

**THE PROMISE AND CHALLENGE OF TECHNOLOGY:  
Teaching and Learning in the Information Age**



STATE OF THE COLLEGE ADDRESS  
UTICA COLLEGE PRESIDENT TODD S. HUTTON  
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**F**ifty-nine years ago this past summer, members of the local community were talking seriously about the need for a college in the Utica area. The Citizens Community Council reported that Syracuse University was willing to establish a two-year college in Utica if a suitable building could be found. That building was indeed found, as we know, at Plymouth Bethesda Church. We are all here tonight because of the commitment of a handful of people to bring higher education to the Mohawk Valley.

*Jennifer and I are very pleased to have you join us this evening in celebrating the beginning of the College's 60<sup>th</sup> academic year. It is another year of great anticipation – one in which this college, the child of a major research university, continues to make its own place in the higher education community and to build its own reputation.*

## REFLECTIONS ON 2004-05

This evening offers me an opportunity to highlight a sample of our academic community's achievements over the past year and to lay out the goals for the coming year. Let me begin by spotlighting an international study experience that capped off the 2004-05 year, namely our Anthropology Field School and Art Experience in Butrint, Albania.

I had the privilege of visiting our students and faculty for a few days in Butrint. If it was an experience that I will never forget, I can only imagine the educational value that it had for our students.

This United Nations World Heritage site and the cultural experience of Albania – combined with the field work in forensic anthropology headed by Professor Tom Crist and Dean John Johnsen, the study of the visual art heritage of Albania through a unique studio-based course by Professor Carolynne Whitefeather, and documentary work by Professor and former NBC producer David Chanatry – comprised a truly remarkable global learning and teaching opportunity for our students and faculty.

It is my hope that we will be able to expand the program and afford students and faculty from other disciplines an opportunity to study and conduct research at this exceptional site. I can only hope that some of our alumni and trustees will one day experience firsthand what Butrint has to offer.

This past year we also found Professors Kyung-Seok Choo and Peter Olson with 19 criminal justice and management students in South Korea and China, where they met with business executives, law enforcement personnel, and politicians to compare U.S. and foreign correctional and business systems. Also comparing correctional facilities were students who accompanied Adjunct Professor Larry Dillon to England and Ireland over the winter break. And once again, in May, Professor Hutchinson led our very popular London Learning Experience, which focused on art, theatre, the history of England, and other topics selected by the students who participated.

There were equally impressive and interesting achievements closer to home.

Utica College launched five new academic programs last year, including its first two professional doctoral programs. The doctor of physical therapy is designed for students who are working toward a first

professional degree, while the transitional DPT program is intended for practicing physical therapists who already have their master's or baccalaureate degree and now need to meet new standards set by the profession.

UC also introduced two online programs, an MBA in economic crime and fraud management and the undergraduate major in economic crime investigation.

Moreover, in January, Utica College introduced a continuing education option for registered nurses in the Syracuse area wishing to earn a baccalaureate degree in nursing.

My thanks go to the many faculty members who worked so hard to make these programs a reality, and who continue to work hard to teach and recruit students.

It is also worth mentioning that two of our programs received special recognition. The Utica College Mohawk Valley Center for Economic Education, directed by Associate Professor of Economics Rick Fenner, was awarded five-year affiliation status by the National Council on Economic Education. Most centers nationwide receive one to three-year affiliations.

Also recognized was UC's physical therapy program, which was accredited by the Commission on Accreditation in Physical Therapy Education for the maximum allowable time and with no citations – which is a noteworthy achievement in the face of a very vigorous review process.

We should also take pride in the fact that our education department and our Academic Support Services Center, under the guidance of Associate Professor of Education Laura Dorow and Coordinator of Learning Services Kateri Henkel, sponsored the "Adapting Curriculum for Student Success Program," which enabled faculty to train in accommodation strategies and assistive technology and to redesign courses and curricula. The goal of the program is to improve the quality of education at UC for students with disabilities.

When it comes to individual faculty achievements, I have my usual dilemma of balancing pride with pragmatism – if I were to read all of UC's faculty accomplishments from last year, we would likely still be here well past midnight. I would, however, like to give you an idea of the scope and quality of our faculty's accomplishments.

Several faculty members won prestigious awards. John Swanson, associate professor of history and a three-time Fulbright award winner, received a Humboldt Fellowship to continue his research in Germany. After spending last spring in Cracow, Poland, as part of the faculty exchange program with Jagiellonian University, John is spending the 2005-06 academic year researching archives in preparation for a new book tentatively titled *A People with Two Souls: The Making of the German Minority in Hungary, 1867-1993*.

Associate Professor of Physical Therapy Thomas Crist was awarded the prestigious Young Forensic Scientists Forum Founder's Award, granted by the American Academy of Forensic Sciences in recognition of Tom's dedication to the education, enrichment, and development of emerging forensic scientists. Tom was the only college or university professor in the country to receive this award.

Although mention of another award technically belongs in next year's State of the College Address, I cannot let the evening pass without recognizing Ted Orlin, professor of criminal justice and government and politics, who is the recipient of Utica College's first-ever endowed professorship, which was established by longtime UC supporter and alumnus Tom Clark. I should also mention that Ted has been elected president of the International Human Rights Education Consortium, which has now moved its international headquarters to Utica College.

When it comes to publishing, presenting, and presiding, UC faculty continue to make their mark on the academic world. A sampling of these is in order tonight:

Larry Aaronson, professor of biology and dean of arts and sciences, was reappointed to a second three-year term as a member of the American Society for Microbiology Committee on Undergraduate Education, and was additionally named coordinator of the ASM Undergraduate Research Fellowship Program, while Kirstin Impicciatore, assistant professor of therapeutic recreation, was elected president of the New York State Therapeutic Recreation Association.

Nate Richmond, professor of government and politics, participated in the Oxford Round Table at Oxford University, where he presented a paper on the emerging conflict between the European Union and the United States over Europe's American overseas countries and territories. Nate also published a review of J.L. Black's book *Vladimir Putin and the New World Order: Looking East, Looking West?* in the January 2005 edition of *The Russian Review*.



George Curtis, director of economic crime graduate programs and associate professor of criminal justice, and associate professor of criminal justice and program director Bruce McBride co-authored a book titled *Proactive Security Administration*, while Gary Gordon, executive director of the Economic Crime Institute, co-authored a white paper with LexisNexis detailing possible solutions to the problem of improper payments in government entitlement programs.

Associate professors of biology Bryant Buchanan and Sharon Wise continued their active research program on environmental influences on salamanders and presented a paper at the Northeast Natural History Conference, and Sharon also published a paper in the journal *Copeia*.

Associate professor and coordinator of chemistry Curtis Pulliam presented papers at two meetings of the American Chemical Society. Co-authored with Professor of Chemistry Bill Pfeiffer, the papers describe how new instrumentation is being incorporated into the general chemistry laboratory program at UC.

Pat Swann, assistant professor of public relations, presented a paper on the topology of New York state school district Web site home pages at the International Public Relations Research Conference. Pat was also reappointed to the executive board of the public relations division of the Association for Education in Journalism and Mass Communication.

Assistant Professor of Nursing Cathy Antonacci presented a paper on the effect of health beliefs on the health of rural elderly at the Annual Scientific Meeting of the Gerontological Society.

As I mentioned earlier, these are but a few of the many outstanding faculty achievements from the past year. For all of these professional accomplishments, however, none is as important – or as rewarding – as what our professors accomplish in the classroom.

As we often say in our admissions materials, UC faculty members are teachers first and foremost, and that is a responsibility they take very

seriously and do with great success. The greatest tribute to our faculty's dedication to students comes from the students themselves, and when our alumni talk about their experiences at UC, the majority of the time they're talking about the relationships they had with their professors.

It's telling that last year's gala celebration of Professor Emeritus of Public Relations Ray Simon's 90<sup>th</sup> birthday drew alumni of all generations to honor the man who mentored them. All across the country, I meet alumni who give testimony to the impact that faculty have had on their lives.

A number of staff members have also been recognized for their accomplishments: Brian Agnew, assistant director of alumni and parent relations, was named one of the winners of 2005 Mohawk Valley "40 Under 40" award, while Men's Ice Hockey Coach Gary Heenan was the recipient of an Accent on Excellence award that also recognizes young leaders.

Gary also earned ECAC West Coach of the Year and U.S. College Hockey Online East Region Coach of the Year honors, and was one of 13 finalists for the American Hockey Coaches Association's Division III National Coach of the Year award.

Women's basketball coach Michele Davis was also honored, having been named the Russell Athletic/Women's Basketball Coaches Association Division III Region 2 Coach of the Year.

We can be equally proud of our students' achievements, starting with Jimmy Sokol '05, who was named ECAC West Hockey League Player of the Year and a Division III men's ice hockey All-American, and was also a finalist for national Player of the Year in Division III men's ice hockey.

Joining Jimmy as an All-American is Carla Behe '07, who was named Division III All-American in field hockey. Carla helped guide UC to its first-ever trip to the ECAC Mid-Atlantic Tournament, while Jimmy was a member of UC's own "Dream Team," the men's hockey team that captured not only the ECAC West but also the hearts and cheers of thousands of local fans.

Also capturing honors were the women's basketball team, which earned a semifinal appearance in both the Empire 8 conference tournament and the ECAC Women's Basketball Upstate Championship, and the men's basketball team, which also earned an appearance in the Empire 8 conference tournament.

While it was an exciting year for UC's student-athletes, there were significant academic achievements for our students. Robert G. Rogers III, a physics major who graduated this past May, was the recipient of the prestigious Neal P. Baum Scientific Award from the Instrumentation, Systems, and Automation Society.

Criminal justice major Bradley Friedman, also from the Class of 2005, received a student scholarship from the Central New York Chapter of the American Society for Industrial Security International.

UC students had many opportunities to take their skills and service out into the community. For example, students from the management program mentored 19 seniors from the Academy of Business and Finance at Proctor High School, helping them to develop comprehensive business plans. In honor of National Rebuilding Day, UC students joined forces with students from Hamilton College, painting the exterior of a home owned by a Utica senior citizen.

On the bricks and mortar front, we completed a number of important construction, renovation, and campus improvement projects, including our newest residential facility, Bell Hall, which houses 113 students and a new board room for use by campus governance bodies. We also completed a \$1 million renovation project in North Hall, and continued our efforts to beautify the campus through landscaping.



The College community also dedicated an outdoor sculpture by noted artist Rainer Maria Wehner in memory of the late Professor Wayne Palmer. The sculpture is a gift from the local law firm of Steates Remmel Steates and Dziekan and the Dallas-based Heritage World Coin Auctions.

We also welcomed a new bronze moose sculpture in front of the Clark Athletic Center, a gift from the Class of 2005. I suspect the moose will likely be a target of many new traditions as yet unmade.

Utica College has also had a number of institutional successes. We enjoyed a record year in fundraising, having received gifts and grants in excess of \$6 million. The Annual Fund surpassed its goal and reached a record level of \$538,000. While this amount is well below the annual fund of schools with more history and campaign experience, I am very gratified that our alumni and friends are increasingly recognizing the value of investing in UC, and the importance of giving back.

Last year we saw the number of alumni donors and the average size of their gifts increase. Faculty and staff also increased their giving to the College, and our Community Campaign among local businesses raised 35 percent more than it did the year before.

All of this comes as part of our current campaign, and I'm proud to say that we have reached \$12.7 million in our first two years, with five years to go. This amount now surpasses the total raised in the last five-year campaign that ended in 1999. When we add to the fundraising picture the fact that we had the best budget year in about 20 years, it was indeed an excellent year financially for Utica College.

Finally, the campus community spent the better part of the year reviewing our 10-year Strategic Plan through an open and participatory process. The Strategic Planning Committee deliberated on all suggestions and presented its recommendations to me. While I do not anticipate any major mid-course corrections, I will rely upon our Board of Trustees to ultimately decide the broad directions that the College will take during the next five years.

## THE PROMISE AND CHALLENGE OF INSTRUCTIONAL TECHNOLOGY AT UTICA COLLEGE

Before I outline the major goals for this year, I would like to turn our attention for a few minutes to a facet of teaching and learning that has garnered considerable attention over the past several years. It holds great promise for enhancing learning and teaching, but it also poses numerous challenges. Of course, I am speaking about technology, and, in particular, instructional technology.

In June I had the honor of delivering the keynote address at the annual conference of the Consortium of Liberal Arts Colleges, a meeting of chief technology officers and information technology staff from America's premier liberal arts institutions. I'd like to share a number of my observations that are pertinent to the state of technology, learning, and teaching at UC.

I noted in my address that it wasn't all that long ago that we were talking about technology becoming ubiquitous on campuses. In 1990, ubiquity was a remote goal, at best. It appears that by the standards of 15 years ago, ubiquity is now upon us. The stuff of technology is all around us. And the connectivity of that stuff is already beyond what many may have imagined, or predicted, a decade and a half ago.

When we think of ubiquity by 1990 standards, we think of the smart classrooms of today, ports for every pillow, wireless LANs, online library resources, and Web-accessed information resources. This 1990s style ubiquity has brought about significant changes in pedagogy. In many cases, it is making the teaching-learning environment even more interactive and the learning process more active.

Carol Twigg, an internationally recognized expert in using information technology to transform teaching and learning and the executive director of the Center for Academic Transformation at Rensselaer Polytechnic Institute, made a similar observation in a 2003 *EDUCAUSE Review* article. She pointed out that computer-based learning resources are moving students from "a passive note-taking role to an active learning orientation."



These resources are engaging students more with content and they are connecting students with other instructional personnel.<sup>i</sup> While her remarks pertained to online learning, I believe that her observations are valid in classrooms across America.

In that same issue of *EDUCAUSE Review*, Carole Barone, senior fellow at EDUCAUSE and former vice chancellor for information technology at the University of California at Davis and vice president for information systems and computing at Syracuse University, identified nine patterns in the changing teaching-learning landscape. Several are particularly pertinent to UC's teaching-learning environment.

The first pattern she mentions is that "Learning and teaching have changed, as has cognition." Barone asserts that the cognition of today's students has been formed by the digital environment. They are more active learners; they prefer experimentation to demonstration; they learn visually and socially; they organize and integrate information using technology; they like to try rather than hear.

The authors of *Millennial Rising: The Next Greatest Generation*, Neil Howe and William Strauss, and numerous other researchers are also finding demonstrable differences in the new generation of college students. For example, students today learn better through discovery than prior generations; they have a stronger ability to read visual images; they are better able to integrate the virtual and the physical; and, for good or bad, they tend to have "hypertext" minds and the ability to piece information together from multiple sources.<sup>ii</sup>

Barone points out that "Conceptualization of the learning environment is transitioning from learning in a physical space – that is, the classroom – to a student-centered learning environment situated in cyberspace."<sup>iii</sup>

Here at UC the boundaries between classroom space and cyberspace are blurring in many of our courses and curricula – and not just in our distance education programs. Instructional technology is beginning to mature to the point that it is affecting how faculty teach and how students learn in ways that we are only beginning to understand. Our challenge in the future will be to ensure that emerging uses of technology truly enable teaching and learning and do not distract from the quality of the educational experience.

Barone expressed a second pattern in the changing teaching-learning landscape in this way: "The course is not the container; teaching 'space' is not a physical space; and 'personal' does not mean 'in person.'"

This pattern is as evident in traditional residential campus settings as it is in distance learning environments. Barone maintains that students on residential campuses, despite their traditional expectations,

“perceive their learning environments as boundless. They tend to use physical space differently than did prior generations, and they blur the boundaries between physical and cyberspace... Because students expect to control when, where, how, and how fast they learn, they are motivating faculty to change their modalities of instruction and interaction.”

She further points out that “personal” attention does not necessarily mean face-to-face interaction. Students are increasingly looking for just-in-time attention from faculty through online connections, the cell phone, or face-to-face meetings.<sup>iv</sup> I should add that this is the case for staff and administrators as well.

It is my impression that while UC students (and, I should add, their parents) still value face-to-face attention (and data show that this is the case nationwide<sup>v</sup>), the pattern of redefining what is meant by “personal” is also apparent on our campus – perhaps to the discomfort of many of us.

Even as a Blackberry junky, I know that I am still struggling with the notion that “personal” does not necessarily mean “in person” for many of the new generation of student.

That is why I gave a big “hurray” to Ellen Goodman’s recent column in praise of the old fashioned handwritten letter. Extolling the virtues of slowing down, giving more attention to the daily tasks of life, and saying “No” occasionally to the hyperactivity of technology, Goodman gave me comfort when she wrote, “Georgia O’Keefe once said it takes a long time to see a flower. No technology can rush the growth of leeks in the garden... Sometimes, a letter becomes the icon of an old-fashioned new fashion. And sometimes, in this technological whirlwind, it takes a piece of mail to carry the stamp of authenticity.”<sup>vi</sup>

I couldn’t agree more with Ellen Goodman, and while I see truth and common sense in her entreaty, I also know that the reality of the Millennial Generation may be different than that of my own.

That is why we must heed the possibility that we are seeing a new pattern in the teaching-learning landscape; that students are beginning to learn, communicate, and relate in ways different from earlier generations; and that the student ethos may require adaptation on our part – even as we continue to educate students about the value of giving something one’s full attention, of taking time to see a flower.

A third pattern in the changing teaching-learning landscape is what Barone calls “community matters.” Today’s students are defining community differently than you or I. As Barone notes, they “take the Internet for granted as their access to community. They naturally form their own learning communities because this is the way they test and process knowledge.”

As a result, campuses are increasingly using online, community-building tools “to create communities to foster the exchange of ideas,” to deal with problems, and to avoid isolation. She points to the growth in use of course management systems as a pedagogical response to the ways in which students give meaning to community.<sup>vii</sup>

Here at UC, we have seen the use of a course management system grow exponentially. A year and a half ago, approximately 72 UC courses used our course management system in some fashion or another. This fall, that number is right around 500.

Our information technology department estimates that of this 500, about 150 courses are using the course management system in ways that reinforce community through online discussions, e-mail communications, and the like.

And we have just begun to realize the power of this pedagogical tool – a tool that is still relatively underdeveloped and that is expected to have new more interactive versions in the near future.

I also noted in my June talk that IT professionals, and many faculty and librarians, are now engaged with what I have come to call cognitive technology. Campuses across this country, including our own, are already well beyond the era of information technology.

Configurations of hardware, software, and connectivity today enable active learning; they enable analysis, critical thinking, exploration and evaluation; they enable multiple cognitive tasks to occur simultaneously. And despite the fact that the use of technology in the changing teaching-learning landscape is less orderly and less controllable than we would like, we still have considerable opportunity to structure and organize a significant portion of the technology environment on our campus.

With this opportunity come the responsibilities that faculty, IT professionals, librarians, academic administrators, and others hold, and the challenges that they face. These responsibilities and these challenges include finding ways, with relatively limited resources, to ensure that the technology environment of our campus contributes to the successful achievement of educational goals – that is, to *intended* student learning and development.

This new learning-teaching landscape increasingly requires instructional technologists, faculty, and librarians to have grounding in learning theory, cognition, and learning styles. It requires that they know how people visualize, think about, and organize information, and how they learn in online settings.

One of the challenges facing UC and other institutions in the coming years will be to find the resources necessary to enable faculty, librarians, and technologists to remain current in the pedagogy of the information age, even as we are constantly confronted with the financial “black hole” of keeping our hardware and software current. It is a challenge that calls out to be addressed in the current campaign.

Another challenge for UC will be to use online instruction judiciously to supplement our on-campus programs, as well as to offer new distance education programs for students who are place-bound, time-bound, and circumstance-bound. I predicted several years ago that, in the face of the demands of part-time work, cocurricular activities, and in some cases, responsibilities at home, full-time students would tell us that they desire the flexibility of an online course that could be worked on anytime, day or night. I believe we are now seeing the beginnings of such demand.

Technology holds great promise for teaching and learning at Utica College. Its positive effects can be seen every day in UC classrooms and throughout the UC campus. Certainly it poses challenges that we must continue to confront, yet we have no choice but to be successful.

Technology as a pedagogical tool will only take on a greater role in teaching and student learning in the years to come. In short, “we ain’t seen nothing yet.”

## WHAT IS IN STORE FOR OUR 60<sup>TH</sup> YEAR?

So, what is in store for our 60<sup>th</sup> year? Our forefathers and mothers had very high hopes for their institution when they celebrated the inaugural Convocation on September 30, 1946. With the opening of school in Plymouth Church on Oneida Square, Utica College entered the first era in its history.

Thirteen short years later UC entered its second era with the groundbreaking for a new campus on a farm field adjacent to Burrstone Road.

Professor Emeritus of Economics Virgil Crisafulli, known affectionately as Dr. Cris, has said in his history of the College, *Reflections – The Early Years of Utica College*, that our young institution has entered its third era.<sup>viii</sup> Although Dr. Cris ties the beginning of that era to my arrival in 1998, the era really began in 1995 when Utica College became

legally and financially independent from Syracuse University, and its governance devolved to a new Board of Trustees.

We are now into the second decade of this new era, and we should take some time this year to celebrate our many achievements over the past 10 years. At the same time we should continue to reach out to our academic colleagues and fellow citizens in the ravaged areas of New Orleans and the Gulf Coast. Their needs will be great over a very long period of time.

Through various student-initiated fundraisers, we have already raised money to assist UC family members affected by the storm. The College is also offering financial assistance to two students – one a UC student whose family lost everything in New Orleans and the other an international student who was displaced from her college in New Orleans.

I have always said that the people of the Mohawk Valley are remarkably generous. The response of our citizens to the crisis in New Orleans and the Gulf Coast just further demonstrates this generosity. The UC family can take great pride in the part we have played in dedicating ourselves to the well being of others.

Last year the campus spent time assessing our progress and reflecting upon what the next five years should bring. In three weeks the Board of Trustees will consider the recommended revisions to our Strategic Plan and will set our broad course for the next half decade. We will also begin the process of planning for our 10-year accreditation review by the Middle States Association of Colleges and Schools – yet another occasion for self-assessment. The self-study itself will be undertaken next year and during the 2007 fall semester. Professor of Biology David Moore has graciously (and courageously) agreed to lead the process as chair of the Self-Study Steering Committee. Vice President Carol Mackintosh will serve as coordinator of the self-study. This collegial and inclusive process will allow the College community to assess itself against the standards of the Association as well as evaluate the progress we have made since the last decennial review.

It is often said that college presidents are happiest when there are holes in the ground. If that is true, then I should be ecstatic this coming year. We have three major construction projects planned. I was very happy to announce at the Opening Day All-College Forum that we will break ground for the first phase of the new science and technology complex this year. This phase will house classrooms and laboratories for our physical therapy, occupational therapy, and nursing programs, along with two anatomy labs and 12 faculty offices. Additional science laboratories, classrooms, and faculty offices will come in the second phase, expected to be constructed in about five years.

The second major project will involve the expansion of the fitness center, a project identified last year by students as a high priority for improving quality of life on campus. Construction should begin this fall. When completed in the spring, the fitness center will double in size and will house new equipment in a much lighter and airier space.

The long-awaited third project – the cogeneration plant – is the reason for the recent twinkle in our chief financial officer's eye. Although not the sexiest of bricks and mortar projects, it will save the College upwards of \$150,000 when it is fully online and will additionally offer more reliable electric service.

In addition to these construction projects, we will continue incremental refurbishments to Strebel Student Lounge and will undertake a redesign of the White Hall lobby. That lobby creates the first impression of UC for many visitors and almost all prospective freshmen, transfers, and parents, and we need to make the space more aesthetically appealing and more helpful to our guests as they make their way through the building.

Aside from building with bricks and mortar, we will continue to build UC with talent, creativity, and intellect. Across the campus, faculty and staff are constructing new programs, new approaches to delivering service to students, and new ways to manage the day-to-day affairs of life at UC. Over the past six or seven years there has been a whirlwind of activity, and the dust is not likely to settle soon.

During the coming year we expect to see New York state approve our new information assurance (i.e., cybersecurity) major, which was developed in cooperation with Syracuse University and local community colleges as part of a National Science Foundation grant. This new major will add to our nationally acclaimed “suite” of programs related to economic crime management, fraud investigation, and information protection. It is one more program developed by a very energetic and forward-thinking faculty.

Faculty are also hard at work on a concentration in sports communication and a business concentration in insurance. We expect the sports communication concentration to be a very popular complement to our current communications, journalism, public relations, management, and marketing programs. In student lingo, the insurance concentration seems to be a “no-brainer” given the density of insurance companies in the central New York region. We have already received financial support from some of these companies to underwrite the development of the concentration, which will incorporate industry certification standards in courses and programs and will also provide continuing education opportunities for insurance professionals.



When I think of dust being kicked up from program construction, I can't help but think of our Institute for Excellence in Education and our education department. With few exceptions, their initiative and pace of program development have been unparalleled in recent years. During the coming year, we will see two more proposals from our Education faculty: One for a Master's in Educational Leadership and the second for a Certificate of Advanced Study (CAS) for school leaders.

I should also mention that our education department recently completed the first major step in achieving national accreditation by the Teacher Education Accreditation Council (TEAC). I fully expect our department and programs to be nationally accredited during the course of this academic year.

When I think of dust not settling, I also think of our economic crime and business programs. Even as they are looking to implement the new major in information assurance/cybersecurity, our economic crime and criminal justice faculty are also proposing the creation of a national center for the study of economic crime and national security. To borrow from the center's draft strategic plan, its mission will be to foster path-finding research in evolving areas of economic crime and related areas of homeland security. Designed to assemble multidisciplinary research groups, the center will focus on emerging trends, best practices, and policy analysis.



The economic crime and criminal justice faculty have also initiated talks in South Korea and China to establish an economic crime program targeted for Southeast Asia, and we continue talks with a private university in Latin America centered on the creation of an economic crime program targeted at Central and South America.

Finally, our business faculty will continue their work toward accreditation by the Association to Advance Collegiate Schools of Business, or AACSB.

While it is likely not all of these will come to fruition, the College is actively pursuing international opportunities as one of the goals established by the Board. In this vein, we will also begin to explore satellite campus opportunities within the United States for UC programs that could meet a regional need.

When our alumni return to campus for Homecoming next week and on other occasions this year, and when they read the *Pioneer* and various campus newsletters, I hope they will notice not only the dramatic improvements to the physical campus but also the equally impressive advancements in many of our academic programs. I am proud of the teaching and creative endeavor of our faculty, and our alumni should take tremendous pride in the education that they received at Utica College.

One of our ongoing priorities is to improve professional development opportunities for our faculty and staff. To this end, I am pleased to announce that, in addition to establishing UC's first endowed professorship, former Board chair and UC benefactor Tom Clark has donated \$200,000 to endow a fund for faculty research and creative endeavor. This fund will initially generate \$10,000 per year after year one. Our long-range goal is to build the endowment to \$1 million. And this fall I will again ask the Board to approve additional budget dollars to supplement our professional development funds for 2005-06.

We will also endeavor to increase training opportunities in the use of information technology, particularly as it relates to the use of our new administrative information system and to distance learning pedagogy.

Before I close, I want to mention two other priority goals. A president cannot talk about goals and objectives without referring, of course, to fundraising. I said last year that private colleges need to be in constant campaign mode and that UC is just now reaching that point in its history.

Next month we will enter the third year of our seven-year campaign. Our goal this year is to raise \$525,000 or more in the Annual Fund, to submit grant proposals totaling \$3 million, and to receive between \$2 million and \$4 million in donations and pledges toward the campaign. Every million dollars raised during this New Era, New Dream Campaign will have a significant impact on the future of Utica College.

Our needs are great and our aspirations are high. Our people have extraordinary talent and dedication. For UC to prosper and fulfill its mission in the long term, it must have more financial resources to construct buildings, renovate 40-year-old facilities, provide financial aid, support research, improve salaries, and meet the thousands of other needs that comprise life on a college campus. I am asking each of you tonight to donate to the New Era, New Dream Campaign at a level at which you are able. And I'm asking all of our alumni to give back to their alma mater – to support some aspect of College life. Less than 12 percent of our alumni donate to the College on an annual basis, compared to a national average of about 27 percent for schools like UC.

Every alumnus who gives to UC – whether \$5 or \$500,000 – invests in the future of this remarkable institution – an institution that has transformed so many lives. Donations from faculty and staff, alumni, parents, and friends of the College represent a tangible affirmation of UC's mission and values.

Finally, for the purpose of addressing one of our strategic initiatives – namely, to enhance our learning community and cultivate a culture of inquiry – this academic year we have adopted a campus theme: “Dissent in a Free Society.” As our Web site states, “Our mission as a college is to help students develop the skills to critically examine the status quo (and I'd add, “alternatives to the status quo”), to formulate new ideas, and to defend those ideas in the public realm.”

Distinguished alumna Cecilia “CiCi” Holloway-Smith, senior vice president at Paramount Pictures, kicked off the theme at Convocation with a speech that focused on the issue of dissent in the media. Next week we will observe Banned Books Week with a public presentation by nationally syndicated columnist Alexander Cockburn, who will also participate in classes.

In November we will host the local High School Press Day, and in March we will hear a counterpoint view from former Georgia Congressman Bob Barr, who holds the 21<sup>st</sup> Century Liberties Chair for Freedom and Privacy at the American Conservative Union. And throughout the year we will sponsor campus discussions concerning this topic of dissent.

Nearly 40 years ago Kenneth Keniston, Yale medical school professor of psychology, wrote that “Criticism... is the cuckoo's egg in the otherwise harmonious nest of traditional university functions.” He defined criticism as “the analysis, examination, study, and evaluation of our society at large, of its directions, practices, institutions, strengths, weaknesses, ideals, values, and character; of its consistencies and contradictions; of what it has been, of what it is becoming, of what is becoming of it, and what it might best become.” He emphasized that “Criticism . . . is distinguished from simple analysis and description by the presence of judgment. A critic not only characterizes, but condemns and praises according to his values.” A critic proposes, recommends, and advocates action consistent with his judgment. <sup>ix</sup>

So it is that this year we are breaking open the cuckoo's egg and taking a look at one particular form of criticism – dissent. And undoubtedly we will be exploring the question that Keniston poses: What is the obligation of a university or college community to assume the social role of critic? What is the role of the Utica College community? What is the role of academic freedom?

This country has again entered a time of war – just or not. It is witnessing a polarization of social values that is being played out in national policy making. It is experiencing a widening divide between economic haves and have-nots in our society.

What is our obligation to prepare students to be critics – constructive critics who offer scientific, social, economic, and political solutions to the great problems of communities, states, nation, and global neighborhood? I hope this will be one of the questions that we explore this year as part of our campus theme.

Jennifer and I have enjoyed being with you this evening. We feel blessed to be part of this community of scholars and learners and the community that we call home. We look forward to another year of watching students grow and mature; rejoicing in the achievements of our fellow community members and our alumni; and celebrating another successful year in the life of our College.

## ENDNOTES

- i Carol A. Twigg, "Improving Learning and Reducing Costs: New Models for Online Learning," *EDUCAUSE Review*, 38, no. 5 (September/October 2003): 30.
- ii Diana Oblinger and James Oblinger, "Is It Age or IT: First Steps Toward Understanding the Net Generation," in *Educating the Net Generation* by Diana G. Oblinger and James L. Oblinger, ed., Washington, D.C.: EDUCAUSE, 2005 (electronic edition at [www.educause.edu/educatingthenetgen/](http://www.educause.edu/educatingthenetgen/)), citing the following:  
Neil Howe and William Strauss, *Millennials Rising: The Next Greatest Generation*, New York: Vintage Books, 2000; Marc Prensky, "Digital Natives, Digital Immigrants, Part II: Do They Really Think Differently?" *On the Horizon*, 9, no. 6 (December 2001): 15-24; John Seely Brown, "Growing Up Digitally," *Change*, 32, no. 2 (March/April 2000): 10-11; Jason L. Frand, "The Information-Age Mindset: Changes in Students and Implications for Higher Education," *EDUCAUSE Review*, 35, no. 5 (September/October 2000): 15-24.
- iii Carole A. Barone, "The Changing Landscape and the New Academy," *EDUCAUSE Review*, 38, no. 5 (September/October 2003): 42.
- iv Barone, 42.
- v For example, see a study by Robert B. Kravik, "Convenience, Communications, and Control: How Students Use Technology," in *Educating the Net Generation* by Diana G. Oblinger and James L. Oblinger, ed., Washington, D.C.: EDUCAUSE, 2005 (electronic edition at [www.educause.edu/educatingthenetgen/](http://www.educause.edu/educatingthenetgen/))
- vi Ellen Goodman, "Some thoughts best expressed the old fashioned way," *Observer-Dispatch* (August 16, 2005): 7A.
- vii Barone, 42.
- viii Virgil C. Crisafulli, *Reflections – The Early Years of Utica College*, Utica, NY: Devon Press, 2000, xi-xii.
- ix Kenneth Keniston, "The University as Critic: Objective or Partisan?" in *Whose Goals for American Higher Education?: Views from Constituencies – Students, Faculty, Administrators, Trustees, the Public*, background papers for participants in the 1967 ACE Annual Meeting, October 11-13, 1967, Washington, D.C.: American Council on Education, 1967.



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