



Frank E. Gannett Memorial Library, Utica College



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President Todd S. Hutton

Liberal Education at Utica College:

Learning to Live in the Worldⁱ

Jennifer and I are very pleased you have joined us this evening. While the new members of our community have been welcomed on numerous occasions over the past two weeks, Jen and I want to say how happy we are that you have chosen to join this special college community.

Each year on this occasion we have an opportunity to reflect on the happenings and achievements of the past year. I'm sure that for each of us several highlights come immediately to mind. I have no doubt that for some of us the new graduate programs developed by several departments most defined last year; for others of us, it was program-enhancing grants or new international study and research opportunities. In any event, I think we can all agree that academic year 2003-04 was memorable in many ways.

From those days at Oneida Square to the present, our student body has always distinguished itself. I have been at UC long enough now – 10 percent of the College's life span – to have the beginnings of institutional memory. I look back over the past six years and feel a great sense of pride in what our students achieve, oftentimes in the face of great obstacles. I can only imagine how those of you who have been here for 20 or 30 years must feel, or the kinds of memories you must have. Last year, students like Ushinde Payne '02 G '04, Amanda Cranford '04, Moraa Gekonge '05, Rialda Alibegic '05, and Brian Bansner '04 once again distinguished themselves and Utica College. I invite you to read the profiles of Ushinde, Amanda, and Brian in the summer edition of the *Pioneer*. Along with Amanda, Moraa, and Rialda continued the growing tradition of collaborative research among faculty and students. All three made presentations at national or regional professional conferences. And in April, dozens of other students showcased their research at the College's own Student Research Conference.

On the cocurricular front, six hockey teammates joined Brian Bansner '04 on the ECAC All-Academic Team. No institution in the conference had more students named to the team. We can also boast that 22 student-athletes were named to the Empire 8 conference's President's List for earning a minimum 3.75 grade point average as well as displaying strong sportsmanship and citizenship.

As I said, these are just a few examples of the many achievements by our students in 2003-04.

I also find it very easy to brag again this year about the accomplishments of our faculty. As usual, their list of achievements and awards

is far too long to recite this evening. However, I would like to illustrate the breadth of their professional and scholarly activity.

Assistant Professor of English Oliver de la Paz continued his prolific poetry making. His poem titled "Aubade with Memory Crystallized into a Figure of a Dancer" was a finalist for the Runes Prize and will be published in *Runes: A Poetry Review*. His poetry has also been accepted for publication in the *Crab Orchard Review*, the *Los Angeles Review*, and the *Painted Bride Quarterly*. And he has had seven poems accepted for a new poetry anthology titled *Poetry 30: Thirty-Something Thirty-Something American Poets*.

Professor of Sociology Jan DeAmicis continued his work on the history of slavery in New York and the Underground Railroad with publication of an article titled "Slavery in Oneida County, New York" in the 2003 edition of the interdisciplinary journal *Afro-Americans in New York Life and History*. Professor Hossein Behforooz presented a lecture at the Mathematical Association of America Math Festival in Bolder, Colorado, last fall, titled "Historical Notes with Interesting Properties of Some Famous Magic Squares." He also participated in a panel presentation on "Preparing Mathematicians to Educate Mathematics Teachers" at a regional MAA meeting in Rochester.

Associate Professor of Psychology Arlene Lundquist presented two papers at the American Psychological Society National Conference in May. Co-authored with alumna Erin Asher '03, the first focused on various influences on academic motivation. The second paper, co-authored with recent graduate Melissa Curtis '04, analyzed student preferences for on-line versus hard copy course material in an introductory psychology course. Other psychology faculty were active as well. Assistant Professor Lisa Bauer and Associate Professor Steve Specht presented papers at the Eastern and Midwestern psychological associations, respectively. And Professor Polly Ginsberg published an invited ethical commentary on a case study in the spring 2004 issue of the *American Journal of Evaluation*.

Finally, Assistant Professor of Fine Arts Carolyn Whitefeather presented a remarkably striking and compelling exhibit of her own art in the College's Edith Barrett Art Gallery this past spring, and nine of our faculty made presentations last October at UC's First Annual Research Day. Among these were Professor of Philosophy Robert Halliday and Assistant Professor of Occupational Therapy Linnea Frantis, who presented a paper titled "Teaching Goodness: Influences on Allied Health Students' Moral Reasoning."

These are but a small sampling of the scholarship and creative

endeavor undertaken by our faculty, work that continues to strengthen and expand UC's reputation.

Our faculty, staff, and programs also received notable awards and recognitions during the past year. Associate Professor of Occupational Therapy Sandy Dimeo was honored with the Award of Merit for Service by the New York State Occupational Therapy Association. Professor of Psychology and Dean of Health and Human Studies Della Ferguson was appointed to serve as a non-occupational therapy member of the American Occupational Therapy Association's Educational Standards Review Committee. Recently retired Professor Emeritus of English and Director of the Library David Harralson received the prestigious Spirit of Librarianship Award from the New York State Library Association. As an example of staff achievements, Director of Student Activities Paul Lehmann received the 2003 Campus Event Planner of the Year Award from Power Performers, a national speakers' bureau.

We should also take great pride in the fact that many of our academic programs continued to garner recognition. It is especially noteworthy that the Council of Independent Colleges, which represents nearly 500 colleges, and the Consortium for the Advancement of Private Higher Education selected Utica College's History Project to participate in the Effective Practice Exchange. The Exchange is a component of the Council's Engaging Communities and Campuses Initiative that recognizes colleges and universities across the country that have successfully partnered with community organizations to enhance experiential and service learning while addressing community needs. Our History Project is a junior-senior capstone experience that engages students in original research related to the culture and history of the Mohawk Valley and its surrounding communities. The in-depth, two-semester project culminates with the publication of a journal featuring the original research of students.

Another of the College's community-based initiatives, this time in partnership with Hamilton College, received support from Temple University's Center for Intergenerational Learning to participate in a national service learning project. Known as Project SHINE (or Students Helping in the Naturalization of Elders), the program matches college students with older immigrants and refugees who are seeking to learn English and prepare for the citizen examination. The History Project, Project SHINE, and many other programs at UC, like our Education Consortium which brings together school systems throughout the valley to improve teacher preparation and training, epitomize this institution's longstanding commitment to central New York – even as our reputation grows outside the region and more of our programs take on a national or international focus.

Academic year 2003-04 was also notable for various program initiatives. One that particularly appeals to the imagination is our new archaeological field school at the World Heritage Site of Butrint on the Adriatic coast of Albania. Organized by Associate Professor of Anthropology John Johnsen and Assistant Professor of Physical

Therapy Tom Crist, the inaugural three-week course immersed students and faculty in the study of human remains from the 3,000-year old archaeological site that once held cities from the Greek, Roman, Byzantine, Venetian, and Ottoman civilizations. Under the guidance of Assistant Professor of Fine Arts Carolynne Whitefeather, students also began a study of the art found on the site, including that of the indigenous people who inhabited the site more than 2,700 years ago. Next May in addition to the course work at the field school, the College hopes to host a visit to Butrint by trustees and other friends of the College.ⁱⁱ Our field school at Butrint adds to the College's international study opportunities, such as our long-standing London Learning Experience, our Polish exchange program, and various study abroad opportunities.

We should also take pride in the introduction of new graduate and certificate programs. Our goal last year was to complete the state approval process and to implement marketing strategies for five new graduate programs and two certificate programs. As it turned out, we received state approval for six graduate programs. In addition to the M.B.A. in Professional Accountancy, M.B.A. in Economic Crime and Fraud Management, M.S. in Liberal Studies, and two M.S.'s in Special Education (Adolescent and Childhood), the College also sought and received approval for its first professional doctorate – the new Doctor of Physical Therapy.

We also obtained approval for an undergraduate certification program in special education and further added to our repertoire in economic crime with a Risk Assessment Certificate Program that is being offered at the U.S. Department of Homeland Security. In addition, the College introduced Environmental Science and Recreation Leadership minors, and the faculty approved a new major in Information Assurance/Cybersecurity. The development of this new major was funded by a grant from the National Science Foundation. We also engaged the services of a national firm to promote our distance learning programs, starting with our "suite" of graduate and undergraduate offerings in the economic crime field. Growing our on-line offerings is one of the goals identified in the strategic plan and one of the Board of Trustees' priorities for the College over the next few years. The aim is to strengthen the financial base for the College's on-campus programs while further expanding its reputation for high quality and innovative programs. All-in-all, we had another banner year on the academic side of the house.

Speaking of banner, our new \$2 million dollar administrative information system – known by the name Sungard Banner – is nearing the half-way point of implementation. Some

departments are already beginning to realize the dividends of this new business software, but like any major software conversion, it has not been without its frustrations and headaches. Overall, this project is on-time and on-budget. Other notable campus projects over the past year have included the reconstruction of the academic quad and the small plaza in front of Strebel Student Center, both of which help further improve the aesthetics of the campus. And on October 1, we

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celebrate the groundbreaking for our third new residence hall since 1999. To be known as Bell Hall, this new facility will feature a bell tower that will house a 600-pound bell donated to the College by Associate Professor Emeritus of Accounting Randy Huta. It will also contain a new boardroom that will be available not only for board meetings but also for special campus events and for use by our various governance bodies.

In response to demand from both faculty and students, the College created two additional smart classrooms this past summer. The College and its partner, Faxton-St. Luke's Hospital, also received a million dollar grant from the New York State Energy Research and Development Authority to construct a co-generation plant that will supply the two institutions' electricity needs, as well as some heat. The project's developer – headed by UC alumnus David Shilling – now awaits approval of financing, and we hope to have this too-long delayed project finished by next summer.

In the athletic arena, I am proud to say that Utica College helped play a leadership role for the Empire 8 conference's sportsmanship initiative that has garnered national recognition. The initiative has resulted in a reduction of fouls, penalties, and other unsportsmanlike incidents. The conference will focus on spectator behavior during the coming year. In light of the initiative, it was fitting that the Utica College men's basketball team was honored this past spring as the recipient of a 2004 Schoenfeld Award, presented annually by the College Basketball Officials Association to teams that best exemplify the highest degree of sportsmanship, character, and ethics.

The past year was also a time for reflection about our future and the course we have plotted in our strategic plan. The Strategic Planning Committee sponsored a half-day campus dialog about the seven major initiatives that comprise the long-range plan, and spent the better part of the year reviewing the College's progress in achieving this plan. While no major mid-course corrections have been recommended, the committee has refined a number of goals and developed a fairly comprehensive set of measurable benchmarks that will assist the committee, administration, and Board of Trustees in gauging progress and refining and revising operational plans.

Academic year 2003-04 also marked the official beginning of the second major campaign in the College's history. The emphasis last year was on planning and the next two will be on what is normally referred to as the quiet phase. The centerpiece of the campaign is a new science and technology center, which may include two new buildings and a fully renovated Gordon Science Center. One of the new buildings will include new science laboratories and the other, health science labs, classrooms, faculty offices, and possibly a small community clinic in which our faculty and students can practice. The renovated Gordon Science Center will likely include some science labs on the second floor, and on the first floor we hope to include the Center for Economic Crime Programs, computer labs, smart classrooms, and a convergence media center.

The comprehensive campaign will also include a goal to increase giving to the Annual Fund, which provides absolutely critical sustaining

support for the College's many quality programs, for faculty and student research, and for renewal of the campus. Endowment for scholarships and for enhancing and building academic programs comprise two other major goals.

While we dropped off somewhat last year from our record fundraising levels in 2003-04, we successfully raised \$1.1 million in gifts and pledges and received \$2.5 million in grants. One of the highlights of the year was a \$1.25 million grant that Congressman Sherry Boehlert '61 obtained for the science and technology project. This grant brings the total amount of federal funds that the Congressman has brought to Utica College in the past three years to more than \$3 million. In all, the College submitted 28 grants and had 15 funded during the past year. Eleven are still pending. This is an excellent record by any measure. We also improved our alumni giving by two percentage points, although giving by our alumni remains well below national standards for schools like UC. We look forward to improving our development efforts and to reaching campaign goals during the next several years.

As a campus community we made many memories in 2003-04. I have no doubt that 2004-05 will be as memorable.

Re-Inventing Liberal Learning at Utica Collegeⁱⁱⁱ

Before I outline the major goals for 2004-05, I would like to turn our attention for a few minutes to one of the challenges that has faced Utica College since its founding and one that will continue to demand our attention as we grow and mature as an institution, namely re-inventing and refining liberal learning. The challenge certainly is not unique to UC. Every college grapples periodically with revising its general education curriculum, sometimes called "the core." Most colleges that offer both liberal arts and professional or career-focused programs struggle periodically with real or perceived imbalances between the two. At points along their history, schools debate the definition of the liberal arts and what we often refer to in higher education as "the canon."

I have been a part of and enjoyed those debates. Each institution must arrive at its own definition since there is no precise understanding of what constitutes the liberal arts. Even the broad definitions change over the decades. Definitions become more or less

inclusive depending upon national trends and institutional proclivities. It was not that long ago, for example, that computer science and even psychology were considered outcasts among the liberal arts disciplines. The study of economics was anathema on many liberal arts campuses. Certainly business economics, the dreaded compromise for some liberal arts faculties, would never have been entertained on many campuses.

I have said on occasion that Utica College has never been a liberal arts college, in the purest sense of the term. Some of my colleagues would likely disagree, and they could cite definitions like that offered by Carol Schneider, president of the American Association of Colleges and Universities. (The AAC&U is the national organization most known for promoting dialog and critical thinking about the liberal arts.) Dr. Schneider's thumbnail definition of a liberal arts college

“WHAT ARE WE TODAY? WHAT DO WE WANT TO BECOME? WHAT MUST WE BECOME? AND WHAT ARE WE BECOMING?”

is as follows: “A particular institutional type – often small, often residential – that facilitates close interaction between faculty and students, while grounding its curriculum in the liberal arts disciplines.”^{iv} And my colleagues would be correct – up to a point. But the term “particular institutional type” and the phrase “grounding its curriculum in the liberal arts disciplines” are key to understanding UC’s place in the taxonomy of higher education.

Our neighbor Hamilton College is a liberal arts college – a fairly classic one at that. Its entire curriculum – or the vast majority of it – is grounded in the liberal arts. That includes its general education, and most importantly, its majors. Utica College falls into that category of institution that has come to be known as “comprehensive college.” Some have termed this particular institutional type as “The New American College.” My stated vision for UC has us aspiring to be a nationally recognized small university – one that integrates liberal with professional learning. While the difference between comprehensive college and small university might only be semantic, I think it will be important over the next several years for the Strategic Planning Committee, college community, and Board of Trustees to spend time in dialog about our self-definition. We will need to ask such questions as “What are we today? What do we want to become? What must we become? and What are we becoming?”

To say that we are not a liberal arts college is not to say that we do not offer a liberal education, especially if one uses Carol Schneider’s definition. According to Schneider, liberal education is a “philosophy of education that empowers individuals, liberates the mind from ignorance, and cultivates social responsibility. Characterized by challenging encounters with important issues, and more a way of studying than specific content, liberal education can occur at all types of colleges and universities.”^v I like to think that UC offers just such a liberal education, and has done so since its beginning. Our obligation is to continually examine and strengthen the liberal education that we offer. This means going beyond reviewing the structure of general education every 10 years or completing five-year reviews for programs. It means having processes in place that permit us to look more holistically at our curriculum, to wrestle with the penetrating questions that regularly arise in the higher education community about changes in knowledge, ways of knowing, and the evolving definition of liberal learning. We tend to be much better at this in the specific disciplines, but lack the time and the processes for examining the larger picture on a regular basis.

We must also regularly examine what we mean by the “integration of liberal and professional learning.” Such examination is especially important since this integration, if done creatively and well, has the potential for distinguishing Utica College within the very competitive higher education community. We need to ask such questions as “What does the integration of liberal and professional learning mean for general education? What does it mean for our liberal arts majors, and for our professional majors?” Should the curriculum of a major like English, for example, allow students more opportunity for reflection on how the knowledge, skills, and sensibilities developed through the major can be used in a wide variety of careers? Should a major like economic crime investigation pay more attention to the goals of liberal learning?

Both the Council of Independent Colleges (CIC) and the Association of American Colleges and Universities (AAC&U) have focused attention this past year on particular issues related to the liberal arts. With

the support of the Kemper Foundation, the CIC explored the connections between the liberal arts and business. As part of the CIC study, I was fortunate to participate in a symposium for 10 college presidents and 10 corporate CEOs that identified key issues related to liberal study and business practice. I invite you to read the report of this symposium on the CIC Web site (www.cic.edu).^{vi}

The AAC&U centered its attention on the three emerging themes that the association regards as “keys to the newly engaged and practical liberal education for the twenty-first century.”^{vii} These themes include inquiry skills and intellectual judgment, social responsibility and civic engagement, and integrative and culminating learning. Curricular developments within the first theme, inquiry and intellectual judgment, include student outcomes, first-year experiences, skill-intensive content courses, and undergraduate research. Within the second theme, social responsibility and civic engagement, we find field-based learning, diversity and global learning, community-based research, and “big-questions” learning, that is, connecting content of courses to important questions in the larger world. The third theme, integrative and culminating studies, incorporates such practices as connections between liberal and professional study, learning communities, advanced interdisciplinary general education, portfolios, capstone courses and experiences, and culminating projects and assessments.

I am proud to say that these formative themes and many of the contemporary reforms are very much a part of the Utica College experience. The challenge for us, and for other institutions striving to provide students with a rigorous, coherent, meaningful, and practical liberal education, is to heed the AAC&U’s clarion call issued in its 2002 report, “Greater Expectations: A New Vision for Learning as a Nation Goes to College.” As Carol Schneider and the 2002 report assert, this call is to redefine liberal education to “embrace and address the way knowledge is actually used in the world, including the world of work and civil society” – to make liberal education more “consciously, intentionally pragmatic, while it remains conceptually rigorous.” The call is also to make the various themes and practices of liberal education more “intentional, connected, and cumulatively powerful frameworks for *all students’* learning.”^{viii} Liberal education’s test, and our test at UC, will be in the effectiveness of future graduates to use knowledge thoughtfully, critically, and responsibly in their careers and civic lives. It is a test we dare not fail.

Major Goals for 2004-05

Before I close, I would like to spend a few minutes outlining the major goals for 2004-05. Our 59th academic year already promises to be memorable.

It is always good to remind ourselves at this time of year that we are guided by a broad strategic plan developed through a campus-wide process and approved by the Board of Trustees. The seven Strategic Initiatives described in the plan provide the guideposts for annual goals, new developments, and larger budget decisions.

We need to continue:

- developing and strengthening programs known for their distinctiveness and excellence
- nurturing a student-centered learning community that offers diverse curricular and cocurricular experiences, that pro-

motes the College's mission, and fosters its values

- improving our academic programs, teaching-learning practices, and cocurricular services
- sustaining a commitment to innovation in program offerings and program delivery based upon effective planning
- advancing our programs, achievements, and reputation through an integrated marketing and communications plan
- building a stronger financial foundation for current and future programs, and
- strengthening and investing in its resources for academic and cocurricular programs.

These seven broad initiatives are our top priorities.

Here then are the major priorities for this academic year:

1. Improve communications among governance groups:

One of the goals for the coming year is to improve communications by and among campus governance groups. When we reformed the campus governance structure in 1998-99, eliminating the College Council and creating the bodies that we have today, we achieved a number of very important goals. We also erected unintended barriers among the various constituencies of the College. For example, while we created a more appropriate deliberative body for academic matters, the Faculty Senate, I believe we also unintentionally created a means for the faculty to be isolated from the thinking of others, and for others to be deprived of the perspectives of the faculty, about important college matters. Although the All-College Forum and All-College Council were designed as a means for groups to communicate with one another, these bodies have not been as effectively used as they should be. Our goal this year is to chip away at barriers and make the agenda of the All-College Forum more substantive. The All-College Council will continue to be the representative body that reviews the proposed budget and considers other matters brought to it.

2. Examine academic structure:

As we have grown and become more complex as an institution, we have begun to experience the types of growing pains and culture shock that might be expected by a college that has introduced graduate programs for the first time in its history while also becoming legally independent from its founding university.^{ix} We have reached that point in our development where we need to examine our academic structure. We need to ask such questions as: Are our current divisions the most effective configuration for decision making and planning? Should we consider evolving divisions into schools (such as a school of liberal arts, school of professional and health studies, school of education)? Should we have appointed deans rather than elected deans? Can we effect changes without significant financial cost? I have asked our new vice president for academic affairs to begin a study of these questions toward the latter part of this academic year.

3. Evaluate Graduate and Continuing Education:

Related to the question of divisional structure is the need to evaluate the structure and functions of our Division of Graduate and Continuing Education. I expect our interim dean of graduate and continuing education to provide a report with recommendations by December. In light of our nascent distance learning capabilities, we

must also explore the best ways to administer these programs effectively while ensuring that they are integrated into our academic divisions.

4. Consolidate academic gains and weigh new proposals:

Over the past seven years we have seen the rapid growth of new programs. I do not expect that we will see this level of activity in the near future. However, there are still several initiatives underway, and I suspect other good ideas will emerge. Our goal should be to consolidate our gains, even as we consider a select number of new programs and continue to build our distance learning programs. For example, in 2004-05 our faculty will weigh proposals for a sports information and communications major and a master's in educational leadership. The former can draw on several of UC's strengths – our Public Relations/Journalism and Communications programs and our reinvigorated management program. The latter will address a critical national and state need – the development of the next generation of school principals and superintendents.

5. Undertake construction and renovations:

We have a number of capital projects that must be planned or undertaken during the year. Our newest residence hall will be completed by August 2005. We are also planning what I call first-phase renovations in North and Alumni Halls. Among the work in these halls will be fire suppression systems. As I mentioned earlier, it is our hope that the co-generation project will be completed next summer. The next step in planning for the science and technology center will also take place. As part of this initiative, we are now planning a multi-phase construction process that will involve building space for our health science programs first, then the new science labs, and then the renovation of the current Gordon space. In the meantime, we need to pare back on the projected space needs identified in the first phase of planning last year.

6. Achieve student service priorities:

There are several priority goals within the area of student life. For example, we will assess the impact of the growth and evolution of the student body and will create action plans on how student service programs can address various dimensions of that growth. As part of this, we will determine how better to serve graduate students, distance learning students, student-athletes, adult returning students, and continuing education students. We will also assess the changing role of parents and the implications for support services and for our parent relations program. And we will continue to develop strategies to support and facilitate students' growth toward becoming more responsible community members. This will involve evaluating and revising the student judicial system, expanding the student leadership program, and, in collaboration with faculty, evaluating the system for addressing intellectual honesty violations.

7. Enhance faculty and staff development:

Faculty and staff achievement is one of the driving forces for widening our reputation. To encourage scholarship, creative endeavor, professional inquiry, and other professional development, we need to devote more resources for professional pursuits. Over the past five years, we have significantly increased the dollars available for faculty research and development and we have increased the funds for staff development. But we need to do more. Therefore, I have asked the Board to approve an additional \$50,000 this year for faculty and staff development, and the Board has agreed.

8. Achieve early goals for the comprehensive campaign:

In this day and age, private colleges need to be in constant campaign mode. They are either planning a campaign or conducting one. Utica College is just reaching that point in its development that it can contemplate more frequent campaigns. And in fact, we are now doing more than contemplating a campaign; we are in the midst of one. The first major campaign concluded in 1999, having raised \$12.1 million, or 50 percent over goal. While \$12 million is a very modest number in the world of independent higher education, it represented a major achievement for a college that had been the branch campus of a major university for several decades.

Last October, our Board of Trustees decided that it was time to take the next step. It approved the College's second major campaign. While the final goal has not been set, we are testing the institution's capacity to raise almost double the last total raised. This is a very ambitious undertaking, one that will require the entire college community's involvement, beginning with the trustees themselves. I have said in my state of the college addresses each of the past two years that this campaign is an historic imperative for this institution. There are simply too many needs and too many aspirations not to succeed. For UC to continue to prosper and to fulfill its mission, it must have new resources to renew academic buildings – beginning with a new science and technology center. It must raise funds to support our academic programs and our faculty. The College must build its endowment, first for scholarships and second for other vital needs. And the College must raise to a new level its annual fund giving. It is the annual fund that sustains and builds quality and that represents an important affirmation of the College's mission.

9. Complete the 5th year revision of our 10-year Strategic Plan:

Last year the campus community and its representative Strategic Planning Committee reviewed the seven broad initiatives that are the guideposts for the College's development through the year 2010. This year the committee will complete its evaluation of the social, economic and political factors that can impact the College and finalize the revision of the plan.

10. Continue assessing and improving our liberal education curriculum:

Although the faculty examined our core curriculum several years ago and adopted an assessment system, we must nevertheless find ways to have an active, ongoing conversation about what constitutes liberal education at Utica College. And we must regularly look for ways to improve that curriculum. Following the lead of the American Association of Colleges and Schools, we must ask ourselves whether our curriculum "is consciously, intentionally pragmatic," whether it sufficiently embraces and addresses "the way knowledge is actually used in the world, including the world of work and civil society," and whether the various separate programs (liberal and professional), practices, and methods are as "intentional, connected, and cumulatively powerful"^x as they should be. And we must ask ourselves what our vision is for an inclusive liberal education. The key is to understand that these questions are never answered, that our curiosity

about the content and structure of liberal education is never sated. In the hustle and bustle of daily academic planning and decision-making, we must find ways to keep the discourse about the larger curricular and educational questions alive.

As I close this evening, I cannot help but reflect on the title of this talk, "Learning to Live in the World." It won't surprise many of you that I borrowed the title from an anthology of William Stafford's poetry. Stafford had authorized this compilation of his work and intended to write an afterword on learning to live in the world. Unfortunately, he died before the task was underway. The compilers point out, however,

that Stafford "speaks eloquently and persuasively through his poems," which reflect his commitment "to living in harmony with others and with the world."^{xi}

The term "learning to live in the world" is filled with multiple meanings for us this evening. One of our purposes as a college community is to enable our students to learn how to live in this world of ours – as concerned and contributing citizens, competent professionals, committed leaders, and lifelong learners. I hope our students are learning that living in harmony with others and with the world is the ultimate goal, even as they are confronted daily with news about violence and war. I hope they are acquiring the intellectual skills and value commitments necessary to be discerning and critically minded citizens and community leaders who make a positive difference in the lives of others. I hope they are beginning to understand the complexities that surround them everyday. In short, I hope they are learning to live in the world in the ways that a liberal education can teach them, even as they focus intently on career preparation. Utica College's obligation is to provide them with the educational experiences that can allow this to happen.

We are in the business of making lives better through learning. As one of our students might say, our responsibility is awesome. I said last year that the future of this young institution is in our own hands. So, too, are the futures of many men and women who are in our educational charge. UC is known for the differences it has made in thousands of lives. Academic year 2004-05 promises to add to that reputation.

I am ever optimistic about our young College. While we have many challenges before us, we also have the resolve and the talent to continue moving UC forward. I am proud to serve this institution, and I look forward to sharing the journey with you another year. ■

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References

- i As in past State of the College addresses, I have turned to William Stafford, Oregon's poet laureate who died in 1993, for inspiration. The title of this address is adapted from a collection of his work titled *Learning to Live in the World: Earth Poems by William Stafford*, selected by Jerry Watson and Laura Apol Obbink, San Diego: Harcourt Brace, 1994. As I looked through my Stafford collection, I realized that the title of this anthology had two meanings for me, one reflecting his commitment to living in harmony with others and with the world (Watson & Obbink, p. ix) and the second expressing what a liberal education ultimately means.
- ii For an interesting article about the field school, see Assistant Professor David Chanatry's article in the Summer 2004 issue of the *Pioneer*. Professor Chanatry accompanied the class to Butrint where he took documentary footage that has been aired by WKTU in Utica as a news feature series.
- iii This subtitle is borrowed from Carol Geary Schneider, *Practicing Liberal Education: Formative Themes in the Re-invention of Liberal Learning*, authored by Carol Geary Schneider, President of the Association of American Colleges and Universities, published by the AAC&U, 2003.
- v Schneider, p. 4.
- vi Schneider, p. 4.
- vii Also see the published version, *Report of a Symposium on the Liberal Arts and Business*, Council of Independent Colleges, 2004, which includes my reflection piece titled "Integrating Liberal and Professional Study," pp. 20-22.
- viii Schneider, p. 3.
- ix Schneider, p. 5.
- x I have often said over the past several years that UC has gone from being a branch campus of Syracuse University to a partner with that esteemed institution. We proudly maintain an academic relationship with the university.
- xi Schneider, p. 5.
- xii Obbink and Watson, "Introduction" to *Learning to Live in the World*, p. ix.



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