

*Advancing the ideals of liberal education and supporting deans in their work as academic leaders.*

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**Here, There and Everywhere:**

ACAD Members in or on:

The East Coast	240
The Midwest	206
The South	107
The West Coast	103
Canada	7
Elsewhere	10

Total Membership as of  
 December 31, 2002:  
 673

See the membership directory  
 on the ACAD web site  
[www.acad-edu.org](http://www.acad-edu.org)

## Ramphele, Brownlee Anchor ACAD 2003 Annual Meeting



Mamphela Ramphele

The "courage to question" is a quality embodied by Dr. Mamphela Ramphele, the keynote speaker for ACAD's Annual Luncheon on Friday, January 24. A woman of clear vision, insight and determination, Dr. Ramphele began her career as a student activist and served as a leader along with Steven Biko, in South Africa's Black Consciousness Movement during the 1970s.

Dr. Ramphele's academic accomplishments include qualification as a medical

doctor at the University of Natal in 1972; a Ph.D. in Social Anthropology from the University of Cape Town; a B.Com. in Administration from the University of South Africa; and diplomas in Tropical Health and Hygiene and Public Health from the University of Witwatersrand. She has worked as a medical doctor, social activist, community developer, and an academic researcher.

From 1977 to 1984 Dr. Ramphele was banished by the South African Government to the remote township of Lenyenye near Tzaneen. There she continued her work with the rural poor and established the Ithuseng Community Health Program. In 1996, after many years of service both in the community and as a professor, she was appointed the first woman provost of the University of Cape Town. In May 2000 Dr. Ramphele joined the World Bank as one of four Managing Directors.

Dr. Ramphele's appearance at the ACAD Annual Meeting is, in part, a response to a

growing commitment among ACAD members to exploring issues raised by the interconnection of the liberal arts curriculum with international education and international development issues. Along with Henry Rusovsky, Dr. Ramphele co-chaired the Task Force on Higher Education in Developing Countries convened by the World Bank and The United Nations Educational,



Paula Brownlee

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## ACAD, PBK to Present "Intellectual Leadership in the Liberal Arts"

Plans for the first collaboration of ACAD and Phi Beta Kappa, the nation's leading undergraduate honor society, on the joint conference, "Intellectual Leadership in the Liberal Arts" are well underway. Hosted by ACAD Board Member Sam Hines at the College of Charleston, the meeting will take place from October 23-25, 2003.

Confirmed speakers include Rita Bornstein, President, Rollins College; Christopher Dahl, President, SUNY Geneseo; J. Timothy Cloyd, President, Hendrix College and Dr. A. Lee Fritschler, Vice President,

The Brookings Institution, and former President, Dickinson College, all of whom will participate in a Forum on Presidential Perspectives on the Liberal Arts. Philip Glotzbach, Vice President for Academic Affairs at the University of Redlands and former Chair of the ACAD Board of Directors, will headline the closing plenary. David C. Potts, former Provost, Gettysburg College and former Academic Vice President of the University of Puget Sound and currently with Historical Resources for Higher Education, will speak on The "Yale Reports," 1828: Their Contemporary

Relevance."

Sessions currently being planned include "Liberal Education as Lifelong Learning"; "Liberal Education and the Community College"; and "The Centrality of the Liberal Arts to General Education." The Association of American Colleges and Universities (AAC&U) has also agreed to organize a special session. A Call for Proposals is being circulated (see [www.acad-edu.org](http://www.acad-edu.org) or [www.pbk.org](http://www.pbk.org)).

At this conference, leaders -- key faculty, presidents, deans, chief academic officers, committee chairs, and others -- from a variety of

institutions will share their thoughts on the critical intellectual issues that challenge the liberal arts mission, such as changes within disciplinary and interdisciplinary fields and the current controversies in general education and international education, and education for citizenship. As they examine these intellectual challenges and issues, they will focus on the role played by faculty and administration leaders at all levels in helping institutions create innovative responses on behalf of the liberal arts.

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Scientific and Cultural Organization (UNESCO). The Task Force was charged with exploring the future of higher education in the developing world. Its report, "Higher Education in Developing Countries: Peril and Promise" addresses six key areas:

- Longstanding problems and new realities - looking at expanding demand, the diversification of higher education systems, and the implications of the knowledge revolution;
- Higher education and the public interest - exploring the substantial public returns on investment in higher education, with highly educated individuals essential to social and economic development;
- Systems of higher education - countries must plan their higher education systems strategically and then draw on the energy of a range of actors to ensure effective implementation;
- Governance - the major principles of good governance are outlined, and compared to the actual situation in developing countries. A range of tools are suggested to improve standards;
- Science and technology - the costs and significance of scientific and technological education are examined. Developing countries face se-

rious problems as the science base becomes more complex and costly, and strategies to tackle this are suggested, including industry-university partnerships and local, regional and international cooperation; and General education - the relevance of a general or liberal education is highlighted for developing countries, who have an enduring need for people with the flexibility to adapt to rapid social and economic change.

Having served as a faculty member, a dean and a president of both Hollins University and the Association of American Colleges and Universities, Paula Brownlee brings her broad perspective to the second annual ACAD CAO Box Lunch Roundtable discussion, where the theme is "The CAO-President Relationship."

Like ACAD workshops, which provide deans with resources for dealing with critical practical aspects of their jobs and careers, the ACAD CAO Roundtable provides Chief Academic Officers with a unique opportunity to discuss issues of concern with individuals who have particular expertise and experience.

Dr. Brownlee now consults actively with presidents and boards of trustees on institution-wide planning and presidential evaluation as a principal with The Presidents' Group, LLC.

## From the Executive Director

The 59<sup>th</sup> ACAD Annual Meeting in Seattle is my seventh, and my last as a staff member of the American Conference of Academic Deans. It is difficult not to reflect back on these years and notice that in some ways ACAD is a very different organization than it was when I first encountered it in 1996. It has grown, with a larger membership and expanded board. It has added new programmatic collaborations with national organizations, such as AAUP and Phi Beta Kappa, to its long-standing partnership with AAC&U. It now uses information technology and electronic media, rather than paper and US mail, for most of its communications and administrative functions.

But in most important respects, ACAD has remained very much the same organization as it has always been—a voluntary association of dedicated and energetic academic leaders, committed to learning from one another, supporting our colleagues, and improving undergraduate education for all of their students. It is this energy and dedication, as well as an obvious love of, and devotion to, the mission and values of academic life, which characterizes the ACAD membership for me. Over the years I have been both inspired and instructed by the willingness of some of the busiest people imaginable to place their time and best thinking at the service of their colleagues, whether it be mentoring new deans and department chairs, working with faculty on difficult problems of institutional governance, or simply sharing their successes and failures with others facing similar problems.

Having an opportunity to work closely with so many deeply knowledgeable and expert practitioners has irrevocably shaped and deepened my understanding of higher education, and reinforced my commitment to working with faculty and students in my role as a Director of Programs at AAC&U. Although I will no longer be working with ACAD as a staff member, I know I will always be able to depend on ACAD's membership to offer advice, support, and practical help in the years ahead.

*Dr. Eliza J. Reilly has been working with ACAD since 1996.*

## From the ACAD Chair

The American Conference of Academic Deans celebrates its sixtieth anniversary in 2004. Deans, provosts, and associate deans from all sectors of higher education have benefited for many years from ACAD workshops, conferences, and publications. Hundreds of academic leaders have served on the ACAD Board of Directors and helped to shape these ACAD programs. ACAD membership has grown steadily during the past sixty years and now numbers over 600. For many of us, ACAD colleagues constitute an important professional community of educators engaged in the challenging work of academic leadership.

In the years ahead, ACAD has the opportunity to influence the national higher education agenda by helping to equip academic leaders to serve effectively in their positions. The times require strong academic leaders. More colleges and universities are electing presidents who are not academics. Governing boards focus on fund-raising and cost-cutting more than academic integrity. External constituencies continue to exert accountability claims. Internal decision processes often pit academic needs against capital construction and deferred maintenance. Equipping qualified academic leaders for service is more important than ever.

ACAD can help in that important work. On behalf of the ACAD Board of Directors, I invite you to sustain and increase membership. We need a thousand deans to come together under the ACAD banner to promote the centrality of the academic mission and to support the people who serve in positions of academic leadership. With this critical mass, we will be able to provide the programs and publications in support of the "how to" and the "why do" of deaning.

**James L. Pence**, Chair, ACAD Board of Directors

### ACAD

AMERICAN CONFERENCE  
OF ACADEMIC DEANS

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*ACAD membership is open to Academic Officers at two- and four-year institutions. Membership in ACAD is individual and costs \$75 per membership year (July 1 - June 30). For more information, visit the ACAD web site at [www.acad-edu.org](http://www.acad-edu.org)*

## 2002 Annual Meeting Highlight

## Learning to Listen: How the Dean Responds to Complaints

*Attendees at ACAD's 58th Annual Meeting were energized by a successful meeting that featured a new, well-received CAO-only lunch; a talk by renowned scholar (and relatively new dean) Gerald Graff; and stimulating, sometimes standing-room-only sessions on themes related to "collegiality and leadership." Among the presentations given was the following reflection by **John Churchill, Executive Secretary of Phi Beta Kappa, former Vice President for Academic Affairs and Dean of the College at Hendrix College, and former ACAD Board Member** at the session, "How the Dean Responds to Complaints About Faculty."*

In my remarks about complaints, I will attempt to situate complaining to the dean both in the broader world of complaining and also in the world of the dean's responsibilities. Those are two different domains. The aim is to be exploratory and evocative, not to delve into technical issues, and I will make some attempt at sorting complaints by type and source or, rather more modestly, illustrate what such a sorting might look like. Aristotle in the *Poetics* tells us that history tells only what has happened, while tragic poets tell us what must happen. So look at our case studies as poetry, not as history. We hope to lead you into useful knowledge.

Let me begin my segment by saying that I want us to begin thinking a bit about listening to complaints as a constituent part of the dean's role on campus. I recall vividly a sense I had many years ago, when I first became dean, that listening to people complain was no inconsiderable part of my job. And I came to think about this fact in various ways. I can remember, for instance, walking to the car many afternoons consoling myself with this thought: If people at the College did not have these problems, the College would not need a dean, and I would not have a job. But there are also days when the thought was this: Why do these people believe that those problems are mine to solve, or the College's? Another worry is this: Listening to complaints is like taking on ballast. People who complain unburden themselves; do they thereby burden those who listen to them, and how? Perhaps they provide the listener with a new item for the to-do list, certainly, but there is the emotional burden, too, of listening to complaints. Sometimes I thought of myself as an emotional black hole, absorbing endlessly while emitting nothing.

A few years ago, I started to write an essay on complaining. I told a colleague dean at another institution. She said, "Oh great, that's all we need, an essay on complaining." So I gave it up, and her reaction illustrates a pitfall for today. Surely we must do more than complain about complaining. So let us look at the concept. English is a very rich language, and important activities possess an amazing variety of vocabulary. In English we may not merely walk, we may also amble, stride, stroll, or march. We may not merely eat, we may nibble, munch, bolt or wolf. We can tumble and lurch as well as fall. So it is a mark of the centrality of complaining in human life that we may not only complain, we may also grumble, grouse, carp, cavil, whine, or pule. Has anyone come into your office lately to pule? Watch for it. It means to pipe plaintively in a weak voice, and it is derived from the fretful annoyance of chickens bothered in their hen yard. I know you think I made this up; check the OED. If our woes are biblical, we may lament, bewail, and bemoan. With quotidian problems, we may nag, beef, pick, bellyache, or squawk. What a rich field of endeavor this complaining is, and it may be a characteristic human activity. Receiving complaints is, too, and there is the point for deans.

Sometimes what we call complaining is done laterally. You complain to someone who is not responsible for the problem, not expected to fix things, and who is asked only to listen. Complaints about the weather are like that, unless they are in the context of a prayer. We, though, want to look at complaints directed toward those who are expected to fix things or who may be, since the one thing we all know about deans is that deans can fix things. Even so, there is a difference between complaints one simply hears and complaints one acts upon. A

dean who believed that all complaints fell into the one category or into the other would be, in either case, a caricature. "Resolve all complaints," would be the watchword of the Machiavellian dean who was bent on acting quickly, decisively, visibly, even dramatically. On the other hand, the confidence that things sort themselves out all by themselves if you just leave them alone would be the mark of the ultimate Taoist dean, who would sit quietly in response to complaints, doing nothing. Between these caricatures is the dean who knows the difference between a complaint that needs a response and one that does not, between one that needs a resolution and one that does not, and between complaints that do and complaints that do not trigger formal institutional action. This dean distinguishes between a complaint that is fundamentally an expression of the strains and worries that assail us all at various times in our lives and the ones that bear witness to wrongdoing and must be pursued.

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***What a rich field of endeavor this complaining is, and it may be a characteristic human activity. Receiving complaints is, too, and there is the point for deans.***

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Who brings complaints to the dean? The short answer is - everyone. Who is this everyone? Students. And what do they complain about? They complain about grades, alleged faculty unfairness, not getting into courses, being dropped out of courses, faculty expectations being too high, faculty performance failure of some kind - incompetence, not meeting class, not grading tests and papers, and not being available for conferences. They complain about verbal expressions by faculty. Perhaps they complain about inappropriate ethnic or sexual allusions, or sexual overtures from faculty, or other inappropriate *quid pro quo* overtures. Parents complain about the same range of things and more, including your maltreatment of their virtuous and flawless offspring.

Complaints come from other faculty. They concern interdepartmental professional issues and intradepartmental issues. They come from other administrators. They come from the president, perish the thought, and from trustees and external constituencies of all kinds. I was once in my life complained to by a rice farmer about a member of our biology faculty, so you never know. They come from coaches and support staff, and all of these constituencies have a different sort of claim on the dean because of the difference in the relationship structured by institutional organization.

I once ran across a point about South Asian Buddhist iconography. I will ask you to call to mind the statues that reside in your memory of the Buddha, seated, serene, gazing impassively. Often you will note in these icons that the Buddha has huge, elongated earlobes, lobes that put to shame those of Lyndon Johnson, or even those of Lyndon Johnson's beagles. What is the Buddha doing with those earlobes? He grew them, the Buddhists say, listening to the sorrows of the world. So, if there is to be an iconography of deans, the dean, even if depicted as hassled and harried and un-Buddha like, must nevertheless have these great Buddha ears, distended from listening to the sorrows of the world.

## WELCOME NEW MEMBERS for 2002-03

Dr. Susan Albertine, Dean, School of Culture and Society, The College of New Jersey  
 Dr. Thomas Allen, Dean, Graduate School and Professional Programs, Gallaudet University  
 Dr. Manuel Avalos, Associate Vice Provost for Research and Faculty Development, Arizona State University West  
 Dr. David Baker, Associate Dean of Academic Affairs, Kent State University Stark Campus  
 Dr. Benjamin L. Benford, Dean, Tuskegee University  
 Dr. Michael B. Blankenship, Dean, Social Sciences and Public Affairs, Boise State University  
 Dr. Kathleen C. Boone, Associate Dean of the College, Daemen College  
 Dr. Charlotte G. Borst, Dean, Arts & Sciences, Union College  
 Dr. Denvy A. Bowman, Dean of Arts and Humanities, Keene State College  
 Dr. John S. Brabson, Interim Provost and Dean of Faculty, Mills College  
 Dr. Stanley J. Bucholc, Dean of Undergraduate Studies, Fitchburg State College  
 Dr. Jackie Burnside, Associate Dean of the Faculty, Berea College  
 Dr. Samuel Case, Provost and Dean of the Faculty, McDaniel College  
 Dr. Darrel D. Colson, Provost and Dean of the College, Centenary College of Louisiana  
 Dr. Grant Cornwell, Vice President of the University and Dean of Academic Affairs, St. Lawrence University  
 Dr. Paul W. Davis, Dean, Interdisciplinary and Global Studies Division, Worcester Polytechnic Institute  
 Dr. Jane Dillehay, Dean, College of Arts and Sciences, Gallaudet University  
 Dr. Chris Ferguson, Dean for Information Resources, Pacific Lutheran University  
 Dr. Stephanie Annette Finley-Crosswhite, Associate Dean for Research and Graduate Studies, Old Dominion University  
 Dr. Karen Galardi, Executive Director of the Newton Campus, Holy Family College  
 Dr. Stanley M. Giannet, Associate Dean of Arts, Letters and Social Sciences, Pasco-Hernando Community College  
 Dr. Carolyn M. Gray, Dean, College of Arts and Sciences, Florida Gulf Coast University  
 Dr. Geary Greenleaf, Dean of Health, Natural Sciences, Education and Public Service, Lower Columbia College  
 Dr. Thomas A. Griffiths, Associate Dean of the Faculty, Illinois Wesleyan University  
 Dr. Jo Ann W. Haysbert, Provost, Hampton University  
 Dr. Howard D. Hill, Vice President for Academic Affairs, Claflin University  
 Dr. Joseph P. Huffman, Dean, School of the Humanities, Messiah College  
 Dr. David Jaffee, Associate Dean, College of Arts and Sciences, University of North Florida  
 Dr. Troy Johnson, Dean of Enrollment Management, West Texas A&M University  
 Dr. Karen L. Kimmel, Associate Dean, Academic Departments, College of Liberal Arts, Sciences and Technologies, Gallaudet University  
 Dr. Heather Knight, Assistant Provost, University of the Pacific  
 Dr. Ruth A. Koelle, Dean, Roger Williams University  
 Dr. Paul M. Kotila, Acting Dean of Undergraduate Studies, Franklin Pierce College  
 Dr. Thomas C. Mans, Academic Dean, Saint Vincent College  
 Dr. Gary L. Miller, Dean, College of the Pacific, University of the Pacific  
 Dr. Herbert J. Nelson, Vice President for Academic Affairs, Canisius College  
 Dr. Norine Noonan, Dean, School of Science and Mathematics, College of Charleston  
 Dr. Karen K. Oates, Professor of Integrative Studies, George Mason University  
 Dr. Linda Peterson, Interim Associate Vice President, Undergraduate Studies, School of Arts and Sciences, Barry University  
 Dr. GailAnn Rickert, Dean of Academic Advising, Gettysburg College  
 Dr. James D. Sellmann, Associate Dean, University of Guam  
 Dr. Steven Siconolfi, Dean, School of Health Sciences and Human Performance, Ithaca College  
 Dr. Alan J. Silva, Assistant Dean of College of Liberal Arts and Associate Professor, Hamline University  
 Dr. Gail M. Simmons, Dean, School of Science, The College of New Jersey  
 Dr. Rowland Smith, Vice President for Academic Affairs, Wilfrid Laurier University  
 Dr. Donald O. Straney, Dean, College of Arts and Sciences, California State Polytechnic University  
 Dr. Weimin Tao, Provost, Sanjiang University  
 Dr. Alzada J. Tipton, Assistant Dean of the College of Liberal Arts and Associate Professor of English, Hamline University  
 Dr. Robert D. Tobin, Professor of German and Associate Dean of the Faculty, Whitman College  
 Dr. Daniel Wacks, Associate Dean, College of Arts and Sciences, University of Redlands  
 Dr. Everett Zurlinden, Dean, School of Technology, Johnson and Wales University

(CONFERENCE, continued from page 1)

Participants will have the chance to reflect on the particular relationship of the liberal arts to their own leadership: that is, the way(s) in which their exposure to the liberal arts - through their education and in their teaching, scholarship, and administrative experience - has influenced their approach to leadership as well as to their understanding of and advocacy for the liberal arts.

The conference will be structured as an institute that will include both plenaries and smaller, interactive sessions. It is designed to provide academic leaders with a fresh context in which to continue to explore the meaning and value of the "liberal arts." For more information, see [www.acad-edu.org](http://www.acad-edu.org).

## Out of the Past

*The first in a series of glimpses into ACAD's history in anticipation of ACAD's 60th Anniversary in 2004.*

From the Proceedings of the Twenty-eighth Annual Meeting of the American Conference of Academic Deans, January 9-11, 1972, Washington DC  
 Address by Warren L. Ziegler, Co-Director, Educational Policy Research Center, Syracuse University: **"Has Liberal Education a Future?"**

### ***Some Sufficient Conditions for the Flowering of Liberal Education***

*Chief among the virtues of a liberally-educated free man is his willingness and ability to reflect critically on the means and ends of his own conduct in order to promote good acts, whether they are the acts of kinship, community, politics, aesthetics or in his relationship to his natural environment. In each of these dimensions of human association, a variety of forecasts is available. The metaphorical richness of the idea of the future encompasses multiple, diverse and often incompatible expectations and intentions. Present disagreements on what the future will be and should be like leads to the notion of alternative futures. But that notion of alternative futures is a powerful indicator that our present situation is one of increasing discensus about the means and ends of social policy, including very much educational policy. Of particular relevance to the future of liberal education are politics, broadly conceived, and man's relationship to his natural environment, because it is these two areas of social life in which man's governance of self and society requires the development of new competencies on a mass scale. This we have not yet learned to do. Chief among those competencies which might restore man's faith in his agency as an active participant in the reconstruction of his values and institutions are those which are political, and those which enable him to take control of his vast and ever expanding technological inventiveness.*

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