

# Dean & Provost

## Building and Leading Successful Learning Communities

Volume 4, Issue 3

November 2002

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## Using technology for admissions results in effectiveness, cost-savings

Cal Poly prospects appreciate cutting-edge communications

**I**t's one thing to design and send direct mail to prospective students, but another to ensure they open it. With institutional budgets under the microscope, you can't afford to waste money on recruitment systems that don't hit the mark.

Eight years ago, when students in focus groups reported having boxes of unopened letters from various colleges bidding for their attention, **James Maraviglia**, assistant vice president for admissions, recruitment and financial aid at **California Polytechnic State University-San Luis Obispo**, was horrified.

He quickly absorbed their message: "You have seven seconds to capture my attention. You better do it and you better do it on my time."

He began searching for an electronic solution to stand out from competitors. "I wanted to be able to communicate with students, not only



• ELIMINATING TRADITIONAL MAILED RECRUITING PIECES  
SAVED \$120,000 IN ONE YEAR

**MORE ON PAGES 8-9**

(See **TECHNOLOGY** on page 8)

## Budget cuts lead to morale-boosting strategies in Massachusetts

**T**he Massachusetts governor recently chose not to fund salary increases called for in negotiated contracts for faculty and staff at the **University of Massachusetts** and for some employees at the state's other public institutions.

That followed a \$70 million cut in the state's higher education budget.

#### MORE ON PAGE 4

- HISTORY OF THE CUTS
- IDEAS FOR DEALING WITH BUDGET CUTS

With another \$202 million reduction just announced due to a \$2.5 billion drop in state revenues, the state's campus leaders are brainstorming to come up with creative — but inexpensive — ways

to make overworked employees feel better about their jobs.

Some strategies so far include hosting recognition breakfasts where administrators serve staff, and allowing employees to go to job-related movies or museums during working hours.

(See **CUTS** on page 4)

## Texas strives to get more students in college

Soon Texans will begin seeing television, radio and movie theater ads encouraging them to attend college, the *Houston Chronicle* reported.

The Texas Legislature set aside \$5 million in 2001 to fund the campaign. Its goal is to enroll 500,000 more students in college by 2015.

The money will also be used to help grass-roots organizations — such as parent-teacher groups, Scouts and church-based organizations — engage in activities to raise awareness of the importance of attending college. ■

## Burger King drops ad offensive to AACC

**Burger King Corp.** has agreed to pull a television commercial that poked fun at community colleges, after the **American Association of Community College** registered a complaint, the Associated Press reported.

The ad featured two community college students in a discussion with a talking menu.

During the conversation, the menu said the students must not have a lot of money because they were attending a two-year school. ■

## Lily \$10M supports Emory's theology program

The **Lily Endowment** awarded \$10 million to **Emory University** to create a doctoral program in theology. The grant will help address a predicted shortage of theology professors, university officials said.

A recent study projects that more than half the professors now teaching theology and religious practice will retire by 2006, and there won't be enough new ones to replace them.

The Lily donation will fund a program that, among other things, will admit eight doctoral candidates a year and improve training for ministers and religious leaders. ■

## Students can learn Hawaiian language online

The **University of Hawaii at Hilo** is teaching introductory Hawaiian online, *Wired News* reported.

Students get feedback on their pronunciation of words using technology that took 10 years to develop. ■

## South Carolina University builds Greek village

The **University of South Carolina** has broken ground for a Greek village. The area will house 10 soror-

ity and fraternity houses. The project encompasses 22 acres.

With the new construction, USC will have 15 Greek homes housing about 600 students by August 2003.

Officials say students who join the organizations have higher average grade points than their peers. ■

## Donation helps complete Georgia Tech complex

A \$3.3 million donation from alum **Parker H. Petit** will assist **Georgia Institute of Technology** in completing a four-building complex for biomedical, environmental and molecular engineering research.

In 1996, Petit, who is CEO of **Matria Healthcare**, gave \$5 million to endow the bioengineering and biosciences building. Now it will be named after him. ■

## CSU boasts a large, diverse freshman class

The 2002 freshman class at **Colorado State University** is the school's largest and most diverse.

Of 3,829 freshmen, 395 are minorities. This is a 9.1 percent increase in minority students over last year's freshman class.

Minorities make up 11.3 percent of CSU's student population. ■

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— Maria Vallejo, provost at the central campus of Palm Beach Community College —

## Female, first-generation and Puerto Rican, this provost empowers others

**Maria Vallejo's** biggest challenge in the three years she's been provost at **Palm Beach Community College's** central campus is working in a multicampus system.

She came from **Nassau Community College**, part of the **State University of New York** system, where she was vice president of academics and student services.

Her duties spanned everything from curriculum to research, security and athletics, but all issues applied to a single campus.

PBCC has three campuses in the South Florida area. "The cultures on each campus are unique," Vallejo says. "Yet we have to have a degree of consistency, and come to consensus about many issues."

Each campus has a provost, but Vallejo works where the district office is housed. "That's the other challenge," she says. "People always want to go to the top with their concerns, so they often go to the district president's office when they should come to me."

Vallejo realizes that she is a unique leader in many ways. Not only is she female in a male-dominated position, she was born in Puerto Rico and was a first-generation student who grew up in poverty.

Her background makes her sensitive to the issues faced by high-risk students as well as minority faculty and administrators. She began her career as a higher education counselor at a university, and soon moved up in rank from director of an Higher Education Opportunity Program to a dean of students.

She credits student services work as giving her experience in connecting with all departments on campus to help students. It also made her want to work at community colleges, where most marginal students enroll.

### Vallejo strives to empower those she directs

Her leadership philosophy is one of empowerment. "I give managers a vision of what's needed, get their input and see how we can implement things," Vallejo says. "I'm not into micromanaging or second guessing. I respect my managers — they have expertise I might not have — so it's only if they prove they can't run things that I step in."

Vallejo found stepping in challenging when she had to deny tenure to a minority professor who was not performing up to par. After being accused of discrimination, she became a strong proponent of progressive discipline.

Now she clearly lays out expectations when faculty or staff members are underperforming. She explains how they will be evaluated, what they need to do to improve and what the timeline is for expected changes.

"Often in higher education, we don't believe in being direct with people. But then they interpret our comments as they want to. They may be under the misconception that they're doing a good job, when everyone around them knows that's not true."

"That experience also taught me not to take things personally," she says. "Me — of all people — to be accused of discriminating against minorities!"

Vallejo runs a Leadership Enhancement and Advancement Program for minority faculty and staff. Each year, five female and minority faculty members and administrators are chosen to participate in activities and mentoring to develop leadership skills.

They meet regularly, receive frequent communications concerning leadership, attend national conferences and take a field trip to the state capitol to see how legislative decisions impact community colleges. ■

This feature helps you get to know your colleagues and learn of their personal challenges and leadership philosophies.

Who would you like to read about?

Send suggestions to [pwillits@lrp.com](mailto:pwillits@lrp.com).

## Tips for women who want to be provosts

**Maria Vallejo**, provost at the central campus of **Palm Beach Community College**, says being a female provost is definitely more challenging than being a male in the same position.

"There's still an old-boy network," she says. "Many vice presidents, especially those in business and finance areas, don't naturally come to a woman with their concerns."

Her strategy to combat "stereotypes and expectations of females in the job" is to insist that all administrators work in teams where she is a member. "It gets people beyond that," she says. "You have to talk to me to do your job."

Vallejo says females interested in becoming provosts should:

- **Go beyond their disciplines.** They need to learn about all facets of the institution.
- **Improve their areas of weakness.** Vallejo set up regular sessions with the vice president of finance to discuss the law and good practice in budgeting to enhance her knowledge in this area.
- **Have mentors give them feedback on their performance.** "It's good to choose people with different perspectives as well as some like yourself," Vallejo says.
- **Ask questions.** They shouldn't take things at face value or make assumptions that can ultimately prove wrong.
- **Join national boards.** "The networking is great — you get your name out there," Vallejo says. "And it gives you people to confer with for objective feedback and ideas." ■

## Faculty Retention

### CUTS (continued from page 1)

**Middlesex Community College** is dealing with the severe shortfall by hiring part-time faculty and staff to replace some of the 30 full-timers that retired in June under a state-sponsored early retirement initiative.

The program limited colleges to replacing one out of every five employees who retired.

MCC is also asking current full-time faculty to do more committee work and curriculum development, says **Gary McPhee**, HR director.

And the college is expanding the use of technology in registration and other clerical processes to be more efficient.

While the measures have helped, McPhee thinks the situation will deteriorate if Massachusetts does not come up with more money.

"Everybody's pitching in and we probably can do this for a year or so, but we can't continue to be prohibited from backfilling empty positions without it eventually taking a toll," he says.

When thousands of faculty and staff members statewide took part in "unity" walkouts in September, many administrators backed the protesters.

"We support their efforts," McPhee says. "At Middlesex, administrators covered their jobs during the break. I worked in the registration office, which was pretty busy since it was the first week of classes."

Middlesex's president lobbies state lawmakers and officials at every opportunity and the college exhibits support for staff at public events, he adds.

But McPhee says there is little Middlesex can do in terms of direct compensation, because legally it can not unilaterally raise public employees' salaries.

Other colleges are facing similar dilemmas.

**Dan Asquino**, president of **Mount Wachusett Community College**, said he supports his employees. But he noted that state funding covers only about 85 percent of salaries.

"We have to make up the rest and provide money for fringe benefits, part-time faculty salaries, professional development and travel," he says.

Mount Wachusett has dealt with state budget cuts by raising student fees. It also made several personnel moves in response to the net loss of 15 employees to the state's early retirement program.

"We lost five vice presidents and deans," Asquino says. "Instead of replacing them, we reshuffled, moving assistant deans and directors up and asking people to take on more responsibilities."

He was able to provide additional compensation to

people who took on extra duties from the money saved by not replacing the 15 retirees.

The **University of Massachusetts Dartmouth** used part-time employees to replace many of the 96 full-time personnel lost to retirement (72) and other forms of attrition (24), according to **Jean MacCormack**, chancellor. She expects her institution's staffing and budget problems to continue.

UMD's budget was cut \$5 million this year and is facing a possible \$2 million cut in FY 2003. ■

### Massachusetts governor wipes out three years of raises

The headache for the higher education community in Massachusetts began in January when acting **Gov. Jane Swift** cut the public higher education budget by \$70 million.

Next, she initiated an early retirement program in June, which led to the retirement of about 10 percent of faculty and staff members at state institutions.

In July, Swift vetoed \$29.6 million for salary increases that were part of three-year collective-bargaining agreements with the state. The contracts called for annual 5 percent increases for faculty and staff at the **University of Massachusetts** and for professional staff members and other workers at the state's other public institutions.

Swift vetoed the contracts even though they were based on salary recommendations from her office.

Despite intense lobbying from union officials and educators, the Massachusetts Legislature did not schedule a vote to override the veto. ■

### Creative ways to deal with budget cuts on campus

Public institutions across the country have been hit hard by recent state budget cuts, particularly in Massachusetts. Administrations at Massachusetts institutions have come up with some creative ways to compensate and reward staff during these difficult fiscal times, including:

- Either not replacing faculty and staff lost to attrition or retirement or replacing them with part-time employees.
- Shuffling personnel to fill vacancies and asking some employees to take on additional responsibilities.
- Utilizing technology for course registration, transcript research and similar clerical activities.
- Hosting recognition breakfasts where administrators wait on employees.
- Providing opportunities for employees to participate in job-related off-site events during work time such as going to a movie or visiting a museum. ■

## Students depend on the Internet for academics, communication

Results show how important it is for institutions to provide modern technologies for students

The **Pew Internet & American Life Project**, a non-profit initiative funded by **Pew Charitable Trusts**, has released a study detailing the impact of the Internet on college students' academic and social routines.

Findings related to academics reveal that most college students:

- Use the Internet more than the library when searching for information (73 percent).
- Subscribe to one or more academic-oriented mailing lists to discuss topics covered in their classes (68 percent).
- Believe the Internet has had a positive impact on their college academic experience (79 percent).
- Check for e-mail at least once a day (72 percent) and have at least two e-mail addresses (66 percent).
- Are twice as likely as all Internet users to use instant messaging (26 percent on a typical day).
- Own their computers (85 percent).
- Report class absences to professors using e-mail (65 percent).

According to the study, college social life has been changed by the Internet. Although only 10 percent of

students use the Internet primarily for entertainment, 72 percent of the respondents said most of their online communication is with friends.

The most popular online social activity is forwarding messages to friends or family.

A significant number of students reported they use publicly accessible computers on campus for social purposes even if they own a personal computer.

In fact, one-third of respondents said the majority of their computer use occurred at school and outside their homes or dorm rooms.

The study findings were the result of more than 2,000 returned questionnaires, plus observations and data formerly collected for a study by **Princeton Survey Research Associates**.

Full-time students were randomly selected from 27 two- and four-year institutions to fill out the questionnaires.

Meanwhile, a team of graduate students at the **University of Illinois at Chicago** were trained to observe and report on college students' behaviors at 10 Chicago area institutions. ■

## Hispanic-serving institutions help more minorities earn degrees

The **U.S. Department of Education's** National Center for Education Statistics has released its first-ever report on Hispanic-serving institutions — those with student bodies of at least 25 percent Hispanic.

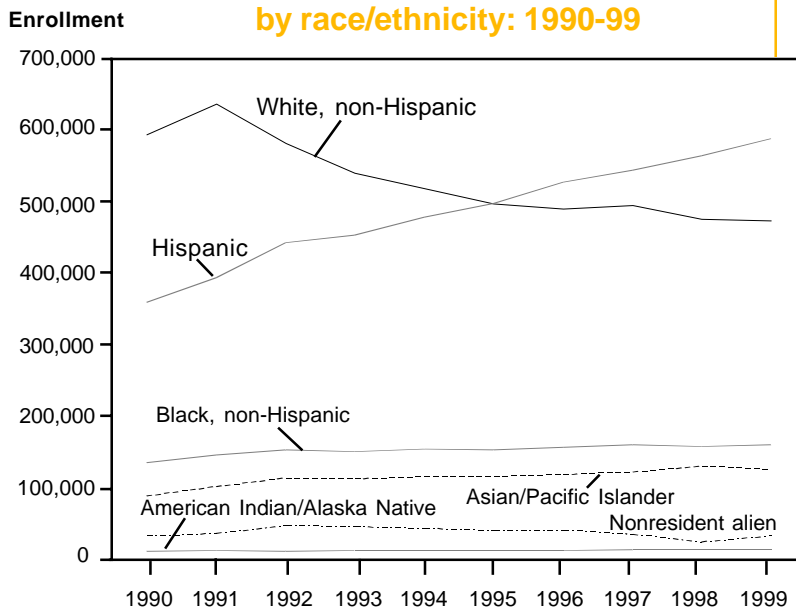
The report stated that the 1990s represented a period of growth for HSIs, and that HSIs will continue to play an important role in providing Hispanic Americans with access to college.

Researchers found that from 1990 to 1999:

- The number of students enrolled in HSIs increased 14 percent, as compared to a 7 percent increase in enrollment for all institutions.
- The number of women enrolled in HSIs grew 18 percent, as compared with a 9 percent growth among men.
- The number of minority students at HSIs increased 49 percent, while white enrollment declined by 20 percent.
- By 1999, the number of Hispanics at HSIs increased by 64 percent. Much of the growth was at private institutions.
- The number of degrees conferred by HSIs rose 36 percent.

- The number of degrees awarded to Hispanics at HSIs grew by 95 percent.

### Total fall enrollment in HSIs in the U.S. by race/ethnicity: 1990-99



Source: NCES, Integrated Postsecondary Education Data System, Fall Enrollment surveys. ■

## Retiree group assists with retention, recruitment of faculty and staff

A new retirement association could help you find innovative ways to recruit and retain top faculty and staff.

The **Association of Retirement Organizations in Higher Education** is a group dedicated to developing and sharing ideas for new models of retirement to help improve the lot of retirees.

"A university will attract and hold qualified personnel if it is concerned with the long-range well-being of employees," says **Paul Hadley**, president of AROHE.

The organization's mission is to encourage the formation of retiree groups at colleges to provide social affiliation, educational and service opportunities, on-campus housing and other benefits and services.

While the formal association is new, Hadley noted that it has been in the works for at least 15 years.

It was originally known as the *International Conference on Retirement in Higher Education*.

"Many current employees value nonsalary perks and benefits in retirement such as parking spaces, access to research facilities and clerical staff, more so than money," says **Mike Aitken**, an associate executive director of the **College and University Professional Association for Human Resources**.

"It (AROHE) certainly could help with retention and recruitment of faculty," he says.

Providing a variety of benefits and services is important to "send a message to active employees that we value you as a person and as a part of our campus community," says **Shelley Glazer**, AROHE second vice president.

One of the most important benefits is providing access to health care, Aitken says.

He noted that many university employees also want to have access to their campuses once they retire. "This is important because many of these folks, particularly faculty, contribute enormously to the culture and vibrancy of a campus," Aitken says.

Many active employees at the **University of California-Berkeley** have "been appreciative of the fact that there is a group here that will allow them to maintain their connection to the campus long after they retire," Glazer says.

She is the director of the Cal-Berkeley **Retirement Center**.

This is becoming increasingly important on college campuses as there are 76 million in the baby boomer generation.

"On our campus, faculty and staff members 50 and older are eligible for retirement after five years of service," Glazer says.

Some colleges actively reach out to retirees. For example, Cal-Berkeley provides free courses for retired employees and their dependents, educational lectures and part-time work on campus.

**Florida International University** has a retirement association run by **Gene Pugh**, assistant human resources director.

"We provide educational and volunteer opportunities," Pugh says.

FIU officials had considered providing on-campus housing, "but surveys showed our retirees were not ready for that yet,"

he says.

Increasing the availability of benefits and programs, and formal retirement centers and groups at colleges is the main goal of AROHE, Hadley says.

Currently, there are about 20 to 30 retirement associations on campuses in the United States and Canada, and many other informal groups for retirees, he says.

Some universities, such as Cal-Berkeley, the **University of Southern California** and the **University of California-Los Angeles**, have had retirement centers for more than 20 years. They receive "varying levels" of support from administrators, Hadley says.

"A strong retirement group not only benefits retirees, it also benefits universities," he adds. "Retirees talk favorably about the institution, send their grandchildren to study there and also donate money."

For more information, see [www.retireeu.org](http://www.retireeu.org). ■

### AROHE at a glance

**Organization:** The Association of Retirement Organizations in Higher Education.

**Founded:** 2001.

**President:** Paul Hadley, director emeritus, University of Southern California Emeriti Center.

**Mission:** To provide a forum for the development and sharing of ideas resulting in the implementation of new models of retirement in higher education that provide support and services for faculty and staff retirees.

**Charter:** Nonprofit, headquartered in California.

**Membership:** Approximately 30 retirement groups at colleges in United States and Canada. ■

### What the USC center offers retirees

The Emeriti Center at **University of Southern California** provides services and activities for retirees, including:

- Intellectual activities.
- Mentoring undergraduates in their research.
- Social and civic activities.
- Eligibility for a "gold card" that provides access to parking and university events.
- On-campus discounts. ■

## Faculty members may phase into retirement through part-time work

The nation's professorate is graying. In fact, about one-third of the full-time faculty members are 55 or older.

And about 24 percent of them are planning to retire soon, according to a recent **National Study of Post-secondary Faculty**.

Retirement of faculty members over 50 is inevitable.

### How are you handling faculty retirements?

The graying of senior faculty members comes at a time when campus leaders are struggling with a weakened economy.

Share the strategies you are using to cope with looming retirements. Contact Paula Willits, editor, at [pwillits@lrp.com](mailto:pwillits@lrp.com) to tell us your best ideas. ■

But you may be able to keep some of them a little while longer by approaching retirement in a new way.

And make no mistake about it: Keeping faculty on board should be a priority.

Student enrollment nationwide is expected to balloon by more than 35 percent by 2010, ac-

According to the **U.S. Department of Education's National Center for Educational Statistics**.

With many institutions competing to fill teaching voids, the last thing you need right now is to lose professors to retirement.

In California, experts are predicting a need for 34,000 new professors for public colleges and universities in the next decade.

Similar hiring needs are projected in Florida, Texas and Arizona.

"Retirement is changing," says **Valerie Martin Conley**, assistant professor at **Ohio University** and consultant to the **NCES**.

The good news is that instead of an all-or-nothing proposition, "some faculty members are choosing to phase into retirement over time," Conley says.

And many are willing to work part-time if they are given the opportunity.

It's important to find out what your faculty members are planning and let them know they have options, Conley says.

Taking the time to talk to faculty members who are eligible for retirement may pay big dividends.

"One of the benefits of having senior faculty members around is to mentor new faculty," Conley says. "It isn't a benefit to the university to have all professors leave once they are eligible for retirement."

Although it is a good idea for faculty members to have a choice in whether to retire, some administrators will decide not to fill full-time positions because they are not sure what their actual faculty head count will be, says **William J. Rothwell**, professor of education at **Penn State University**.

With student enrollment booming, that strategy is counterproductive.

But even when administrators decide to fill positions, the process can be time-consuming and difficult.

In fact, Rothwell says it can take as much as one or two years to fill each vacancy.

"The challenge for the future will be to keep track of who is retiring, who is not and who is going part-time — or is willing to do so," he says.

Filling the teaching voids is crucial for the future of all institutions, Rothwell adds. "Numerous studies have shown that institutional reputation hinges, in great measure, on the reputation of the faculty."

Contact **Valerie Martin Conley** at [vconley@vt.edu](mailto:vconley@vt.edu) and **William Rothwell** at [wjr9@psu.edu](mailto:wjr9@psu.edu). ■

### Discover your faculty's retirement plans

Worried about how many faculty members may be planning on retiring at your institution in the next few years? If not, you should be.

In 1999, the **American Association for Community Colleges** found that 52 percent of full-time faculty members aged 55 to 64 reported they were planning to retire by 2004.

And senior positions have historically been most difficult to fill. Tenured full professors are often rooted in their communities, well compensated, and difficult to lure away from their institutions, says **William J. Rothwell**, **Penn State University** professor and author of *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent From Within*.

Rothwell suggests the following ways to assess the risk posed by faculty retirements at your institutions:

- **Use a soft measure.** One example is imbedding questions about retirement plans in attitude surveys. You can ask faculty members about their intentions to retire and have them estimate their retirement date.

Some institutions conduct such surveys annually. The results can be organized based on the demographic questions posed on the survey.

- **Use a hard measure.** Most universities' automated payroll systems have a feature that can permit users to project the estimated retirement date of each person on the payroll.

If your university uses special job codes to indicate college/department, job title, location or other demographic information, you can ask for a run to identify the eligibility date for all those listed on the payroll system.

The results of these risk analysis efforts can show where your institution may be at greatest risk. ■

## TECHNOLOGY (continued from page 1)

in ways they liked, but in ways they responded to," Maraviglia says. "I thought mail was it. They told me it was not."

"Anyone who doesn't use student focus groups or surveys will be 10 years behind the times," he says. After a few years of hosting high school senior focus groups and one-on-one conversations with prospects and students, it became obvious that Web sites and e-mail were the way to appeal to typical Cal Poly prospects. "They have grown up with the Internet," Maraviglia says.

But he wanted e-mail communications to be two-way, with his institution sending targeted information to prospects as well as receiving their requests for information.

Three years ago, his institution partnered with **Hobsons**, an international software company based in the United Kingdom, to create the responsive system Maraviglia envisioned.

What evolved not only helps his staff of four keep up with hundreds of e-mails received each day, it also creates customized responses for prospects.

The system starts with 125,000 "business cards" in plastic cases. The cards — which are CD-Roms — cost just 39 cents apiece. They are distributed at college fairs, on campus tours, etc. Prospects insert the cards into their computers to access a Web site.

After a brief introduction, they are asked to fill out an interest card. Once it is submitted, the prospect gets an immediate "thank you" and a user password. The password takes them to a customized VIP page with information matching their needs.

The recruitment office has information on 62 possible majors, since at Cal Poly, students begin their programs with the majors rather than core courses.

It has also created 12 different marketing campaigns with 10 messages.

Another 18 campaigns have been developed for the 7,000 students accepted each year. Those accepted often have to be prodded to finalize their acceptance, adhere to financial aid deadlines, etc.

\$

Not mailing recruitment pieces saved \$120,000 in just one year.

### Few students needed help applying online

When **California Polytechnic State University-San Luis Obispo** decided to accept all applications online, they knew most prospects would appreciate the online accessibility.

But they also knew some students might not have home computers. To be sure all qualified students were able to apply, counselors were deployed to 32 area high schools where students were least likely to own computers.

They brought laptops with them to enable students to complete applications online. Applicants were also told they could phone recruiters who would fill out the online forms as they talked.

"At first, a few thousand students said they'd need help with the online application system, but most went to a library or a friend's house to get online," says **James Maraviglia**, assistant vice president for admissions, recruitment and financial aid.

Of 30,000 applicants this year, only 111 needed assistance. "People will get connected if you help them," Maraviglia says. ■

The colorful messages they receive use flash animation with words and pictures moving rapidly on the screen. The goal is to entice them to follow through rather than to bore them with the usual bureaucratic communications.

The system is also used to communicate with high school counselors. The recruitment office uses counselors' VIP pages to invite them to events and keep them up-to-date on various important deadlines.

"Thanks to our leadership — the president and provost — we have been able to get the entire campus community involved with our e-communication effort," Maraviglia says.

"The president, deans, department chairs and other academic and student support departments actively interact with our students," he says.

"I send general messages to applicants and admits," says **Paul Zingg**, provost. "Also, I do face-to-face recruitment with individual prospects and make presentations at group admissions-related functions."

"We've been hit severely with budget cuts," Zingg says. "Yet, our admissions effort has become more efficient and effective by applying technology solutions to various processes."

This year, the university saved \$120,000 using the electronic system instead of mailed recruitment pieces.

For two years, Cal Poly has had a completely electronic enrollment management system, accepting all applications online. More than 60 percent of the applications are sent in between 11 p.m. and 2 a.m., and another 25 percent between 9 and 11 p.m.

University officials needed to rely more on the Internet because the admissions staff of four experienced a 130 percent increase in applications in the past eight years. ■

### Why the e-com approach fits Cal Poly

Using technologies for enrollment management at **California Polytechnic State University-San Luis Obispo** is based on a firm understanding of the qualities we want to achieve in admissions — better communication with applicants," says **Paul Zingg**, provost.

"Technology is a means to operational efficiencies and effectiveness, but it also signals where an institution is in technological sophistication and commitment." ■

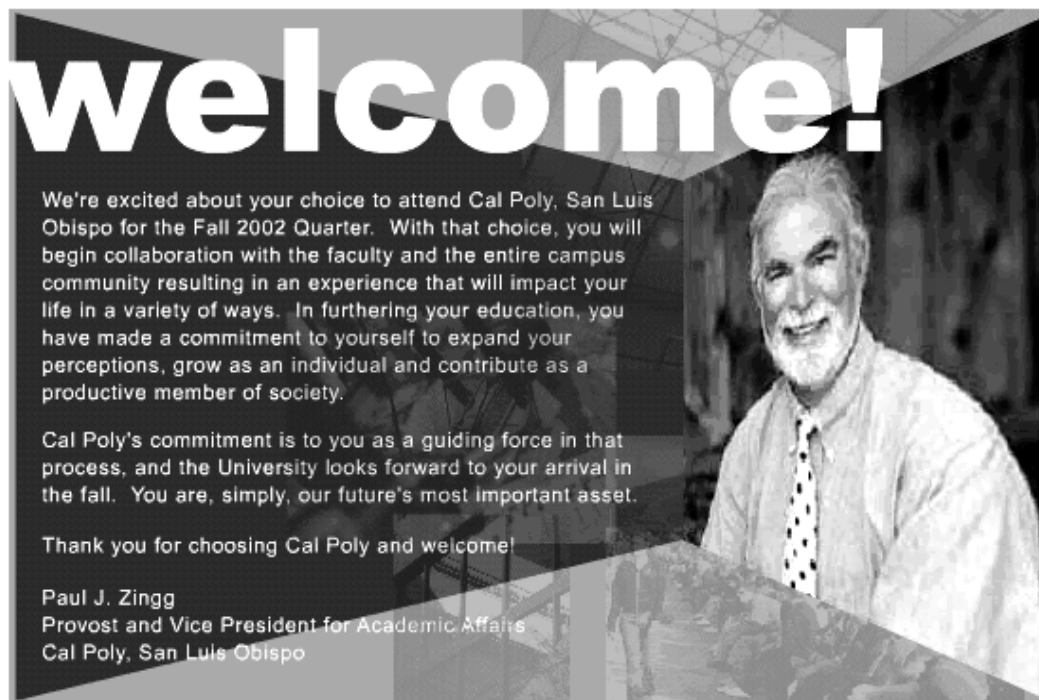
## This e-mail has zing

This e-mail graphic with **Paul Zingg**, provost at **California Polytechnic State University-San Luis Obispo**, shows the end result of a flash animation sent to students who have been accepted.

It starts out with small words on a bright orange background.

Then giant words — commit, grow, contribute and expand — quickly appear and disappear.

Finally, a tilted photo of a crowd of students and spinning boxes spread out to become the graphic shown. ■



## How Cal Poly chose Hobsons

Three years ago, a **Hobsons'** representative came to show his wares to **California Polytechnic State University-San Luis Obispo** enrollment officials.

He left with a proposal for his software company to participate in creating a completely new product.

"I showed him what I needed," says **James Maraviglia**, assistant vice president for admissions, recruitment and financial aid.

The salesman saw a harried staff of four trying to answer 200 e-mail inquiries a day.

What evolved was a partnership between Hobsons and Cal Poly to develop a responsive e-mail communication system for enrollment management.

"The system is a turnkey operation," Maraviglia says. "It can be interfaced with any student information system, such as **Peoplesoft** or **STC**."

It can also be expanded to other audiences. "We use it with counselors and parents, and plan to use it soon with alumni," Maraviglia says.

But do prospects ever confuse Cal Poly's e-mails with spam?

"Absolutely not," Maraviglia says. "It's to a targeted audience that's interested in higher education — and especially our programs."

"People are only part of the database if they've shown an interest and said they want to get our e-mails." ■

## E-system helps San Francisco State

**San Francisco State University** wanted to reverse a disturbing trend in decreased enrollment.

After consulting with **California Polytechnic State University-San Luis Obispo**, SFSU turned its energy to e-communication to follow up with students who had expressed an interest in the university.

The prospects received e-mails pertaining to their needs, such as deadlines, opportunities and reminders, says **Jo Volkert**, assistant vice president for enrollment planning and management.

"It saves on postage," she says.

After watching her 17-year-old son ignore mailed college solicitations, she came to the conclusion that "most people are not readers in terms of print."

When SFSU prospects indicate their interest in a particular major, they receive e-mails from department chairs that include contact information to find out more about the program on the Web.

The e-mail efforts resulted in SFSU regaining 600 of the 900 students it lost last year.

The e-mail messages were modified from printed materials. "But you want to be short and to the point — a little punchier," Volkert says.

So far, she sends the e-mails out manually.

But Volkert hopes to soon get a more automated system that can be programmed to send the e-communications out at different times.

Contact Jo Volkert at [jvolkert@sfsu.edu](mailto:jvolkert@sfsu.edu). ■

## Rein in your workaholic tendencies to give employees their lives back

Deans and provosts often do more than their share of after-hours work. But is this really a good model for others on campus?

"There's definitely a model out there of working yourself to extremes," says **Michael Leiter**, psychology professor at **Acadia University** in Nova Scotia.

He's coauthor of *The Truth About Burnout: How Organizations Cause Personal Stress And What to Do About It*. Not having personal space between home and work leads to burnout, Leiter says.

"In the short run, it's convenient having people who will work day and night for you, but in this information age, it's coming up with ideas that makes a difference,

rather than putting in long, grueling hours," he adds.

You need to consider whether your management style is making employees feel they must stay in touch with their offices on weekends, after hours and on vacations.

Accounting firm **Ernst & Young** addressed the situation by adopt-

ing a voice mail and e-mail policy designed to alleviate employees' concerns that unanswered messages will equal career ruin.

Their employees are not required to answer messages over the weekend or while on vacation. Knowing issues may arise before vacationing employees return, the company has employees select colleagues to handle any problems in their absence.

For this to work, employees must admit that the organization can survive without them, Leiter says. "People get very territorial about their exclusive knowledge at work. That's a whole attitudinal thing that needs to be changed."

To help your employees avoid burnout, Leiter says:

- Don't reward them if they work at home, come in on weekends or attend to business while on vacation, unless they are required to do so — such as in online teaching.

- Model the desired behavior. If you want employees to value their free time, do so yourself. Don't bring work home, don't e-mail your employees on weekends or after hours, and don't call them at home except in emergencies.

- Let vacations be vacations. Unless employees' jobs absolutely make it necessary, don't require them to call into the office or check e-mail at all during scheduled vacations. Have employees inform contacts they will be out of the office through e-mail program assistants and voice mail messages. In the message, they should refer urgent situations to other employees.

- Get to know employees' interests and hobbies and express an interest in them. ■

Articles on this page come from *Successful Supervisor* by the Dartnell Corporation, an LRP Publications company. For more information about the newsletter, call (800) 621-5463. ■

## Educate campus leaders about how to avoid wrongful termination suits

Before firing staff members, supervisors need to give them every chance to improve their performance, says **Paul Falcone**, author of *The Hiring and Firing Question and Answer Book*. Remind administrators they need to:

1. Know what the problem is.
2. Know what will fix the problem.
3. Have reasonable time given to fix the problem.
4. Understand the consequences of inaction.

"If your university has ever lost a wrongful termination charge, it may not have been because of the merits of your argument. It was probably because an administrator failed to follow one of these rules," Falcone says.

When enough is enough, supervisors should privately discuss the situation with the individual, but not get into an argument. They need to understand that only the behavior — not individual's beliefs — need to change. ■

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## Community colleges struggle as enrollment grows, funding shrinks

President of AACC explains how they are coping

WASHINGTON — With the country's economic woes, more Americans than ever are attending colleges, particularly community colleges. But the current fiscal crunch, has led most states to cut higher education budgets. **George Boggs**, president of the **American Association of Community Colleges**, discusses how community colleges are dealing with the financial crisis with Washington correspondent **Andrew Viccora**.

### Q: How is enrollment growing at community colleges?

**A:** We've seen double-digit increases this year and last year. Typically, during an economic downturn people go back to school. We also expect enrollment increases as the children of baby boomers and new immigrants head to higher education, and growing percentages of people engage in lifelong learning.

The average job tenure in the U.S. is 4.7 years. We expect to see people with degrees coming to community colleges to pick up new skills.

### Q: How can colleges cope after state budget cuts?

**A:** Community colleges are facing large enrollment increases with constrained resources. Some are responding by increasing tuition at a time when people can least afford it, while others are capping class enrollment, resulting in some students not getting needed courses.

Many colleges are hiring more adjunct faculty, who are less expensive than full-timers, to accommodate the enrollment surge. The methods vary, but most institutions are protecting core classes and services while deferring maintenance and special projects.

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### Q: What can colleges do to convince federal, state and local legislators to restore lost funding?

**A:** They must make the case that community colleges are key to the economic recovery. People come to community colleges to prepare for different careers. Their doors must be open to allow people in.

Most state governors and legislators seem to understand the important role that community colleges play, and some are doing all they can to protect higher education.

### Q: What are community colleges doing to help financially strapped students?

**A:** Many colleges have privately supported scholarship programs funded by alumni or other groups who want to back a particular discipline. When I was at Palomar, we had a lot of nursing scholarships. Other colleges are providing more work-study opportunities.

### Q: What is the AACC doing to help colleges during the current crisis?

**A:** We have been trying to get the word out to major media outlets about how important community colleges are to economic recovery and how important it is to keep access to higher education open. We have information on our Web

site for colleges about how to get stories in local newspapers and how to build support, especially from local businesses.

We have been lobbying **Congress** for more financial aid — including higher Pell Grants and funding for nursing programs — and working with the **Labor Department** to obtain grants from the **National Science Foundation**. We have also encouraged businesses, such as **Microsoft Corp.** and **Southern Bell Corp.**, to set up private grants for information technology training.

### Q: What measures are community colleges taking to recruit and retain faculty and staff during the current crisis?

**A:** Many are offering retirement incentives to balance their budgets and are replacing full-time faculty members with adjuncts. The difficulty here is making sure everybody knows the course standards and criteria.

One thing we (the AACC) are considering is publishing a handbook for adjunct professors covering issues such as understanding their role and providing teaching tips. ■

## How colleges are increasing revenue

According to **George Boggs**, president of the **American Association of Community Colleges**, more community colleges are becoming engaged in fund raising.

Many have increased their activities in the foundation area, asking for private gifts from businesses, individuals and alumni, he says.

"Some colleges are also applying for more grants," Boggs says. "And some are going to local businesses and asking them to support courses so they can keep them in the program." (See *September 2002 issue*, p 1.)

"One of the most significant things community colleges have done to raise money is to provide ... customized training for businesses," he says.

"When I was president of **Palomar College** (Calif.), we taught Spanish to company supervisors and English as a second language to workers." ■

Lawsuits & Rulings

AT A GLANCE

A Review of This Month's Lawsuits and Rulings

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■ Racial discrimination

■ Decision:

The Michigan law school's limited use of race in its admission decisions is OK, an appellate court ruled.

■ What it means:

You can use race as one of many factors in admission decisions.

Barbara Grutter applied at the University of Michigan's Law School. She claimed she was denied admission solely because she is white.

She took her case to the U.S. District Court, Eastern District of Michigan. It ruled in her favor, agreeing the law school's admission system was not racially fair.

The court ruled the law school's allegation that "educational diversity" was a very strong interest in the school's admission policy was not a "compelling state interest." Even assuming it was, the law school was relying too heavily on it. "An admissions policy that treats any applicants different from others on account of their

race is unfair and unconstitutional," the court stated. The university appealed. Grutter v. Bollinger et al., Nos. 01-1447/1516 (6th Cir. 05/14/02).

The 6th U.S. Circuit Court of Appeals narrowly disagreed with the lower court in a sharply divided 5-4 ruling.

It claimed the law school was following the ruling in Regents of the University of California v. Bakke, 438 U.S. 265, (1978) which stated race could be taken into account to achieve educational diversity.

The appellate court found that the law school was not reserving a number of admission slots for a particular racial group.

"We are satisfied that the law school's 'critical mass' is not the equivalent of a quota," the court said.

The ruling was in line with Bakke's stance that institutions are allowed to use race as one of many factors in the admissions process.

Grutter has the option to appeal this decision to the U.S. Supreme Court. ■

■ FERPA

■ Decision:

FERPA does not require that student records be sent to third parties, FPCO ruled.

■ What it means:

You don't have to honor requests to send educational records to a third party.

A student attending John Jay College of Criminal Justice contacted the Family Policy Compliance Office complaining that the college had a hold on his records. It did not send a copy of his official transcript to Morgan State University as he requested. Letter re: John Jay College of Criminal Justice, FPCO (12/21/01).

FPCO advised the student that the Family Educational Rights and Privacy Act was created to give parents and eligible students access to educational records.

FERPA does not mandate that educational institutions forward a student's educational records to anyone other than the student.

If a student makes a request for his educational records, the institution has 45 days to allow him access.

In this case, the student wanted his transcript transferred to a third party. FERPA does not forbid this; however, it is not mandatory the college honor the request.

FERPA does insist that if a student lives outside of commuting distance, the institution must make the necessary arrangements that would allow him to have access to his records for review and inspection. ■

### ■ **Collective bargaining**

#### ■ Decision:

Adjuncts at Keene State College were certified as a bargaining unit, a state Supreme Court ruled.

#### ■ What it means:

**If you treat and rely on ‘temporary employees’ as if they are permanent, they become permanent employees.**

The **Adjunct Association of Keene State College/NEA-NH** wanted to be certified as a bargaining unit. It petitioned the **Public Employee Labor Relations Board**, which agreed and certified the association of adjuncts who taught for at least two of the last three semesters.

The **University System of New Hampshire Board of Trustees** appealed the ruling to the **Supreme Court of New Hampshire**. *Appeal of the University System of New Hampshire Board of Trustees*, No. 2000-335 (N.H. 04/19/02).

The University System claimed the adjunct association was not permitted to become a bargaining unit because this issue was already decided in 1977. Therefore, it was barred by *res judicata*. This meant the court was avoiding repetitive litigation by refusing to hear a case when the subject had already been decided in court.

The adjunct association claimed that things had changed since 1977. It noted that the adjunct faculty rose from 51 professors in 1977 to 170 in 1998.

The university system claimed the adjuncts were temporary employees who signed a contract stating such. It also stated that adjuncts were not involved in the governing process of the college, were not promoted and received no expectation of future employment. The system also claimed that adjuncts were hired at the last minute — right before classes began.

The labor relations board disagreed, stating the decisions of who teaches what are determined long before contracts are signed. It claimed the college relied more heavily on adjuncts and expected them to teach on a continuing basis, with many adjuncts having taught 10 semesters or more. This meant adjuncts had a “reasonable expectation of continued employment,” the board said.

The **Supreme Court of New Hampshire** upheld the decision of the labor relations board. ■

### ■ **Age discrimination**

#### ■ Decision:

A university was guilty of age discrimination, an appellate court ruled.

#### ■ What it means:

**Age cannot be a reason for termination.**

**Charles Evenson, Rosalie Robertson, Joan Strasbaugh** and **Mary Braun** were the four oldest employees working at the **University of Wisconsin Press**. Their ages ranged from 46 to 54.

The press is supervised by the **University of Wisconsin Board of Regents** and associated with the University of Wisconsin Graduate School.

It primarily publishes journals, books and periodicals in the fields of social science and the humanities.

**David Bethea**, interim director, and **Steve Salemsen**, associate director, decided it was time for the four to go.

**Bethea** felt the press did not have “vision to be agile enough,” when he decided to terminate the oldest employees and replace them with much younger employees.

After being dismissed, the four workers filed an age discrimination claim with the **Equal Employment Opportunity Commission**.

The EEOC, on behalf of the four, took the case to District Court citing violations of the **Age Discrimination in Employment Act of 1967**.

The court awarded them a total of \$430,427 in lost earnings.

The university appealed. *Equal Employment Opportunity Commission v. Board of Regents of the University of Wisconsin System*, No. 01-2998 (7th Cir. 04/30/02).

University attorneys claimed the case should have been dismissed because of the 11th Amendment immunity barring suits against states. But the **7th U.S. Circuit Court of Appeals** disagreed.

It stated that if the four employees had brought the case, rather than the EEOC, the immunity argument would have prevailed.

However, although the ADEA did not revoke states’ immunity to suits by individuals, suits against a state by the federal government are allowed.

University attorneys claimed the EEOC was “simply standing in the shoes of the individuals.”

In other words, since the four could not sue the university, neither should the EEOC.

The Appeals Court disagreed. It affirmed the District Courts’ decision. ■

## ■ **Immunity**

### ■ Decision:

Georgia gave up immunity against lawsuits by moving a case to federal court, the U.S. Supreme Court ruled.

### ■ What it means:

**If a state voluntarily moves a case to federal court, it loses its immunity.**

While working as a professor at **Kennesaw State University** (Ga.), **Paul D. Lapides** was charged with sexual harassment.

After he was cleared by an investigation, Lapides claimed the university violated his right to due process by placing faculty members' and administrators' defamatory statements regarding the harassment allegations into his personnel file.

He took his case to state court, charging the **University System of Georgia's** Board of Regents, along with university officials in their personal capacities, with violating state and federal laws.

On the same day, the Georgia attorney general removed the case to **U.S. District Court** and petitioned to have the case dismissed due to 11th Amendment sovereign immunity.

The court denied the motion, stating the voluntary move to the federal venue was a waiver of immunity. The university appealed to the **11th U.S. Circuit Court of Appeals**. It ruled that the law on this issue was unclear, so the university's immunity claim should stand. Lapides appealed to the **U.S. Supreme Court**. *Lapides v. Board of Regents of University System of Georgia et al.*, No. 01.298 (U.S. 05/13/02).

The Supreme Court said if it agreed with the appellate court, it would set a precedent that would give states "unfair tactical advantages" in lawsuits brought against them in state courts. It reminded the university that "more than a century ago this court indicated that a state's voluntary appearance in federal court amounted to a waiver of its 11th Amendment immunity."

Lapides' case was returned to District Court. ■

## ■ **Free speech**

### ■ Decision:

Opinion language did not disguise slanderous comments, the Ohio Supreme Court ruled.

### ■ What it means:

**You can state your opinion, but don't make it sound like fact.**

**Benjamin C. Mallory** and **Audrey Delong** were students at **Ohio University**. A resident advisor and other

residents found the two intoxicated and having sexual relations in Mallory's residence hall shower.

The next morning, the police and **Jeanie Woodruff**, assistant director of the university's department of health, education and wellness, spoke to Delong.

Delong said she could not recall the previous night.

Mallory was charged with violating the university's policy against sexual assault. He had a hearing and was expelled.

He was subsequently charged with sexual battery by an Athens County grand jury.

After 11 of the 12 jurors voted to acquit, charges were dismissed.

Mallory then filed suit alleging Woodruff defamed him in a newspaper interview when she said he was guilty of sexual battery.

The trial court stated, "the ordinary reader would view Woodruff's statements as opinion and not as fact." It dismissed the case.

Mallory appealed. *Mallory v. Ohio University, et al.* No. 01AP-278 (Ohio Ct. App., 12/20/01).

Mallory claimed the statement Woodruff made that defamed him was, "The information generated by the (university) police definitely met the definition of sexual battery, and certainly was a violation of the student code of conduct . . . from my perspective. He definitely committed a sexual battery from the information that was gathered."

The **Ohio Court of Claims** decided her statements were opinion and therefore constituted protected speech.

However, the **Ohio Court of Appeals** unanimously disagreed, stating that just because Woodruff used opinion language such as 'from my perspective' that did not "dispel the implication of knowledge of facts which may be either incorrect or based on an erroneous assessment."

Her declaration implies her statements were based on facts and not her opinion. The appeals court reversed the trial court's ruling.

The university appealed.

The **Ohio Supreme Court** decided not to hear the university's appeal, thereby letting the ruling of the appeals court stand. ■

## CONTACTUS

**If you have information about lawsuits and rulings affecting faculty, administrators or students, contact:**

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Ffax: (561) 622-7084

### ■ **Disability**

#### ■ Decision:

The college enjoys sovereign immunity, a state Supreme Court ruled.

#### ■ What it means:

### You can bring a suit against a college for injunctive relief, but not monetary relief.

**Jerry Short** was employed at **Westark Community College**, Fort Smith, Ark. He claimed Westark hired him knowing he had bilateral carpal tunnel syndrome.

The college afforded him certain reasonable accommodations for about two years, Short said. However, the accommodations were then removed, making him unable to accomplish some of his duties.

He claimed Westark was guilty of discrimination by failing to provide, or by removing, his accommodations and then terminating him because of his disability. Short filed suit in Sebastian County Circuit Court, which later ruled Westark enjoyed sovereign immunity.

Short then filed suit in Logan County Circuit Court. Westark moved for summary judgment claiming sovereign immunity and improper venue. Short claimed the Arkansas Civil Rights Act effectively waived the immunity.

The court upheld the immunity defense, because the state would have been required to pay on any judgment against Westark.

Short appealed to the **Arkansas Supreme Court**. *Short v. Westark Community College*, No. 01-753 (Ark. 01/31/02).

The Arkansas Supreme Court decided Westark was entitled to sovereign immunity under the Eleventh Amendment, as it is an arm of the state. Westark receives a substantial portion of its funding from the state. Therefore, any judgment against it would have to be paid from the state.

The court also explained that the legislature did not waive the state's right to sovereign immunity when it enacted the Arkansas Civil Rights Act.

It affirmed the decision of the lower court. ■

### ■ **Disability**

#### ■ Decision:

The dismissal of a suit for wrongful termination by the University of Maryland was proper, an appeals court ruled.

#### ■ What it means:

### A presuspension hearing is not always necessary.

**Thomas Palotai** was an agricultural technician in a research and teaching greenhouse owned by the **University of Maryland**.

In 1996, Palotai was given a system of "time frames" that he was to spend on each task. After these time frames were instituted, he was repeatedly reprimanded for failures to comply.

Later that year, Palotai suffered eye injuries when he improperly sprayed pesticides. After the incident, he requested a "reasonable accommodation" by removing the time frames. The request was denied.

Without notice, Palotai was suspended without pay for numerous violations of the rules and regulations of the greenhouse. He immediately appealed the decision.

Before the suspension issue was resolved, Palotai received charges of removal, and appealed the removal charges.

More than 16 months after he requested a hearing on the removal charges, Palotai received a hearing. When the removal was affirmed, Palotai requested judicial review.

The trial court also affirmed the termination, and Palotai appealed once again. *Palotai v. University of Maryland at College Park*, No. 01-1147 (4th Cir. 06/27/02).

On appeal, Palotai contended the university violated due process by failing to provide a hearing before suspension. He also asserted that the delay in his termination hearing violated the constitution and that the lack of an accommodation constituted a violation of the **Americans with Disabilities Act**.

The **4th U.S. Circuit Court of Appeals** conceded there is a preference for presuspension hearings, but said that when there is probable cause to believe that continued employment will jeopardize an important governmental interest, a post-deprivation hearing is sufficient.

Also, the court did not find the 16-month delay until his removal hearing significant, even though Maryland law requires a hearing within five days.

"Even assuming that Palotai could establish that his impairments constituted a disability under the ADA, we agree with the District Court that the 'time frames' resulted from the demands of the job," the court wrote in its opinion.

The judgment was affirmed. ■

## Online magazine highlights best practices in technology use

*Syllabus Magazine* bills itself as the only monthly publication focused exclusively on the use of high tech in higher education. It's available free to those who work at colleges, universities and technical schools.

An article in the Sept. 1 edition is typical of its thought-provoking content. It claims "smart classrooms" do not lead to improved learning "if we have teachers who can't teach, teaching students who do not know how to learn."

### Resources

This feature will save you money, help you work more efficiently or give you insights about complicated or controversial issues.

Share your resources by contacting editor Paula Willits at [pwillits@lrp.com](mailto:pwillits@lrp.com). ■

The author, Princeton IT expert **Howard Strauss**, claims turning classrooms into high-tech "Hollywood studios" is throwing money away instead of addressing the real problem — promoting good teaching and learning. He offers some specific ideas.

To subscribe, see <http://subscribe.101com.com/syllabus/magazine/NewFree/>. ■

## Workshop series focuses on assessment of learning

A workshop series, *Changing Institutional Priorities: Developing a Shared Understanding of the Value of Assessing Student Learning*, is being offered by the **American Association for Higher Education** and the **Higher Learning Commission** of the **North Central Association of Schools and Colleges**.

Attendees will learn how to get campus communities to embrace assessing outcomes on an ongoing basis.

The first workshop will be in Santa Fe, N.M., Nov. 6-8, with regional workshops being planned for 2003 throughout the nation. For more information, see [www.aahe.org/hlc](http://www.aahe.org/hlc) or contact **Kathleen Wert**, assessment program manager, at (202) 293-6440, Ext. 770. ■

## Article proposes a national board to judge dissertation quality

A recent article by **Warren Treadgold** in *Academic Questions* proposes limiting the number of people accepted for graduate school and creating a National Humanities Dissertation Board to rank recent doctoral graduates on the quality of their dissertations.

Treadgold says this would help universities choose worthy candidates among the glut of those applying for tenure-track positions.

Entitled *How to Hire Better Professors*, the article can be found in volume 15(1), pages 39-49. ■

### Name in the News

## Holbrook begins presidency at Ohio State University

**Karen Holbrook** has become president of **Ohio State University**. She was provost of the **University of Georgia**. In other personnel issues...

- **David H. Devier** has become dean of **Clermont College**, a regional campus of the **University of Cincinnati**. He was formerly dean of industrial and engineering technologies at **Owens Community College**.

- **J. Arthur Heise**, dean of **Florida International University's** School of Journalism and Mass Communication, will step down next summer. He plans to remain a professor at FIU.

- **Frances Welch** recently became dean of the School of Education at the **College of Charleston** (S.C.). She was formerly interim dean.

- **Ronald P. Hudak** has become dean of the School of Business Administration at **Marymount University** (Va.). He was associate dean of the School of Business Administration and professor of Health Care Management.

- **Chandra Reddy** has been named dean of graduate studies at **Alabama A&M University**. He had been interim dean since last July.

- **Donna J. Benson** has become professor and dean of the School of Education at **Winston-Salem State University** (N.C.). She was associate vice president for academic affairs at the **University of North Carolina**.

- **W. Jeremy Davis** will become dean of **Appalachian School of Law** (Va.) in January 2003. He was dean of the law school at the **University of North Dakota**.

- **Una Mae Reck** has been named chancellor of **Indiana University at South Bend**. She was vice president for academic affairs at **State University of New York College at Fredonia**.

- **Albert Agresti** has become dean of the College of Social Sciences at **San Jose State University**. He was dean of the College of Arts and Sciences at **Creighton University** (Neb.).

- **Catherine A. Davy** has become dean of arts and sciences at **Bentley College** (Mass.). She was provost and senior vice resident at **Adelphi University** (N.Y.).

- **Don Green**, dean of the School of Liberal Arts at **Chadron State College** (Neb.), has retired. ■

*Tell your colleagues if you, or other deans and provosts, are changing positions.*

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