

The Agenda Project:

Issues Relevant to Universities, Their
Communities, and Their Presidents

collected by J.D. Andrade

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University Presidents, Chancellors,
and Higher Education Leaders
(Alphabetized)

Mortimer J. Adler, from *Reforming Education; The Opening of
the American Mind*, MacMillan Publ. Co., 1977, 1988:-

p. xiii-xvii:

"Paideia is what we need to know and know how to do in order to enable us to earn a living, to perform the duties of citizenship, to live decent lives, and to improve ourselves and our lives. Our schools and colleges are not delivering it, not even for a few, much less for all American children."

Geraldine Van Doren, June 1988
in the Editor's Preface

p. 46:

"Not only are distressingly large numbers of high school graduates unable to read and write to that minimum degree which must be possessed by free minds participating in a democratic community, but the evidence further shows that after graduation they have neither appetite nor capacity for reading anything better than the local newspaper or mediocre fiction. Some of these many high school graduates have terminated their schooling. For them we can have little hope. School has given them neither the equipment nor the impulse to continue their education out of school. Their intelligence, of whatever degree, has been so untrained and so uncultivated, that they will be ready to follow the first demagogue who seeks to beguile them." (1939)

p. 316:

"Our schools are not turning out young people prepared for the high office and the duties of citizenship in a democratic republic. Our political institutions cannot thrive, they may not even survive, if we do not produce a greater number of thinking citizens, from whom some statesmen of the type we had in the eighteenth century might eventually emerge. We are, indeed, a nation at risk, and nothing but radical reform of our schools can save us from impending disaster.

"Whatever the price we must pay in money and effort to do this, the price we will pay for not doing it will be much greater." (1988)

Richard C. Atkinson, Chancellor, University of California,
San Diego:

"Its of questionable value to keep pumping huge bucks into projects like the space station, or Hubble, with all its problems and long delays. We've got to stop letting politics be the guiding principle."

Steven C. Beering, President, Purdue University:

"If there's a single trait about our students that many of us find troublesome, it is the persisting attitude that a good education merely equals a well paid job. This concept is perhaps realistic, but it is not sufficient."

"It is integral to our mission as educators that our students leave this university, not merely as competent and enthusiastic teachers, engineers and managers, but indeed as well educated men and women."

"Jacques Barzun, in his essay *Exit the Humanities...* writes...'It is not the extent of their information that appalls; it is the absence of any reflection upon it, any sense of relation between the information, them and the world.'"

"Woodrow Wilson...concluded that the job of the university was to regenerate each generation as it comes along."

"Education is dreaming, and thinking and asking questions. It is reading, writing, speaking, and listening. Education is exploring the unknown, discovering new ideas, communicating with the world about us. Education is finding yourself, recognizing human needs, and communicating that recognition to others. Education is learning to solve problems. It is acquiring useful knowledge and skills in order to improve the quality of life. Education is an understanding of the meaning of the past, and an inkling of the potential of the future. Education represents self-discipline, assumption of responsibility and the maintenance of flexibility, and most of all, an open mind. Education is unfinishable. It is an attitude and a way of life. It makes every day a new beginning."

"Henry Brooks Adams said of education that 'nothing is so astonishing as the amount of ignorance it accumulates in the form of inert facts.' It is exactly that trap that the university was created to avoid...A certain amount of rote learning is necessary to the educational process. The information has a certain value of its own, and the discipline is healthy exercise; but the process is all too often misunderstood as the essence of education when, in fact, those 'inert facts' are merely tools. They may be used for a time; but when they are outmoded, they have to be replaced...The truly educated man or woman learns that the learning process goes on constantly. Within the mind, the process of rebuilding must go on forever."

Quoting Justice Brandeis:

"A profession is comprised of a body of knowledge a substantial portion of which is derived from experience. A profession is responsible for advancing that knowledge and transmitting it to the next generation. A profession sets and enforces its own standards and values, and it cherishes performance above financial or personal rewards. And finally, a profession is directed by a code of ethics which includes the moral imperative to serve others."

Quoting William James:

"You can give humanistic value of almost anything by teaching it humanistically. Theology, economics, mechanics, can indeed be humanities when taught with reference to the succession of achievements of the geniuses to which these sciences owe their being. When not taught thus, literature remains grammar, art a catalogue, history a list of dates, and natural science a sheet of formulae and weights and measures. "

Derek C. Bok, President, Harvard University:

"Universities will never do much to encourage a genuine concern for ethical issues or to help their students to acquire a strong and carefully considered set of moral values unless presidents and deans take the lead. "

"The priorities of most colleges and universities are determined too much by financial expediency and academic convention. "

From *Universities and the Future of America*, Duke Univ. Press, 1990:

"If my analysis seems critical, it is not out of any disrespect for universities. Quite the contrary. It is my high regard for these institutions that leads me to believe that they can do more, much more, to contribute to a society sorely in need of their help. "

"...it is fair to ask whether our universities are doing all that they can and should to help America surmount the obstacles that threaten to sap our economic strength and blight the lives of millions of our people."

"...the revitalization of our corporations, our government agencies, our schools, and our urban areas is ultimately dependent on the values of individual citizens. Since values are so decisive, are universities doing enough to build in our society -- especially among its most influential members and leaders -- a stronger sense of civic responsibility, ethical awareness, and concern for the interests of others? "

"Universities may not have any special capacity to prescribe solutions for the nation's ills. But they are better equipped than any other institution to produce the knowledge needed to arrive at effective solutions and to prepare the highly educated people required to carry them out. "

"Serving society is only one of higher education's functions, but it is surely among the most important. At a time when the nation has its full share of difficulties, therefore, the question is not whether universities need to concern themselves with society's problems but whether they are discharging this responsibility as well as they should."

"...the first fallacy in considering how to keep America competitive is to suppose that greater funding for academic science can do much by itself to reverse our decline. "

"If one examines the reasons for the loss of our economic leadership over the past few decades, the principal factors do not seem to involve a weakness in generating new technology...our failure to

capitalize on our successful initiatives has little to do with science. Rather, the principal causes lie elsewhere. "

"...we must come to grips with other problems in our society. Spokesmen for higher education should make this clear in their public statements and congressional appearances. Otherwise, they will only awaken unrealistic expectations and eventually cause resentment and disillusionment. Worse yet, they will blind themselves to more substantial contributions that universities can make to attack the roots of America's economic problems. "

"Universities cannot increase the rate of savings, change the policies of corporate executives, alleviate poverty, or reform government policy. They cannot even improve the quality of the public schools. But this does not mean that higher education has no useful role to play in addressing such issues. Universities can contribute indirectly but significantly to almost all the efforts required to make our economy stronger and our society more humane. "

"Again and again, universities have put a low priority on the very programs and initiatives that are needed most to increase productivity and competitiveness, improve the quality of government, and overcome the problems of illiteracy, miseducation, and unemployment. As a result, universities have accomplished far less than they appear to be capable of achieving. The immediate question is why. Only by answering that question will we come to understand what universities can and should do to improve upon their record. "

"The struggle to obtain funding for research, for buildings, and for new and better programs forces higher education to adapt to priorities established by foundations, government agencies, corporations, and other donors. If anything, therefore, higher education in the United States is influenced too much by the outside world rather than too little. Indeed, some would argue that it is precisely this influence that accounts for the failure of universities to respond better to urgent national needs."

"...it is no accident that universities have failed to address the issues of poverty and competitiveness more effectively, for universities are captive to the very social values and priorities that caused these problems in the first place. The vocations that attract the best students, and hence command a high priority in research universities, are rarely the careers most essential to improving competitiveness or attending to many other important social questions. "

"...universities are responsive, but what they respond to is what the society chooses to pay for, not what it most needs...prevailing patterns of compensation do not do a particularly good job of distributing talent in accordance with society's needs. "

"...subjects that attract outstanding teachers and scholars are generally ones that are susceptible to verifiable experiments, or ones that some new paradigm or theory has enlivened with fresh opportunities for research, or ones that at least offer well-accepted standards of quality and peer evaluation. Yet most of the neglected topics relating to poverty and competitiveness require forms of inquiry that lack these characteristics. The problems involved tend to be so value-laden or so

intractable that one must wonder whether they will yield important, verifiable results even to sustained intellectual effort."

"...important topics call for multidisciplinary inquiry that faculty members are often ill-equipped to undertake...The intellectual barrier they face seem daunting enough to cause them to shift their efforts to other fields. "

"...scale of values has a powerful impact on the way universities distribute their energies and resources, not only because it reflects deep-seated feelings within the academy but also because it affects how faculties, deans, and presidents will be judged by their peers and by the outside world. Although the values themselves were developed in the leading research universities, they affect the behavior of a far greater number of academic institutions anxious to achieve higher levels of recognition and prestige. The net result is a set of pervasive academic priorities that do not correspond well to the pressing problems of the society. "

"...most universities exhibit a pattern of effort that seems uncomfortably out of line with the nation's needs. In principle, there is no convincing intellectual justification for allowing schools of education and public administration to lag so far behind schools of law and business; no valid reason why management faculties should have paid so little attention to production, human relations, or international business; no compelling logic that either keeps law schools from doing more to probe the actual effects of regulation or that prevents social scientists from paying as much attention to issues of poverty and education as biomedical investigators give to the mysteries of cancer and AIDS. "

"...we need to link individualism and competition with a set of qualities of a very different kind -- qualities of a more cooperative and communal nature rooted in a strong sense of personal responsibility toward institutions, communities, and other human beings."

"...there is disturbing evidence to suggest that most forms of responsibility toward others have eroded in recent decades."

"...there is much evidence to suggest an erosion of many forms of personal responsibility that are essential to overcoming our most pressing national problems. Such feelings of personal obligation typically arise from a broad, ethical sense of concern for others which develops best in an atmosphere of trust that others are behaving ethically and responsibly in return. At a time when these attitudes of trust and moral concern seem weakened and precarious, it is important to ask how they can be strengthened and what higher education can contribute to the process. "

"...universities occupy strategic ground. Almost half of the population, including nearly all of our public officials, business executives, civic leaders, and professionals enter our colleges and professional schools. For several formative years the university is the dominant influence in their lives. "

"Until this century, educators in Europe and America not only sought to build the character of their students; they made this task their central preoccupation. As Plato observed, 'If you ask what is the

good of education, the answer is easy -- that education makes good men, and that good men act nobly.'"

"As Jefferson conceived it, such education would not merely promote morality and a decent respect for the rights of others; it would also 'form the statesmen, legislators, and judges on whom the public prosperity and individual happiness are so much to depend.'"

"Princeton president, Woodrow Wilson, is said to have remarked that given a choice between hiring a scholar and a gentleman, he would unhesitatingly employ the latter. Even President Eliot of Harvard, who did so much to emphasize scholarship and freedom of inquiry, put great weight on the personal qualities of prospective faculty members. As a longtime associate once recalled: 'No one could for a moment accuse Mr. Eliot of indifference to scholarship or to the teaching gift, but the dominant question in his mind was always that of character.'"

"...the entire undergraduate experience reflected the overriding commitment of the nineteenth-century college to strengthen the character of its students and thereby produce an educated class committed to a principled life in the service of society. While formal instruction in moral philosophy played an important role in this effort, it was only part of a much larger undertaking that affected faculty hiring, student discipline, and every other aspect of college life. "

"...the old ways of developing character fell into disfavor. The great courses on moral philosophy gradually disappeared...the study of ethics fell under the sway of academic standards that gradually became more theoretical and abstract, concerned with clarifying the meaning of ethical terms, analysing the logic and structure of moral reasoning, and comparing ethical systems rather than discussing real-life moral dilemmas. "

"...In fifth century Athens, two schools of thought emerged on how to carry out the critical task of teaching ethics and civic responsibility. The traditional view relied on exhorting the young to do the proper thing and punishing them when they failed. The newer way, urged by Socrates, sought to teach people to know the good by provoking them to think about fundamental moral aims and dilemmas...It fell to Aristotle to see the wisdom of combining both traditions so that young people might acquire not merely an ability to think clearly about ethical problems but the desire and will to put their conclusions into practice."

"...efforts to create a serious program of moral education seem to be caught between the evils of indoctrination, on the one hand, and the hazards of ethical relativism, on the other. Escaping this dilemma is the key to success in helping students to develop stronger ethical standards and a greater concern for the welfare of others. "

"...moral education is too important to discard just because prior efforts have failed. Besides, universities cannot avoid the task whether or not they relish the responsibility. Like it or not, they will affect the moral development of their students by the ways in which they administer their rules of conduct, by the standard they set in dealing with ethical issues confronting the institution, by the manner in which they counsel their students and coach their athletic teams, indeed, even by their indifference toward moral issues in and out of the

classroom. The only question is whether they choose to proceed blindly and ad hoc or with careful forethought. "

"No one should begin professional school without being made to understand that to acquire special expertise is to acquire power and that it is dangerous to wield such power without learning to use it responsibly. No professional school should risk creating an impression that matters of moral and social responsibility are digressions or sentimental irrelevancies rather than integral parts of all sound analysis. "

"...most young people arrive at the university with decent instincts and a genuine concern for others. For them, courses that foster and ability to detect ethical issues more perceptively, to think about them more carefully, to understand more clearly the reasons for acting morally seem likely not only to train their minds but to have some positive effect on their behavior as well. Such empirical evidence as there is tends to confirm this supposition."

"...professors can also take an interest in the problem of how to establish environments that reinforce rather than undermine ethical behavior. The moral standards of a society are shaped not only by the character of its members but by the incentives provided by the communities in which individuals live and work. If a business sets performance standards so high that employees must resort to subterfuge in order to succeed, if government agencies invite lawlessness by failing to enforce regulations adequately, if judges devise rules that reward evasion, or if schools allow honor systems to erode from widespread cheating, even decent people may come to behave unethically.

"...they can try to teach their students now to avoid creating institutions that corrupt good character by generating pressures and temptations to mislead and manipulate others. "

"...universities need to consider the larger campus environment beyond the classroom."

"...involve students in the process of devising and administering rules. The more responsibility students can assume, the more likely they are to understand the reasons for regulations and to gain a stake in implementing them successfully. "

"...the greatest benefit of honor systems is the stimulus they give students to think about their own moral responsibility and to discuss the subject among themselves. This is such an important advantage that one wonders why more colleges have not adopted an honor code of their own. "

"If universities are slow to explain their policies and careless in replying to critics, they will only seem morally callous and leave themselves vulnerable to those who seek to discredit their actions and charge them with venal and sinister motives. In such an atmosphere, any effort to foster ethical standards will soon fall victim to cynicism and distrust. "

"What is truly destructive is not the fact that immoral acts occur but the willingness of an administration to overlook them. This is a matter that does lie within the university's control. Even the tenets

of academic freedom do not prevent an administration from holding the faculty to appropriate rules regarding sexual harassment, conflicts of interest, excessive consulting, and other forms of misconduct. "

"These, then, are the elements of a comprehensive program of moral education: offering courses in applied ethics at the college and professional school level, discussing rules of conduct with students and administering them fairly, building strong programs of community service, demonstrating high ethical standards in dealing with moral issues facing the university, and, finally, being more alert to the countless signals that institutions send to students and trying to make these messages support rather than undermine basic norms."

"Nothing should compromise the university's obligation to respect the freedom of every student to express any opinion or entertain any view on moral as well as political, social, and aesthetic questions. That is why particular religious doctrines, however important they may be in guiding the ethical beliefs of individual students, can never be used by a secular university as the basis for its program of moral education. What the institution can do is to offer arguments and encouragement of various kinds to persuade students to adhere to certain basic norms. These norms -- honesty, nonviolence, promise-keeping, respect for property and other legitimate interests -- are so fundamental and so universal that they have proved essential to virtually every civilized society. "

"In Carol Gilligan's words, 'Moral development in the college years thus centers on the shift from moral ideology to ethical responsibility.'

"As students search to define their ethical responsibilities, the university can play an important role. Its usefulness comes in part from its capacity to instill a greater respect for facts and greater ability to reason carefully about complicated problems. Equally valuable is its diverse community populated by students and faculty with many different backgrounds and points of view. Such an environment teaches tolerance, a respect for differing values, a recognition of the complexity of human problems. In so doing, it prepares students well for the real world and helps a perceptive person to acquire a moral understanding far richer and more firmly rooted in the intricacies of modern life than simpler dogmas nurtured in more homogeneous, more artificially controlled environments.

"Precisely because its community is so diverse, set in a society so divided and confused over its values, a university that pays little attention to moral development may find that many of its students grow bewildered, convinced that ethical dilemmas are insoluble and should be regarded as matters of personal opinion beyond external judgement or careful analysis. Nothing could be more unfortunate or more unnecessary."

"...universities should be among the first to reaffirm the importance of basic norms such as honesty, promise-keeping, free expression, and helping others, for these are not only principle essential to civilized society; they are values on which all learning and discovery ultimately depend. "

"...the failure to do so threatens to convey a message that neither these values nor the effort to live up to them are of great importance or common concern. This message is not only unworthy of the academy; it is likely in the atmosphere of a university to leave students morally confused and unable to acquire strong ethical convictions of their own. "

"With their classes, residence halls, extracurricular activities, and counseling services, colleges and universities create a world that dominates the lives and thoughts of countless young people during years in which their character and values are still being formed. Within this environment, students must get help from their universities in developing moral standards and civic responsibilities or they are unlikely to get much help at all. "

"...our universities excel in pursuing the easier opportunities where established academic and social priorities coincide. On the other hand, when social needs are not clearly recognized and backed by adequate financial support, higher education has often failed to respond as effectively as it might, even to some of the most important challenges facing America. Armed with the security of tenure and the time to study the world with care, professors would appear to have a unique opportunity to act as society's scouts to signal impending problems long before they are visible to others. Yet rarely have members of the academy succeeded in discovering emerging issues and bringing them vividly to the attention of the public. What Rachel Carson did for risks to the environment, Ralph Nader for consumer protection, Michael Harrington for problems of poverty, Betty Friedan for women's rights, they did as independent critics, not as members of a faculty. Even the seminal work on the plight of blacks in America was written by a Swedish social scientist, not by a member of an American university. "

"If universities were fully responsive to society's needs, business schools would give a high priority to the management of technology and product design, the organization and motivation of employees, and the problems of doing business abroad. Engineering schools would offer strong programs in manufacturing and design. Universities would strive to maintain schools of education and public service of a quality and strength commensurate with the importance of these fields of activity. Urban institutes, schools of social work, and public policy faculties would produce a quantity and quality of research on poverty and its associated problems more in keeping with the urgency of these issues. Colleges and universities would do their best to promote ethical standards and civic responsibility through their curricula, rules of conduct, community service programs, and all the other policies and practices that communicate the values of the institution to its students. "

"The most obvious key to progress is effective leadership from those who preside over universities and their faculties. Presidents and deans are in a better position than anyone to perceive the social problems that will benefit most from education and research and to encourage faculty members to respond accordingly. "

"It does not take prohibitive sums of money to mount successful courses in professional ethics, develop community service programs, or set a high example of institutional behavior to affirm the importance of ethical standards. Rather, the challenge is to muster the cooperation

of faculty and staff by persuading them to recognize the need to help students develop a stronger commitment to ethical standards and a stronger sense of responsibility to others. "

"Quoting from a survey of 700 university presidents, William Bennett reported in 1984 that less than 2 percent 'described themselves as playing a major role in academic affairs.' "

"...the fact remains that left entirely to their own devices, academic communities are no less prone than other professional organizations to slip unconsciously into complacent habits, inward-looking standards of quality, self-serving canons of behavior. To counter these tendencies, there will always be a need to engage the outside world in a lively, continuing debate over the university's social responsibilities. "

"...it is not too much to hope that government and academic officials could sit down together to consider how universities could respond to individual national issues, such as the efforts that education schools could make to train school principals or the programs that business schools might offer to address problems of production, technology, and design. With only a little effort and funding, such discussions could improve the contributions of universities to a number of important social needs. "

"...no...outcry has occurred over the lack of strong schools of education and public administration or the failure to mount impressive research programs to increase our understanding of poverty, chronic unemployment, homelessness, or the virulent drug epidemic. "

"...in the constant interplay between universities and the outside world, neither side had done a satisfactory job of promoting the nation's long-term interests. University leaders have not worked sufficiently hard to bring their institutions to attend to our most important national problems. At the same time, neither trustees, nor the professions, nor foundation officers, nor public officials, nor anyone else concerned with higher education has done enough to urge universities to make greater efforts along these lines or to help them mobilize resources sufficient for the task. "

"...we can recall the story President Kennedy used to tell about Marshal Lyautey after he assumed control of France's territories in North Africa. Surveying the barren countryside around him, he remarked to his aide, 'We must plant trees.' 'But sir,' the aide responded, 'in this environment, it will take one hundred years for a tree to grow to its full height.' 'In that case,' Lyautey replied, 'we have no time to lose. We must begin this afternoon.'

Dr. John Brademas, President, New York University (1989):

"...the problems that today most preoccupy college and university leaders...first, strengthening the liberal arts; second, enhancing teaching about foreign countries and cultures; third, reinvigorating graduate education; and finally, assuring educational opportunity."

Richard David Breslin, President, Drexel University:

"...it behooves each president to consider the institution's historical foundation in order to appreciate its evolution and to plan for its future. "

"...we must communicate ethical principles not just in theory but also in practice. When a test comes, as it surely will, we need to stand strong on the side of principle and not practicality. Too often in today's society, we are asked to compromise principles. In a word, if we have to compromise our principles, our positions as teachers, researchers, staff, and administrators become unworthy of their inherent dignity. If there is any place in society that we should find a lived-out commitment to ethics, it should be within the hallowed halls of academia."

"...liberal learning needs to undergird all of our curricular offerings, regardless of their technological nature. "

"In building bridges to to other academic communities, to the city in which we dwell, to the school system we wish to serve, to the business, corporate, and industrial community with which we enjoy a partnership, Drexel will meet all of these various constituencies more than halfway. While profoundly aware of our teaching commitments and our research efforts, we understand that we are a community resource. "

"While we cannot be all things to all people, and must practice a philosophy of selective excellence, we know full well of our obligation to render service. "

"We must reexamine and reconfirm our personal and institutional commitment to excellence in undergraduate teaching. Our attrition rate remains too high, and all of us must understand that good teaching is essential not only to our mission, but also to our economic well-being. We will reward good teaching, and it will be on a par with research in matters of promotion, tenure, and pay increases. I wish to state, categorically, that good teaching is of such critical importance that its value cannot be overstated. The term 'Teacher-Scholar' is not an oxymoron, but rather an exact description of the role of each faculty member."

"Drexel must review its core curriculum ensuring a balanced educational experience with a thorough grounding in the liberal arts and sciences for all of our students. "

We will transform our culture to create a humanistic environment characterized by a very strong commitment to personalism. In valuing each other, we will be a more sensitive, caring, compassionate community. "

Keith G. Briscoe, President, Buena Vista College, Storm Lake, Iowa; from *Leaders on Leadership: The College Presidency*, Jossey-Bass, Inc., 1988:

"Allow the faculty to run the classrooms, the deans to run the year, and the vice-presidents to worry about next year. It is the president's job to be concerned about and provide for the future. "

Dr. George Bugliarello, President, Polytechnic University, Brooklyn, New York:

"The University is an institution what has survived by avoiding too sharp a definition of what it is and what it does. This has led to considerable diversity among universities, and at the same time to a common inability, intrinsic in the design of the university, to respond effectively to major social problems. "

"...it is not always clear whether the great range of activities in which today many universities are engaged represents a deep ideological commitment or simply a manifestation of the need to survive."

"It is a miracle that the university can respond -- let alone respond rapidly -- to anything, given the complex constituencies that somehow must be channelled to reach a common agreement. "

"...The university does not know how to marshal its unique strengths to attack major social problems. "

"...Those on welfare who are given a chance to graduate from colleges have a 99% chance of not falling back into welfare. Thus the university can do something about poverty..."

"Today the university is troubled in its purpose, and it needs to rethink itself. It needs to respond to new demands and, in doing so, to continue to assure its own survival. But it should not spend too much time in soul searching, as excessive introspection will cause us to miss the greatest possible opportunity -- that of addressing immense and urgent social problems. It has been said that the best way to define oneself is through action. I believe that the universities at this moment must have the courage to do so. "

John A. Curry, President, Northeastern University:

"The university, by virtue of its prominence in the community, its responsibility to guide and inspire students, and its ancient role as repository and transmitter of knowledge and understanding, is in the enviable position to demonstrate, by work and deed, just what true citizenship in our democracy means."

"...the obligations of the university extend beyond the borders of its campus...the senseless segmentation of American education into separate, autonomous parts artificially divides what ought to be a continuous whole."

James H. Daughdrill, Jr., President, Rhodes College, Memphis, from *Leaders on Leadership: The College Presidency*, Jossey-Bass, Inc., 1988:

"When someone is asked to give a significant gift, something important happens, not just to the would-be recipient but also to the giver. The request for a significant gift may mark the first time someone has been asked to look beyond an acquisitive life-style. People

spend lifetimes accumulating and then protecting what they have amassed. Until someone -- say, a college president -- asks for a significant, life-changing, values-questioning gift, few people ask, 'How much is enough?' One of the basic needs of humankind is to give. Paving the way for an individual to meet that need is one of the greatest services to be offered. "

"The leader's function is to be a generalist in a community of specialists, organizing the specialists around a vision that gives focus and meaning to the common enterprise. "

Peter T. Flaur, former President University of Texas, from *A Primer for University Presidents: Managing the Modern University*, University of Texas Press, 1990:

pp. 8-9:

"From time to time, the president will be waited upon by groups of faculty who will gravely inform him or her that 'faculty morale is at an all-time low'...Be not overly concerned, Mr./Madam President. Faculty morale is always 'at an all-time low.'"

"The president must convince the university community that even when resources are few it is a privilege to be part of such a great enterprise."

pp. 71-72:

"Tenure should not be awarded for a satisfactory, adequate, or good performance. It should be awarded only in recognition of superior performance. "

"...you as president should resist any attempt to abolish the tenure system, no matter how much you might be provoked by those few faculty members who abuse the system. The deadwood is the price that the academic world pays for the tenure system and in my opinion it is a price that should be paid. There is a great deal you can do to move out the nonperforming faculty member without abolishing the tenure system."

"The tenure system is necessary for the protection of the academic freedom of the individual faculty member. Equally important, it is necessary for the protection of the intellectual independence of the university. Tenure is much like the constitution. The constitution is not called upon for protection in good times when society is tranquil and working toward common purposes. But it is absolutely essential in times when political passions are running strong. Tenure insulates both the individual and the institution from arbitrary and capricious administration and from the political fads and trends of the moment. There have been many more times throughout history when constitutions were needed than when they were not needed, and so it is with tenure. "

p. 75:

"...it is entirely reasonable for the president to take the position that all candidates for tenure positions come for a semester or a year as a visiting professor."

"The candidate that you really want will be the one to insist on a visiting appointment. From the point of view of the real "star," it is your institution that will be on trial. "

p. 85:

"...the president must play a leadership role in addressing the major curriculum issues before the institution. "

p. 90:

"Put as simply and directly as possible, the mission of the university is to develop the human resources of society. "

pp. 108-109:

"Universities should not have economic development as part of their mission. If universities carry out their mission of developing the human resource and generating new knowledge, then economic development will follow..."

"If some faculty on your campus are called "research professors" it suggests that you have a research faculty and a nonresearch faculty. The president should abolish the title and make clear that all faculty are expected to be engaged in research and scholarship."

p. 152:

"...men's football and basketball have become a business that is not related to students or to the academic mission of the institution. "

p. 166:

"You cannot abandon the internal affairs of the university to someone else and expect to be a successful president. "

"A president who spends too much time off the campus becomes invisible to the faculty and loses their support. You should maintain a firm control over both internal and external affairs. "

p. 188:

"The most important responsibility that the president of a university has is to establish the institution's agenda. Operating the institution in an effective and efficient way is not enough. If the university is to have direction and purpose, the president must direct his or her attention away from operating problems long enough to develop a vision of where the institution can be in five, or even ten years."

p. 189:

"An institution that make no waves is an institution adrift. "

"The university as an institution, with its responsibility to develop the human resources of society, the intellectual power of its faculty, and its traditions of free inquiry, has a great capacity to improve the human condition. The great challenge to you as president is to position the university so that it can maximize its potential to

serve society. The university can lead, but if it gets too far out in front of the larger society it will not be followed. It will lose public confidence and support. Universities are the keepers of society's history and traditions and guardians of knowledge and wisdom. They must be at one and the same time conservative as stewards of the past and innovative as leaders of the future. "

p. 192:

"Academic freedom is so important to the intellectual freedom of the university that it is deplorable to raise that defense for trivial or spurious reasons. "

Edward T. Foote II, President, University of Miami:

"...we used to offer an undergraduate degree in education. We simply eliminated that -- for quality. If you want to be a teacher after graduating from our university, you've got to major directly in physics or math or history or whatever you want to teach. We make you take enough courses to be certified in Florida when you graduate, on the theory that what you really ought to know to be a teacher is your chosen field. "

"One of the most important things we at Miami did in the 1980s was start a residential college system. In each of five residential colleges, a faculty member and his or her family live among the students. We program through the colleges everything from some academic offerings to intramurals to music and drama. So inside a university of 14,000, which is a pretty big place, there's a home within a home for undergraduates. We find the quality of life and those young people's sense of identification with the university have improved. "

"...there's an emerging consensus that we all have to design our curricula better. Many of them are a hodgepodge, designed at least as much for the benefit of our faculties as for the students. We need more rigor, more coherence, fewer nonsense courses. We need to require more -- more writing, more math, more science. "

"...we have three kinds of appointments: a tenured appointment, which covers the traditional teaching and research; a teaching track for professors who do only teaching; and a research track for those who do only research."

"And when it comes to assessing the quality of teaching, who is better qualified than an outstanding teacher? In the last year or two we've brought senior teachers into pre-tenure teaching evaluations. By the time a faculty member is ready for a tenure decision, every tenured member of the faculty who's part of the decision has assessed that candidate firsthand for a full week. That's been helpful not only in assessing the quality of teaching but in instructing young teachers. "

"One obvious issue in public perception of our quality -- or lack of it -- is athletics...I would bring the NCAA under the control of college presidents...I'd absolutely insist that student athletes be students -- real students in real courses leading to degrees. I would eliminate freshman eligibility or greatly reduce first-year athletic demands. If students make their grades, they can play; if they don't,

they can't...finally, I'd cut the whole athletic program by about 25 percent across the board. You don't need 11 football games plus a bowl game or two. We had just as good a time when we played nine games...players and spectators have just as much fun, and the rest of the time they can study. And that, after all, is really why they're on our campuses. "

"institutions where people sit around talking about who's got the power, institutions that worry a lot about bylaws and faculty manuals-- those are institutions that aren't functioning very well and aren't serving Americans well."

To the degree we communicate well, governance will become less important. To the degree we don't communicate well, governance will become more of an issue--much to the detriment of teaching and learning."

David Pierpont Gardner, President University of California, from *Leaders on Leadership: The College Presidency*, Jossey-Bass, Inc., 1988:

"Ralph Waldo Emerson, speaking of leadership, argued, 'An institution is the lengthened shadow of one man.' He was half right."

John W. Gardner, from *Excellence: Can We Be Equal and Excellent Too?* W.W. Norton Co., 1987:

p. 53:

"In a world that is rocking with change we need more than anything else a high capacity for adjustment to new circumstances, a capacity for innovation...We don't even know what skills may be needed in the years ahead. That is why we must train our ablest young men and women in the fundamental fields of knowledge rather than in the hot specialist fields of the moment, and must equip them to understand and cope with change. That is why we must give them the critical qualities of mind and the durable qualities of character that will serve them in circumstances we cannot now even predict."

p. 99:

"...a greatly increased emphasis upon individual differences, upon many kinds of talent, upon the immensely varied ways in which individual potentialities may be realized...we cannot hope to create or to maintain such diversity unless we honor the various aspects of that diversity. Each of the different kinds of institution has a significant part to play in creating the total pattern, and each should be allowed to play its role with honor and recognition if it performs well..

"...Each institution should pride itself on the role that it has chosen to play and on the special contribution that it brings to the total pattern of American higher education....

"...every institution which makes up that diversity will be striving, in its own way, for excellence."

pp. 100-101:

"...there is a kind of excellence within the reach of every institution.

"...It may be experienced at every level and in every serious kind of education. And we must demand excellence in every form that higher education takes. We should not ask it lightly or amiably or good-naturedly; we should demand it vigorously and insistently.

"We must make the same challenging demands of students...College should be a demanding as well as an enriching experience -- demanding for the brilliant youngster at a high level of expectation and for the less brilliant at a more modest level...It is a sin to let any substantial portion of them -- average or brilliant -- drift through college without effort, without growth, and without a goal..."

"We must expect students to strive for excellence in terms of the kind of excellence that is within their reach."

p. 102:

"An excellent plumber is infinitely more admirable than an incompetent philosopher. The society that scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

p. 110:

"...Standards are contagious. They spread throughout and organization or a society. If an organization or group cherishes high standards, the behavior of individuals who enter it is inevitably influenced."

p. 116:

"...there are many kinds of excellence. There is the kind of intellectual activity that leads to a new theory and the kind that leads to a new machine. There is the mind that finds its most effective expression in teaching and the mind that is most at home in research. There is the mind that works best in quantitative terms and the mind that luxuriates in poetic imagery."

"There is excellence in art, in music, in craftsmanship, in human relations, in technical work, in leadership, in parental responsibilities. There are those who perform great deeds and those who make it possible for others to perform great deeds. There are pathfinders and path preservers. There are those who nurture and those who inspire. There are those whose excellence involves doing something well and those whose excellence lies in being the kind of people they are, lies in their kindness or honesty or courage."

"There are kinds of excellence (e.g., athletics) in which a scoreboard is essential and kinds of excellence so subjective that the world cannot even observe much less appraise them."

pp. 116-117:

"There is a way of measuring excellence that involves comparison between myself at my best and myself at my worst. It is this latter which enable me to assert that I am being true to the best that is in me -- or forces me to confess that I am not."

pp. 119-120:

"Our society cannot achieve greatness unless individuals at many levels of ability accept the need for high standards of performance and strive to achieve those standards within the limits possible for them. We want the highest conceivable excellence, of course, in the activities crucial to our effectiveness and creativity as a society; but that isn't enough. We must foster a conception of excellence that may be applied to every degree of ability and to every socially acceptable activity...We need excellent physicists and excellent construction workers, excellent legislators and excellent first-grade teachers. The tone and fiber of our society depend upon a pervasive, almost universal striving for good performance."

"...we can instruct the whole society in a conception of excellence that leaves room for everybody who is willing to strive -- a conception of excellence which says that whoever I am or whatever I am doing, provided that I am engaged in a socially acceptable activity, some kind of excellence is within my reach."

"...an approach to excellence and a conception of excellence that will bring a whole society to the peak of performance."

pp. 121-122:

"The broad conception of excellence must be built on two foundation stones...:

"--A pluralistic approach to values to honor the many facets and depths and dimensions of human experience and to seek the many kinds of excellence of which the human spirit is capable. "

"A universally honored philosophy of individual fulfillment. We have such a philosophy, deeply embedded in our tradition. Whether we have given it the prominence it deserves is a question we must now examine."

p. 123:

"...an idea of great vitality and power that can and should serve the cause of excellence. It is the idea of lifelong learning and growth."

pp. 128-129:

"...the idea of individual development within a framework of ethical purpose must become our deepest concern, our national preoccupation, our passion, our obsession. We must think of education as relevant for everyone everywhere -- at all ages and in all conditions of life."

"...every institution in our society should contribute to the growth of the individual."

"...what does all of this mean? It means that we should very greatly enlarge our ways of thinking about education...What we are trying to do is nothing less than to build a greater and more creative civilization...the fostering of individual development within a framework of rational and ethical values -- at every age, in every significant situation, in every conceivable way."

"...both schools and colleges will be faced with a challenge beyond anything they have yet experienced...they must gird the individual's mind and spirit for a never ending process of growth. They cannot content themselves with the time-honored process of stuffing students like sausages or even the possibly more acceptable process of training them like seals. It is the obligation of the schools and colleges to instill in their students the attitudes toward growth, learning, and creativity that will in turn shape the society."

pp. 149-150:

"...Good leaders don't ask more than their constituents can give, but they often ask -- and get -- more than their constituents intended to give or thought it was possible to give."

"...leaders have a major responsibility in establishing the framework of expectation."

pp. 155:

"...The best kept secret in America today is that people would rather work hard for something they believe in than live a life of aimless diversion."

A. Bartlett Giamatti, former Pres., Yale University, from *A Free and Ordered Space, the Real World of the University*, W.W. Norton & Co., 1988:

p 25:

"Of all the threats to the institution, the most dangerous come from within. Not the least among them is the smugness that believes the institution's value is so self-evident that it no longer needs explication, its mission so manifest that it no longer requires definition and articulation. "

p. 29:

"... a college or university teaches 'moral values' by its acts as an institution, by its institutional behavior..."

p. 30:

"Silence about the nature and purpose of higher education will never remind those who have forgotten or inform those who never knew. Nor will silence from higher education convince any member of the public

at large that colleges and universities understand their necessary and complementary relationship to other institutions in the society. "

pp. 37-38:

"...leadership in such an institution must define institutional shape, that is, define its standards and purposes -- define the coherent, sustainable, daring, shared effort of learning that will increase a given community's freedom, intellectual excellence, human dignity.

"Such assertions of leadership -- by speech, by deed, through decisions large and small -- are the essential acts of institutional definition

"The most pressing need in higher education in the next ten years is not for management strategies. It is for debate on each campus, led by its leaders, as to what the purposes and goals of each campus are..."

pp. 45-46:

"American colleges and universities serve neither themselves nor the country if they are unsure of their own principles and purposes or if they cannot convey them to the people at large. The deepest need is for the permanent parts of the place -- the members of the faculty and the administration -- to reforge common aims, to establish again a common set of goals and values, to lay aside the mistrust that corrodes the capacity to educate the young and to discover and share new knowledge, and to speak to the public of the nature and purpose of an education.

"If there is a vision we press for, let it be of our nation's schools and colleges as free and ordered spaces, for those who live there, for the country at large; let the institutions for education be strong in their vision of themselves as both a source and a symbol for the freely inquiring mind, supportive of the right of other minds freely to inquire. Let this be our common vision for our schools; let this be, as Tocqueville said, the goal of our common and universal impulse. "

p. 47:

"A civilized order is the precondition of freedom, and freedom -- of belief, speech, and choices -- the goal of responsible order. A university cannot expound those goals and expect a larger society to find them compelling, it cannot become a repository of national hope and a source of national leadership, unless it strives to practice what it teaches. If its goals are noble, so must be its acts. "

p. 50:

"...no university is strong if it is unsure of its purpose and nature, and is unwilling or unable to make vital that nature and purpose for other beyond it. "

p. 121:

"A liberal education rests on the supposition that our humanity is enriched by the pursuit of learning for its own sake; it is dedicated to

the proposition that growth in thought, and in the power to think, increases the pleasure, breadth, and value of life. "

p. 129:

"The educational process by which the mind is ordered so that it may be open is called a liberal education..."

p. 160:

"That search for ways of seeing the truth humanely and wholly is the role of a great university. "

p. 166:

"I believe athletics is part of an education because athletics teaches lessons valuable to the individual by stretching the human spirit in ways that nothing else can. "

p. 173:

"...treat athletics according to the same central educational values and with the same desire for excellence that it brings to its other essential parts. "

pp. 198-199:

"Tenure...is the manifestation of a principle called academic freedom, a principle that says one must have the right, responsibly, freely, to pursue and express the truth as one sees it.

"...tenure is essential to the ideal of free inquiry, and that ideal is the essence of the mission of a college or university in a free society. "

p. 210:

"Any system that asks for and rewards fragmentation cries for its own dissolution. "

pp. 216-217:

"They must be able to persuade others that the ability to pursue the truth responsibly and freely is a precious charge and a national asset and that responsibility and freedom are not incompatible desires or goals. Universities must be able to explain how they are part of a larger vision a society must set for itself. "

p. 286:

"...liberal education is an education meant to increase in young people a sense of the joy that learning for the sake of learning brings, learning whose goal is not professional mastery or technical capacity or commercial advantage but the commencement of a lifelong pleasure in the human exercise of our minds..."

p. 291:

"You are not supposed to know, but you are expected to wish to know."

p. 299:

"A liberal education is not an education for the impractical; it is the intensely practical act of self-fashioning that occurs as you develop your intellectual and human powers across a variety of areas of intellectual inquiry and methods and values. The purpose of this self-fashioning is not to get a job; it is to develop yourself."

From the Chronicle of Higher Education, Nov. 9, 1988:

"America's colleges and universities have failed in these terms. They have failed to re-examine their norms, natures, and roles in a period of immense change. As a result, they have failed to re-educate the public, whose goodwill and supports are crucial to higher education's very existence, as to the nature of higher education. "

Paul E. Gray, President, Massachusetts Institute of Technology:

"...I believe that a sense of partnership, of shared vision, and of shared mission in serving the needs of society is part of our center too. And I believe that sense needs to be strengthened and reaffirmed. "

"The School of Engineering is exploring how best to achieve a balance in its offerings between depth of competence in one professional field and breadth of exposure to other fields, both within and outside engineering. One critical question being examined is whether any engineering school can realistically prepare students to practice engineering in only four years. "

"Many at MIT are convinced that the scientists and engineers of the future ought to have a broader understanding of the context in which they do their work -- and beyond that, that our graduates should become better guardians of the workplace and of the environment. That means that we must open wider windows onto the world for our students. And because curriculum decisions made at MIT often become models for other institutions to follow, the decisions we are making about education here are likely to have far-reaching implications. "

"...the creation of 'context courses' that are designed to explore how science and technology fit into the social order, and to encourage students to think about the intellectual, moral, and social issues associated with scientific advancements. "

"The 'fusion confusion' of a few months ago is an example of what can happen when scientific integrity is overtaken by the drive for fame and fortune (institutional as well as personal), and when the public and the press are so ill informed about science...The news was reported as though nirvana were at hand. And it was reported without the necessary detailed descriptions of the work, which might have encouraged critical assessment and efforts at duplication. "

"In science, error is not a crime; it is a necessary part of the process -- a process which is dispersed, interdependent, cumulative, and ultimately self-correcting. It is a process that not only fosters the rapid development of new knowledge, it enable researchers to consider new finding, make corrections for error, and verify the accuracy of results...What was particularly disturbing about the Dingell hearing was that some members of Congress and the Congressional staff seemed unable to see any difference between intentional fraud and error. "

"Made in America is the report of a 16 member faculty commission from science, engineering, economics, and social science which I appointed in November of 1986...One of the most important conclusion of the Commission was that if America is to remain the most productive nation on earth, we must transform the education of American managers and engineers. The report calls for greater emphasis on teamwork, and on real-world, hands-on experience, in training engineers; for greater emphasis on language proficiency and international issues; and for better integration of technological, financial, and human resources. "

"...we ought to give greater emphasis to the idea of a community of learners, and that we should be more conscious of the ways in which all who study and work here affect the lives of others in the community. That means we need a greater awareness of the human differences that enrich this place. It means greater tolerance of, and respect for, those differences. And it means more conscious attention to the civilities that contribute so greatly to a community that is supportive of every human aspiration and hope, even as it celebrates individual achievement."

Vartan Gregorian, President, Brown University:

"The great secret of education is that it consists far less in answering questions than in questioning answers. "

"This is a phenomenon, which Ortega y Gasset described as early as the 1930's in his *Revolt of the Masses* as "barbarism of specialization." We have today, he wrote, more scientists, scholars and professional men and women than ever before, but many fewer cultivated ones. The university which was to embody the unity of knowledge has become intellectually a multiversity; the concept of an educated and cultural person has also been fragmented. Furthermore, the unity of knowledge has collapsed. We are referring now to a multiplicity of literacies -- analytical literacy, computer literacy, mathematical literacy, geographical literacy, scientific literacy, civic literacy, technological literacy, etc. (There are currently over a thousand different undergraduate majors and programs offered in America's colleges and universities."

"Today, universities face the challenge of resynthesizing the compartmentalized knowledge of separate fields by promoting both interaction and productive research and teaching collaboration among the disciplines and their practitioners. For clearly our age of excessive specialization and fragmentation of knowledge does not call for abandoning specialization. The remedy is a synthesis: the fusion of particulars...specialization requires integration."

"A liberal education does more than acquaint students with the past or prepare them for the future. It gives them a perspective for reflection upon the nature and texture of their own lives. It provides them with standards by which to measure human achievement and to recognize and respect the moral courage required to endure human anxiety and suffering."

"Each Institution has its own culture, identity, and traditions, and you cannot presuppose outside formulas to it. You have to develop it from within."

Sheldon Hackney, President, University of Pennsylvania:

"...in the morally sparse landscape of our times, the university is one of the institutions with the best chance at the moral reforestation that we so desperately need. "

"...the way in which the University conducts its own business affairs, how it goes about its workaday tasks of obtaining the goods and services it needs, will convey its own powerful message to students, faculty, and the world at large. "

Nils Hasselmo, President, University of Minnesota:

"How can I share with you a vision for the future of this university...I will try by stressing four themes that seem to me essential. I have called these themes 'tradition and renewal,' 'local and global,' 'unity and diversity,' and 'access and excellence.'"

"...commitment to excellence without exclusiveness."

"We, you and I, have the task of providing access to excellence and of making it known to the people..."

"...the University...will serve all the people best by concentrating on those aspects of education that it can best provide. This means most areas of graduate and professional education, where the University is the only, or by far the largest, provider. But it also means that the University...must concentrate on providing a special kind of undergraduate education. "

"We have an excellent faculty, but we suffer from overextension and overcrowding. Quality means better access to the faculty through smaller classes. It means fewer students per adviser and better instructional equipment. Quality means better preparation for teaching assistants. It means better study space and better access to libraries and laboratories. Quality means more opportunities for participation in research and service activities. Quality means creating communities that can serve the student's intellectual, social, and recreational needs..."

"...the University, as a community, has paid such careful attention to developing its own institutional vision...Presidents don't make universities great; university communities do. "

Michael Heyman, Chancellor, University of California at Berkeley:

"Scholars today must explore phenomena...much more deeply than ever before. Their explorations, therefore, are by necessity conducted much more narrowly within their specializations...Our graduate students, because of this trend, face the risk of being narrowly educated -- and too often they emerge with a troubling ignorance of the fields of knowledge outside of their specializations."

Stephen Horn, former President, California State University, Long Beach, from *Leaders on Leadership: The College Presidency*, Jossey-Bass, Inc., 1988:

"It is hard to think of anything that can make a college president more disliked in the short term and more respected in the long term than his or her stand on tenure-track appointments and the granting of tenure. Experience clearly shows that the key decision is made at the time of an appointment, before a new faculty member has the opportunity to win friends among tenured faculty, who could let him or her escape close scrutiny when tenure recommendations are made. "

"If consensus is possible, try it, but if you wait too long for it, you and the faculty will have at least one thing in common: old age. After a reasonable period, choices must be made. If they are wrong, cut your losses. If they are right, do not let criticism bother you. "

George W. Johnson, President of George Mason University, from *Leaders on Leadership: The College Presidency*, Jossey-Bass, Inc., 1988:

"...as president, I am my institution's chief game player, its strategist, its general planner, and planning general. Strategic planning has, of course, been talked about in higher education administration for almost a decade, but most strategic plans that I see are simply with lists ('Within five years, we will become among the top institutions in the field of...'). Wistful and pretentious longings are not plans. Plans rest on assessments of your opposition and its weaknesses, of your opportunities and strengths, and of the grounds for exploitation. "

"The bureaucrat assumes that change can be kept at the periphery of the enterprise and will not affect core purposes, while the entrepreneur assumes that change is part of the enterprise itself. Against change, the potentially destructive element, the bureaucrat attempts to build a higher sea wall; the entrepreneur looks for a better surfboard. "

K. Keller, former President, University of Minnesota:

"High quality is not an abstraction, it is not an image campaign, and it is not elitist. It is a key to fulfilling the promise of education -- the promise we make to the students who come to the university."

Donald Kennedy, President, Stanford University:

"The great thing about education is that it should be unfinished, that it should prod people ceaselessly to acquire more insight and more knowledge."

"The challenge is to form a view of Stanford's future so compelling and persuasive that we not only share it, but are prepared to give up some of our separate and special interests to pursue it. "

"...we must protect the essential core of the university by rationing growth and emphasizing only essential services. That will be difficult because, here as elsewhere, services quickly assume the status of entitlements...we must differentiate new areas of strength at the expense of others that are no longer so strong. Given our legendary capacity for preserving almost anything with any good in it, that will be no easy task either."

"Stanford 2010 is, in the very first place, excellent -- committed to the highest quality in all it does. It holds that it is important to bring knowledge and understanding to each new generation of young people and also to advance the limits of scholarship through original investigation. In the first role it tries to instill an appreciation of the life of the mind and the capacity for productive careers; but it also wants to provide its students with the basis for leading ethical and responsible lives, for accepting and seeking roles of leadership, and for contributing to the public welfare. "

"It is an environment in which students encounter high expectations, and internalize them rapidly. The academic culture is anchored comfortably in a general atmosphere of trust...Students take responsibility for the design and the conduct of much of their own community life. Even with respect to the curriculum, they are active in planning and in teaching one another, so that a dominant impression of academic work is its cooperative character. Service is a broadly diffused community value: students speak easily and with conviction to one another about social obligation, and invest their energies generously to help others. "

"Academically...2010 has come to be identified by the strength of its interdisciplinary teaching and research programs, by its international emphasis, and by the unusual links it has created between the sciences and engineering and other fields."

"Its organization seems deliberately flexible, encouraging new curricula and new combinations of traditional disciplines."

"...the undergraduate curriculum is dominated by non-departmental teaching and by individual sponsored independent study, to which faculty are attracted even from the professional schools. "

"Above all there is a cooperative spirit that unites people of widely different backgrounds, ethnic heritages, and beliefs, and invites them to share in the life of the mind. "

"It is time for us to reaffirm that education -- that is, teaching in all its forms -- is the primary task, and that our society will judge us in the long run on how well we do it."

"...we must contrive a convergence of the strength of our research venture with the teaching of our undergraduates...The best learning takes place on the frontier of understanding...We must find ways...to serve our undergraduates more fully, thus reducing the competitive dichotomy between research and teaching."

"...we are ready for a new paradigm in the purposes and organization of the University...a new phase in the history of higher education was launched when the research universities succeeded in injecting the creativity and vigor of research and graduate teaching into the undergraduate years. "

"We intend to undertake a zero-based review of all university committees, with an eye to combining or eliminating functions wherever possible...We need to free up this faculty so that teaching and research -- the core functions -- will come first. "

"...we have always been a little lean, and have made up for it by stretching our individual capacity and range. We have asked a great deal of ourselves and of our students, but...we have made a collaborative venture of it. "

"The great thing about education is that it should be unfinished, that it should prod people ceaselessly to acquire more insight and more knowledge. "

Clark Kerr, former Pres., University of California, from *The USES of the UNIVERSITY, With a "Postscript--1972"; Harper & Row, 1973:*

"Universities have a unique capacity for riding off in all directions and still staying in the same place, as Harvard has so decisively demonstrated. " .

"Hutchins once described the modern university as a series of separate schools and departments held together by a central heating system. In an area where heating is less important and the automobile more, I have sometimes thought of it as a series of individual faculty entrepreneurs held together by a common grievance over parking. "

"Few institutions are so conservative as the universities about their own affairs while their members are so liberal about the affairs of others. "

William A. Kinnison, President, Wittenberg University:

"...the entire education system should be considered as one system..."

"The higher education institutions that sit at the top of the educational system have serious responsibilities for providing

educational leadership -- and statesmanship -- and we have not always provided it...

"College and university leaders must become involved in public education in their communities and establish themselves as spokespersons for better education. "

Dr. William E. Kirwan, President, University of Maryland at College Park:

"Education at a great university, then, cultivates each person's inherent capacity to consciously and competently engage with ancestors, contemporaries, and descendants in a conversation about memory and testament, about our nature and our mandate, about all that makes of us more than the bearers of skills, information, or dogma. It is the conversation of democratic enlightenment, in which we become aware of ourselves and our conditions, and so make ourselves free and responsible in our choices. It is a conversation essential to personal dignity and civic participation. "

"...we must be guided by the words of Justice Hugo Black who said, 'First Amendment Freedoms must be accorded to ideas we hate, or sooner or later they will be denied to the ideas we cherish.' Bigotry may be able to withstand censorship, but bigotry cannot survive the clear, direct, and open scrutiny of thoughtful debate. "

"In the next decade -- startling as it may seem -- 85% of the new entrants into the nation's work force will be either minorities or women. The survival of our position as leader among nations will -- more than ever before -- depend upon our ability to make full use of the talents of all of our people. Insuring opportunities for all is no longer just a moral and civic requirement. It has become essential if we hope to preserve our economic prosperity.

"To succeed in this effort, we must learn not just to respect our differences but even more, we must learn to use our diversity to build still greater excellence. "

"I want...a place where excellence is achieved through diversity. A place that reflects the diversity of our State and the cultural richness of our world; a place where study and learning count, and color or accent or gender do not; a place where one can attack the ideas of another while affirming the human dignity of all; a place where diversity is not only tolerated, but celebrated; a place that enables individuals to be larger than they once were and more open of mind than they thought they could be. "

" A great research university that is distinguished also by its commitment to education, a vibrant intellectual community that builds its excellence through diversity, an institution that is a valuable and accessible resource for the state and the nation as our country confronts the complex issues of the 1990's and prepares to enter the twenty-first century. "

Henry Koffler, President, University of Arizona:

"In an increasingly complex world, we shall serve society best through the deepest understandings of the natural and human worlds, and of the connections between them. In tomorrow's world more than ever, the prime resources will be knowledge and an educated population."

Peter Likins, President, Lehigh University:

"A vision statement is not a plan, but merely a description of an ideal state, and therefore an indication of the direction in which we plan to move as circumstances permit. No timetable is implied by a vision statement. The process for realizing the vision is a separate matter from the vision statement...the adoption of a vision statement implies the assumption that a realistic plan can be devised to achieve the goals defined by the vision."

"...any vision statement must be consistent with the mission statement, which defines the role of the institution in society."

C. Peter Magrath, President, University of Missouri, former President of University of Minnesota, from *Leaders on Leadership: The College Presidency*, Jossey-Bass, Inc., 1988:

"True leadership is not shown on any issue, much less on a single issue. True leadership is shown by chief executives who -- day in and day out, on issues large and small -- exercise their best judgment, consistent with their own moral values, of what serves the universities they are privileged to represent. That is leadership: It is making decisions by men and women who cheerfully, willingly, and without false modesty take stands, whether they are judged right or wrong by others, and who are open and accountable to the people they serve. It is hard work, but it is one of the most worthy enterprises that I can imagine."

John Marburger, President, State University of New York at Stony Brook (1981):

"One of the great strengths of American higher education is its diversity. Differentiation of institutions is a good thing. It should be encouraged. Policies should not be adopted which force, inadvertently or intentionally, an undesirable homogeneity."

"I am not optimistic about the economic gains to be derived from sharing or cooperating. I believe that efforts to force merging of programs and elimination of regional duplication encourages an unhealthy homogeneity of perspective and reduces the opportunity to increase quality through cooperation."

Sterling M. McMurrin, 1967, University of Utah:

"In brief, the task of the University is the task of education -- to engage in the effort to achieve and preserve a genuinely free society in which men are authentic persons who seek rational understanding and control of the forces which shape their world and where there is a culture in which the spirit of man can flourish freely, where knowledge and reason are not at the mercy of ignorance and passion, and where

individual hope and aspiration are not fated to end in frustration and despair."

Steven Muller, former Pres., Johns Hopkins University, from *Science*, August 14, 1987:

"Where are the greatest college presidents of today? Few of us who lead major universities have escaped this question, asked in a plaintive -- and implicitly accusatory -- tone. The question, in fact, is not merely theoretical -- it constitutes an indictment. The questioner has in mind the Gilman, Eliot, Hutchins, or Conant of the past; he sees only those of us who currently hold office and finds us wanting. None of us is a great leader, none of the present voice of conscience or inspiration of the highest learning. We are perceived, our questioner will inform us with great courtesy, as lacking the aura, the eccentricity, the genius of greatness."

from *Leaders on Leadership: The College Presidency*, Jossey-Bass, Inc., 1988:

"Because it attracts and fosters the most advanced and specialized talents among its professors and students, the research university offers a kaleidoscope of intricate inquiries that represents not coherence but the glitter and sparkle of a myriad of precious fragments that often seem to bear little relationship one to another."

Frank Newman, from *Choosing Quality: Reducing Conflict Between The State And The University*, 1987:

"The university must have a sense of its niche, its particular role among other institutions of higher education, its particular programs and characteristics in which it will be outstanding. It must focus its resources on these areas and recognize that no university ever moved to greatness by trying to be everything to everybody. It will not spend its resources where it does not aspire to greatness."

"...the expectation of high standards must not stifle the taking of risk and the exploration of new ideas. So the university must be supportive -- at all levels -- of carefully thought-out risk-taking."

"The university must move to ensure freedom for all points of view on campus, first by restating clearly and unequivocally the responsibility of the university to be open to all views, including the unpopular, and then by acting to exercise that right and responsibility so that it does not wither."

"Academics need to remember that, left without a solution to a pressing problem, the political system will create one."

Chase N. Peterson, President, University of Utah:

"Productive controversy...is the stuff of great universities and should not be avoided."

Frank H.T. Rhodes, President, Cornell University:

"...perhaps the greatest contribution that faculty members in agriculture, natural resources and other traditional land-grant fields can make to the overall life of the university is to insist upon a balance between the existential and the elemental and to nurture within the wider community a sense of responsible stewardship, a delight in and a reverence for the frail planet whose children we are."

"What frustrates students...is the apparent disengagement of many of their teachers from any interest in the larger questions or even in the broader relationships and implication of the subjects they teach."

"We simply have not done well in any of our institutions, but especially in the research universities, in linking high standards of scholarship and professional practice to critical thinking about the fundamental issues of life."

"...might we establish on our individual campuses a center for undergraduate education, where loose and changing associations of faculty members could develop intercollegiate courses together? In our teaching, as in our research, we can no longer afford the blissful insularity that our traditional school and college structures too often enforce."

Dr. Donna Shalala, Chancellor, University of Wisconsin-Madison

"Increasingly I've come to believe that it's not the specific agenda that leaders have, but the atmosphere they create on campus so other leaders in other parts of the university really feel freed up and supported in doing things they've always wanted to do."

"I do not believe that first class education institutions can be first class unless they reflect the larger population of society or unless they prepare students for a multiethnic, multicultural world."

"If you asked Americans who the countries top ten leaders are they probably would not list a college president. It's really been relatively recently that the heads of the great universities were not significant leaders in this country."

"The one characteristic of a great university is that it's constantly changing its curriculum. The way we adjust to the world around us and take advantage of additional knowledge is by constant changes in curriculum."

"There are those who believe that universities can only reflect society. I am not among them. I believe universities must be role models for society...we must have the courage to lead...our commitment to equality of opportunity will be as firm as our commitment to excellence."

"You go to college not only for the latest knowledge, but also to meet people from different backgrounds. That's the genius of the American higher education system. Higher education is one of few areas where this country competes with the rest of the world and wins. The

best of American higher education outstrips any in the world. Look where the rest of the world goes for higher education."

Harold T. Shapiro, President, Princeton University:

"There has been a great deal of misguided rhetoric on the tensions between research and teaching. Countless distinguished researchers are devoted to teaching and do a marvelous job of transmitting the knowledge of their discipline. The predicament is that they are transmitting what they know -- and love -- with little awareness of what the student needs to learn. Indeed, we could almost say that the real problem is that teaching and research are too closely related."

"We need...to focus our pedagogical efforts on the spirit and capacity for learning, and on the excitement of inquiry and discovery, rather than on the transmission of knowledge. We must re-evaluate what we consider the most important needs in undergraduate education."

"...a newly created series of interdisciplinary senior seminars in the social sciences. Taught by some of our most distinguished faculty, these seminars will examine important public issues from both historical and contemporary perspectives. Students from different departments will explore together the values and assumptions of their disciplines, and in many instances will confront the question: knowledge for what purpose? The experience should nicely complement the more specialized and solitary experience of the senior thesis, and provide a fitting culmination to our students' undergraduate years."

"We hope that the senior seminars will help students to integrate their diverse academic experiences and relate them to some of the urgent questions that we all face as citizens of our local, national, and global communities, and will add meaning and context to our students' academic experiences and their individual and collective lives."

"...in promoting scientific literacy among non-science majors. There is no way to be a liberally educated person or a fully responsible citizen in today's world without understanding the methods, the possibilities, and the limitations of science and technology."

"One can, of course, be a wonderful teacher of undergraduates without being directly involved in the world of scholarship; but we believe that such involvement is one of the surest ways to bring vitality, freshness, and a commitment to active learning into the classroom -- and that these are key ingredients for any successful learning environment."

From *Science*, November 2, 1990, p. 609:

"...The willingness to risk failure is an essential component of most successful initiatives. The unwillingness to face the risks of failure -- or an excessive zeal to avoid all risks -- is, in the end, and acceptance of mediocrity and an abdication of leadership."

"...American society has become too risk averse for its own good...as individuals become more risk averse in their own lives, they seem to become less and less tolerant of the risks taken by those in leadership positions."

"...a willingness to accept the risk of failure is one of the costs of leadership and, therefore, the price of all success."

From *Tradition and Change: Perspectives on Education and Public Policy*: 1987:

"...the Book of Proverbs, composed much later (100 B.C.) than Genesis, belongs to a series of Old Testament writing reflecting on the nature of social and moral experience. Sometimes known as 'The Wise Sayings of Solomon,' it incorporates some wise advice about education into its stated objectives:

- for education in wisdom and moral discipline,
- for the understanding of thoughtful speech,
- for training in the discernment of what is right and proper and ethical
- to sharpen the wit of the ignorant,
- to give knowledge and foresight.

Clearly, the principles of a liberal education predate the earliest universities by over a millennium. "

"Contemporary higher education, precisely because it is such an important locus of change, must also take the lead in exploring, explicating, and reinforcing those values that we hold essential to the ultimate vitality and humanness of our society. We must, in the end, sustain our belief and identity as a society. "

"It is not ordained that universities and their faculties be always richly endowed. It is much more critical that society continue to preserve the university's essential freedom to remain a critic of existing scientific and social arrangements. Our future depends even more on freedom preserved than on full funding retained. "

"One challenge that bears critically on the future of...education is the centrifugal force of academic specialization, which necessitates growing interaction with and dependence on external institutions -- both academic and nonacademic. On the one hand, specialization is a source of great strength for our research universities. But it can potentially turn into a source of weakness as well, for at times the centrifugal forces threaten to drive all the separate groups within the university community away from the core and to the periphery. "

"...the primary role of the university should perhaps be to foster an environment of intellectually disciplined free-inquiry and exchange of ideas. In this environment, each faculty member and student must act as trustee for the value of intellectual openness and the unimpeded exchange of ideas, disciplined only by that careful scrutiny necessary to ensure honesty, completeness, and the use of appropriately rigorous analysis. In such a setting, all new.. findings belong, in some sense, to the community. "

John Silber, President, Boston University, from *Leaders on Leadership: The College Presidency*, Jossey-Bass, Inc., 1988:

"The college president who is truly an educator will not leave crucial decisions about tenure and the retention of deans and faculty solely to others. The college president who fails to read the dossiers of prospective candidates for tenure and to review carefully each case fails to meet his or her most important responsibilities. He or she relied instead on deans, departmental chairs, or committees, none of whom can be held to account for the well-being of the university as a whole or for making sure that the resources of the university are used in the most effective ways. "

"Just as not every doctor should be allowed to perform surgery, not every professor should be allowed to use the lecture method. In the hands of a great lecturer, however, it can be one of the most effective means for the encouragement of learning, often awakening the interest of students more than either discussion or the written work would. A gifted lecturer brings the subject to life for hundreds of students, communicating his or her own commitment to what has been discovered and written, as well as conveying excitement about the ideas under discussion. Students are then eager to read works that otherwise would have been only dull requirements. "

"An effective college president also functions as a member of the faculty. If intellectual achievements do not allow the president to hold his or her own in the university's intellectual 'pecking order,' he or she is at a great disadvantage. If his or her intellectual competence is manifest, however, he or she can ignore the ruling cliches and assert the capacity for judgment, not only in the appointment of faculty, deans, and departmental chairs, but also in the recruitment and selection of students. "

Michael I. Sovern, President, Columbia University:

"Few are aware of the grave danger of decline posed by the aging of the nation's professors. By the year 2000, many of our great teachers will have retired, and too many of those with the potential to become great teachers will have been lured into far more lucrative careers in business and the professions.

"...nearly half of the tenured professors in the arts and sciences will retire in the 1990's. Colleges and universities all over the country are facing a massive wave of retirements.

"Before the war, one out of every 10 young Americans sought a college degree. Today, more than half do."

"If ever there was a nationwide emergency, seen clearly in advance so that those about to assume power could plan timely action, it is the critical need to recruit the best possible graduate students and prepare them to take the places of their teachers. "

Niara Sudarkasa, President, Lincoln University:

"What we teach is what we get."

Arnold R. Weber, President, Northwestern University (1985)

"Academic leadership derives as much from enhancing existing strengths and traditions as from evoking shining visions of prospective virtue."

"During the period of expansive growth of higher education, many institutions were seized with an appetite for emulation that in my judgment has been self-defeating. How many times have you heard the administrators or alumni of a solid but otherwise undistinguished university refer to the institution as the Harvard of the South, or the sunbelt, or in one remarkable case, the Permian Basin?"

"An important aspect of our leadership is our capacity to train the future intellectual leaders in the sciences, the arts and humanities, and the professions. It is equally important that we extend our best efforts to those students who leave an academic environment and become leaders in business, politics, and the community. "

Hakan Westling, Vice-Chancellor, Lund University, Sweden:

"The rapid advance of science depends upon an extreme specialization of knowledge. There is a risk in this. The scientist may lose perspective on what he or she is doing. The Nobel Prize winner Max Born -- who fled from Nazi Germany -- was later asked how it was possible that German scientists were so quick to adapt themselves to an obviously anti-intellectual ideology. Born answered that some people can divide their mind into separate compartments, isolated from each other. Worst of all in this respect is the specialized scientist with a narrow-minded outlook. "

Linda S. Wilson, President of Radcliffe College:

"Information science is making national borders very transparent. It is connecting people in remote places at a greater speed than ever before. The impact is about as profound as that of the printing press."

James H. Zumberge, President, University of Southern California:

"Students will be shaped by what they encounter and wrestle with in the classroom and in their relationship to faculty. I have no doubt that we do have concrete responsibilities in the ethical education of our students. If we hold dear the enduring values of truth telling, reliability, loyalty, self-discipline, respect for others, tolerance, and nonviolent, reasoned resolution to conflicts, why shouldn't we affirm these values at every opportunity."

Political and Societal Leaders:

Aristotle:

"When looms weave by themselves man's slavery will end."

Terrel H. Bell, former U.S. Sec. of Education:

"The key to our future...rests in the talent, motivation and skilled intelligence of our people. This is the resource we have been wasting, and the one on which we place relatively low priority. Our culture lauds athletic prowess and seem to ignore the intellectual."

Ernest L. Boyer, President, The Carnegie Foundation:

"I recognize that inequality is rooted in society at large, but still it falls on higher education to have an unequivocal commitment to social justice, and in this crusade, the college president must lead the way."

"Institutions should allow greater flexibility for professors through 'creativity contracts,' which would allow faculty members to avoid burnout by shifting from one scholarly focus to another over a three to five-year period."

from *Campus Life: In Search of Community*, The Carnegie Foundation for the Advancement of Teaching, 1990:

"The start of the new decade now presents, at least from my perspective, perhaps the most challenging moment in higher education in forty years. It affords us an unusual opportunity for American colleges and universities to return to their roots and to consider not more regulations, but the enduring values of a true learned community."

"And I'm convinced that the challenge of building community reaches far beyond the campus, as well. Higher education has an important obligation not only to celebrate diversity but also to define larger, more inspired goals, and in so doing serve as a model for the nation and the world. "

Lynne V. Cheney, Chairman, Natl. Endowment for the Humanities:

"A survey in Boston showed events by nonprofit cultural groups drawing more than twice as many people as professional sports events. "

"Across the United States, people have, for the fourth year in a row, spent more to attend events like legitimate theater and opera than to attend spectator sports."

Sir Winston Churchill:

"If we open a quarrel between the past and the present, we shall find that we have lost the future."

On an adversary:

"He spoke without a note and almost without a point."

Albert Einstein, 1931:

"It is not enough that you should understand about applied science in order that your work may increase man's blessings. Concern for man himself and his fate must always form the chief interest of all technical endeavors, concern for the great unsolved problems of the organization of labor and the distribution of goods -- in order that the creations of our mind shall be a blessing and not a curse to mankind. Never forget this in the midst of your diagrams and equations. "

Buckminster Fuller, as quoted by John A. Howard, former Pres., Rockford College:

"What you fellows in the universities do is to make all the bright students into experts in something. That has some usefulness, but the trouble is it leaves the ones with mediocre minds and dunderheads to become the generalists who must serve as the college presidents... and the Presidents of the United States."

Vaclev Havel, President, Czechoslovakia:

"We still close our eyes to the growing social, ethnic and cultural conflicts in the world. From time to time, we say that the anonymous mega-machinery we have created for ourselves no longer serves but rather has enslaved us, yet we still fail to do anything about it.

"In other words, we still don't know how to put morality ahead of politics, science and economics. We are still incapable of understanding that the only genuine backbone of all our actions, if they are to be moral, is responsibility."

"...we must accept this legacy as something which we have brought upon ourselves. If we can accept this, then we will understand that it is up to all of us to do something about it. We cannot lay all this blame on those who ruled before, not only because this would not be true but also because it could detract from the responsibility each of us now faces -- the responsibility to act on our own initiative, freely, sensibly and quickly. "

"As long as people are people, democracy in the full sense of the word will always be no more than an ideal; one may approach it as one would a horizon, in ways that may be better or worse, but it can never be fully attained. "

"...we still don't know how to put morality ahead of politics, science and economics. We are still incapable of understanding that the only genuine backbone of all our actions -- if they are to be moral -- is responsibility. Responsibility to something higher than my family,

my country, my company, my success. Responsibility to the order of Being, where all our actions are indelibly recorded and where, and only where, they will be properly judged.

"The interpreter or mediator between us and this higher authority is what is traditionally referred to as human conscience. "

Thomas Jefferson:

"I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion."

"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be. "

Governor Rose Mofford:

"Arizona's Economic well-being depends on diversity. Our climate and spectacular natural environment draw visitors and new residents who depend on much-needed service industries. But that is not enough. The state's economy also needs technology-based companies if it is to grow and prosper. Our universities play a key role in attracting these industries through nationally ranked programs in science and engineering."

Socrates:

"How can a person talk of pursuing good before knowing what the good is? "

Harry S. Truman, former U.S. President:

"No nation can maintain a position of leadership in the world of today unless it develops to the full, its scientific and technological resources."

President Woodrow Wilson (as quoted by Harold T. Shapiro, President, Princeton University):

"We must deal with the spirit of men, not their fortune. We should, therefore, give our students 'an elasticity of faculty and a breadth of vision so that they should have a surplus of mind to expend - upon the broader interests which lie about them -- where they are to grow to the stature of real nobility.'"

"...the object of a college education was to make young gentlemen as unlike their fathers as possible. " (1908).

On Leadership:

M. Ovlisen, Director of Novo-Nordisk:

"I hate manuals; I hate rule books. The best way to do away with bureaucracy is to employ people you have confidence in. "

Fisher, J.L., Tack, M.W., Wheeler, K.J., from *The Effective College President*, Macmilland Publishing Co., 1988:

"How were effective presidents different? Among other things, when compared with representative presidents, they were found to

- Be less collegial and more distant
- Be more inclined to rely on respect than affiliation
- Be more inclined to take risks
- Be more committed to an ideal of a vision than to the institution
- Believe more strongly in the concept of merit pay
- Be more thoughtful than spontaneous
- Work longer hours
- Be more supportive of organizational flexibility than rigidity

"These results fly in the face of traditional thinking about the college presidency. In general, these presidents were not the collegial prototype. they were strong, action-oriented visionaries who acted out of a kind of educated intuition. "

H.G. Wells:

"Leaders should lead as far as they can, and then vanish. Their ashes should not extinguish the flame they have lit."

Quotations about Richard Atkinson, Chancellor, University of California, San Diego:

"...in devising new units or recruiting new people, you can play a big role and steer resources."

Herbert York

"...Atkinson is the type of person who at the right moment says, 'Yes,' really strongly, and pounces like a lion on the opportunity. "

Peter Gourevich

"...Atkinson 'has a fantastic enthusiasm for the university that is infectious'"

R. Barry McComic

"Dick is intellectually engaged in what the faculty is doing, he likes to know what they are doing and what kinds of things they are interested in."

Patrick Ledden

"...He's not just a public relations person like so many chancellors. "

Theodore Groves

"...a great deal of Atkinson's success with the community comes 'because he is one of the easiest people to talk to. He knows how to listen, which is unusual for someone who has the position he has, which involves so much speaking and telling other people his views."

Lucy Killea

Warren Bennis, former President, Univ. of Cincinnati,
from *Why Leaders Can't Lead: The Unconscious
Conspiracy Continues*; 1989:

"Routine work drives our nonroutine work and smothers to death all creative planning, all fundamental change in the university -- or any institution. "

"Roosevelt, who challenged a nation to overcome its fear; Winston Churchill, who demanded and got blood, sweat, and tears from his people; Albert Schweitzer, who from the jungles of Lambarene inspired a reverence for life; Albert Einstein, who gave us a sense of unity in infinity; Gandhi, David Ben-Gurion, Golda Meir, and Anwar Sadat, who rallied their people to great and humane causes; Jack and Bobby Kennedy and Martin Luther King, Jr., who said we could do better -- all are gone now. Where are their successors? Why have we not had any true leaders in the White House in a generation? Why are there no potential presidents who inspire or even excite us? Where, for God's sake, have all the leaders gone? "

"In previous generations, at any given moment, there were a half dozen university heads who were known and respected throughout the world. James Conant, Robert Hutchins, Clark Kerr, and their like did not merely run their universities but led a kind of constant national colloquy on the state of education in America. Their turf was not simply their university but all of education, and when they saw flaws in secondary schools, they not only pointed them out but offered solutions. I cannot remember the last time any university president addressed any problems beyond his or her own campus. Universities have changed, and so have university presidents. "

"Creativity is something that we are all born with and that almost all of us manage to lose. We don't really see the world around us. We may see a flower but not the miracle of it, its intricate structure, its complete harmony, its amazing colors. To restore our creativity, we must restore our sense of wonder, to break through our own preconceptions and see everything new and fresh-as we did when we were children. This means making the familiar strange and making the strange familiar.

"The more our work makes us specialists, the more we must strive to remain or become generalists."

"The one thing a president -- whether of the United States, a corporation, or a university -- needs above all is the truth, all of it, all the time, and it is the one thing a president is least likely to get from his assistants."

"The president who only talks and never listens will soon have nothing to say to anyone. "

"As Robert Stone put it, 'There is more information available than there are things to know.'...The true measure of any society is not what it knows but what it does with what it knows."

Harold H. Wolf, Prof. of Toxicology, U. of U., from the 51st
Annual Reynolds Lecture, University of Utah, 1990:

"...excellence, like beauty, is often in the eye of the beholder. That which is deemed first class and highly meritorious by one person can readily be judged rather commonplace by another. "

"Why do we frequently assume that the quickest and surest path to excellence is to recruit the best and brightest from distant academic pastures while doing relatively little to retain those productively cultivating the intellectual fields in our own back forty -- all the while forgetting that, just a short time ago, these very individuals were the objects of our intense affection and recruitment efforts? Why is it relatively easy to generate enthusiasm and resources to attract outstanding individuals to join our ranks and, yet, so difficult to generate similar enthusiasm for their subsequent successes? In academia does familiarity breed complacency rather than contempt? Why is there universal excitement for creating excellence and so little passion for sustaining and building upon that clearly present, and for designing and implementing strategies to maximize the unrealized potential inherent in all of us? "

"...excellence in our colleges and universities cannot be attained without strong, creative and effective leadership. Without individual excellence, institutional excellence cannot occur. But the excellence of individuals, while essential, is never sufficient if leadership is deficient. "

"Academic leaders are commonly expected to have a vision of their institution -- a vision that leads to clear-cut and measurable goals. They must clearly communicate that vision and their intentions concerning it; must display a focused commitment to that vision; and must exhibit consistent behavior toward the goals envisioned. "

"John Gardner makes a most cogent point when he comments that, 'Although some tasks of leadership can be delegated, envisioning goals is not one of them. Unless a leader has a sense of where an organization is going and should go, little noteworthy progress is likely.'"

"...those in the academic trenches often have less than a global view...I developed a healthy respect for the power of unrestrained, disciplinary chauvinism to detract from the viability of real community, especially when arguments are raised about the survival of the species. "

"...collaboration and commitment to creating a sense of community can reinforce important human values -- values that are sorely needed in an academic world increasingly populated by competitors and contenders. "

While I continue to believe passionately that academic leaders must know and communicate where their organization should go, I have come to realize that, given the ambiguities inherent to the organized anarchy of academia, you can't always be certain where you are going. In such situations, I suggest that leaders take the high road -- the path that is congruent with your sense of what is ideal. This approach has at least three advantages. It enables you to stay out of the swamp; you have a better chance of seeing alternative routes; and, even if you never reach your desired goal, the view is grand and the voyage is likely to be psychologically satisfying. "

"...excellence does indeed lie over the next horizon or, at worst, the one after that. And if subsequent events prove me wrong, I'll have few regrets. For in the final analysis, I've come to believe that active involvement in planning for and taking the trip is more important and personally rewarding than is the eventual destination. "

John W. Gardner, from *On Leadership*, The Free Press, 1990:

p. xv:

"...specialization and patterns of professional functioning draw most of our young potential leaders into prestigious and lucrative nonleadership roles. "

p. 11:

"Albert Einstein said, 'Perfection of means and confusion of ends seems to characterize our age.'" "

p. 13:

"Values always decay over time. Societies that keep their values alive do so not by escaping the processes of decay but by powerful processes of regeneration. "

p. 17:

"Leaders in this country today must cope with the fragmentation of the society into groups that have great difficulty in understanding one another or agreeing on common goals. "

"...all our leaders must spend part of their time dealing with polarization and building community. "

p. 21:

"To have 'a sense of where the whole enterprise is going and must go' is...the very core and essence of the best leadership."

p. 74:

"Our concern for the release of human talent and energy must reach beyond the schools and permeate the whole society...What is wanted is an attitude, widely shared throughout the society, toward individual growth, development and learning in the context of our shared values..."

p. 77:

"We must hope, too, that our leaders will help us keep alive values that are not so easy to embed in laws -- our feeling about individual moral responsibility, about caring for others, about honor and integrity, about tolerance and mutual respect, and about individual fulfillment within a framework of values. "

pp. 79-80:

"We need leaders who can bring alive in individuals all down the line that kind of capacity to share the leadership task...That requires leaders who can delegate responsibility, who consult and listen, who respect human possibilities, who help us to grow and to remove obstacles to our own effective functioning."

pp. 84-85:

"Effective leaders tear down rigid internal walls and bureaucratic enclaves, counter segmental loyalties through the creation of working groups that cut across boundaries, and foster informal exchange throughout the organization. "

p. 106:

"Coalition builders seek to formulate goals and values that lift all participants out of their separate preoccupations by gaining their commitment to larger objectives. "

p. 118:

"Skill in the building and rebuilding of community is not just another of the innumerable requirements of contemporary leadership. It is one of the highest and most essential skills a leader can command. "

p. 137:

"What is needed is an attitude, widely shared throughout the society, toward individual growth, through development and learning in the context of our shared values -- an attitude that sees learning as lifelong, that never ceases to seek out the undiscovered possibilities in each of us. "

p. 151:

"...the difference between genius and stupidity is that genius has its limits."

p. 152:

"For every person now leading, there are many more who could share leadership tasks, testing their skills, enjoying the lift of spirit that comes with assuming responsibility, and putting their feet on the lower rungs of a ladder that rises to higher leadership responsibilities. "

p. 159:

"Leaders have always been generalists. Tomorrow's leaders will, very likely, have begun life as trained specialists, but to mature as leaders they must sooner or later climb out of the trenches of specialization and rise above the boundaries that separate the various segments of society. "

pp. 165-166:

"Versatility is built into the species, but the modern world diminishes it drastically through specialization. Young potential leaders would do well to hold on to their birthright. We must persuade our high schools and colleges that whatever they may teach young people in the way of specialized skills, they must also equip them with something broader -- and not just for the sake of future leadership. The students are to be citizens, the most generalist of occupations...

"Even the future generalist benefits by knowing one subject in depth. Most future leaders will be specialists turned generalists. "

Other

"This we know.
The earth does not belong to man;
man belongs to the earth...
All things are connected,
like the blood which unites one family...
Man did not weave the web of life;
he is merely a strand in it.
Whatever he does to the web,
he does to himself."

Chief Seattle 1854
Suquamish Tribe
Washington Territory

"The field cannot be seen from within the field."

Ralph Waldo Emerson

"The sooner higher education officials accept the facts, the more time they'll have to develop policies that will satisfy student demand while protecting their invaluable institutions from actual deterioration."

The Salt Lake Tribune,
December 6, 1990

"Higher education should be distinguished by breadth rather than specialization, and should be problem-centered rather than discipline-centered. Graduates should be versatile, capable of self-discovery and self-expression, also to distinguish truth from propaganda and hyperbole, eager to participate in governance, able to make decisions, prepared for lifelong learning, and willing to assume a balance between self-interest and social interest, between getting and giving."

E. Wenk, Jr.
University of Washington:

"The average person puts only 25 percent of his energy and ability into his work. The world takes off its hat to those who put in more than 50 percent of their capacity, and stands on its head for those few and far between souls who devote 100 percent. "

Andrew Carnegie

"Education is what you have left over after you have forgotten everything you have learned. "

"Education is the instruction of the intellect in the laws of nature."

Thomas Huxley

"We should all be concerned about the future because we will have to spend the rest of our lives there."

Charles Franklin Kettering

"The direction in which education starts a man will determine his future life."

Plato, the *Republic*

"No man really becomes a fool until he stops asking questions. "

Charles P. Steinmetz

"...the universities are going to have to adapt by first learning how to tear down the wall between the arts and sciences. "

"Besides putting greater emphasis on oral and written communication, universities need to put fresh emphasis on collaborative work."

"There needs to be a greater emphasis in the curriculum on getting people to team up and develop concepts."

"College is the time when people should be most inquisitive and exposed to ideas. The last thing to be doing there is training for a career. I'm in favor of more liberal education and less specialization."

"The walls of universities have to come down first between the different disciplines, and then between one university and another. "

John Scully, Pres & CEO
Apple Computer, Inc.

"Speaking for the University of Utah Graduates, 1990, political science major Henry R. Sisneros, Layton, alluded to a recent 'dizzying array of changes: the Wall has come down; throughout Eastern Europe the people speak, a poet governs, an iron-souled factory worker leads...We can share in the celebration.. but we cannot be content. There are walls within our own country -- walls of poverty, alienation, racism -- which have stood for so long they are not seen. We want to tear them down...'"

Univ. of Utah Review

"Universities best serve the economic development needs of their states by achieving excellence in their primary missions of teaching, research, and public service. The most important way that universities transfer technology from their laboratories is by educating young scientists and engineers. These students, in turn, make existing companies more competitive and also start their own companies. "

Texas Higher Education
Coordinating Board

Michael D. Cohen & James G. March, *From Leadership and Ambiguity: 2nd ed.*, Harvard Business School Press, 1986.

"Almost any educated person can deliver a lecture entitled 'The Goals of the University.' Almost no one will listen to the lecture voluntarily. "

B.J. Culliton, *Science* 241 (1988) 525:

"...Harvard Medical School has published guidelines that dare to suggest that someone up for promotion to full professor should be judged on no more than ten papers. Those up for associate professor could make the grade on the basis of a mere seven papers, presuming they were pretty good ones. A person could become an assistant professor with only five good papers in the literature."

"...only 12 citations are required in nominations for both the Nobel Prize and membership in the U.S. National Academy of Sciences."

Norman Cousins, *Time*, Dec 17, 1990, p. 114:

"The school can have no more important function than to teach students how to make themselves clear. But by putting speed ahead of substance, the school creates false values. Racing against the clock is not an ideal way to organize one's thoughts or arrange one's words. "

Kuh, George D. and Whitt, Elizabeth J., from *The Invisible Tapestry: Culture in American Colleges and Universities*, ASHE-ERIC Higher Education Report No. 1, 1988, p. v:

"An institution's culture reflects to some degree the values and accepted practices of the host society. Culture develops from an interplay between the external environment and salient institutional features, such as an institution's historical roots...and the contributions of individual actors, such as a charismatic president or innovative academic dean. "

p. 77:

"...faculty members in different disciplines exhibited different attitudes, values, and personal characteristics. Significant differences among faculty members found across institutions were more closely related to discipline than to type of institution. For example, a study of political and academic attitudes found systematic differences among faculty grouped by discipline..."

"The culture of the discipline is the primary source of faculty identity and expertise and typically engenders stronger bonds than those developed with the institution of employment, particularly in large universities."

David Kearns, Chairman of Xerox Corporation:

"Education should not compete with national defense, the trade deficit, drugs or AIDS. Instead, think of it as a solution to those problems. "

Reisman, D. and C. Jencks. 1962. "The Viability of the American College." In *The American College*, edited by N. Sanford. New York: John Wiley & Sons, p. 126:

"The more we have learned about colleges, the more we have been struck by their uniqueness. True, colleges run to "types," and types ultimately converge on a national academic model. One might therefore lump together the Universities of Massachusetts and Connecticut, or Harvard and Yale, or Boston College and Fordham, or San Francisco State and San Diego. But on closer inspection these colleges appear to draw on quite different publics and to have quite different flavors. "

Shirley McBay, president of the Quality Education for Minorities Network:

"We need to examine our precollege system and get rid of practices that lead to nowhere for a large percentage of women and minority students on whom we depend for our national and economic security."

Jerome I. Friedman, Physicist and 1990 Nobel laureate in physics:

"Since I won the Nobel Prize, people have been asking me about the work I do. They're fascinated by quarks and the fact that quarks exist. So people truly are interested. It's just that they've never been able to exercise their curiosity before. "

Catharine S. Stimpson, outgoing president of Modern Language Association:

"I am baffled as to why we cannot be students of Western culture and multiculturalism at the same time; why we cannot show the relationships among many cultures, historically and at this moment.

"A common representation of contemporary differences about the humanities repeats the dance of polarization in slow-brained motion."

from "Publishing by--and for?--the Numbers", *Science*, Vol. 250, p. 1331-2, 1990:

"Statistics compiled by the Philadelphia-based Institute for Scientific Information (ISI) indicate that 55% of the papers published between 1981 and 1985 in journals indexed by the institute received no citations at all in the 5 years after they were published. "

"...self-citation -- a practice in which authors cite their own earlier work -- accounts for between 5% and 20% of all citations..."

"...researchers are publishing far too many inconsequential papers in order to pad their resumes, says MIT biology professor Richard Young. If the bottom 80% of the literature 'just vanished,' he says, 'I doubt the scientific enterprise would suffer.'"

David P. Hamilton

"In many ways, publication no longer represents a way of communicating with your scientific peers, but a way to enhance your status and accumulate points for promotion and grants. "

Allen Bard, editor
*Journal of the American
Chemical Society:*

"It is pretty strong evidence of how fragmented scientific work has become, and the kinds of pressures which drive people to stress number of publications rather than quality of publications. "

James Duderstadt, Pres.
University of Michigan

from *Campus Life: In Search of Community, The Carnegie Foundation for the Advancement of Teaching, 1990:*

"...we observed an unhealthy separation between in-class and out-of-class activities. Many students, we discovered, are spending little time pursuing intellectual interests beyond the classroom. The goal of many is getting a credential, and while undergraduate worry about good grades, their commitment to the academic life is often shallow. "

"If students and faculty cannot join together in common cause, if the university cannot come together in a shared vision of its central mission, how can we hope to sustain community in society at large?"

"What is needed...is a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too. The goal as we see it is to clarify both academic and civic standards, and above all, to define with some precision the enduring values that undergird a community of learning..."

First, a college or university is an educationally purposeful community, a place where faculty and students share academic goals and work together...

Second, a college or university is an open community, a place where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.

Third, a college or university is a just community, a place where the sacredness of the person is honored and where diversity is aggressively pursued.

Fourth, a college or university is a *disciplined* community...

Fifth, a college or university is a *caring* community...

Sixth, a college or 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. "

Thomas Malone, past president of Sigma Xi:

"We must make a profound change in the way we think about things. We have to learn to temper our wants, which the fruits of science and technology have so lavishly indulged, and focus on our needs. "

Roald Hoffman, Nobel Laureate Professor of Physical Science at Cornell University:

"Scientists shouldn't run the world. Scientist's rationality makes for good counsel but poor political leadership.

"Where should the capacity to deal with the real, partially coherent world come from? In large part from the ethical, literary, historical, artistic realm. Not just salve on the mental pain, the arts and humanities leaven and enrich. As they make us think, they make us feel at one with the terrible and beautiful world. And they prompt us to step outside of ourselves. to empathize. "

From a Workshop on Design in Engineering Education, Dec. 1988, Harold T. Shapiro:

"Are our undergraduate students victimized by the very specialization that is designed to insure their technical expertise? I am concerned that specialized knowledge unconnected to time and space has increasingly driven out some of the critical challenges before the engineering profession. "

"Liberal education, after all, is a matter of approach, not a question of subject matter. Mathematics, philosophy, and engineering design are all equally suited to enrich someone's liberal education. "

"Where within the engineering curriculum do they encounter human problems that cannot be solved by technology alone? Does the undergraduate engineering curriculum deal with the social, economic, and cultural side of technological problems? "

"...it is entirely wholesome for engineers to have significant exposure to the humanities and social sciences. As long as it remains only something they do 'over there,' however, and as long as it remains an experience they achieve outside of the engineering curriculum, it will not be fully successful. Students will learn to compartmentalize these concerns in their own professional lives exactly as we have taught them to 'departmentalize' their concerns during their undergraduate educational experience. "

"We want engineers to have a broad liberal arts education so they will be able to understand how best to obtain dividends for society from new science and technology. "

"...we need to understand not only how we develop new science and technology, but how those new understandings of the natural world can be used to generate economic and social dividends for our communities, for our companies, for ourselves, and for our nation. "

"The broadening of engineering students' education will only be effective when these issues are integrated in an important and intrinsic way into the curriculum, utilizing the experience of engineers. Going outside of the school [of engineering] is just a sophisticated way of turning your back on the real issues that are involved. "

"The issue is whether individuals can fully understand their ethical responsibilities within the daily practice of their careers if these issues are not incorporated into the work and discussion of the teachers and students with whom they are associated. "

Flax, Alexander, Home Secretary, National Academy of Engineering:

"When I got into industry as a young engineer, the first thing I discovered was that nobody cared about my engineering major. Every thing was interdisciplinary; there really wasn't the division that you see here, and all of my later experience confirms this. Viewed in hindsight, if I had any criticism to make of the engineering education that I received...it wasn't interdisciplinary enough. "

Humor:

D. Miles, Speech presented at Immaculata College, Immaculata, Pa., 1973 as quoted by Prezell R. Robinson, President, St. Augustine College, Raleigh, NC, from *Leaders on Leadership: The College Presidency*, Jossey-Bass, Inc., 1988:

"A man arrived at the Pearly Gate. His face was scarred and old.

He stood before the Gate of Fate for admission to the fold. 'What have you done,' Saint Peter asked, 'to gain admission here?'

'I've been a college president, sire, for many and many a year.'

The Pearly Gate swung open wide, and Saint Peter touched the bell.

'Come in,' he said, 'and choose your harp; you've had your taste of hell' [p.4]

"Changing a curriculum is like moving a graveyard, the dead have many friends. "

"Running a university is like running a snake farm, you keep moving, but you don't move suddenly."

Dr. Kenneth Keller
former President
University of Minnesota

"Leading a faculty is like leading a herd of cats."

K.L. DeVries
University of Utah

see also
Joe's ~~Post~~
Quotation
file/post