

Interview with Michael T. Marsden
Dean of the College of Arts and Sciences
Northern Michigan University
Marquette Michigan
July 27, 1999
Tape 1 of 2
Side A

RM: Mike could you tell us the date of your birth?

MM: Born on August 8, 1942. In Chicago IL.

RM: As Dean, could you give a little of your educational background and how you came to this position learned and came to the position?

MM: I began undergraduate days at Quigly College, which was a private preparatory, a seminary in Chicago. I was there for a year and then transferred over to DePaul University in Chicago which a Catholic university in the city of Chicago, graduated from DePaul with an undergraduate degree in English minor concentration in Physolophy in 1964. And then I went on to Purdue University to pursue a master's degree in English. Was there from 64 to 66 graduated with a masters in 1966. And took a teaching position at the University of Minnesota-Morris, which is a liberal arts campus of the University of Minnesota. Located in west central Minnesota. I taught there for three years in the humanities department, which primarily taught English courses. Went to Bowling Green State University full time in the fall of 1969 to begin doctoral work. Went there primarily because I wanted pursue a terminal degree. But also because that's where a mentor of mine, Ray Brown, had moved from Purdue to Bowling Green, to head up this new center for the study of Popular Culture, and I was really interested in that. And so I began to work with him almost immediately upon my arrival, in fact I with the center for virtually all my years there. Got my doctorate in 1972, from the Department of English at Bowling Green graduated in August of 72. And then entered into a pretty much a twenty year career with the institution, starting off as assistant professor of English and popular culture. Later on just popular culture. And went through all the ranks, to become a full professor. One break in my time there was in 76-77 I was a fellow at the National Humanities Institute the University of Chicago. Took a leave of absence from Bowling Green went to the institute for a year developed new courses got a grant from the MEH, and brought those course and the grant back to Bowling Green in 77-78 academic year. About 79 I was asked by the Den Provos who was Nick Ferrari to come into his office and to serve as the coordinator for undergraduate recruiting. The problem was the institution didn't have a problem with enrollment what I had a problem with was the mix. And so what they were focusing on was how to increase the number of students in the top quartile of ACT composite, how to increase the number of minorities students and how to increase the number of students with special talents. So for two years I headed that up out of the Provos office on a part-time basis. And then simulationous with that I was asked to direct the American Culture Ph.D. program, which I helped to design I wrote I was one of the four architects of the original program. And so in the second year of operation I asked to direct, directed that program until 1985. I was only in the Provos office for that two-year period because the plan, the idea was

to develop the plan and then the admissions office would be implementing the plan. So I then directed that Ph.D. program pretty much on a full time basis, more or less, I taught some courses and so on, but I was also permitting and directing that program. And in 1985 when I left that job there were about 30 doctorate students enrolled in the program, so it was moving along nicely. Twenty or thirty I can't remember how many exactly. Then about 1985 I was asked to join the dean staff as assistant dean of academic affairs for arts and sciences. And I did that for a couple of years and then I became associate Dean and then took over the role of student affairs and academic affairs within arts and sciences. The college strictures there are different then they are here. College function there has all sorts of advising, record keeping functions, probationary functions, determining whether the students are on probation. It all done at the college level there. So I had academic affairs and students affairs for a couple of years and then I went back to pretty much academic affairs and I served as assistant and later associate dean there from 85-92. Under different deans, it was an interesting period of time and basically decided about 92 that it was time to really seek a permit deanship. I had been actually casting about for a couple of years, had a couple of offers but none of them seemed to be what I really wanted. In 92 the ad for Northern was in the "Chronicle of Higher Education" I was responding to the ad. And was contacted by the search committee, Karen Ryback if I remember correctly was the chair of the committee. And I was contacted by the committee to follow up on it and I almost didn't follow up on it in the second stage because they sent me a personnel form I just sent them my entire resume and all the other material and they sent me this personnel form which every new employee is asked to fill out and of course it asked for all the same information I had already given to them. And I was just about ready to put it in the garbage and say the heck with it, when some impulse moved me to fill it out and send it in. Probably would have been the end of it if I had put it in the garbage. And then later was asked to come up for the interview and you know it was a good experience. The original interview was a good experience the second visit was really very good I had asked on my first visit there was only one faculty member came to the open forum or reception. So I talk to Phil Butren at the time I thought that was kind of odd, really on my second visit I would like to meet more faculty. So basically on the second visit he orchestrated this. I got the chance to meet the whole host of faculty members at different times and different places. So it was a good experience on the second visit and it was clear to me that it would be a good match. I really liked Phil's approach, Phil was a very good recruiter. He handled the interview process very well down to details that he historic, I not even sure when I look back on it he did things like for example on the second night that we were here for the second visit he had dinner at his home which was very nice. But then he took us to a play, now he had no way of really knowing I suspect that Madonna has long background in theater and we were so impressed it was probably the best theater production we had ever seen at a college level. It happened to be one of Jim Lapores plays. Well you know it shows you the level of that program and really were very attractive to us in terms of the campus. And then so we finally decided to make, we made the decision to come her early May after the offer was made we took a week to think about it and made the decision. And for us it was a pretty radical decision cause I had about six offers before that one came along you know different institutions. And none of them where right and it is a curious thing, when you interview and you hit a certain campus and you know within a day or two if the feelings are right. Its not always something that you can articulate its something that you feel more than not. I think about one in particular for example we were offered the position at that time at the University of Lowell in Lowell Massachusetts, which is now the University of

Massachusetts of Lowell. Well I mean Lowell at that time was a depressed state and we really couldn't afford to live there, we wouldn't live that kind of a negative statement, it was a great position pay was wonderful and I couldn't send my children to the public schools nor could I afford housing. So we had to say no to the position. I mention that only by contrast to Northern where when you came up here it was obvious that this was a community where you would be safe and you children would enjoy going to school in the community. And our housing was affordable. So again, time and again that was an issue so came here in '92, actually I think my first day August 10, 1992 my last will be August 9, 1999. I was seven years as associate dean at Bowling Green, seven years as dean at Northern Michigan just these little coincidences. I'm not so sure what that fortunes for the future but there it is.

We came here in '92 and the move went very well actually. And got started right away I actually came here two weeks on my own. Came here, started on Aug 10 and stayed about two weeks living in the residence halls and working here, while the family got ready for the move. You know they wanted to complete their summer and the house wasn't ready here anyway. So we basically orchestrated it so I then went home and just before classes started here, before school started here I moved up here, so that went fairly well. One of the things I would comment on, Russ, I think it's an interesting piece of business. When we came here in '92 Phil Bucama orchestrated a reception for us a couple of days after we got here. He orchestrated a reception in the charcoal room. And Madonna and I were actually taken aback, just absolutely taken aback, you been to there receptions I know, people stood in line for half hour to say hello. I mean people really turned out, so it was a really welcoming. We experienced early on was the welcome ness, that friendliness of both the campus and the community that was the other side of the coin. The community out there was very open, very willing to help out and be supportive. We had never ever in our lives been in a neighborhood such as the one we moved into, where people sent us flowers and it was unbelievable. And then the neighborhood where we lived is an association so there is a large gathering which they do every year and they welcomed us in they had a special cake welcome to the Marsdens. And it was an amazing thing which you read about and your hear about in a situation comedy but you don't really experience it. There is that real warmth. So that was my introduction to the community and to some of the thing on campus. One of the things that I've had to adjust to, since Bowling Green was not unionized, and Northern clearly is that adjustment is not difficult it's just different way of thinking. Bowling Green was under essentially a charter arrangement where the government's documents are well in place and they are just about as specific as is the master agreement, but the process is different. The master agreement, what you have is u.p. executive committee and particularly in the person's agreement officer add a little layer of discussion to any action that doesn't occur under a charter arrangement. So for example the senate at Bowling Green was extrotinarily powerful. By contrast I think the senate here has authority and power but I suspect, I would venture to say that the power is shared between the academic senate and AAUP executive that is my read of the current environment. So were as under a charter system you really don't have that you a fixed hierarchical structure down the line. Over the years when I came into the College of Arts and Sciences it was pretty obvious to me that

a couple of things needed to be done. One of the things I think was that the college was not operating as a college. I think it was operating as a series of independent departments. The general flavor of things was that what departments wanted we would put forth. I came into a situation where I didn't accept that I didn't necessarily conclude that because the department wanted it was negative. It might have been quite good. But I tried to introduce that concept of college based decision rather than department based decisions. I would question for example grade changes which apparently had not been questioned or if they had been it wasn't the routine. I began to question lots of activities and again that is the natural tendency of somebody coming in from the outside to ask why is it being done this way. What can we do to maybe improve that? I think the thrust was to focus on trying to get some quality control matters or quality control measures in place. And also to encourage professional development that was real easy to see that needed a lot more attention. It was pretty clear to me that professional development, there was plenty of money around that was no problem, but there wasn't much interest on professional development, faculty and staff. One of the things we did do in the last seven years is institute an enhanced program of development for faculty but we also created a program for clerical staff and professional staff. Which had never existed and then we also created a nice network of support for students. And we did that by fund raising again that had never been done on the college. No we now have a telemarketing campaign, which is very successful. Last year apparently just grazed close to 60 thousand dollars for the college. Over a period of my seven years the telemarketers raised about a quarter of a million dollars to support students and this comes from alumni. And in order to bluster that, support that we came up with idea of the newsletter which we're publishing about twice a year. And goes out to all the alumni that give us money all the donors and friends of the college and also to people on campus. So that newsletter helps reinforce the idea that the money we get from alums goes back to help students. And apparently its working that is alums are now understanding and incurring by way of example the money they give influences the quality of the education that the students receive. So that has gone well. One thing that I didn't accomplish and that was always a goal but I never got around to it because I was never sure that I had a good agenda for them. I wanted to develop a national advisory council for the college. I wanted to get that done and that still has yet to be done. I suspect I delayed in part, I'm not person who puts things off if I think they can be done, my reflection is the reason I didn't move forward faster was I didn't think our development work in place yet. And I don't think we had a significant agenda for them to deal with. Because I don't want to pull together a national advisory council and give them nothing to do of substance. Yet I don't want them to come together and tell me what programs we would offer in the college. Now they can give me some advice but we can't let an outside group dictate the curriculum. The curriculum belongs to the faculty. They can comment on it and they can give us suggestions but I think we have to be careful that we don't lead them to believe as a national advisory committee or counsel that they're in charge of the curriculum. The other thing that we put a lot of effort on a lot of time into is the idea of interdisciplinary programs. Both for teaching and research. That's why when I joined Northern Michigan the college of Arts and Sciences did not have any centers within it now it has three.

Now the Seaborg center of course already existed but it wasn't really part of the college of Art and Sciences. So when in my first year here that was switched from academic affairs to the college of Arts and Sciences. And so then I became responsible for that and that's when the director at that time, Phil Larsen, stepped down and we had a national search for a new director that is Peggy House. And so that center came into the fold and when that center came the idea of other centers. And as you probably know better than others one of the things that President Van Dement and I came to conclude was that the culture of the Upper Peninsula in fact is distinctive. And is unique and we developed the idea with discussions with you and others that a center for Upper Peninsula studies made good sense. So that became a second center. The third center of course was directly related to the University of Michigan to work more closely with Native American communities. That is to establish a center for Native American Studies. And now we have that in full form. These centers exist by the way in the case of the Seaborg Center the offer masters programs and they can offer curricular opportunities that are not traditionally offered through departments that they can offer research opportunities that are not traditionally offered through departments and so on. The other parallel piece to this is that I pushed from day one the idea of joint ? Between departments and centers, centers and centers, colleges cross colleges. For a couple of years there we had what are called temporary joint, opportunity employment with a time limit on them two years three years. But these last couple of years we have been very fortunate to get permanent joint, the first two being the joint department that currently exists between biology and geography the bio-geography and then one that exists between the Seaborg Center and the mathematics and computer science department, the math education. And there will be others I think in the future. So that's the direction that the college began and I think will continue to move in. We ever gotten to really foster interdisciplinary teaching outside of the honors program so the honors programs of course is not in the college of Arts and Sciences. That's the one place on campus where we can see regularly scheduled courses that are team thought. I would like to see more of that within the college in the future if at all possible. The other thing that we began to do when I came into the college office which was profound in a way. Was to operate a decentralized budgeting system prior to my arrival and had nothing to do with me the institution was very certianalized. Bill VanDinman decided to decentralize unfortunately decentralization occurs simultaneously with all of the budget cuts. So for four of my first five years we were in budget cut situations left and right. And so decentralizing was meaningless in a way because you have it and now you don't have it. So were now just beginning to get to a point financially where we can make better arguments for keeping certain money at the college level so we could do good things with it. Another important thing that happened budgetary was summer school became entrepreneurial, that is we went to the entrepreneurial model for summer school. It made all the difference in the world because it allowed the departments to plan summer school better and than to then make money. We came up with a system where the college received 1/3 and the departments 2/3 of all the profits. The college would then bail out the departments that had a troublesome summer in one way or the other at least up to 1500-2000 dollars. Beyond that the departments had to pay back that debt but the college has some flexibility there to sort of help

out some departments that might have had a bad year. Overall the entrepreneurial model for summer school probably brings about 80000 to 100000 dollars into the college. The other really budgetary success story was, I lobbied hard as hard as I ever lobbied for any thing on the matter of equipment because capable equipment is a real problem and it still is in the college of Arts and Sciences. And so we developed this idea of a capable equipment list which we now keep current every year and that list is used to lobby for increased funds and right now about 500000 dollars a year being set-aside for capable equipment. That's is supposed to reach a million dollars, every year in other words a million dollars would be available. I think that budget item is there in part because of our effective lobbying on behave of our science department because they needed a lot of support and still do. We're making real progress and this first goal round on the capable equipment Arts and Sciences got 2/3 of it. Because we had the arguments and we had the plans. College has come a long way to in other ways in terms of planning because we now have five-year plans for technology, staffing, and equipment.

RM: Now is that on the college level?

MM: On the college level.

RM: The department level?

MM: On the department level all there. And the new administration coming into the college will have some really planning documents to work with. The other thing I did was a little bit different was I decided to use the arts and sciences council which is after all the elected faculty council much mote fully than I had in the past because in the past the college council was used for ten year and sabbatical ranking and that was it. They didn't seem to have any other function. Well I decided early on that I needed a budget committee, a committee that would advise me on budgetary matters, particularly when we were facing all these cuts. So I put together a budget council that comprised of the elected people of the arts and sciences council and four department heads that I chose. We brought these people together and they became the advisory committee for me. That was the first time that it has ever happened and I found it very helpful to me. I continue to use that model until this year when I had to come up with various five-year plans and various approaches. What you find is those planning committees are really reluctant to make the calls because I sense it is pretty difficult for them, but they are very good at giving the criteria at which the calls can be made. So what they are good at is really fostering a clear statement and understanding of what good criteria are for making selections. That was a good innovation. Another major thing which occurred, shortly after I arrived I started asking about the university request because as a graduate student I was using publications because it came out of some of my work so I knew it existed and I was told that was suspended because of budget problems so I looked into the matter and found that was true and it was just sitting over there in university relations so I talked to Phil Byyukkimon and he and I talked about it he arranged to have it shipped from where it lie in kind of a state a suspended animation state or a state of suspended animation and then brought it over to the arts and sciences college, where as you know through the good work of a whole host of volunteers we were able to bring it back to life. In the time that

we resurrected it, we published about four titles and we have one or two more, one more for sure maybe two, and that was a nice thing to do for the university and for the college and in terms of scholarships. I have put a lot of emphasis on professional development and I think it is unproud. I think that what happened historically was the de-emphasis on it. And what we try to do is establish a balance. We are never going to be a research institution, we are not intending to be one; this is a regional, comprehensive, primarily undergraduate institutional selected graduate programs. What I argue is that you can't be a good teacher unless you are a good scholar and I think had a been a economy developed over the years that teaching and scholarship is not connected and I think that is what I worked the hardest on is to get that misunderstanding classified. The main challenge in this job is to get the college to think like a college, to think like a unit instead of always like a series of separate departments. I think the department heads, when the pinch goes on budgetarily, staffing wise, the department heads have been able to come through beautifully as a team when the cards are down and we have to make that decision; do we anne up or do we get out? But the were always there with the right advise and they were very bold about that. What else developed I think was a good relationship with the sense that I don't take myself too seriously and neither to they. I think that we keep a good sense of humor of what we are going. I know we had a college of technology, but I never really interacted with them much. I had many strong interactions with the people in the College of Technology. I was more recently serving as the chair for the dean Mark Curtis. I really have gotten to know a lot of people here. I really generally like a lot of people here too. That has been a good thing. For years we went through a series of programs through Academic Affairs, during my tenure nothing happened. We still basically have the same structure. I am convinced we have too many line colleges. We would be more effective if we only had 3 line colleges. Of course, given the size of the institution. I think also we need to increase. We have to have standards not to increase them. Not to the point where they are unfair or un reasonable. If we set our standards high, students will understand what the standards are. They will have the tools to do so. I don't think there is a possible push on that. I think it has been a wonderful program. It is still a small program. That is somewhat of a disappointment. I could have taken a even stronger leadership role. Steve Christopher and I have worked on that for about a year for that proposal. I tried to help when I could. I could have been more active on that.

RM: One of the things you might want to comment on Liberal Arts degree program?

MM: That is one of the better things that we have done. There have been positive aspects and negative aspects as well. Positive aspects of it is learning art, I never held nothing on it. He and I developed the associate degree program, working with committees. He and I each shared a group. In a year we had put together a bachelor's degree program. It really helps students. Not just and independently planned part. Which already exists as a program which is much more structured than that. Still allows a lot of flexibility. The last year we actually got all the way through the senate. There is a proposal to establish a masters of the liberal arts. It now sits in the

Vice President's office waiting for funding. But if that is approved, then we will have the associate, bachelor, and master's degree. There is universities that have master's degrees all over this country. They are just delighted with the results. There are professionals out there that already have a job. What they want is enrichment. That masters of liberal studies can provide that enrichment. Most of those degree programs are developed and fun.

RM: Do you think the master's program will be implemented?

MM: I am not going to push on it, I won't be here to see it through. I only have a little less than two weeks left. I can't really do much about it. I will lobby for it until I leave. Then I will ask the interim dean to pick it up and take it through. It deserves to be implemented. It way different than the actual draft. It is a very fine document. It is a very well written document. I hope that they will see it through.

RM: Do you have any comments on the lap top initiative?

MM: The teach and learning communication initiative (TLC), is really a very fine initiative. Conceptually it moves students forward in a kind of major way. It takes them from thinking about integrating this to actually integrating this within their daily lives. The system is going to make available to students, as you know, at a very inexpensive cost, a high power computer which will be upgraded every two years with new software and so on. But there is a down side to this and this is were it becomes interesting. The institution has committed a chunk of change to this whole initiative. Last year an alumni redid us about a half a million dollars for all kinds of things, things for the infrastructure, staffing, support, and so on. So this is over the long hall a very significant investment of the institution. My question and the challenges, I certainly discussed this with Terry, Terry Setauf who will be the inner of dean. The challenge will be, can we get the faculty at large, the general faculty, to understand this whole initiative, sport it, and integrate into their teaching in the next year. One year. And will we have the support staff that will be necessary to provide training, repairs, and the general troubleshooting for all of those computers out there and what is that going to cost. Politically the university is going to have, clearly a required laptop field, \$385 per semester will break the, what I call, Engler's bank where it says that you must keep your tuition fees at a certain level. Well this is going to exceed that by a wide margin, so we are really putting ourselves out there as an institution both in terms of our internal investment and our external public and we are saying that this is an important priority for us. All will be well if our faculty and staff embrace it. This would really make it work. One of my great concerns is that if any one department needs to integrate it into its teaching, it's english. It's the only required course in the entire institution and every student coming in will have a laptop and if there not integrate their teaching of composition into the laptop technology, can you image what a student would buy from the parents. I am hoping, I certainly have communicated to the coheads of English, Daryl Davis and Teresa Kynell that is it a top priority for next year and to work the

colleges to get this integrate. So conceptually I am impressed with the concept. I look at it and say is this the right idea. This is the right idea for the right time. Whether the institution can afford it or whether the institution can pull it off, these are two large, large questions. Whatever we estimated it was thought to be you can probably be sure that it will cost more. We think that it will take two technicians, maybe four to get this done. But I supported it at the time, I continue to support it, and I think that it is the right idea for the institution I just hope that it doesn't come tumbling down because of cost and confusion of how this is going to be integrate. A lot will depend on how next year key administrators shepard this thing through with the faculty. In this particular case it is not the students it's the faculty.

RM: Do you feel that maybe this was done backwards, they should have first got the faculty on board, showed the faculty how it was used got them on board and then the faculty would have already at least on paper integrated the computer and the program into their classes and then you could bring in the students.

MM: To some extent they have been promoting the faculty use of technology in class rooms for many years through minigrams, so I think the institution essentially tried to go that. But the other thing, to answer your question, it is pretty hard to integrate the computer into a teacher unless the students have a computer. So they can talk about it in theory, but how they actually work it out, well how do we teach composition this way well they all have to have their tools so we can then see how we can handle this. In a way it is a difficult one because in a way you would like to say Yay it would be better if they all bought it through sign on before we actually bought all the computers. It will probably have to a simultaneous process. And there will be a chunk of the faculty that won't want to do it but most of them will, but it is a challenge.

RM: Did you find that when you got here that President Vandimant, Vice President Bukkama, were sort of the right fit for the institution and for you at the time. I ask the question because there are a number of things like you said the press, your interest in the Upper Peninsula (I would like you to make some comments on), but at least Vandimant was kind of thinking the same way you were thinking.

MM. Bill and I didn't share all perspectives equally and I think that there were some things different with him and I don't know why I didn't report to him so I didn't deal with him. But I thought it was an excellent fit and I had just come from an institution that was working with and often times a difficult president. A president that I learned to keep a distance from because often times he had his own agenda which wasn't necessary my judgement the best agenda for the institution. I come from that to Bill Vandimant, a man that was living here, welcomed here, much liked here, a man who was not afraid to make a tough financial decisions His first couple o f years he down sized home offices. But what a gracious style, he was interested in the arts who had a real key awareness of the sciences, or awareness of and appreciation for the sciences. But I think

as you put it, we had a good sense of where he was, who the people were. He made no mistake, he accepted people for what they were and he enjoyed them for what they were. He had a great sense of humor so I appreciated him very much. Phill Bukama, also I think that you are very right you come into a situation and you say that this is a good fit. Phill Bukama, he and I agree on one big thing, and this is you won't always find people agreeing on this, that is that he played the margins on the budget. He always played the margins, he was always right on the edge and I liked that because you can take chances and go programs if your willing to go to the edge. You always have to come up balancing everything at the end of the year but he and I agreed on one thing that this won't work if I was dean of smaller college. The percentage is different. You have a 165 faculty. The chances that one would want to take a leave without pay is pretty good. That is how you get the money to do the things that you want to do. We approached budgeting from the margin. I had good staff. We approached budgeting from dead on center. He said that we didn't have the money. That is good. There is a perfect balance. You tell me the margins and I will tell you what is on the account. Remind me what is in the account so I don't over step. I will leverage that into a thirty. I will show you how we do that. I learned very quickly that I can internally borrow money with no payment. I learned very quickly that can go to micro and get dollar amounts and get things done, by agreeing to pay it back with interest. He had a certain discretionary power about him. I could tap into him for good projects like buying a grand piano. I helped him once by helping him to buy a grand piano. I borrowed it over three years. That is okay, I take that. I pushed hard for the interpreter at summer school. That was a good way for us to generate money. I think overall people feel generally tolerant of these kinds of things. On thing about Phil, is that if had to call or make a choice between a rule and a human being, he would chose the human being. He had a human dimension to him that was important. I will tell you about Phil, which is one for the books. When I accepted the position, I drove up in early June to look for housing and Phil says he is going to have a little party for us and over to his house for dinner. The party wasn't for us, it was for the kids. He invited every teenage kid in Marquette to come and visit with the kids. It shows his sensitivity to those of us who have teenagers, it's their worst nightmare and here he is trying to smooth it over. Nice touch. So ya I think that you are right. I have come to conclude that there are right presidents for the right time and there are right vice presidents for the right time. Bill Vandimant would not have been a great president at any given time, but he was a great president at a defined period of time. I think that makes the difference. He was a real joy to work with. I had come off of an experience that wasn't the most pleasant of times and again it didn't effect me on a day-to-day basis because I didn't report to the president. It was the kind of thing that when I went into a five minute meeting it seemed like it lasted three hours. So I think that the idea of right person for the right time is true. Judy Bailey I think is the right president for a different time where the institution is moving in much more of a gearing up for a major fund raising effort presently in the future and the enrollment issues are seriously facing us. There is a real political problem in terms of keeping the level of support in the institution as they enjoy it. So there are the right administors for the right time and again I think that it is time to move on. In my own case, I am sorry to leave Marquette. I am sorry to leave

Northern Michigan in many ways. But it is time. I don't think that you should be dean forever. I don't think that you should be vice president forever. I don't think that you should be president forever. I think there comes a time but I what the time is. Is seven years the right time? Is eight years the right time? That is a hard call. But what I do know right know is that it is time for someone else to come in right now with their initiatives and work with the college. What I hope, fond hope, is that we have good things in motion here. We have good planning processes in motion here, we have good clear expectations of faculty members in motion, we have good support systems in place; I hope we don't undermine them. I am very pleased. Terry Setaugh and I have had long talks and he and share the same value systems and I that there is going to be a continuity here and as you know when there is a transition there are people who want to take advantage of what they see as a vacuum. They are going to be surprised that it is not a vacuum at all, there is going to be a consistency. I can't speak beyond next year because I don't know what holds beyond next year, but I am very pleased what Terry Setaugh is going to provide that leadership of and values these things. It has been a privilege to serve the college of business, gratified by public statements upon my departure. When I came to the college it was a group of departments with a focus and now he feels he has a focus. I hope that is true, I hope it stays a college and continues to be along that route. If anything I would see the college growing larger. I would see more centers. I think there is two or three more centers that I would approach if I was continuing here. I think we could easily deal with a center that would focus on gender issues. I think that might be one. I would really consider promoting, because I think it is the right time to take gender studies and move it into another context. It might also develop into a center for interdisciplinary teaching. It would be for the faculty. I would actually see this college getting larger. If there is ever a real organization in academic affairs, I could see some of the other departments that actually are elsewhere come here. Now, I could see some of the other departments going elsewhere, but I think practically speaking I could come see them come here. This is a national home for a couple of departments. So, that would be a positive direction. I see the college upping its publication, I don't mean just the press. The press is an important part of what we do. I mean newsletters, publication and others which help promote the college. Also make it a visible entity. I would do some fund raising. This desperately needs our development and focus. There is a lot of interesting possibilities here. And again there is a natural time here, Bill Vann thought after six years, there was enough time to do this. He felt it was adequate time to accomplish was he wanted to do. Seven years was a good time for this. He wasn't a short timer and certainly not a long timer. Seven years was good. I think there was three years of agendas left. Without question. When another opportunity comes along and fits and makes sense, you pursue that. If the college stays together and works together. You find the change to be invigorating.