; these are challenging times. We look forward to working with you as the University of Northern Iowa, with momentum and distinction, charts its future.

Awaiting you are two important tasks. The first is to work with the Strategic Planning Committee and the faculty and staff of this university to develop a strategic plan for the university's academic development. Five years after the adoption of the work of the Select Committee on University Planning, it is time to adopt a new plan for our future—one that builds on our successes and masters our challenges. Many good people await your leadership,

but there are important vacancies to fill as members of the academy accept new assignments or retire from current ones. That second important task will help shape this university for many years to come. Experience teaches us that people, not policies, programs, or structures, are the indispensable ingredient for excellence.

And to you, faculty, it is heartening to begin another year together and to be part of the growth, development, and important work of a university increasingly recognized, appreciated, and supported.

As a final note, and though the setting is awkward, I do want to express my appreciation to the Faculty Senate and to many faculty participants who prepared and conducted a faculty evaluation of my work. I found the evaluation process to have been professionally conducted; the comments and recommendations, with but a couple of exceptions, to be constructive and positively received; and, lastly, the strong support you gave my work is especially appreciated.

I think this will be a very good year for UNI.

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Continuity and Change

PRINCIPLES THAT DEFINE THE UNIVERSITY COMMUNITY

September 17, 1990

I am pleased to join the leadership of the faculty in welcoming our newly appointed colleagues to the University of Northern Iowa and in greeting again friends and colleagues returning to the campus. I look forward to this first faculty meeting and to the opportunity to speak at the opening convocation of our 114th academic year, a year full of promise and teeming with challenges.

The Carnegie Foundation for the Advancement of Teaching has issued another of its special reports, this one entitled *Campus Life: In Search of Community*. The treatise addresses the nature of the academic community and the values which shape the professional and personal fulfillment we receive in being part of university life. After summarizing those values, I want to talk about each, and the university that is our community.

The Carnegie Report identified six principles of the academic community. The first is that the university is an *educationally pur-*

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erfully affirmed.*

poseful community where faculty and students share academic goals and work together to achieve those goals. The university, secondly, is an *open* community where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed. In addition, the university is a *just* community where the sacredness of each person is honored and where diversity is aggressively pursued.

... universities have often lost the sense of being an educationally purposeful community.

The university, moreover, must be a *disciplined* community, a place where individuals accept their obligations to the group and where governance procedures guide behavior. The fifth principle is that the university is a *caring* community where the well-being of each member is sensitively supported and where service to others is practiced. And, lastly, the university is a *celebrative* community, one in which the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared.

These six principles express community in terms of campus life and human relationships. They affirm, as well, how academic life offers both personal and professional satisfaction to a community of learners.

As universities have grown larger, becoming mega-universities, or, in the words of Clark Kerr, colleges connected by a central heating plant, universities have often lost the sense of being an educationally purposeful community. Those of us who experienced required weekly convocations or chapel programs probably care not to remember most of them. Their widespread abandonment probably stemmed from good cause, but lost with that demise was a sense of campus-wide educational experiences. There have been few substitutes even on a collegial or departmental level. A college education has increasingly been defined in terms of earned credit hours and completed requirements rather than in terms of educational experiences or intellectual encounters.

The principle of an educationally purposeful community challenges us to adopt a greater number of intellectually-stimulating

exercises and to structure opportunities for mutual faculty and student learning experiences. This challenge is especially important for the University of Northern Iowa, where heritage, size, and a commitment to teaching excellence are advantages.

An educationally purposeful community provides students with experiences beyond the ordinary. These opportunities can be reflected in expanded lecture and seminar series, student research work, field trips, collaborative assignments, and/or simply small group discussions in the Maucker Union or over dinner. What is important is that we recognize the value of these experiences and that we strive to bring students into the academic culture of the university.

As the graduate faculty and college work to focus our graduate programs, one important result will be an increase in the number of graduate students in each program. We should not forget that quality graduate education includes intellectual interaction among graduate students as well as between students and faculty.

There is nothing inconsistent between this goal of community and high academic standards and performance expectations; indeed, the opposite is true. Students benefit, and, for the most part, welcome rigorous challenges. They take great pride in the achievements of their professors. For those who have had the opportunity to participate in those achievements, the impact is pronounced and memorable.

We should remember as well that in distinctive universities such as ours, professionals outside the teaching faculty, and particularly staff in Educational and Student Services, welcome the opportunity to collaborate with

Academic and civil freedoms, especially the freedom of expression, must be uncompromisingly protected. That task has been made more difficult by a national increase in the number of racial and religiously-based protests on campus, and by a renewed interest in artistic censorship.

faculty in establishing and sustaining extramural educational experiences.

There is a challenge here and one for which we will work to find resources. We are a community of learners, and we need to increase the opportunities and provide the support to incorporate greater intellectual activity and educationally stimulating experiences into the college degree.

A university must uphold those traditions of academic freedom which are vulnerable to erosion and occasionally repudiation.

We are, as well, an open and a just community. Academic and civil freedoms, especially the freedom of expression, must be uncompromisingly protected. That task has been made more difficult by a national increase in the number of racial and religiously-based protests on campus, and by a renewed interest in artistic censorship. A university must uphold those traditions of academic freedom which are vulnerable to erosion and occasionally repudiation. At the same time, we need to affirm the civility of our relationships.

Allow me to read the statement on freedom of expression drafted in 1975 by a Yale University committee chaired by the noted historian, C. Vann Woodward:

No member of the community with a decent respect for others should use, or encourage others to use, slurs and epithets intended to discredit another's race, ethnic group, religion, or sex. It may be necessary in a university for civility and mutual respect to be superseded by the need to guarantee free expression. The values superseded are nevertheless important, and every member should consider them in exercising the fundamental right to free expression.

I cite this statement valuing freedom of expression because we, as an academic community, are not insulated from events and movements elsewhere in the nation. Racially-based protests, including cross-burnings, are increasing; anti-Semitic incidents have occurred on college campuses; student attendance at senatorial-candidate David Duke's appearance was the largest such gathering

at Louisiana State University in recent years; and the filthy speech movement has been given new life. It is troubling that many of the participants in these protests are college-age youth, mostly born after the march on Selma.

In affirming an open community, we also call for a just community. For UNI, that call is reflected in our goal to enhance racial and cultural diversity. We want a university reflecting the racial and ethnic character of American society with a full complement of international perspectives. Our goal for racial and cultural diversity extends to the faculty, staff, and students. While that goal is important to the well-being of our community, it is critical to providing our students with the educational and social experiences they will need for the 21st century.

We need to explain to all members of the university why we pursue diversity. We need to reaffirm that our affirmative action program is not based upon granting privileges based upon race, gender, or ethnicity. Rather, it is designed to insure that groups under-represented within the university are recruited and interviewed. We honor the judgment of those making appointments, asking only in instances where clear-cut preference is not evident that under-represented groups be appointed to help us achieve our goal of racial and cultural diversity. We are succeeding in meeting these goals, but we should ask whether our community understands why these goals need to be met.

I believe the university is a disciplined community where we acknowledge and fulfill our obligations to our colleagues and to society in general. As suggested by the Carnegie Commission, well-defined governance procedures are in place. In fact, I doubt whether there is any shortage of governance procedures at UNI. In contrast to other universities, our educational community seems to have more contentious and litigious situations—at least that is what I read in the paper. Only Pollyanna could expect in a community of

... the university must be a caring community, a place where the well-being of each member is supported and where service to others is practiced.

nearly 15,000 individuals there would be few if any conflicts; but I think we can all agree that perhaps more civil and less confrontational procedures could be established, procedures which perhaps might be more consonant with the Japanese aphorism "to keep the lid on the smelly pot."

The concept of a caring, not a greedy, university is the dominant image of this institution.

One should not leave the principle of a disciplined community without reference to the serious national issues, both confronting and created by intercollegiate athletics. Those issues are and will continue to be widely discussed and debated. I would add only my observation that intercollegiate athletics has become big business—and, until the matter of inordinate income and extensive, and at times obscene, expenditures are squarely addressed, efforts at reform will, at best, have only limited

success. Simple economics explain that when a large supply of dollars chase a limited number of resources, including winning coaches and athletic talent, disruptions will follow. When an athletic coach at my undergraduate alma mater receives annual compensation in excess of \$600,000, there should be no question but that his priorities will not be academically-focused.

I am very proud of this university's athletic program. Our successes, such as last week's Iowa and this week's California championships by our volleyball team, are noteworthy. More laudable is that those programs have been built within, not outside, this educational community. Coaching volleyball is a tenured, full-professor. Indeed, virtually all our coaches, including the head coaches of the revenue-producing sports, have classroom instructional responsibilities and welcome that affiliation with the academic enterprise. They and their programs are a part of our educational community, not apart from it.

The fifth principle states that the university must be a caring community, a place where the well-being of each member is supported and where service to others is practiced. The concept of a caring, not a greedy, university is the dominant image of this institution. It adds distinction to our educational program and is

increasingly well-recognized throughout Iowa. That sense of caring extends as well to those outside the university community where resources and circumstances do not match ours. As society shows increasing signs of accentuated class divisions, our commitment to educational opportunity, to human services, and to building a sense of social responsibility in our students gains new significance.

A caring community is the heart of a university. Perhaps our own experiences match those of graduates who, upon visiting the campus, often recall their most lasting memories of life at ISTC. Invariably, they focus on professors who showed a personal interest in them, who helped them build self-confidence, and who, simply stated, were important to their lives. These are the strengths of the university. We care about our students and colleagues, and about those less fortunate. We are a caring academic community.

The Carnegie report concludes with a call for a celebrative community—one which honors its heritage and promotes continuity and change. Our gathering today is reflective of that tradition, which formally announces the beginning of the academic year. Having been reared in the Eastern Orthodox Church, I approach ritualistic celebrations with subconscious enthusiasm. Beyond personal preferences, nevertheless, our august graduation convocations and holiday festivities, including the Maucker Union Tree Lighting ceremony, represent important experiences for our community. Last year's Founders Day celebration was a notable affirmation of our heritage, as are the numerous departmental spring banquets to which alumni return. The Carnegie report suggests such experiences are important to students and to our sense of community.

... we should convey to our predominantly Iowa student body our passionate belief that they can compete anywhere, with anyone, and that this university not only encourages but expects that level of achievement and accomplishment from its graduates.

We need to celebrate academic achievements within our community with some of the enthusiasm exhibited in athletic areas. This week, for example, one of our 1990 graduates will receive the prestigious Elijah Watt Sells Gold Medal award of the American Institute of CPAs for having the highest score among 68,000 graduates who sat for the CPA exam. While neither the publicity nor resources for the Sells Award recipient will approach that accorded to the Heisman trophy for the nation's best football player, there should be no question as to which is more important. If we as an academic community do not celebrate that accomplishment, who will?

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It is important for us to extol this accomplishment for several reasons. We should honor achievement; we should acknowledge the sterling work of our colleagues in the Department of Accounting and the College of Business Administration; but, equally important, we should convey to our predominantly Iowa student body our passionate belief that they can compete anywhere, with anyone, and that this university not only encourages but

expects that level of achievement and accomplishment from its graduates.

I do not know if the sense of community is important to all colleges and universities, but I believe it has been and will continue to be an integral part of the development and prosperity of the University of Northern Iowa. A sense of community enhances the quality of life on a university campus and gives fullness and pleasure to students and faculty alike.

These six principles of community identified in the Carnegie study can be attained in varying degrees, though at times conflicts will arise as we seek to achieve them all. As the Mexican author and ambassador, Carlos Fuentes, observed:

The world is made of grace, and the important thing is to understand that . . . we are struggling between values.

Last March, when UNI was being described as the University of Nothing Impossible, a sports columnist in Richmond, Virginia, gave us another epithet, observing that Iowans refer to this university as “You-and-I.” While that reportorial error brought a touch of humor to a festive occasion, in hindsight it has proved to be a fitting description of the university’s year. “You and I”—all of us—have worked together to build this university, to receive a record enrollment of students, and to fulfill the public trust for higher education. All this has been done in the best tradition of our academic community.

We look forward to yet another outstanding year.

Continuity and Change

CHARTING OUR
OWN COURSE

September 9, 1991

It is my pleasure to join members of the Faculty and Staff as we embark upon the 115th academic year at the University of Northern Iowa. We commence this year with the largest enrollment in our history, the largest complement of Faculty and Staff, and excellent physical resources. Yet, we suffer from a major depletion of needed financial resources, a freeze on needed positions, and a literal decimation of support staff in the false name of efficiency.

I am reminded of Charles Dickens' poignant introduction to *A Tale of Two Cities*:

It was the best of times, it was the worst of times; it was the age of wisdom, it was the age of foolishness; it was the epoch of belief, it was the epoch of incredulity; it was the season of light, it was the season of darkness; it was the spring of hope, it was the winter of despair.

The events of 1991 suggest that the allegorical reference to Dickens' two cities is more real than imagined. Events in Cedar Falls contrast markedly with those in Des Moines.

While decision-makers in our state capitol pursue a course of action resulting in a diminution of services and a denigration of

people, the university is pursuing a course of action to expand services and to improve and extol the human condition. In one city, public expenditures are indiscriminately reduced; in the other, there are conscientious efforts to minimize financial damage and disruption. In one, those who work in the public sector are seen

The University of Northern Iowa has a rich history. Its roots as a state home for Civil War orphans, its establishment as Iowa's school for the preparation of teachers, and its evolution as a university with a deep commitment to the commonwealth and its people, have shaped this institution and created bonds to this community and the state.

as the cause of the state's problem; in the other, they are viewed as the answer to those problems. The clash between the forces of good politics and good government, between the electoral consumption of resources and the educational investment of those resources, has paralyzed progress in this state and curtailed the contributions of higher education—at a time when the demand for our services is strong and growing, and when the high quality of our educational program is threatened by a failure of state decision-makers to support their universities.

For the University of Northern Iowa to suffer a 6% reduction in appropriations at the same time its enrollment has grown over 11% is a disgrace to the state and an embarrassment to our elected officials. The people of Iowa deserve better.

The tale of these two cities is instructive in its affirmation that the University of Northern Iowa cannot allow itself to be held hostage to the financial and political decisions made elsewhere. It is critical that we, as a community, assume greater responsibility for our fortunes.

These courses of action come to mind. First, the university community, with the primary leadership of the Faculty Senate, and with the participation of the Professional & Scientific Council, the Student Government Association, and the Academic Affairs Council,

should explore the wisdom of re-establishing an enrollment cap. Deciding which mechanisms will limit enrollment and which students will be served will require careful consideration. Yet, the failure of the state to support UNI's major increase in enrollment suggests that decisions need to be made very soon.

Two fundamental premises should guide our deliberations. First, the university cannot support the education of Iowa residents, who, through tuition, pay less than 1/3 of the cost of their education, when the Governor and the General Assembly fail to provide commensurate state support.

The second premise is the quality of education we provide students should not be lowered. Indeed, our objectives have been to strengthen educational experiences, to enhance academic programs, and to be recognized as a premier teaching university. We cannot allow others to mire this university in mediocrity. If we can be faithful to these two premises, I believe an enrollment limitation policy can be formulated that will serve well the people of Iowa.

If the first course of action is to limit enrollment to the level of funding sufficiency, the second course is to assume greater responsibility and initiative to improve instructional quality and educational services. At a time when the concepts of "strategic planning," "focusing," "quality concerns," and "outcomes assessment" are bandied about, it is important that each university become proactive in addressing these issues. It is far preferable for us to chart our future than to allow individuals outside the academy—as well as their hired guns—to make those decisions. In short, if we permit a vacuum in academic leadership to develop, others will fill that vacuum.

Central to this leadership will be academic program review, the identification and bolstering of academic weaknesses, the priority attention given to faculty and staff recruitment, the careful identification of distinctive, high-quality programs meriting additional resources, and the determination to insure that the

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quality of educational experiences received by our students will be second to none.

Special attention, I believe, needs to be directed to implementing earlier plans to strengthen graduate education and to evaluate the faculty strengths, standards, and support for doctoral study.

At a time when the concepts of "strategic planning," "focus-ing," "quality concerns," and "outcomes assessment" are bandied about, it is important that each uni-versity become proactive in addressing these issues.

In a time when financial resources are limited, programmatic limitations are inevitable. Nevertheless, we should be mindful that resources for higher education ebb and flow. I have no doubt but that within a year or two the flow will again commence. While we want to help expedite that flow, it is more important for the university to be positioned in order to maintain public confidence, to preserve its academic integrity, and to chart its future development.

The University of Northern Iowa has a rich history. Its roots as a state home for Civil War orphans, its establishment as Iowa's school for the preparation of teachers, and its evolution as a university with a deep commitment to the commonwealth and its people, have shaped this institution and created bonds to this community and the state.

With few of its graduates in the financially-rewarding professions, the university's efforts to develop private fund-raising and to build an endowment have been limited. Yet, the generosity of others made possible the construction of the UNI-Dome and the development of endowed scholarships and programs that now total over \$12 million in Foundation assets pledged to university programs.

We are now to embark on the first major campaign in nearly twenty years, and without question the most ambitious one. Our goal is to build a private financial base for the university's educational program through endowed chairs and professorships, student scholarships and awards, expanded library and instructional

programs, and the core of the campaign, a performing arts center for the university and the metropolitan community.

The need for the performing arts center was identified nearly two decades ago. With the growth of the School of Music and the development of the performing arts in our community, that need has become paramount. The Regents have endorsed funding for the portion of the facility which meets educational needs. Funding for the remaining portion of this facility, akin to the funding for Hancher Auditorium and the Fisher Center, must come from private giving.

The tale of two cities reminds us that we cannot become dependent on the goodwill and sound judgment of others to determine our future. It is important that we in the university join in this campaign and individually pledge gifts to the campaign for the future of the University of Northern Iowa.

In recent years, our Golden Anniversary graduates have annually raised funds now exceeding \$100,000. Pledges have been received from each new graduating class totaling nearly \$70,000. Those of us who work at the university have a similar opportunity to invest in our future. I hope you will join me in that endeavor.

Clearly, there are more auspicious times for such a campaign than the year in which the Governor vetoed reasonable and merited salary increases, but the needs of the university cannot be delayed to meet political or judicial timetables. The budgetary crisis created in Des Moines only reaffirms the importance of this university moving ahead with confidence and commitment.

This indeed can be the best of times, the age of belief, the season of light, and the time of hope. In record numbers, the people of this state are turning to the University of Northern Iowa as a place where dreams are fulfilled and the future is shaped. With that knowledge and in that spirit, we commence the academic year.

It is far preferable for us to chart our future than to allow individuals outside the academy—as well as their hired guns—to make those decisions.

Continuity and Change

SOCIAL JUSTICE AND THE FUNCTION OF EDUCATION

August 31, 1992

I am already weary of the presidential campaign, which, according to tradition, officially opens on Labor Day. While much of the election-year rhetoric is happily dismissed, I have not been able to forget the words uttered by Marilyn Quayle. The vice president, you will recall, abandoned fundamental orthodoxy when asked if he would permit his teenage daughter to abort an unwanted pregnancy. Mrs. Quayle emended the vice president's response with the words: "She is thirteen. She would carry the child to term."

How sad that the children of our political leaders are thrust into the public limelight and subjected to scrutiny and commentary far removed from the determinative issues of the day. My compassion for Mary Corrine Quayle is bolstered by the knowledge that the likelihood of such a pregnancy is remote. Few 13- or 14-year-olds of the social and economic

But unlike the '60s, there is no great sense of optimism that education, including higher education, will be the great equalizer offering opportunity and socioeconomic mobility.

elite bear children. Teenage pregnancy, children born out of wedlock, and most adolescent social offenses are concentrated among children of poverty or near-poverty.

The decade of the '80s, the decade of family values, has brought us an unprecedented explosion of social ills, primarily, though not exclusively, in poverty settings, frequently in the inner city. The number of births to unmarried teens has increased nearly 20% during this past decade, now exceeding 325,000 births a year. One out of twelve births in America is to an unmarried teenager. That rate is twice that of Canada's, four times that of France's, and over ten times Japan's. While rates in Iowa fall somewhat below national averages, our county, Black Hawk, has a record worse than the national average. Nearly 12% of our local births are to unwed teenagers.

Education is increasingly seen as part of the status quo, not the means by which youth (and adults) can unshackle the social and economic constraints of their childhood.

If our nation's social problems were confined solely to the birth canal we could, with typical Yankee ingenuity, fashion a solution, but our social problems are far more pervasive. The United States suffers from a high

school graduation rate that barely exceeds 70%. Put another way, more than one-fourth of twenty-year-olds in this country have not earned a high school diploma. Among 20-24-year-olds, 15% of the dropouts are white; 23%, African-American; and over 40%, Hispanic. What are they to do? For the most part, they are cast into an economic purgatory where prospects for the good life are remote. Nearly 14% of this age cohort is unemployed, with minority youth experiencing a 40% unemployment rate. Recent data indicate that real wages for high school dropouts who find employment is dramatically lower today than it was in the mid-seventies.

Incarceration numbers and rates continue to increase, consuming an ever-increasing proportion of tax dollars. We are staggered by the statistic that one out of every four African-American male teenagers will have spent time in jail or prison.

Saturday's news announced that approximately 10% of the nation's population is on food stamps. In California, recipients now total 2.6 million, a number approaching the entire population of Iowa.

Included in this litany of social ills are death statistics. Homicide as a cause of death for teenagers was four per 100,000 in 1960. That figure has nearly tripled in thirty years. Suicide rates in the same period have likewise tripled from under four to over eleven per 100,000 teenagers.

An analysis of these data often points to ethnic differences. The latest iteration of this comparison was last week's release of SAT scores. While aggregate scores vary considerably by ethnic group, analyses of family incomes within ethnic groups explain these discrepancies far more than ethnicity *per se*. An increasing number of studies are cutting through this mound of statistics and their color codes, and focusing on the direct relationship between family income and achievement or the lack of achievement. As Donald Stewart, President of the College Board, stated, "[Differential] SAT scores reflect the socioeconomic split between the well-educated and the rest of society." That division exists and is expanding. It does not portend well.

Four years ago, Martin Orland, a researcher in the U.S. Department of Education, reviewed statistical correlations between poor academic achievement and "intense" poverty factors. For each year a child lives in poverty, Orland concluded, the likelihood of falling behind his/her grade level increases 2%. If the child's school has a very high concentration of poor children, statistical chances of school failure increase strikingly, ranging from 12% in schools with relatively little poverty to 48% in schools with highest poverty rates. The Grant Foundation, in a report, *The Forgotten Half*, notes that "nearly half of all poor youths score in the bottom fifth of basic skills score distribution."

The decision of this faculty six years ago to strengthen admission standards through distributional requirements has had a profound and lasting impact on secondary education in Iowa.

In these and a host of other studies and reviews, a disturbing pattern emerges: for youth, there is a constellation of failures intertwined and mutually reinforcing. Poverty, underachievement, and social problems grow in dimension and danger. Michael Harrington's moving work from the '60s, *The Other America*, is recalled today because America in the '90s is increasingly becoming a country of the haves and have-nots. But unlike the '60s, there is no great sense of optimism that education, including higher education, will be the great equalizer offering opportunity and socioeconomic mobility. Education is increasingly seen as part of the status quo, not the means by which youth (and adults) can unshackle the social and economic constraints of their childhood.

That decision [to strengthen admission standards] was the catalyst for widespread revision of academic standards and curricula at both the secondary and collegiate levels, and is probably the single most constructive educational development in Iowa this past decade.

Robert Atwell, President of the American Council on Education, referred to this almanac of disturbing statistical comparisons between children of poverty and children of means as "poignant and malignant evidence of a society that has become terribly unfair." Nearly half of the nation's disposable income, he noted, goes to the wealthiest fifth of our citizens, a distribution which has become increasingly skewed. The burden of this unfairness falls heavily on children, nearly twenty-five percent of whom live in poverty, and most heavily on African-American and Hispanic children, where the rate of poverty approaches fifty percent. There is another America out there, and, once experienced, it is not readily forgotten.

We embark this academic year with 13,000 students, each of whom we hope to carry to term—or at least through this term.

Our campus, our colleagues, and the vast majority of our students reflect the good America, the successful America—not its forgotten counterpart. We are removed from the nation's capitol, where pol-

icy issues to change the course of our country need to be addressed. We try to distance ourselves, as well, from the pandering and prostitution of political campaigns. Yet, we cannot escape the responsibility of citizenship in our own community, state, and nation. What can we as a university do? What should we do to contribute to a systemic effort to address growing social and educational inequities in our land?

The talents embodied in the faculty and staff of this university are immense. Through our historical mission of teaching, research, and public service, we have contributed to building our state and nation and to addressing social concerns. One example should be noted. The decision of this faculty six years ago to strengthen admission standards through distributional requirements has had a profound and lasting impact on secondary education in Iowa. That decision was the catalyst for widespread revision of academic standards and curricula at both the secondary and collegiate levels, and is probably the single most constructive educational development in Iowa this past decade. As we sought to respond to the report, *Nation at Risk*, can we now not turn our attention to children and youth at risk? The challenge is imposing, but answers must be found.

In the teaching and research efforts, can we not pay increasing attention to gnawing and growing social problems? From the social and behavioral sciences to economics and education, there is a great need for the academy to engage in scholarly efforts to address the major socioeconomic and educational shortcomings in our society and to provide a rational basis for policy decisions.

In our instructional programs, particularly those that prepare students for human service careers, we need to focus on the forgotten America. Issues of community service for youth,

Social justice, community service, altruism, and opportunity (educational opportunity, economic opportunity, equal opportunity) are not outdated concepts. They are at the core of our beliefs and our work.

perhaps even national service for all Americans, merit examination.

The ongoing struggle to keep university education affordable to all citizens gathers new momentum as we see the economic problems associated with growing indebtedness of young Americans. Finances, more so than philosophy, threaten to transform public education from a right to a privilege.

***We must strive
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and discriminating public
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imperatives.***

But perhaps the greatest contribution we can make is to affirm in ourselves and instill in our students a greater sense of civic responsibility and a concern for others. Social justice, community service, altruism, and opportunity (educational opportunity, economic opportunity, equal opportunity) are not outdated concepts. They are at the core of our beliefs and our work. These are the values important to this nation. Perhaps if we, and our colleagues elsewhere, establish a new dialogue on campuses, perhaps if we can more effectively influence the values of students, then we can impact our nation and its priorities. We must strive for a more enlightened and discriminating public will to shape

the political process in consonance with our political ideals and national imperatives.

We begin the new academic year with a sense of both relief that past difficulties have ended and optimism for the coming year. The new year, as well, rekindles that sense of purpose which brought us to the academy and inspires us each September. On behalf of the Board of Regents and the university community, I welcome each of you, new and returning, to a year of strengthened purpose and renewed promise.

Continuity and Change

SAFEGUARDING QUALITY IN ACADEMIC PROGRAMS

August 30, 1993

I knew Edward Prichard, whose brilliant legal career, including a clerkship with Justice Frankfurter and service as a “policy guru” in the Roosevelt administration, was soiled by a conviction for vote fraud in the quagmire of Kentucky politics. In his last years, Prichard, while never abandoning his lust for partisan politics, embraced the cause of higher education, eloquently arguing for attention to quality. He was a driving force for educational reform in a state not known for education or reform. A broad-based and popularly supported commission for educational excellence bears his name.

It was Edward Prichard who in a Regents meeting proclaimed, “Quality in higher education is like pornography in the eyes of the Supreme Court. It cannot be defined, but I know it when I see it.” Each of us shares Prichard’s dilemma. We know quality when it

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is seen and experienced, and, without question, great universities are built by talented colleagues—faculty, staff, and students—committed to that elusive quest for excellence in teaching, research, and service.

Individual commitments, however, do not necessarily represent the collective action of the academy. In the years ahead, the

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issue of quality will become, in my judgment, higher education's dominant concern. As the information age transforms the work of the academy, providing inordinate and immediate access to information—and to us—the public will have multiple choices for educational opportunity. Institutions which thrive will be those where quality in teaching, scholarship, and service are perceived and appreciated. Within five years, *quality* will surpass *access* as the dominant concern for higher education.

I thought of Ed Prichard last week as I read a newspaper article proclaiming that a junior college basketball transfer, presumed ineligible, had, as had Lazarus, risen from the dead, or, more accurately stated, satisfactorily completed three additional hours of academic credit, fulfilling his Humanities requirement.

The AP story noted that the week-long course was taken at Oglala Lakota College in South Dakota, an accredited four-year college with an enrollment of 800. The instructor in that course described the academic activity, and I quote:

We had different lectures, and John learned how to put up a teepee He helped with our dance contest, and he helped in the children's area. This was during our International Brotherhood Days. John attended most everything, and helped out in different ways.

As his junior college coach proudly proclaimed, "I had counselors looking at every college catalog that might offer a class." (That's how our student-athlete found Oglala Lakota.) "All I need to do is send in the transcript for official verification. But it's a done deal. He's in."

You know, I certainly find no fault with the young man in question. He fulfilled the course requirements, and probably deserved the "A" he received. Nor do I fault his exuberant coach, who, with single-minded purpose, found an opportunity for his player to complete the required Humanities course and thereby pursue his roundball career.

The NCAA is often bashed, but its efforts to strengthen academic expectations for collegiate athletes have for the most part been successful and worthy of commendation and support.

Nor do I feel comfortable in rendering a judgment relative to the collegiate-level instruction needed and provided on the Pine Ridge Indian Reservation. And I also recognize that this week may have been an important and lasting educational experience for our transplanted student-athlete.

What gnaws at me is that this course, while perhaps experientially significant, is apparently devoid of any intellectual activity, yet was and is considered a Humanities course comparable to Humanities requirements on this and other campuses.

I say "this" campus deliberately. Even though the student has been admitted to a sister Regents institution, he theoretically could have been recruited by UNI and admitted under similar circumstances. The fact that the student in question is an athlete is a secondary concern. The major concern is that the mechanisms designed to assure quality standards in course work have seriously eroded. Responsibility for that failure falls to the academy to correct. Only the faculty can assure the quality of a degree, and only university faculties acting in concert can assure quality higher education in a given state.

Over the last decades, colleges and universities have relied upon accreditation processes to provide assurance that minimal quality standards have been met. Regional accreditation had such meaning a few years ago, but not so today, when it has come

under surprisingly strong criticism for having little meaning.

Regional accreditation's fall from grace is based upon several developments. First, the accreditation process has placed less significance upon the issue of quality measurement, and in its stead focused upon the process by which the campus addresses its decanal review. Secondly, rather than using recognized standards as the basis for evaluating institutional performance, standards peculiar to the unique mission of each college are employed. This change means that institutions are accredited on the basis of whether they are fulfilling their stated mission. In short, "truth in advertising" has replaced "quality assurance" as the driving force in regional accreditation review.

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Of course, we are aware that accreditation groups have proliferated and with but rare exception every college or university seeking accreditation receives it. "All God's children are accredited." The one organization established to recognize and legitimize various accrediting groups, the Council on Post-Secondary Accreditation, or COPA for short, less than a year ago voted to disband.

Perhaps many of you share with me a sense that there are few things less interesting than discussing accreditation, but I do so today because we in the academy have placed great reliance upon accreditation processes to sanction the legitimacy of course work offered at other institutions. That reliance is increasingly suspect, and probably misplaced.

Compounding the issue of quality assurance has been government's growing interest in insuring access to higher education for its citizens. We share that concern, provided appropriate levels of quality are maintained. We monitor the transfer of students to insure the performance of students transferring to the university is comparable to the performance of non-transfer students. We are

fortunate that in Iowa several community colleges have demonstrated an abiding commitment to quality instruction and whose graduates excel at UNI. The type of articulation agreements we have developed in Iowa are models of inter-institutional co-operation and reflect mutual concern for educational excellence.

The problems lie not in established agreements, but in the blind reliance upon accreditation and in the widespread presumption that the same quality standards employed on campus extend to course work taught off campus. In some instances, faculty control the quality of course work both on and off campus—a practice at UNI which inspires confidence and support. Such is not the case at several other institutions where off-campus instruction at best is checkered, and, at worse, lacks both quality and integrity.

Much of the expansion of higher education, though couched as an expansion in access, in fact flows from the pursuit of revenue. Without question, the explosion of off-campus course work has been driven both by financial incentives in funding formulae and by profit margins which result when tuition revenues are coupled with low-cost adjunct faculty employment. This profitable offering of low-quality instruction often serves a select clientele interested in facile degree completion and willing to pay for that convenience.

Please do not interpret my comments as impugning all off-campus work or the many high-quality programs meeting the needs of non-traditional students. Rather, these comments are focused on the growing number of low-quality degree programs offered by accredited institutions. Many citizens have little rational basis upon which to judge value in higher education. If the academy continues to sanction these credits without qualitative discrimination, the public will rarely be able to distinguish between programs of quality and their flawed counterparts. Unlike Edward Prichard, they cannot be expected to recognize quality when they see it.

Across the nation, and particularly in Iowa, we have embraced the new tools of telecommunications, seeking to educe

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from them educational benefits and to use these technologies to enhance instruction, scholarship, and public service. Fiber-optics has come to the campus, and by summer's end will be extended to every academic building. By next year, we hope to have fiber-optics capability in every residence hall. Specially equipped production classrooms in the Schindler Education Center are operational, and it is hoped that interactive-distance-learning and video-conferencing facilities will soon be available in several campus buildings. Mobile satellite uplink/downlink capability will be in place this fall, and the expansion of our information and communication networks continues.

It is an exciting time to be in and a part of higher education. The tools that provide us with opportunities to enhance personal scholarship, student learning, and public service also provide institutions exhibiting little concern for educational quality enhanced opportunities to reach potential customers.

Within this decade, the proliferation of higher education programs and courses accessible to the public will constitute a veritable Academic Home Shopping Network. As these courses are taken, the Registrar's Office, the Graduate College, and departments across campus will be expected to recognize these courses for transfer credit, for the fulfillment of graduation requirements, and for entry to graduate and professional schools. The question is not whether teepee erection is on the transcript, but whether universities will recognize that credit.

We have very limited ability to control the quality of educational programs others provide; on the other hand, we have immense capability, and, I would argue, the responsibility to enhance quality in our academic offerings, and to insure the integrity of our degree programs. That responsibility falls upon the faculty of this and every other university. No task facing us has greater significance for the months and years ahead.

ABOUT PRESIDENT CURRIS

Dr. Constantine W. Curris assumed the presidency of the University of Northern Iowa in August, 1983. He is the seventh chief executive in the university's 118-year history.

Prior to assuming the UNI presidency, Curris served ten years as president of Murray State University in Kentucky. Murray State's 130,000-square-foot student center has been named the Curris Center.

Curris, known as "Deno" to the university community, received a B.A. degree, *magna cum laude*, in political science from the University of Kentucky; an M.A. degree in political science and public administration from the University of Illinois; and a doctorate in higher education from the University of Kentucky in 1967.

He was born November 13, 1940, in Lexington, Kentucky. He is married to Jo Hern Curris, a tax attorney. They are the parents of a son, Robert, and a daughter, Elena.

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 13.5 million, and the number of people aged 75 and over has increased from 4.5 million to 6.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the needs of older people, and the need to ensure that the health care system is able to meet the needs of older people. The Department of Health (2000) has published a strategy for older people, which sets out the government's commitment to improve the health and well-being of older people, and to ensure that the health care system is able to meet the needs of older people.

The strategy for older people is based on three main principles: (1) to improve the health and well-being of older people, (2) to ensure that the health care system is able to meet the needs of older people, and (3) to ensure that older people are able to live independently and actively in their communities. The strategy sets out a range of measures to be taken to achieve these aims, including: (1) to improve the health and well-being of older people, (2) to ensure that the health care system is able to meet the needs of older people, and (3) to ensure that older people are able to live independently and actively in their communities.

The strategy for older people is a key document in the development of health care for older people, and it is essential that health care professionals are aware of its contents. The strategy sets out a range of measures to be taken to achieve its aims, and it is essential that health care professionals are able to implement these measures in their practice. The strategy for older people is a key document in the development of health care for older people, and it is essential that health care professionals are aware of its contents.

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