

VANDERBILT UNIVERSITY FACULTY SENATE
EXECUTIVE SUMMARY
September 13, 2001, 4:10-6:00 p.m.

Chair of the Senate, James F. Blumstein welcomed senators to the Faculty Senate opening meeting of the academic year. Introductions of past and present Executive Committee members were made. Previous chairs of the Senate of the past several years (Malcolm Getz, Kenneth Wallston, Robert Rasmussen, A.-J. Levine, James Staros, and William Damon) were recognized and praised for their leadership. Committee chairs for 2000-01 were thanked for their service, and committee chairs for 2001-02 were recognized and introduced (Jay Clayton, James Epstein, Matthew Gould, Andrea Maneschi, and Robert Pitz). New members of the Senate were asked to stand and introduce themselves to the Senate. Upon Professor Blumstein's motion, Provost Tom Burish was recognized by all members of the Senate for his contribution and service to the University.

Professor Blumstein acknowledged the difficult times our country is facing and introduced Mike Schoenfeld who reported on the numerous activities in the Vanderbilt community organized to support students and others affected by the hijacking tragedy.. Professor Blumstein noted the commitment of Chancellor Gee and the Vanderbilt administration to partner with faculty as evidenced by the Academic Venture Fund and other initiatives. The Senate is sponsoring three forums during the 2001-2002 academic year, with the first one on October 11, 3-4:30, which will focus on Graduate Education and its Administration. Topics of future forums include undergraduate education, and professional schools.

Three deans were invited to comment on their visions for the University and for their schools, and on their strategies for fulfilling those visions. The participants in the Panel of Deans were Dean Camilla Benbow (Peabody); Dean Kent Syverud (Law); and Dean Richard McCarty, (Arts and Sciences). Dean Colleen Conway-Welch, who had been scheduled to participate on the panel, was out of town and unable to return because of the shutdown of air traffic nationally. The presentations by the participants in the Panel of Deans provided senators with an overview of both successes achieved at Vanderbilt and challenges facing the university. Future Faculty Senate meetings are set for November 8, December 13, February 14, March 14, April 18, and May 6.

VANDERBILT UNIVERSITY FACULTY SENATE
MINUTES OF MEETING
SEPTEMBER 13, 2001

SUMMARY

PAGE

Call to Order

Approval of Minutes of May 7, 2001

Introduction of Members of the Executive Committee, Committee Chairs, Faculty Senate Chairs of the past five years, and new Senators

Michael Schoenfeld, Vice Chancellor for Public Affairs
Vanderbilt University responds to national tragedy

Introduction of Dean's Panel

Dean Camilla P. Benbow, Peabody College
Dean Kent Syverud, Law School
Dean Richard McCarty, College of Arts & Science

Adjourn

* * * * *

Senators present: Barz, Benbow,, Bess, Bloome, Blumstein, Clayton, Damon, Denison, Dobbs-Weinstein, Ely, Epstein, Ernst, Gilmer, Goldring, Haselton, Horn, Innes, Lind, Link, Lowe, Maneschi, McCarthy, McCarty, Mihalik, Oates, Osheroff, Outlaw, Paschal, Pitz, Ramsey, Salisbury, Sandler, Sasson, Shepherd, Simonett, Smith, Strauss, Swift, Syverud, Victor.

Senators absent: Bond, Christie, Conway-Welch [regrets], Corbin, Fogo [regrets], Gabbe [regrets], Galloway [regrets], Gould [regrets], Hazinski, Hudnut-Beumler, Johnson, Kinzer [regrets], Newman, Parsley, Schrimpf, Tarpley, Wait [regrets], Wilkes.

Ex Officios present: Brisky, Dowdy, Gee, Gherman, Schoenfeld, Williams.

Ex Officios absent: Burish [regrets], Hall, Jacobson [regrets], Limbird, Madson [regrets], Scott, Spitz, Tuleen [regrets], Zeppos.

The meeting was called to order at 4:15 p.m. by Chair James Blumstein. The Minutes of May 7, 2001 were approved as distributed.

Chair Blumstein welcomed senators to the start of a new academic year. He began with introductions of the Chairs of the various Faculty Senate Committees, the Executive Committee and the new Senators. He then welcomed the past Chairs of the Senate: Professors Malcolm Getz (2000-01), Kenneth Wallston (1999-2000), Robert Rasmussen (1998-99) and James Staros (1996-97). Professor A.-J. Levine (1997-98) was unable to attend as previously planned due to all flights being cancelled. She has since been in touch with the Faculty Senate office to express her regrets.

Chair Blumstein announced that Chancellor Gee would address the Senate at the November meeting concerning issues forwarded to him by the Senate at the close of the 2000-2001 academic year.

Chair Blumstein called on Michael Schoenfeld, Vice Chancellor for Public Affairs, who spoke about Vanderbilt's response to the tragedy on Tuesday. Mr. Schoenfeld emphasized that the entire administration, the Chancellor, and hundreds of people at Vanderbilt worked with our students, faculty, staff and alumni to get through the tragedy of September 11. He noted the following events took place on campus: E-mail was sent to students advising them of counseling, phone bank and other services; Chancellor Gee sent e-mail to the Vanderbilt community advising them of services and the need to "give members of the Vanderbilt family the fullest support they need to get through this time"; counseling centers were set up at several locations offering 24-hour service; Sarratt Student Center, the Student Recreation Center and the Office of Housing and Residential Education remained open throughout the night; a telephone bank, with free outgoing long-distance lines, was set up at the Student Center; flags were lowered to half-staff; a Service of Hope and Remembrance was held at Benton Chapel with standing room only; Vanderbilt Hospital Chapel held services every two hours from 2 p.m.-10p.m.; Vanderbilt University Medical Center was on alert and prepared to treat burn victims following the attacks (none were sent); Divinity School offered its facilities to international students who wished to gather; Vanderbilt homepage was revamped to give the latest campus activities' information; and faculty were available for local reporters seeking experts related to world affairs. Chancellor Gordon Gee, Dean of the Divinity School James Hudnut-Beumler, Professor of Political Science James Ray, Director of the Psychological and Counseling Center Nicholas Sieveking, Dean of Residential and Judicial Affairs Steve Caldwell, Chief of Police and Security Al Guyet, Student Government President Richard Siever, Medical Center spokesperson Bill Hance and Vice Chancellor for Public Affairs Mike Schoenfeld are on hand to answer questions. A video clip of Chancellor Gee at the media availability was posted on the Vanderbilt Web site; an e-mail was sent to students advising them of continuing services; Chancellor Gee sends an e-mail advising community of the Come Together forum and asked faculty to encourage their students to attend; several thousand gather for a Moment of Silence on Alumni Lawn to honor those who were killed; a Convocation and Installation service previously scheduled for Benton Chapel took on additional

meaning as Chancellor Gee, the Dean of Divinity and others addressed the concerns and fears generated by the recent acts of terrorism; prayer ribbons were hung on a Remembrance Tree on Alumni Lawn; hundreds of students attended the Come Together forum and heard from Chancellor Gee, several faculty members and students with personal stories of how the tragedy affected them; a candlelight vigil was held; Law School students and faculty came together to discuss the tragic events; Owen School officials checked the status of alumni living in New York and posted the information on their Web site; e-mails are sent to the Vanderbilt community and student body on plans for a day of mourning; the bell atop Kirkland Hall chimed for 11 minutes at noon to remember Tuesday, September 11; a reflection breakfast was held at McGugin Center for athletic staff and student-athletes; a meditation service was held for students, faculty and staff at Benton Chapel; students gathered at Sarratt Student Center to share their feelings; people listened to prayers and readings at the Rhea Chapel at the Medical Center; Nick Zeppos sent an e-mail to alumni reminding them of an online alumni directory as a source of contact information in attempts to reach classmates and friends, asking for news of alumni affected by the tragedy and advising them of Vanderbilt's response. A meeting was held for the international student population with the Psychological and Counseling Center facilitating the meeting. The Black Cultural Center held a support meeting. A bus, chartered by the University and filled with 28 students from the New York area, left Vanderbilt for the Big Apple. The quick week-end trip was made so that students could see their families and loved ones. A group meeting was held for students at Branscomb Quadrangle, facilitated by the Psychological Counseling Center. "Where We Are Now? A Sunday Gathering" was held at Carmichael Towers East for students and others, especially for those from the New York City and Washington, D.C. areas. Staff from the Student Health Center, the University Chaplain's Office and the Psychological and Counseling Center led the discussion. The Blair School of Music will donate 50 percent of ticket sales from a concert on September 21 to the American Red Cross relief effort as part of a Hillsboro Village Merchant's Association "Get Together for America" campaign.

Chair Blumstein then introduced the Deans' Panel who made the following remarks.

CAMILLA P. BENBOW
DEAN, PEABODY COLLEGE

Vanderbilt aspires to be a research-oriented university of the first rank that demands the most of its faculty and students and from its educational programs. Being an institute of learning of the highest order, it works in the realm of ideas and is a community characterized by inquiry, discovery, and learning. Yet, Vanderbilt must become even more than that. It must become a stimulating place where people come together to develop their talents, to learn from each other, and to use their talents for the advancement of human kind--to serve the public

good. It aspires to be the best. Yet, true excellence can be nourished in only a few arenas.

So, how will Vanderbilt set itself apart and become the best? From where will it derive its distinctiveness and its boldness in vision? It will do so by capitalizing on the changing nature of science/scholarship and leveraging a strength that can be said to be uniquely of Vanderbilt making. Vanderbilt has a great faculty. They are in close proximity to one another and interact within an unusually civil and collegial culture. Vanderbilt also is unusual in terms of its strength in its professional programs. The solid core in the arts and sciences is surrounded by an unusually distinguished and large number of professional schools in business, education, law, medicine, and more. These distinctive strengths, which can be seen as social capital, must be leveraged to become our most powerful tool for further growth and for creating even greater intellectual richness at Vanderbilt.

Science and scholarship, moreover, are no longer a cottage industry. While certainly there are and always will be forms of scholarship that advance through the creativity and hard work of an individual working alone, more and more advances today are completed by teams of individuals working together. These teams can be described as having distributed expertise across a network. Individuals with differing expertise, knowledge bases, methodologies, and ways to conceptualize issues come together to form multidisciplinary teams to tackle a common problem that has great meaning to them. Often these problems are at the boundaries of disciplines or cut across several disciplines.

Vanderbilt is uniquely positioned to compete in this new arena. However, the power derived from its strengths remain to be harnessed. While there is greatness in individual faculty, this unique and exceedingly rare form of human capital that Vanderbilt possesses has not been fully tapped to create the intellectual excitement that results when passionate minds come together to tackle tough scientific or scholarly problems. Thus, we bemoan the lack of community and intellectual potency. Further, the various schools at Vanderbilt have acted more as a federation of schools rather than members of a greater community of scholars—a university. The culture of civility and collegiality had not been brought to bear on issues of common scholarly interest and of community/societal concern. If anything, too many ideas and much of the knowledge created at Vanderbilt has been allowed to remain inert.

Vanderbilt, through its Strategic Academic Planning Group, has decided that the path to moving forward and capitalizing on its strengths is through the creation of a set of interdisciplinary centers where its talented faculty and students across disciplines can come together to work collaboratively on meaningful problems and where there will be a true meeting of minds. These centers would be built upon faculty passions and zeal as well as the complementary nature of their expertise. While the problems are interdisciplinary

in nature, the approach is to draw upon and build associated disciplinary strength and, thereby, strengthening departments. These centers, constructed on areas of strength at and across Vanderbilt, would each create a niche for excellence as well. Each niche developed would be seen as having strong potential to allow Vanderbilt to lead the world through the nature of its scholarship and graduate training. Thus, these interdisciplinary centers are being created not only to transform the intellectual culture of Vanderbilt, to identify leading scholarly strengths and make them internationally renowned, but also to strengthen graduate education in disciplinary areas that become associated with the centers. Similarly, the opportunities to become engaged in meaningful scholarship at the cutting-edge is an opportunity that research universities are singly positioned to provide undergraduates. That advantage must be tapped and developed so that our undergraduates can benefit from our investment and from the intellectual excitement created.

In sum, interdisciplinary centers are being developed in an effort to create a more powerful and invigorating Vanderbilt community—a collaborative, intellectual community where synergy is created by taking ideas and working them through the brains and arms of talented individuals who, because of their differing training, are able to approach issues with different perspectives and lenses and, thereby, bring about greater understanding and clarity to advance society and human kind. These interdisciplinary centers are perhaps the centerpiece of Vanderbilt's strategic plan and intersects with all of its other priorities in faculty development, undergraduate and graduate training, and outreach.

So, how will Peabody contribute to this greater effort?

We are launching a Learning Sciences Institute (LSI) with the generous support of the Academic Venture Fund. LSI s devoted to research, and the application of research, on learning, teaching, and the institutional and societal contexts in which it occurs. Activity in the LSI will involve researchers throughout the university. As a result, Vanderbilt will become known for its discoveries in unlocking the mysteries of learning and development. And, Peabody will play a critical role in transforming our educational system into one known for quality.

Let's step back a bit and through metaphor illustrate more deeply LSI's mission. In the 19th Century our country developed the common schools. Our educational structure began to emerge. Medicine and Education were roughly at the same place in their professional development. In the 20th century, however, medicine moved forward and committed itself to developing quality. Many see the Flexner report and Johns Hopkins University (that first implemented the Flexner recommendations) as the two most critical components in the transformation of medical education from one lacking a scientific base and quality to one demanding the highest respect. The change in medicine in 100 years defies the imagination. Education chose another path. In the 20th century,

education primarily focused on building access and much progress was made as we more slowly built our knowledge base on learning and teaching. While there still remain issues of equity, there is universal access to K-12 education.

In the 21st century, the challenge for medicine is to build *access* and for education to build true *quality* and an evidence-based practice. There is no reason not to hold out the hope that education can make a similar transformation as medicine did. Thus, at the end of the 21st century, I envision our looking back and marveling at the progress in education and how capable we are in bringing all children up to a high level of learning, a level not seen before, to meet society's demands. And, I want people to reflect and say that it was at Vanderbilt University that the key findings in learning and development occurred and it was Vanderbilt (as Hopkins did for medicine) that led the transformation of education. Vanderbilt can achieve this mission by becoming the leading place in the world in basic and applied research on learning and teaching. Much of that work is already being done here.

Associated with LSI are two exciting and new initiatives that I would like to highlight—our new Gates Foundation supported project and an international conference to be hosted at Peabody this coming March.

This past summer we began a Principal's Leadership Academy of Nashville (PLAN), an intensive professional development program for aspiring principals in Metro Schools. With Gates Foundation funding and with the support of the State, we will be able to expand some of our work on leadership and technology training to all of Tennessee.

The OECD conference will bring together researchers from 18 nations, along with several ministers of education, to see what student learning outcomes have resulted from the introduction of technology into each country's classrooms.

KENT SYVERUD,
DEAN, LAW SCHOOL

I am sorry Jim Duderstadt could not be here today. He has written and spoken movingly about the future of the university. Lately, he has been focussing on the future of intercollegiate athletics, on graduate education, and on technology and the university. I'm a poor substitute.

Jim Blumstein asked us to speak on our aspirations and goals for the university and our schools, and on the strategic initiatives we are considering for achieving those aspirations. It is a tough week to speak about that. I walked into the law school on Tuesday morning at 8:45 a.m. completely oblivious to events in the east. The first two people I met in the lobby were a librarian in tears and one of my students, who told me he would be missing class because he was reporting for active duty in the National Guard. The day just kept getting more

awful. A lifetime later, at 9:00 Tuesday night, I went to the service in Benton Chapel organized by Student Affairs and the Campus Chaplain. The place was packed by hundreds of Vanderbilt students.

I was stunned by what I saw at that service, almost as much as I was often stunned by watching those terrible news clips all day. Like most of us, I underestimate Vanderbilt students. You know the stereotypes: they drink too much; they are too apathetic; they're rich and naïve; they're too Southern; they are too much into sororities and fraternities, and so on. At that service – which by the way was as professionally and movingly put together by the chaplains as could possibly have been done – Vanderbilt students were thoughtful, calm, resolved, compassionate, and inspiring. They spoke of their family members and friends and fraternity brothers in the buildings, of their eagerness to avoid becoming consumed by hatred, of their concern for international students at Vanderbilt, and of their love for this country.

We badly underestimate our students at Vanderbilt. We underestimate what they can accomplish and who they are. I guess my first aspiration for this university would be for us to realize and really believe that we already have the essence of a great university all around us, in our students, and that we are unbelievably fortunate and blessed to have them. The major challenge is how to inspire those students to manifest the greatness that I think they and Vanderbilt are capable of.

The room we are sitting in, the Alumni Room of the Vanderbilt Law School, is the same room where the University Faculty Senate used to meet before construction and renovation began here two years ago. We have turned the seating 90 degrees, and gotten rid of the old fluorescent green retractable seats, and put up accents in cherry wood – but this is the same space where the Senate met so many times over the years. The changes are cosmetic, but I think they are psychologically important.

If we want Vanderbilt to be a great university, we first need to really believe it is possible – really believe it – and then we need to act like a great university and to look like a great university. I am very tired of hearing faculty at this university tell me that our students are just not as good as, fill in the blank (Duke, Washington University, Harvard), or that it is unrealistic to expect our department or school of, fill in the blank (political science, whatever) to compete with the great department or school at some other university. If that's our attitude, we are defeated before we start. I am very tired of seeing little things [like the appearance of our transcripts or some of our websites or some of our personnel policies or the interiors of spaces in the College of Arts and Science] that look like they come from a neglected, second-rate state university rather than a great private university. I think people rise to the standards they see around them. Vanderbilt's beautiful grounds help have that effect; I don't see why we can't enhance that attitude in the inside of our spaces and in little things.

At least that is what I want for the Vanderbilt Law School. I want this University to have some great public spaces like the one the Blair School is building. The lobby of Kirkland Hall doesn't do it for me as the central space for public events here. The public spaces in the library here are an embarrassment to a great university, and it no wonder to me that if students here want to congregate in a library, they go to the Law School and the Medical Center.

I am rambling, and I'm sorry Jim. If I had to talk about the most important strategic initiative, for both the Law School and the University, I would say it is faculty recruitment and retention. We need great faculty at Vanderbilt, and to recruit and retain them we need to give them a reason to move to Nashville from other great universities where they have pretty wonderful opportunities. How do we do that? I believe Vanderbilt's greatest strategic advantage in recruiting faculty is that we have the public image of being rich and private. Most of the faculty we have attracted to the Law School in the past five years, including me, have first been finagled into talking to Vanderbilt because we knew one or two good people here, and we had a vague awareness that Vanderbilt must pay a lot because its Chancellor has a salary close to the top of American universities. We came because we were weary of the bureaucracy of the state universities, and the cheapness of the personnel policies and resources, and the occasional nastiness of the politics among colleagues. We came because people like Nick Zeppos waved before us a vision of a school where there were resources, where you would not spend your time fighting to get access to a printer, and where colleagues generally got along and spent their time on teaching and scholarship and not on infighting.

I think Vanderbilt needs to make that vision true, in all its details, in order to attract great faculty away from other universities. I think we need to have the attitude that we will do what it takes to recruit great faculty, and then to treat them like skilled and expensive professionals, not like state government employees. I think the University should target five to ten faculty members a year for "reach" appointments – that is, faculty who are well-known and apparently unmoveable, who we should sic the Chancellor onto recruiting with his Vanderbilt vision and resources. I think just five new faculty members a year who meet a very high standard will jump-start many parts of the University, and will help units that are already strong. I know it would help the Law School. I think it is absolutely ridiculous that we do not have true joint appointments at Vanderbilt—almost no one has a tenure home in more than one unit.

The Law School has very specific goals and strategies to achieve them. They are six: (1) A Student-Centered Building; (2) A Student-Centered Faculty and Administration; (3) Faculty Recruitment and Expansion; (4) Student Recruitment; (5) Program and Curricular Innovation (including a Law and Business Program, a graduate program for foreign lawyers; interdisciplinary programs with other units of Vanderbilt University; enhanced clinical and externship programs; and a teaching innovation and excellence fund); and (6)

Excellence in Support Services (including career services, information services, alumni and development services, and events services).

1. The Law School will complete and fund its \$22.5 million building renovation project, which should have outstanding spaces for students and faculty to learn and live in. [To be completed in March, 2002.]
2. The Law School will enhance an institutional culture in which faculty, staff, and students understand and embrace the school's ethics in which it is a civil and supportive atmosphere outside class that enables extraordinary rigor inside the classroom. We seek to hire a new dean of students to enhance this culture, and to endow an annual award recognizing extraordinary service to students by faculty, staff, or administrators. [To be completed by December, 2002.]
3. The Law School will expand its faculty by five positions by 2005. New faculty should be recruited in targeted areas of strategic strength. New interdisciplinary appointments should emphasize ties to key departments and schools at Vanderbilt. We will seek funding for four new endowed chairs to assist with this effort.
4. The Law School will seek to supplant one peer law school per year in the next five years in terms of the quality of its student body, measured in both qualitative and quantitative terms. Within five to ten years, the school must obtain at least \$10 million new endowment for financial aid in order to achieve this goal.
5. The Law School will inaugurate a new Law and Business Program and a new Graduate Program for Foreign Lawyers in 2001, and will seek substantial endowment for these programs over the following three years. The Law and Business Program will be the best in the United States. It will also be unique in the opportunities it affords faculty for research and team-teaching and students for obtaining the best of a business education while in law school and a legal education while in the Owen School. The Graduate Program will bring up to 10 foreign lawyers a year to Vanderbilt for a year's intense study under a Vanderbilt faculty advisor. Additional interdisciplinary programming, including in public law and politics, and in law and the humanities, will follow in subsequent years. The Law School will seek opportunities for enhanced clinical programs and externships. By 2002, the Law School will seek funding for a new domestic violence clinic and externship opportunities for students at courts and agencies around the nation and abroad.
6. In support services, what the Law School does it will do well. This includes publications, events, career services, library and technology

services, and alumni services. In everything we do, from our transcripts to our housekeeping to our staff support, we will emphasize excellence and high quality commensurate with our expensive tuition

RICHARD MCCARTY,
DEAN, COLLEGE OF ARTS & SCIENCE

Why am I here?

This is my first visit to the Faculty Senate. I am the newest dean at Vanderbilt and any comments I make today should be viewed in that context. I have found over the 10 weeks since I arrived that being new to Vanderbilt affords me many advantages while presenting me with some obvious challenges. Vanderbilt has many important traditions but it also aspires to create new and exciting opportunities for students and faculty. I have tried to be respectful of but not limited by the traditions of this remarkable university.

Challenges for Vanderbilt University:

I believe there are 3 fundamental ingredients that are necessary for a research university to flourish. They include excellent students, talented and dedicated faculty and superb facilities. But there are other required elements that must be added to the mix. There must be a broad vision for what niche the institution seeks to occupy. There must be leadership in place to achieve the vision of the institution. And, most importantly, there must be a shared commitment among faculty, students and alumni to exceed even the loftiest goals of the institution.

As I see it, one of Vanderbilt's most obvious assets is its' size. By public university standards, we are a relatively small institution. We should take advantage of our size to be as nimble as possible when it comes to taking advantage of new opportunities in research and teaching. It is also important to recognize that our relatively small size requires a greater degree of cooperation within and between departments in a single school as well as cooperation across school boundaries.

A less obvious strength at Vanderbilt is the level of collegiality among the Deans. This may be my biggest surprise. It is a tribute to the Chancellor, the Provost and the Vice Chancellor for Health Affairs that we have this remarkable level of cooperation.

Challenges and opportunities for the College of Arts and Science

Lack of Continuity in the Dean's Office

There are many problems associated with having 2 acting deans and 4 deans in Arts and Science since 1993. Imagine the message this period of instability has sent to our alumni or to prospective faculty and students over the past 9 years. No dean has served longer than 3 years and the mean time in the position for my 5 predecessors is 1.6 years. I am also mindful of the personal sense of loss experienced by many faculty members who were actively involved in recruiting and then working with Deans Madeleine Goodman and Jim Infante. I hope to honor their legacies by devoting myself to my faculty colleagues and our students in Arts and Science for a period of time that is sufficiently long to provide the needed continuity.

Selective Enhancement of Graduate Programs

The major challenge facing the College of Arts and Science is the standing of its graduate programs. There is no kind and gentle way to put our current situation. Simply put, we lack strong, nationally ranked departments in the core disciplines of the arts and sciences. Many in the Academy choose to ignore or downplay the importance of disciplinary rankings. I am not one of them. These rankings exert profound effects on our ability to recruit the very best students and faculty. My colleagues and I in the Dean's Office will be focused on this issue like a laser. Although I accept this challenge, I am also realistic—we must have sustained effort over at least a 12-15 year period to realize the fruits of our labors. There are no overnight fixes in the world of graduate programs. Graduate students require 5-6 years to complete their programs, many accept postdoctoral appointments and later do they accept positions within or outside of the Academy. Put another way, the length of an academic generation (time from entry into graduate school until promotion to full professor) is approximately 20 years. I am confident that we have the resolve to keep at this effort.

Given our size, we cannot create nationally ranked graduate programs in all core disciplines of the arts and sciences. We will need to make enlightened decisions over the coming months to enhance graduate programs with the best hope of national distinction and to re-think those programs with no hope of national distinction. These will be difficult and painful decisions but I am confident that we can make them in an open and supportive manner.

Financial Resources

Arts and Science is not where it needs to be in the area of fund raising. Again, this is in part a consequence of our instability in the dean's office. With the support of Chancellor Gee, Vice Chancellor Zeppos, members of the Board of Trust and others, I believe the College of Arts and Science can increase its

endowment to a point where we can finance our move forward. During the 2000-2001 academic year, 89% of our unrestricted budget was derived from tuition. This figure must drop and drop quickly. The number of endowed chairs, endowed programs, and endowed scholarships and fellowships must rise just as quickly. Donations will be accepted as you leave today.

We are rapidly approaching a point where space will represent our major limitation. I say that while a few steps away a new biological sciences building is rising. But we desperately need to renovate Buttrick Hall when it is vacated by its current occupants in early 2003, to build a new studio art building, and to plan for a new humanities building and additional space for our physical science departments. These efforts will keep us quite busy for most of the next 10 years.

Tension between teaching and research

As we seek to build strength in our graduate programs, we must not do harm to our highly successful undergraduate program in the College of Arts and Science. The Class of 2005 is the strongest in Vanderbilt's history. Many of our best undergraduates are attracted to Vanderbilt because we have an excellent liberal arts college in the heart of a major research university. Thus, I believe we put at risk our excellence in undergraduate education if we do not nurture our graduate programs.

As we recruit new faculty, we will ask that they embrace our notion of each faculty member being an excellent scholar and a dedicated teacher. Many faculty members will not be inclined to embrace such a model and we must be willing to look until we find the right people.

Over time, there will be a blurring of departmental boundaries such that faculty have a clear and secure home base but they also have many options to work with colleagues and students outside of this home base.

Finally, we must take a new look at our curriculum for undergraduates beginning next academic year. We should focus on challenging our students in new ways and not simply welcoming them into a system of hurdles and checkpoints. I am hopeful that our efforts at curriculum reform will anticipate the development at Vanderbilt of a system of residential colleges.

Residential Colleges:

Perhaps the most significant opportunity facing the College of Arts and Science and Vanderbilt University relates to the establishment of a system of residential colleges. We have the ability to develop residential colleges in a way that will be unique to Vanderbilt and that will enrich the lives of students and faculty.

Concluding comments:

Since I arrived at Vanderbilt, I have come to regret all of the times over the past 23 years as a faculty member when I said unkind things about my Deans. I now have an opportunity to atone for my sins and in so doing, to play a small part in the continuing evolution of Vanderbilt. Thank you.

After thanking the participants of the panel, Chair Blumstein then called for Old and New Business and Good of the Senate. There being none, the meeting was adjourned at 6:00 p.m. and the Senators were invited to the reception which followed.

Respectfully submitted,

MaryJo Gilmer
Secretary

MJG/cs