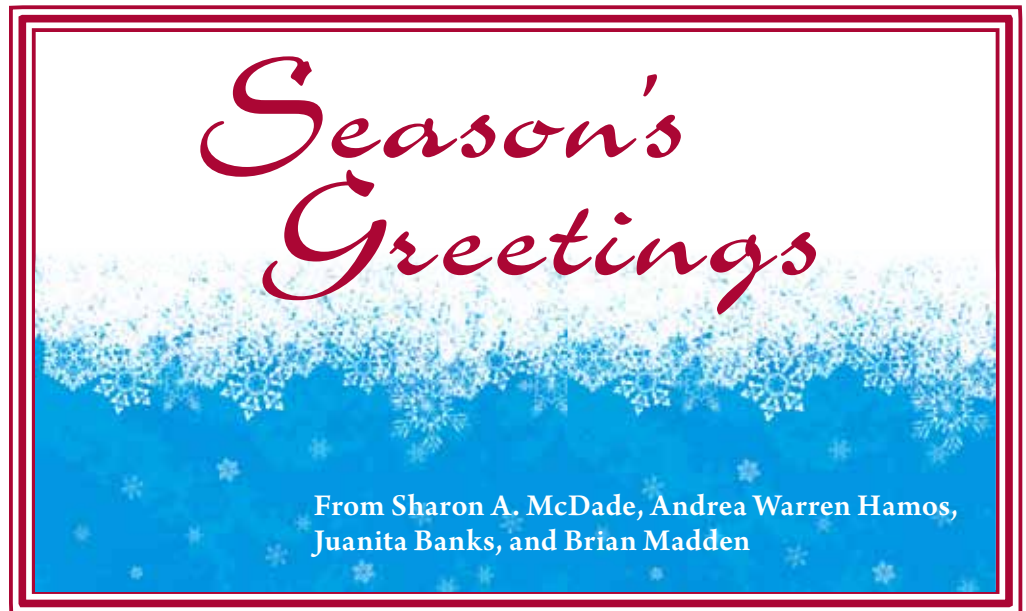


SPECIAL WINTER EDITION

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LEADERSHIP LESSONS FROM MANDELA

Joshua Powers, Associate Professor and Chair, Department of Educational Leadership, Administration, and Foundations, Indiana State University; ACE Fellow 2009–10



Joshua Powers

One of the most extraordinary opportunities I had during my fellowship was to visit South Africa to study post-apartheid higher education. Our visit began at Robben Island with an African tour guide who told this story: In the early 1970s, he was a college

student at the University of Witwatersrand, one of the few universities in the country that blacks could attend. One day, he and his pregnant girlfriend were in a peaceful protest march. The police arrived and fired live ammunition into the crowd, hitting his girlfriend, killing her instantly, and spilling blood all over him. He proceeded to join the militant wing of the African

National Congress, trained to fire a bazooka, and for his first act of sabotage, was ordered to fire it at an oil refinery tank. He miscalculated the distance and the shell exploded early and harmlessly. He was promptly arrested and proceeded to spend

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the next 20 years on Robben Island, which at the time served as a place of imprisonment.

As he told us this story in a completely matter-of-fact way, I found myself compelled to ask, “How was it that you could overcome such tragedy in your life, not be embittered, and frankly, to be able to stand in front of this largely white tour group and share this experience without anger or malice?” He proceeded to respond that the faith he had in the healing power of truth with reconciliation was so strong that it compelled him to share his story as a model of what is possible, even when the world expected anarchy when the shackles of apartheid were removed.

Needless to say, this experience had a profound effect on me and put the challenges of life into better perspective. However, it also reminded me how this simple act of telling his story to tour groups evidenced the kind of leadership in which one’s actions are laser-focused on the betterment of others. As I traveled the country for 10 days, visiting both historic sites and institutions of higher education, I slowly came to understand just how amazing Nelson Mandela was in instilling such an orientation in all persons. He was instrumental in turning what could have been a blood bath into something good.

Digging into Mandela’s writing and speeches, I discovered four quotes that have helped me frame what I observed during my fellowship experience and that might inform the collegiate leadership needed in these challenging times.

“The mark of great leaders is the ability to understand the context in which they are operating and act accordingly.”

For decades, researchers sought to identify traits and behaviors that were transcendentally important to leadership and were constantly thwarted in this effort. The research that emerged suggested the importance of being able to adapt one’s style to the needs of a particular situation and the skills and abilities of the followers with whom one works. In one broad stroke, leadership got a whole lot more complicated.

A clear understanding of context with action was evidenced through two institutional visits, one to the University of Phoenix and the other to Arizona State University (ASU). John Sperling, founder of the University of Phoenix, saw that the needs of adult learners were not being met by traditional nonprofit higher education and established his institution to fill that void. Today, more than 480,000 students are enrolled at the institution, where course designers partner with instructors on the delivery of education and

where all instructors are provided training and mentoring on how to teach, irrespective of their pedigree. At ASU, President Michael Crow has essentially blown up how we think about the organization of higher education, opting to organize around problems and interdisciplinary teams rather than traditional departments and colleges, which he refers to as “social constructs.”

However controversial, the leaders of these organizations saw a contextual need and took action. Today’s problems—cost containment and student success, to name just two—require similarly bold action.

“A leader who relies on authority to solve problems is bound to come to grief.”

Through the course of my fellowship travels, it was clear that all leaders agonized over how best to advance their institutions in this period of unprecedented economic challenge. Yet those who employed a command and control style struggled and evidenced growing potential for failure. For example, those who opted to pursue layoffs, furloughs, post-retirement benefit reductions, program closures, and even the termination of tenure or tenure-track faculty but did not show sincere consultation with stakeholders generated considerable community animosity. Those who did engage others, even when arriving at the same difficult and painful

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Fellows Newsletter

John Sexton, President, New York University; Chair, ACE Board of Directors

Molly Corbett Broad, President, ACE

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Sharon A. McDade, Director, ACE Fellows Program

Andrea Warren Hamos, Associate Director, ACE Fellows Program

Juanita Banks, Program Associate, ACE Fellows Program

Brian Madden, Program Coordinator, ACE Fellows Program

• Please submit articles to Juanita Banks at juanita_banks@ace.nche.edu.

• Submit address changes or news to the ACE Fellows Program office.

• Spring edition deadline is **March 31, 2011**.

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decisions, realized more positive reception to their plans.

In his book *How Academic Leadership Works*, Robert Birnbaum described the decentralized power base that is true of most higher education institutions. He also addressed how building a strong foundation of faculty, administrative, and board support provides a means for leadership success. Hence, the skills of negotiation, consensus building, listening, and persuasion are ones that are especially important in these difficult times.

“It is better to lead from behind and to put others in front, especially when you celebrate victory. You take the front line when there is danger.”

My mentor at Wright State University, David Hopkins, was one of those leaders who lived the Truman mantra, “Great things happen when you don’t care who gets the credit.” Unfortunately, I also have observed leaders who failed to follow this belief, often out of their own selfish hunger for the limelight and probably a weak self-concept. There also are leaders who, when times get tough, seek to dodge ownership of problems and externalize blame.

The kind of leader Mandela speaks to in this quote sounds a lot like Level 5 leadership from Jim Collins’ book, *Good to Great*. Leaders

of this type have a strong humility, a passion for the work, and an internal motivation to do what they do for reasons other than themselves. The counterpart, captured in my favorite Jim Collins quote, is this: “Those who do otherwise have such outrageous arrogance that they inflict suffering on the innocent.”

I saw more than my fair share of strong egos this past year, even the occasional person who took a perverse comfort in leading from a place of economic weakness, using it as the only compelling reason for change. Yet I also saw substantial sincerity, vulnerability, and a frank recognition that these uncharted waters require risk taking from those who are in the lead. What was most encouraging were those leaders who seemed energized by the magnitude of the challenges and who wanted to be part of what is shaping up to be a reinvention movement in American higher education. Perhaps the Kellogg Commission said it best some years ago: “Institutions ignore a changing environment at their peril. Like dinosaurs, they risk becoming exhibits in a kind of cultural Jurassic Park: places of great interest and curiosity, increasingly irrelevant in a world that has passed them by.”

“A movement without a vision is a movement without moral foundation.”

In an early post-apartheid speech, Mandela argued for a new South African Bill of Rights, later ratified and honored the world over for its depth of support for basic human rights and protection for the dignity of its citizens. It also provided a foundation for the rule of law that is respected by all parties in the country as the means for dispute resolution.

This notion of a vision as essential to a movement has enormous leadership implications, especially in these turbulent times. In my observations this past year, the best leaders were those who could articulate a credible future state, evidence a commitment to doing it for the betterment of the community, and stick to that message in different ways with varied constituencies.

What can we learn about leadership from Nelson Mandela? Understand context and act accordingly; avoid a reliance on authority to solve problems; lift up others from behind but be in front when there is danger or ambiguity; and ground your work in a vision. Leadership, I know, is more complex than these four statements, but for this Fellow, they provide a powerful frame for my fellowship experience and inspiration for my future leadership. ♦

Thanks



Special thanks to CUMU for its continued support of the ACE Fellows Program and its support of Fellows from urban and metropolitan universities that serve the diverse needs of local communities.

What's New?

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Share your news with Fellows by submitting your information for "Notes on People":

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HIGHER EDUCATION IN A FLAT WORLD

Sunil Ahuja, Dean, Social Sciences and Human Services, Lorain County Community College; ACE Fellow 2008–09

When Paul Krugman of *The New York Times* recently received the Nobel Prize in Economics, he noted that the award was for his work on global trade and economic geography that examined one simple question: Why do nations trade? My purpose in this article is to ask and address an equally simple question, with an add-on: Why do people move, and what role does higher education play in that?

People move to get a good education, to acquire good jobs, to experience a different lifestyle and culture, to flee religious persecution or political oppression, to rejoin or get away from their families, and a host of other reasons. The movement of people in the global context, especially to the United States, has a storied history. Either for purposes of higher education or for reasons of employment or lifestyle, millions of people from around the world have migrated to the United States, and have contributed mightily to its economic, social, and political development.

The concluding decade of the 20th century and the opening decade of the 21st century have witnessed migration to many other parts of the world. This occurred as others, like Thomas Friedman, another *New York Times* columnist, apparently “discovered” that the world is flat. According to recent data from International Education Exchange’s *Open Doors* 2009 report, roughly 670,000 students of foreign origin were studying in the United States in 2008–09. On the other hand, roughly 260,000 U.S. students were studying abroad during the 2007–08 academic year. U.S. students typically engage in traditional study abroad programs of short duration and rarely pursue their degrees entirely abroad. On the other hand, almost, if not all, for-

eign students pursue their degrees completely in America.

Given this background, international education, as seen in the United States, is still very much in its infancy. Many colleges and universities still think in terms of study abroad for students, generally for a duration of either a few weeks or a semester, or faculty going to other countries for a similar length of time (perhaps as part of faculty exchange) to conduct research on specific topics or to participate in the Fulbright or similar programs. For some parents in the United States and their children, the idea of “expatriate education” is only now beginning to take hold. It is indeed encouraging to learn that a few parents are now enthusiastically embracing the prospect of sending their children abroad not just for a semester but for their entire period of study. Indeed, as I recently led a group of ACE Fellows on a tour of colleges and universities in India, greater foreign student presence than before, at least at elite Indian schools, was apparent. Such movement is, however, just a beginning.

It is vital that higher education in America take a bolder and more engaged approach toward global living and learning, for the sake of both students and institutions. In a flat world, it is increasingly certain that American students will compete for employment in a global marketplace, not just a local one, especially as the U.S. manufacturing base continues to shrink. Soon, if it isn’t already happening, American graduates will be working with a global team of engineers for infrastructure projects in Latin America, reporting to managers of a steel company based in India, or designing and selling tourism packages in Australia for a firm owned by someone in Canada, to illustrate just a few probabilities. Multinationalism, in business or in higher education, is



Sunil Ahuja

here to stay. As Simon Marginson of the University of Melbourne has argued, “In the last two decades, the Internet and cheaper air travel have created such closer integration and convergence that, for the first time, a single world society is within reach—and higher education, ranging beyond the nation-state, is a central driver” (*The Chronicle*, June 4, 2010, A76). Hence, it may be said that institutions of higher learning have a moral obligation to make global experiences a focal part of the educational enterprise.

In a flat world, international education is just as vital for institutions, particularly small ones (either public or private) to thrive or in some cases to survive. Here, too, some institutions, such as Arcadia University (formerly Beaver College) or the University of Nebraska–Kearney, are already thinking that way. Global education, whether delivered via online program or through the physical presence of foreign students, provides new lifeblood to institutions, regardless of whether they are small or medium-sized, private or public, in remote or highly populated areas.

In a flat world, global movement of human beings and knowledge is more fluid than ever before. In my own case, I was born in India and spent my early years there; as a teenager, I lived in Africa, and came to the United States as an undergraduate student, having travelled in Europe in the interim. This

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experience gave me a distinctly global perspective. A meaningful experience living abroad and integrating with local populations is essential to preparing students for the globalized world, whether we produce students in the liberal arts or in engineering, medicine, or business.

Over the Horizon

In a flat world that is becoming flatter with the travel of people and ideas as the years go by, what will the future look like, at least as far as higher education is concerned? Let me offer some projections, which I hope will become reality.

The fact that some students are already engaged in overseas baccalaureate degree programs, and perhaps soon for their post-baccalaureate degrees, is a gratifying sign. It is true that some institutions overseas, particularly in the developing countries, are currently not on par

in terms of quality with those in the West. However, to paraphrase Fareed Zakaria, the rest are rising and, just as many generations of expatriates in the United States helped build American institutions, expatriates from America can do the same overseas. For U.S. faculty, I would urge many more of them to take sabbaticals and other time to conduct research and collaborate with fellow scholars overseas. Some faculty already lead a few classes of students in study abroad trips, and these kinds of programs will continue to expand.

For higher education administrators, more and more leadership posts are becoming available at institutions abroad. At the moment, foreign institutions are recruiting leaders from elite schools in the United States, focusing on presidents and provosts. Soon, they will be eyeing deans and even chairs, and from institutions less

well-known than the “top” American institutions. Consider the plentiful ads, seen regularly in the pages of *The Chronicle*, *Inside Higher Ed*, and elsewhere for academic leadership positions in Canada, the Middle East, India, and other parts of the globe. In some instances, ads for faculty jobs also have begun to appear, giving faculty an opportunity to consider teaching and research posts overseas, particularly as the U.S. economy tightens. Even some recent college graduates are exploring overseas job markets in the face of grim domestic employment prospects.

The 21st century promises to bring far greater global movement among people and ideas than ever before, a movement in which higher education must be a leader. When that happens, we will truly have arrived in a flat world for higher education. ♦

ACE 2011 Annual Meeting: ACE Fellows Program and Council of Fellows Events

Washington, DC, March 6–8, 2011

To register or for more information, see www.aceannualmeeting.org

Saturday, March 5, 2011

- | | |
|----------------|--|
| 3:00–4:00 p.m. | Council of Fellows Executive Committee Meeting |
| 4:00–6:00 p.m. | Council of Fellows committee meetings |

Sunday, March 6, 2011

- | | |
|----------------|---|
| 8:00 a.m.–noon | Council of Fellows Executive Board Meeting |
| 2:00–4:00 p.m. | New Media on Campus: Building Communities
COF Professional Development session for all current and former Fellows, and all conference attendees. |
| 3:30–4:30 p.m. | Using the ACE Fellows Program to Build Institutional Capacity
For all current and potential Nominators and Mentors (Presidents and Provosts). |
| 5:00–6:30 p.m. | Opening Plenary, Atwell Lecture, and presentation of the Council of Fellows/Fidelity Investments Mentor Award |

Monday, March 7, 2011

- | | |
|----------------|--|
| 3:15–4:45 p.m. | Leading Through Crises in the Digital Age, Sponsored by Blackboard, Inc.
COF Leadership Development session for all current and former Fellows, and all conference attendees. |
| 4:45–5:15 p.m. | Council of Fellows Annual Business Meeting |
| 5:45–7:00 p.m. | Fellows Program/Council of Fellows Reception, Sponsored by Blackboard, Inc. |

SUPPORT THE COUNCIL OF FELLOWS

Help support the Council of Fellows annual endowment funds (the Fund for the Future and the Marlene Ross Institutional Grant Fund). Consider a year-end contribution. The ability of the Fellows Program to make scholarship grants to support the participation of future Fellows from diverse institutions depends on your support.

 PLEASE MAKE A DONATION TODAY! 

Make Your Contribution to the ACE Council of Fellows.

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APPLYING ACE FELLOWS PROGRAM LESSONS OUTSIDE THE ACADEMY

Joseph L. Fink III, Professor of Pharmacy Law and Policy, University of Kentucky; ACE Fellow 1985–86

The ACE Fellows Program has long been focused on developing leadership and management skills, along with exploring contemporary issues in higher education. Such skills are highly transferable should one have an opportunity to move outside the academy, but they also can serve to build linkages from higher education to community organizations without requiring the Fellow to leave his or her college or university position.

I was fortunate to have an outstanding fellowship experience with Art Gallaher, an anthropologist and chancellor of the Lexington campus at the University of Kentucky (UK). Moving from my faculty position in an academic health center to work with a former dean of arts and sciences exposed me to perspectives and insights I never would have experienced otherwise.

Upon completion of my fellowship, I returned to the faculty, but subsequently held a variety of administrative positions at the university, some of them concurrently, for the indicated durations:

Acting Director of Admissions (1988)

Associate Vice Chancellor for Academic Affairs—Lexington Campus (1988–96)

Special Assistant to the Vice President for Research and Graduate Studies (1996–97)

Assistant Vice President for Research and Graduate Studies (1997–2001)

Acting Director, James W. Martin School of Public Policy and Administration (1998)

Special Assistant to the President for Academic Affairs (2001)

Assistant Director, University of Kentucky Research Foundation (2000–05)

Associate Vice President for Research (2001–03)

Vice President for Corporate Relations and Economic Outreach (2001–03)

Executive Director, UK Coldstream Research Campus (2002–04)

Vice President for Research and Economic Development (2003–05)

Acting Director, Appalachian Center, University of Kentucky (2004–05)

The most recent institution-wide assignment to come to me was the opportunity to serve as faculty athletics representative to the Southeastern Conference and National Collegiate Athletic Association.

Why have these opportunities come my way? Because I knew both sides of the street. My faculty roots were in the academic health center but I had gained an in-depth exposure to the main campus during my fellowship year. I also continued to teach, which always kept me in touch with students and faculty colleagues across campus.

During my time in academe, I have had opportunities to apply the knowledge and skills developed during the fellowship in service to organizations outside higher education, sometimes on behalf of the university and at other times totally independent of institutional affiliation. These openings have provided a chance not only to serve, but also to use those positions on numerous occasions to explain academe, its culture, and its policies to community and professional leaders.

Some of those opportunities arose in the context of economic



Joseph L. Fink III

development-related initiatives of the university. For example, I once worked to establish a regional collection of research universities that could use their assets to grow local businesses in the life sciences industry. The result was the creation of the Ohio Valley Affiliates for Life Sciences (OVALS—www.ovals-group.org). A related effort involved linking research universities and economic development agencies from other college and university towns in the Midwest. Both experiences drew upon numerous lessons learned in the ACE Fellows Program.

During an eight-year stint on the executive committee of The Center for Rural Development in Somerset, Kentucky, I was involved in conceiving of and creating a consortium of higher education institutions in the 42-county service area. This brought students from local colleges and universities together to address continuing issues and challenges facing this portion of Appalachia.

In the professional realm, a number of opportunities have materialized for me to serve as the public member of two health professions certifying boards—the American Academy of Wound Management and National Board on Certification and Recertification of Nurse Anesthetists. In addition, being an academician was a valued, added qualification that led

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We are pleased to recognize and thank the Charter Members of the Fellows Legacy Circle:

Karen Halbersleben (1996–97)

James B. Heck (1965–66), given in the names of

James B. and Jo Ann G. Heck

Ralph Kuncl (2000–01)

Ruth Lugo (1997–98)

Janet Philipp (1997–98)

Marcellette Williams (1988–89)

Lois Wims (1996–97)

Each has committed some part of his or her estate and/or life insurance policy to the ACE Fellows Program to strengthen the program and ensure its continuation. If you are interested in joining this select group, please contact the ACE Fellows Program office at fellows@ace.nche.edu or (202) 939-9420.

Consider Planned Giving to the Fellows Program

This is an opportunity to give back to the program that has meant so much to your career. The Council of Fellows has initiated a campaign to encourage planned giving to the Fellows Fund for the Future to build a quasi-endowment that will provide institutional scholarships.

If your goal is:

You can:

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- The immediate satisfaction of knowing that you have made a difference in the life of another ACE Fellow.
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You can:

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You can:

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To defer your gift

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- The satisfaction of knowing that your gift will be held forever in the Fund for the Future, generating growth and earnings to support future generations of ACE Fellows.
- Membership in the Fellows Legacy Circle.

to my serving as general counsel for a national foundation that supports graduate education in the pharmaceutical sciences, the American Foundation for Pharmaceutical Education.

Some might argue that these activities really were not outside the academy because of the public service and outreach expectations that exist for both institutions and faculty in higher education. With the land-grant model of higher education, of which our university is an example, and its expectation of extensive public service and outreach, there are numerous faculty across the country who engage in extensive service and outreach activities for their communities and regions. Alumni of the ACE Fellows Program can and do model this for their colleagues.

Skills and abilities honed during participation in the ACE Fellows Program are valuable when confronting developments and challenges

both internal and external to post-secondary education. Among those that have proven to be essential for me in a variety of settings are communication with diverse individuals and groups, effective participation in groups, identification and evaluation of alternative approaches to challenges, issues identification and analysis, strategic planning and follow-through with those plans, and understanding budgets and budgeting.

Clearly the impact of the ACE Fellows Program extends far beyond the hallowed walls of academe. Moreover, alumni of the program can enjoy opportunities in academic administration in a wide variety of roles. We are most fortunate that this program has placed us in a position to be of service both inside and outside the academy. ♦

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Council of Fellows Outreach Events

The Council of Fellows sponsors receptions throughout the year at higher education conferences. The COF receptions provide an opportunity to connect with classmates, engage with other Fellows involved in that conference, and meet new Fellows. Most importantly, these receptions provide you with an opportunity to introduce emerging leaders from your campus and network to the Fellows Program. Please drop by if you are at the conference, or live or work in the area of the conference, and bring a guest who might be ready for the Fellowship experience. See conference programs for day, time, and location of each reception.

Conference	Conference Dates	Location	COF Contact
AAC&U	January 26-19, 2011	San Francisco	Ron Nowaczyk
CASE	February 6-8, 2011	Baltimore	Chris Cavanaugh
NASPA	March 12-16, 2011	Philadelphia	Lynette Findley
ACPA	March 26-30, 2011	Baltimore	Frances Graham
HLC	April 8-12, 2011	Chicago	Bud Beatty
AACC	April 9-12, 2011	New Orleans	Margaret Venable

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The members of the Executive Board are your representatives to the Council of Fellows. Please contact them if you have any issues or concerns that you would like the board to address.

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BRUCE MALLETTE (1994–95), Senior Associate Vice President for Academic & Student Affairs, University of North Carolina System

ELSA NUÑEZ (1985–86), President, Eastern Connecticut State University

SUZANNE TRAGER ORTEGA (1997–98), Executive Vice President and Provost, University of New Mexico

ANTONIA D. POTENZA (2003–04), Vice President and Dean, Roosevelt University, Albert A. Robin Campus (IL)

EX OFFICIO MEMBERS

MICHELLE BEHR (2005–06), Associate Dean, College of Humanities and Social Sciences, University of Northern Colorado
Professional Development Committee Co-Chair

DAVID CLINEFELTER (1996–97), Chief Academic Officer, Walden University (MN)
Finance and Development Committee Co-Chair

KURT DAW (2001–02), Dean of the College of Creative Arts, San Francisco State University (CA)
Professional Development Committee Co-Chair

ELLEN DAUWER (2002–03), General Councilor, Sisters of Charity of Saint Elizabeth (NJ)
45th Anniversary Committee Co-Chair

LYNETTE FINDLEY (2004–05), Assistant Vice President, Retention and Student Success, Eastern Michigan University
Outreach and Engagement Committee Co-Chair

SHARON A. McDADE, Director, ACE Fellows Program (DC)

DAVID WILSON (1999–2000), Dean, College of Arts & Sciences, Webster University (MO)
Outreach and Engagement Committee Co-Chair

LOIS WIMS (1996–97), Dean, School of Social and Behavioral Sciences, Mercy College (NY)
Finance and Development Committee Co-Chair

ACE FELLOWS CLASS OF 2010–11

YVETTE M. ALEX-ASSENSOH
Dean, Office for Women's Affairs
Indiana University Bloomington
Placement:
Michigan State University

ELIZABETH GRIFFIN BAXLEY
Chair, Department of Family and
Preventive Medicine
University of South Carolina–
Columbia
Placement:
Indiana University System

ROBERT J. BEICHNER
Director, STEM Education
Initiative
North Carolina State University
Placements:
Virginia Polytechnic Institute
and State University (Fall
Semester)
Western Carolina University
(NC) (Spring Semester)

JOSEPH A. BERTOLINO
Vice President for Student Affairs
and Chair, Department of Student
Personnel
City University of New York
Queens College
Placements:
University of Houston (TX)
(Fall Semester)
University of Texas at
Brownsville/Texas Southmost
College (Spring Semester)

ADRIENNE G. BLOSS
Associate Dean for Academic
Affairs and General Education
Roanoke College (VA)
Placement:
Shenandoah University (VA)

JOHNELLA R. BRADFORD
Dean, Career and Technology
Education
Houston Community College–
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Placement:
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JULIE L. BUEHLER
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University of Rochester (NY)
Placement:
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SHERRI-ANN P. BUTTERFIELD
Associate Professor of Sociology
Rutgers, The State University of
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Associate Dean, College of
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DePaul University (IL)

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Dean of the Center for
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Juniata College (PA)
Placement:
Manhattanville College (NY)

EVELYN A. ELLIS
Associate Dean for Academic
Support Services
United States Coast Guard
Academy (CT)
Placement:
Three Rivers Community
College (CT)

AUDEEN W. FENTIMAN
Associate Dean of Engineering
for Graduate Education and
Interdisciplinary Programs;
Professor of Nuclear Engineering
Purdue University (IN)
Placement:
University of Minnesota System

RUSSELL J. FROHARDT
Associate Professor and Chair of
Psychology
Saint Edward's University (TX)
Placement:
Vassar College (NY)

ANTHONY E. GIAMPIETRO
Chair of Philosophy
University of Saint Thomas (TX)
Placement:
University of Scranton (PA)

CHARLENE D. GILBERT
Professor and Director, Catharine
S. Eberly Center for Women
University of Toledo (OH)
Placement:
Owens Community College
(OH)

DEENA J. GONZALEZ
Professor of Chicana/o Studies
Loyola Marymount University
(CA)
Placement:
University of California at
Irvine

KAREN J. GRAHAM
Professor and Director, Joan
and James Leitzel Center for
Mathematics, Science, and
Engineering Education
University of New Hampshire
Placement:
Antioch University New
England (NH)

MARY L. GRIMES-MCGREER
SCSU Greenville Center Director
South Carolina State University
Placements:
Houston Community College
(TX) (Fall Semester)
Atlanta Technical College (GA)
(Spring Semester)

ECKHARD A. GROLL, D.M.E.
Director, Office of Professional
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Engineering
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Georgia Institute of Technology

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Associate Professor and Director
of Biomedical Research
Delaware State University
Placement:
University of Delaware

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Metropolitan State College of
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Pueblo

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Deputy Vice Chancellor, Student
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University of the Western Cape
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Placement:
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KELEBOGILE CHOICE MAKHETHA
Special Assistant to the Vice-
Chancellor
University of the Free State (South
Africa)
Placement:
Spelman College (GA)

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 Associate Professor and
 Department Chair, Sociology,
 Social Work, and Criminology
 Morehead State University (KY)
 Placement:
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 Continuing Education
 Shepherd University (WV)
 Placement:
 College of William and Mary
 (VA)

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 UCLA Extension Center
 University of California, Los
 Angeles
 Placement:
 California State University, East
 Bay

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 Managing Director of
 Membership Services
 National Collegiate Athletic
 Association (IN)
 Placement:
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 Cape Peninsula University of
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 Minneapolis College of Art and
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 Psychology
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 Placement:
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SUK-CHUNG YOON
 Chair and William R. Bailey
 Endowed Professor of Computer
 Science
 Widener University (PA)
 Placements:
 Villanova University (PA) (Fall
 Semester)
 Richard Stockton College of
 New Jersey (Spring Semester)



ACE Fellows Class of 2010–11, taken at the opening retreat held August 24-30, 2010.

Call for Volunteers



You are invited to serve on a standing or ad hoc committee of the ACE Council of Fellows.

If you are interested in serving, please complete this form and return it as soon as possible to:

ACE Fellows Program
One Dupont Circle NW
Washington, DC 20036

Name: _____ Class Year: _____

Title: _____

Institution: _____

Address: _____

Telephone (office): _____ (home): _____

Fax: _____ E-mail: _____

My (1) first choice and (2) second choice for service on a Council of Fellows committee are indicated below:

_____ **Finance and Development Committee**—To plan and implement an annual fund drive among ACE Fellows Program alumnae/i and build the Fellows Fund for the Future. Co-chaired by Thomas Botzman (2002–03), David Clinefelter (1996–97), and Lois Wims (1996–97).

_____ **Class Leader**—To serve as a liaison for your class during the annual donation cycle, but also—more importantly—to keep the class engaged and encourage their participation in the Council of Fellows.

_____ **Nominating Committee**—To identify suitable nominees for the COF Executive Board from the ACE Fellows Program alumnae/i and advise the nominees of their responsibilities upon election. Chaired by Jeff Docking (2003–04), immediate past chair, Council of Fellows.

_____ **Outreach and Engagement Committee**—To identify ACE Fellows Program priorities and activities that may benefit from the special attention of individual alumnae/i and/or the entire Council and recommend means by which new goals might be accomplished. Co-chaired by Lynette Findley (2004–05), David Wilson (1999–2000), and Fayneese Miller (2004–05).

_____ **Professional Development Committee**—To serve in an advisory and planning capacity to ACE Fellows Program staff in all areas related to alumnae/i professional development programming, including pre–Annual Meeting workshops and Council of Fellows Weekend. Co-chaired by Denise Battles (2000–01), Kurt Daw (2001–02), and Michelle Behr (2005–06).

_____ I am interested in serving on the **Council of Fellows Executive Board**.

RECOLLECTIONS ON DEFUSING A CRISIS

Edward H. Cohen, William R. Kenan, Jr., Professor of English, Rollins College; ACE Fellow 1981–82

When I arrived at Duke University, during the week of August 10, 1981, my intention was to locate my office, reintroduce myself to my mentors, and enroll in a course at the law school on legal aspects of higher education. I quickly discovered that no office had been assigned to me, no administrator was present to greet me, and no one had anticipated the firestorm that was about to engulf Duke. On my return from the law school, where my coat and tie had been sufficient to win me a place as an auditor in a class on taxation of exempt organizations, that same coat and tie made me a target for a hundred or so television and newspaper reporters who had descended on the campus. They thrust cameras and microphones into my face and asked me for a statement on Duke's negotiations for Richard M. Nixon's presidential library. "Sorry," I replied, "but I'm just an ACE Fellow in academic administration." Off went the cameras and the microphones, and away went the reporters in search of someone better informed.

In the first weeks of my fellowship, I learned that Terry Sanford, a former governor of North Carolina and then president of Duke, had indeed initiated negotiations with former President and Duke Law graduate Nixon to situate the presidential library on the Duke campus. In fact, Sanford had been snookered by Nixon's attorneys into agreeing to accept the library and to provide a tract of land before he could consult with his administration and with faculty leaders. This failure to consult was the ostensible reason for the outrage that followed, but in truth many faculty and (privately) many administrators objected to memorializing a president whose

behavior in office had been reprehensible. Moreover, these events were occurring during the heyday of investigative reporting, so the students were thrilled to have a scandal to unravel. Nearly every morning, the student newspaper reported tidbits revealed by usually reliable sources or cited quotes given on condition of anonymity. I was astonished by the accuracy of the reporting. I knew that most of the facts were correct, because I was learning them daily in the administrative meetings to which I was invited. To this day, I remain amazed that my mentors included me in these conversations, and I wonder whether any of them suspected me as the source of the leaks. (Just for the record, I wasn't.)

As the fall semester lengthened, I came to realize that there were corrosive tensions in the faculty, especially between those who feared that a Nixon library on campus would sully Duke's reputation and those who believed the presidential archive would be a rich academic resource for students and scholars. As the debate escalated, some faculty declaimed embarrassing remarks: "We don't want to have a memorial to the only president to have been impeached," opined a presidential historian. In fact, Nixon had resigned when his impeachment was imminent, but he had not actually been impeached. Statements uttered by individuals and issued by faculty on the Committee Against the Nixon-Duke Library were becoming an embarrassment to the university.

In October that year, I made my first and only appearance on national television. Terry Sanford had invited me to attend the fall meeting of Duke's Board of Trustees, and the cameras were rolling when I walked in beside one of



Edward H. Cohen

my mentors. The agenda included a report on the university budget, which had been considerably augmented by a spike in the value of Loehmann's stock, a discussion of Duke's unannounced search for a new football coach, and a conversation in executive session about the Nixon library. I was astonished by the insights offered by the trustees,

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45th Anniversary Donors

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J. MICHAEL DURNIL (2004–05)
RUTH DYER (2003–04)
RICARDO FERNANDEZ (1981–82)
JULIE FILIZETTI (2005–06)
ANDREA WARREN HAMOS
JAMES HECK (1965–66)
RICHARD HELLDÖBLER (2005–06)
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FERNANDO LEON (1998–99)
JUDITH LEVY (1990–91)
BRUCE MALLETT (1994–95)
BRIAN MCAULAY (2008–09)
SHARON McDADE
FAYNEESE MILLER (2004–05)
PAGE MORAHAN (1992–93)
CARMYN MORROW (1974–75)
JOSEPH PETERS (2007–08)
BENJAMIN QUILLIAN (1983–84)

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whose primary concern was to defuse the imbroglio on campus; their goals were to dispatch Nixon and his library without appearing to renege on Duke's agreement and to save the faculty from undermining their own integrity. Their strategy was, essentially, to "committee the faculty to death." The administration would provide support for a series of consultations that would enable the faculty to offer informed recommendations on the disposition of the library. I was contemplating all of this when the meeting ended, and the cameras were still rolling

when I left the room. A friend who was watching the national news that night called from Florida to say that he had seen me scurry out of the meeting. I never told him that I was rushing to call my broker to place an order for a hundred shares of Loehmann's stock.

In the end, in the absence of opposition, faculty members who were still exercised about the Nixon library allowed themselves to bog down in an unending succession of meetings. And administrators, who had initially closed ranks around Terry Sanford, now

quietly abandoned him. A year later, Nixon's representatives announced that a site at Chapman College in San Clemente, California, had been chosen for his presidential library.

I learned a great deal about academic administration during my fellowship at Duke, but the most valuable lesson had to do with defusing crises. I've applied it often over the course of my career, though never with such historic proportion.

Stay in Touch!

fellows@ace.nche.edu



To ensure that you **continue receiving our communications**, please remember to **keep your contact information updated** by accessing the online directory at www.acenet.edu/program/fellows/directory.

If you have forgotten your password or would like to change it, please contact the ACE Fellows Program office at (202) 939-9420 or fellows@ace.nche.edu.

SEARCHING FOR A 'GOOD FIT' IN LEADERSHIP: WHAT DOES IT REALLY MEAN?

Angela L. Walker Franklin, Executive Vice President and Provost and Professor of Psychiatry and Behavioral Sciences, Meharry Medical College; ACE Fellow 2001–02

As ACE Fellows, we are introduced to the search process as it relates to leadership positions in higher education—perhaps a rite of passage in some respects. Many sitting presidents and search consultants share their stories and advise us about the many steps to take and expectations to fulfill as a prospect for a leadership position. I can recall listening intently as these experts told their stories, and taking notes to make sure I captured the do's and don'ts. The basic processes were clear, but even more importantly, I recall hearing the strong message that one's credentials and work experiences must match the expectations for the position being sought. In addition, the value of building a strong support network resonated with me.

There was, therefore, much work to be done in preparing to endure a presidential search. Being nominated by important and influential people (as opposed to applying directly) appeared to carry some intrinsic value. Preparing a detailed cover letter that addressed all the pertinent leadership challenges at the institution and how one could meet those challenges also seemed an essential ingredient. The odds of being able to outline every challenge are slim, given the varying intricacies of leadership within different institutions. But, I gathered that you should give it your best shot, pulling together a succinct and convincing statement that presents you as a capable, engaging, and knowledgeable prospect.

So far, so good! Build a network of support with individuals willing to nominate? Check. Know your capabilities, then pursue positions with expectations that match your credentials? Check. Prepare a convincing cover letter describing

how you can fulfill the institution's expectations for leadership? Check. Finally, say a prayer and hope your phone rings.

And when the call comes, how do you answer? How do you prepare for the next level of scrutiny that comes with the sometimes intense interview process? It is at this time that I embrace the old adage, "Put your best foot forward." There are a number of articles written about "being presidential" during the interview process, many of which advise dressing the part. For women, sticking with the basic black or blue suit usually works. But it is the intangibles that go along with the behavioral aspects of presenting oneself that also make a difference in the search process. Some of the key intangibles: (1) make direct eye contact, (2) give a pleasant greeting (and yes, it is okay to smile), (3) answer questions directly and succinctly—no rambling allowed, and (4) stop, breathe, and check to ensure that you answered the question asked. Getting to this point in the process is no easy feat, given that the competition is stiff and the pool of prospective candidates is large.

That Little Something Extra

In the past year, I have been testing the waters and I have come to know and respect another aspect of the search process that is a gray area and not easily defined. It is the issue of being a "good fit," which cannot be captured in a cover letter, a résumé, or even in the comments shared by those serving as referees. The "good fit" issue can only be assessed when one gets to the front line and the people involved decide. I have decided that you may never know if you are a good fit until you actually cross the



Angela L. Walker Franklin

threshold, i.e., you are offered the position. An offer will convey that the Board, search committee, and campus community all have decided that you fit with the institution.

Embedded within the issue of being a good fit is the question of whether or not the search encourages the "nontraditional candidate." Most committees and search consultants will say that nontraditional candidates are welcome. Yet, this term means so many different things depending on the culture and expectations of the institution. In some instances, nontraditional simply means the individual has not followed the traditional pathway to the presidency, that is, advancing from the faculty to a department chair, to a deanship, then on to become vice president for academic affairs or provost, before pursuing a presidency. It could also include the extreme example of a candidate with no experience in the academy but who is a proven leader from a different industry, likely the political or corporate worlds. This may be an extreme example, but such latitude and variation among routes to the presidency do exist.

As you advance your career in the academy, you will find clearly different pathways to leadership. Given that most of us do not set a defined path to the presidency when we start this journey, it comes

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NOTES ON PEOPLE

Updated contact information for the individuals noted below can be found in the Fellows Online Directory at: www.acenet.edu/resources/fellows_directory/

1973–74

Alfred S. Smith is interim provost and vice president for academic affairs at Alabama State University.

1976–77

Rebecca M. Valette was honored with the Gold Medal for Promotion of French Language, Culture from La Renaissance Française, a French nonprofit organization founded in 1916 by French president Raymond Poincaré. France's ambassador to the United States, His Excellency Pierre Vimont, made the presentation at an inaugural awards ceremony on April 1 at his Washington, DC residence.

1979–80

Bernadine Chuck Fong is senior partner at the Carnegie Foundation for the Advancement of Teaching.

1986–87

Joseph F. Burke is chair and professor of psychology and president emeritus at La Salle University (PA).

1996–97

Lois Wims is dean, School of Social and Behavioral Sciences at Mercy College (NY).

2000–01

Sona Andrews is vice chancellor for academic strategies for the Oregon University System.

W. Weldon Hill is provost and vice president for academic affairs at Virginia State University.

2002–03

Susan Tobia is assistant vice president for academic affairs at Community College of Philadelphia (PA).

2003–04

Ruth A. Dyer is senior vice provost at Kansas State University.

2004–05

Awilda Hamilton has retired as chair of educational foundations and special services at Kent State University (OH). She will teach at the university during her transition process.

Dana Seelig is associate vice president of academic affairs at Morehead State University (KY).

2005–06

Charles J. Brody is interim associate dean for academic programs and assessment at the University of North Carolina at Charlotte.

Sandra Peart, dean of the Jepson School of Leadership Studies at the University of Richmond (VA), wrote an article titled "Ethics in an Uncivil Age" that appeared in USA Today on September 29.

2006–07

Athos Brewer is dean of students at Northern Virginia Community College.

Yolanda Flores Niemann is vice provost at Utah State University.

Vincent Wilczynski is deputy dean, School of Engineering and Applied Science, at Yale University (CT).

2007–08

Lorrie A. Clemo is interim provost and vice president for academic affairs at the State University of New York College at Oswego.

Daniel J. Robison is professor, Department of Forestry and Environmental Resources, and associate dean for research in the College of Natural Resources at North Carolina State University.

2008–09

Francis K. Achampong is chancellor, Pennsylvania State University Mont Alto Campus.

Chenyang Li is associate professor of philosophy at Nanyang Technological University in Singapore.

William M. Reichert is professor of biomedical engineering and chemistry and associate dean for diversity and PhD education at Duke University (NC).

Jeffrey L. Susman is dean, College of Medicine, at Northeastern Ohio Universities Colleges of Medicine and Pharmacy.

2009–10

Verna Case is the Beverly F. Dolan professor and associate dean of teaching, learning, and research at Davidson College (NC).

Marcia T. Caton is deputy to the vice president for student and special advisor for program assessment and evaluation at City University of New York LaGuardia Community College.

Michael Orr is special assistant to the president at Lawrence University (WI).

Joshua Powers is special assistant to the provost for academic initiatives at Indiana State University.



Chandra N. Sekharan is assistant to the provost at Loyola University of Chicago.

Lynnette Zelezny is interim assistant vice president of continuing and global education at California State University, Fresno.

**CORRECTION FROM
FALL NEWSLETTER:**

2006–07

Jane Luzar is the founding dean of Honors College at Indiana University-Purdue University Indianapolis.

SPECIAL Thanks

to all the authors
who make the
*Council of Fellows
Newsletter* highly
engaging and
successful.

Please Mark Your Calendars with These Important Dates!

ACE 93rd Annual Meeting

March 5–8, 2011

Washington Hilton

Washington, DC

Office of Women in Higher Education Regional Leadership Forum

March 16–18, 2011

Charleston, SC

Council of Fellows Weekend

June 4–5, 2011

For more information on these and other ACE events, visit www.acenet.edu and click on Events.

as no surprise that many of us advance in a way that may not fit the traditional path. We get to a certain point in our pathway at which we either are encouraged to pursue a presidency because we have amassed a proven track record, or decide for ourselves that this is our purpose and our calling.

What Next?

Now, imagine this conundrum: You have a network of supporters who believe in you, a well-written cover letter expounding upon your many accomplishments and displaying a clear understanding of how you would meet the institution's expectations, a proven track record of leadership, a style that passes the test of being "presidential,"—and yet, you fail to land the job.

Whether your path has been nontraditional or not, I believe that this may boil down to an issue of fit. This brings us back again to the intangibles. Unfortunately, you may never know how another candidate ignited a spark within the board, the search committee, or the campus community. I have sat on the other side of the table during a presidential search and have come to respect the power of the spark. It is difficult to explain, but it is really an issue of what feels right. Among those candidates who meet the basic criteria and whose credentials are scrutinized, most who advance through the search process will likely be capable individuals who can do the job. Each institution, however, gets to decide who fits best. Unfortunately, as candidates, we can only hope that the fit is mutual! ♦

Thanks



Thanks to Wimba for its support of the ACE Fellows Program.

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To find out more information about the products and service offered by Wimba, please visit www.wimba.com.

THE IMPACT OF UNDERGRADUATE RESEARCH

Joyce Kinkead, Associate Vice President for Research and Professor of English, Utah State University; ACE Fellow 1999–2000

When I began my ACE fellowship as a member of the Class of 1999–2000, the president of my home institution offered this advice, “As a professor of English, you need to bolster your research profile.” Initially peeved that humanistic scholarship was not perceived as *real* research, I eventually considered that if this was his perception, perhaps others might feel the same. What were the possibilities? The consequences of that conversation resulted in a rewarding year of inquiry and exploration and a focus on undergraduate research (UR) that has guided my professional career over the past decade. This essay details in brief what I discovered in my quest to understand UR and the momentum that has built around the UR movement since completing my fellowship.

The Council on Undergraduate Research (CUR), an advocacy organization created in 1978, is inclusive, welcoming all types of disciplines and institutional types. It publishes books as well as a quarterly periodical. (For more information, see www.cur.org.) CUR defines undergraduate research as “an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.” My initial investigation revealed that I had actually been engaging in UR as a faculty mentor. Working collaboratively with undergrads in composition and rhetoric, I was ensuring that students were engaged in meaningful, authentic writing tasks, many of which resulted in publication or presentation. I simply did not know to term it *undergraduate research*.

My placement at the University of California–Davis offered a wonderful site from which to explore not only UR but also scientific research on a broader basis, becoming familiar with funding agencies, bench science, and responsible conduct of research principles. The timing was impeccable. The benchmark Boyer report, *Reinventing Undergraduate Education: A Blueprint for America’s Research Universities*, instrumental in fueling UR, appeared in 1998. The report offered 10 points to improve undergraduate education; the first, “Make Research-based Learning the Standard,” was at the center of a blueprint for change. The report advocated for a transformed and transformational experience in which students are inquirers rather than receivers. The research universities in California were abuzz with the possibilities, and being a Fellow allowed me a ringside seat to the conversations, including the planning for an inaugural event at the state capitol to showcase University of California student scholars—an event that my own campus emulated shortly thereafter.

Because UR is not only about process but also product, an organization parallel to CUR was founded in

1987: the National Conferences on Undergraduate Research (NCUR), which annually hosts 2,000 students. The fellowship allowed me to travel to NCUR at the University of Montana for a firsthand look at the power of UR

to inspire students and their mentors. (Look for the 2011 conference at Ithaca College and the 2012 at Weber State University in Utah.) Happily, CUR and NCUR voted to merge, a move that takes national advocacy of UR to the next level and will be celebrated officially on October 27 in Washington, DC.

The knowledge gained through my fellowship placement led me to write a white paper that analyzed the current state of UR on my home campus and suggested a plan to build on existing “islands of excellence” and create a centralized UR office. That office was created, and I was appointed associate vice president for research. There is some debate about whether UR should be housed in an office of research or in academic affairs; it is a debate that is addressed in *Valuing and Supporting Undergraduate Research*, a volume that I edited—more concrete evidence of the value of the fellowship.

What does UR look like at an individual institution? A profile of the Utah State program suggests the possibilities for supporting undergraduate researchers—no matter their field of study:

- A grant program designed to support students who engage in independent research, scholarship, or creative activity.
- An on-campus undergraduate research day.
- UR journals (often electronic although sometimes in print format) and a digital archive of student work in the campus library.
- Awards for outstanding student researchers and their mentors.
- Financial support for students to travel to CUR’s annual Posters on the Hill event, NCUR’s annual conference, or professional conferences.
- A state capitol day celebrating undergraduate research.
- Transcript designations for *undergraduate research scholars*.



Joyce Kinkead

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- Special programs for undergraduate researchers to support likely candidates for prestigious scholarships and fellowships (e.g., Goldwater, Udall, Rhodes) or for underrepresented groups.

Increasingly, colleges and universities view UR as a leading marketing tool for recruiting and retaining students. I certainly found that to be true when compiling examples for a forthcoming book, *Advancing Undergraduate Research*. Taglines for UR programs note that students “discover themselves” while making discoveries that have impact on their disciplines. Development officers find that UR activities are intrinsically interesting to donors who see results firsthand from students who have gotten their hands dirty in applying their classroom knowledge in the lab, field, archives, or studio.

The higher education literature confirms that students who engage in UR receive numerous benefits. They improve and refine their research, writing, revision, and collaboration skills. UR promotes creativity and alternative ways of thinking and sharpens students’ ability to analyze, interpret, and synthesize, and gives them the opportunity to understand research ethics—particularly in the context of their disciplinary community. As George Kuh (2008) notes, undergraduate research is one of a few high-impact educational practices that has been widely tested and shown to be beneficial to students of many different backgrounds. UR, in fact, has been called the “pedagogy of the 21st century.” Internationally, UR is a hot topic, particularly in the UK, led by Mick Healey and Alan Jenkins (2009), who advocate for “undergraduate research for all.”

My participation as a scholar and leader in UR as a result of my ACE fellowship has been extraordinarily meaningful and rewarding. It was with some pleasure that I received from the publisher earlier this year a copy of *Undergraduate Research in English Studies*, the first

book to explore such student engagement in English. It is yet further evidence of the long-lasting value of the ACE fellowship but also a salute to the significance of humanistic scholarship. ♦

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Author’s Note: Find out more about Utah State University’s undergraduate research program at <http://research.usu.edu/undergrad>.

COLLEGE OPPORTUNITY: LET’S PAY IT FORWARD

David Svaldi, President, Adams State College; ACE Fellow 1996–97

Seventy-eight million baby boomers are set to retire in the near future. As a member of this generation, I find myself in company with the most highly educated generation in American history. It is a generation that took advantage of relatively inexpensive postsecondary education subsidized by direct state support of public colleges and universities, as well as by federally subsidized student loans and benefits from the original GI Bill.

For many years, a legitimate claim has been made that the United States had the highest proportion of college-educated citizens in the world. But as we “old geezers” have started to retire, various studies indicate that the

United States is losing its lead to India, China, and other countries.

There is a new “bubble” of college-age students that could replace retiring boomers. Their circumstances are similar to mine in the 1960s: Most are not affluent, and they may be the first individuals in their



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family to attend college. However, these students do not look like me (lucky for them). The largest percentage of these potential students is Hispanic and live in the western and the southwestern portions of the United States.

Compared to my generation, today's students have fewer opportunities. Relative to the 1960s, public higher education is very expensive. As demands on state budgets have grown—particularly since 1980—the proportion of state budgets devoted to subsidizing public colleges and universities has fallen, causing tuition to increase even more. Federal requirements make it a chore and a challenge for even a CPA to complete the Free Federal Application for Financial Aid Form. Abuses in the loan industry, as well as the bank meltdown of the most recent recession, make applying for and receiving a subsidized loan to attend college a complex process. And while the new GI Bill benefits are excellent, actually receiving those benefits is another question.

Contrary to common belief, the single most powerful predictor of who will graduate from college with any degree is the income level of the student—not just their academic preparation. A study referenced in *The Chronicle of Higher Education* on September 8, 2008, indicated that only 10 percent of U.S. college students in the lowest income quartiles will complete a four-year

college degree in four to six years. In contrast, the completion rate for students in the highest income quartile is 76 percent.

Income disparities in the United States have grown and become more stratified since I attended college. In fact, one summary of studies indicates the gap between the rich and the poor will widen further, if the current trend continues. Some citizens will have access to all our society can offer, while others are frozen into poverty and low-paying jobs.

Most students of history have a general understanding of the French Revolution and the violence that arose from poverty and class stratification. The greatest threat to our affluence and security as a nation is not from outside our borders; it will be from within. No great civilization has ever survived such social stratification. We need to find ways, even with the challenges that every state is facing, to support access to and success in higher education. The future of our young people and our country depends on meeting this challenge.

I have had the honor of working with young people—I have full confidence that the coming generation can succeed (and will do a better job than we boomers did), but we need to ensure they have a fair chance at the same opportunities we had. ♦

Thanks



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