



Beth Barnes

The fourth annual conference of the Coalition of Urban and Metropolitan Universities generated among its participants a shared sense of urgency and a renewed commitment to the possibilities for urban and metropolitan universities as we face the new millennium. Representing what are more correctly called "starship" rather than "flagship" institutions, conference participants returned again and again to the core issues of institutionalizing flexibility, fostering change, honoring diversity, encouraging enterprise, and facing urban and metropolitan challenges. This article presents highlights of some of the presentations.

Enterprising Starships:

Metropolitan Universities Face the New Millennium

The fourth conference of the Coalition of Urban and Metropolitan Universities met this summer at the Contemporary Resort of Walt Disney World near Orlando, Florida. Hosted by the Coalition and the University of Central Florida, it was an intimate and stimulating conference from the plenary address by demographer Harold Hodgkinson (whoever thought demography could be so exciting?) to the challenges issued by educator Israel Tribble and quality consultant Philip Crosby, to the vision for our cyber-future offered by James Johnson and George Connick. And, it was enjoyable from the opening reception in the California Grill, with its breathtaking view of the Magic Kingdom and a distant metropolitan Orlando at dusk, to the late-night fireworks over Cinderella's Castle, to the tour of the UCF campus in the rain. We ate shrimp in the art deco rotunda of City Hall and walked through city streets to dinner at Church Street Station, led by Scottie Meredith, our pied piper in full Scottish regalia. Most of us got up early for plenary sessions and some of us met late at

night in the hospitality suite to rehash the day. Some of us took advantage of every opportunity to listen to our peers discuss our complex mission and its many challenges, and some of us managed a little golf. We began with different concerns and interests, but we came away with a shared sense of urgency and a renewed commitment to the possibilities for urban and metropolitan universities as we face the new millennium.

In preparing to serve as guest editor of this special section of *Metropolitan Universities*, I read transcriptions of every session, an opportunity rarely experienced by conference participants, and I came away from the experience with the feeling that the whole was indeed greater than the sum of its parts. Rather than the series of thought-provoking but discrete sessions that I had attended in June, I found instead unifying and resonating themes and motifs running throughout the whole, and I sensed an unrehearsed concurrence on future directions for our universities.

I only now realize how pertinent a president's comment was in the executive board meeting that preceded the first plenary session. Prompted by some discussion of how the metropolitan mission differs from the land grant mission, one of the presidents—I'm not sure now whether it was Hoke Smith or Al Hurley or John Hitt—but one of them put it perfectly: "We're not flagships; we're starships." Enterprising starships.

In an effort to convey to you the flavor of this remarkable conference, I have put together in this special section of *Metropolitan Universities* this article and two additional pieces, an edited version of Harold Hodgkinson's full plenary address, "Who Will Our Students Be?," and an article by Ernest Lynton entitled "Reversing the Telescope: Viewing Individual Activities within a Collective Context," rewritten from his presentation on faculty roles and rewards.

Included below are edited excerpts from the three other plenary presentations by Joel Garreau, who discussed what our cities would look like in the new millennium; Philip Crosby, who talked to us about the leadership and the service it is incumbent upon universities to provide in the future; and Don Hutchinson, who discussed the prospects for cities in the new millennium. These are followed by thematically arranged excerpts from these plenary addresses or from presentations made by Rene Redwood, Special Assistant to the Secretary of Labor and Executive Director of the Glass Ceiling Commission; Valarie King, Director of Diversity at the University of Cen-

tral Florida; Israel Tribble, President of the Florida Education Fund; George Connick, President of The Education Network of Maine; James Johnson, Vice-Provost of Information Technology at Emory University; John Hitt, President, University of Central Florida; Randy Berridge, Consultant at AT&T and Lucent Technologies; Kathryn Seidel, Dean, College of Arts and Sciences at the University of Central Florida; and Joel Hartman, Vice Provost, Information Technologies and Resources at the University of Central Florida.

The excerpts that I have chosen from the presentations are wise, humorous, serious, contrary, visionary, and sometimes frightening. Taken together with the two articles that follow, they give you, I hope, some sense of the whole that was the Fourth Conference of the Coalition of Urban and Metropolitan Universities. As editor of these transcriptions, by the way, I take full responsibility for any infelicities of phrase or punctuation.

Author of *Edge City: Life on the New Frontier*, Joel Garreau chronicles a revolution that is now occurring as cities are built where most of our new wealth is being created. Calling them edge cities, he discusses their relationship to technology, class, race, and education, and issues a challenge to urban and metropolitan universities to participate in the creation of the new frontier and face the issues that arise from it.

Joel Garreau: What Will Cities Look Like in the New Millennium?

Throughout human history, cities have been shaped by whatever the state of the art transportation device was at the time. Because the state of the art back in the time of Jesus was donkeys and shoe leather, you ended up with Jerusalem since those donkeys had sharp little hooves and could go straight up those hills. That worked out just fine until about 1500 years after the time of Jesus, when all of a sudden the freight technology of choice was no longer pack animals, but horse-drawn wagons. Wagons can't make that kind of a hill climb. In the 1700's, the state of the art was ocean-going sail and wagons, so you got Boston or Philadelphia. When the state of the art became the railroad in the 1800's, you got Chicago. It is shaped by intra-urban rail—the El, the Loop, downtown—and also interstate rail, which brought the wealth of the Great Plains into the packing houses. When the state of the art became the automobile in the twentieth century, what you got was Los Ange-

les. In the late 50's, add the jet passenger plane and what you got is more Los Angeles in funny places like Dallas and Denver and Houston and Orlando. The state-of-the-art in transportation today is the automobile, the jet plane, and the computer.

The computer is the current, hot, city-shaping transportation technology. Think about what a fax machine does, for example. You stick a piece of paper in the machine. It's a computer. It subtracts the paper and takes everything that's important about the paper and moves it to Miami. There, another computer takes it and adds the paper back up—it rematerializes the paper. This is really close to “Beam me up, Scottie.” This is dematerializing technology.

And the corporations have figured this out, a fact that is responsible for the creation of a lot of these edge cities. In the 40's, maybe everybody had to go downtown to work because face-to-face was the only kind of contact you had; but you no longer have to do that. You can put corporate headquarters one place and R&D in another. You can do the same with universities, you've discovered, resulting in a plethora of campuses and the idea of distance learning.

I asked myself, by the way, if these edge cities are racist. Basically, the answer is no. They are incredibly classist, but they will dump on poor people without regard to race, color, or national origin. They are really not fussy. The good news is that the middle class and the upper middle class in this country come in many more colors and languages than they used to. I'm thinking of places like Atlanta where you've got much more of a class mix. If you can't mix the classes, it becomes a total survival question. Where are you going to put the Xerox repairman? Where are you going to put the computer programmers? If all you've got is these houses that cost \$500,000 dollars or more, you have a terrible economic problem. It doesn't work to have an urban core that's all rich people, any more than it works to have an urban core that's all poor people. The good news is that the market is rewarding the places that have figured out a way to have a mix, and that's where these new urbanists are coming in.

Some of these edge cities are going to live and some are going to die, and I think the future is going to be governed by what I call the squishy stuff—civilization, soul, identity, community. The way I figure this is that, if everything else is pretty much equal, then the questions that the decision-maker

will ask are things like, “Is this ever going to be a good place for me to grow old?” “Is this ever going to be a good place for my kid to be young?” “Is this ever going to be a place where I can imagine having a 4th of July parade?” “Is this going to be a good place to fall in love?” Young lawyers in the food court. I can just imagine some of these places.

We’re not just talking about being urban here, we’re talking about being urbane. And that’s where institutions of higher learning come in. You look at the American people, and this is the most highly educated, the most highly traveled population the world has ever seen. These people have all been to Paris and London. They know the difference between a good place and a bad place. These people know from universities. And so, therefore, the question for both the future of our urban cores and the future of our universities is how we can head into the future together in a fashion that takes this raw frontier and figures out how to get it right. Here’s where urban and metropolitan universities come in: by adjusting your mental map to what is, in fact, urban in the late twentieth century and discovering how can you bring urbanity to this new frontier in a fashion that benefits both the people who work there and your own institutions. This is no small deal. I’ve run into so many colleges and universities where the idea of reaching out to the community is seen as vaguely distasteful and somehow it is a violation of intellectual integrity to find out what it is that people are actually crying out for. I find this more typically in the older and more settled institutions.

There is a new book by William Mitchell, head of architecture at MIT, called *City of Bits*. It’s a pretty good book. And in it, he raises questions about what architects are going to do in the twenty-first century. He lists eighty-five different classes of buildings that are going to have serious competition from cyberspace, including, obviously, universities. He includes bookstores, art galleries, office buildings, which we use as our tax base. And it includes retail space. When you get through all eighty-five, you realize, my God, we’re heading into yet another revolution. What’s this going to mean? You have all heard a whole lot about distance learning and you’re doubtless concerned yourselves with issues like how many new university buildings should be built and whether the university is going to become only bits on the Internet?

Well, the logical extension of thinking that the Internet is just the cat’s pajamas is the view of some that if we have enough bandwidth and enough

fax machines and enough telephone lines, each of us is going to end up on our own personal mountaintop in Montana being lured down into the flats only to breed. Researchers at the University of Washington even predict that “satisfactory sex, transmitted long distance by computer will require a 6 million baud modem.” They think that’s about seventy-five years out, and that’s at least one reason why we are going to have university campuses, at least through my lifetime. You can count on it.

I don’t think that’s how human beings work. I just don’t find that a very satisfying explanation of how monkeys are hard-wired. I think we’re social animals. I think there’s a reason that we’re holding this conference right here, face-to-face. I know that the more time I spend in cyberspace, the more I value face-to-face contact. And I think that’s going to be the function of urbanity in the future—face-to-face contact. That’s why we’re going to want cities, and that’s why we’re going to want university campuses. Because, I think the farther we get into this, the more we’re going to want to have a way to come together personally. Ultimately, we are a species that does like to come together in a social fashion and gather around the campfire.

A cultural historian at MIT by the name of Leo Marks wrote a book called *The Machine in the Garden*, in which he says what we’re trying to do is create a brand-new world, and he thinks we’re succeeding. We are trying to take the function of the machine, which is the city—urbanity—move it out to the edge of the metropolitan area, and turn it into a garden. Now, I’m not talking about nature or wilderness, because that is God’s work, and that’s not what a garden is. A garden is nature plus human intelligence. And if in fact that’s what we’re doing, if what we are trying to do is create a brand new world in which we integrate the best parts of the city with nature to form a new utopia, well, that is about as American a project as any that I’ve ever heard about in my life.

If we’re looking for a new mix in the way in which we can come into this new world and solve our problems in our search for the future—our search for wealth, our search for enlightenment, our search for education, our search for a new establishment, both with nature and with the spiritual—if that’s the project, then universities are very much at the core of it. After all, universities have always been the cities on the hill. They’ve always been the places where people have been lighting out for the frontier and looking for synthe-

sis. And if you can imagine a situation in which these edge cities are in a natural partnership with universities because they are, after all, information age institutions and they are learning institutions and they are dedicated to a better way of life, that's always been their function, then you've got a natural union here. You've got a way to imagine getting into the future that benefits not just the universities and the edge cities but the whole society. And the significance of this is not just that we're talking about all your jobs (we are), and it's not just that we're talking about all your tax bases (we are), and it's not just that we're talking about all your property values and your pension funds (we are), it's that for you, and for your own kids, and for the kids that you teach, for this generation and for the next and for the generation after that, these are the places that we're going to call home.

From his perspective as president of the Greater Baltimore Committee, Don Hutchinson offers some insights into the future of core cities and suggests the role of urban and metropolitan universities in solving the problems of the inner city.

Don Hutchinson: The City State in the New Millennium

In 1950, Baltimore was the sixth largest city in the U.S. and Cleveland the seventh largest. Baltimore now is about the twenty-third largest city in the U.S. Rusk demonstrates the importance of land area in a city's ability to expand. Baltimore has just over 80 square miles, Cleveland just over 75 square miles. Neither has the capacity to expand at all and their population has declined significantly since 1950. Jacksonville, Florida, had 30 square miles in 1950; today it has 900 square miles...why is that significant?

Many core cities have to take care of all of the problems of their poor folks without any sharing by the region. But if Jacksonville has a core group of poor people in the inner city, all the people that live within 900 square miles contribute in some way or another to the services and programs that serve the entire region.

The core issues of the city, whether it is Dallas, Los Angeles, or Chicago, or Baltimore or Pittsburgh, radiate in an almost balanced way throughout the community so that whatever good has always been in the central city is broadened and benefits the metropolitan region, and whatever problems there are in the central city ultimately spread themselves out to the entire

region. It makes no difference what kind of governmental subdivisions there are in sharing the responsibility. The core problems radiate out of the central part of the cities. I met some folks at the very beginning of the program who are from Omaha. A basic point I'd like to make is that not everybody in the U.S. can live in Omaha. The significance is that we can't move far enough from the problems.

Virtually all cities in the U.S. will remain cities. Towns aren't going to become ghost towns. There's not going to be a last person who has to turn the light out when he or she leaves. In the old cities, cultural centers will still be there; art museums and symphonies and recreational facilities will still be there. Baseball parks and football stadiums and core universities and institutions of higher learning will still be there, and they'll still be there for fundamental reasons. The cultural institution is going to stay because there is nobody to finance a new one twenty-five miles away.

Two things I see as the long-term salvation of cities, and the first goes directly to the university communities that you represent: finding their niches.

That's what's happening in the city—university structures are becoming the anchors, and they will be the anchors of the future, along with some of the old-time business investors of the past. Building off of those anchors will be significant, and will be the long-term lifeblood of old cities.

Philip Crosby is an internationally known consultant, author, and lecturer on quality and leadership. As chairman of Career IV, Inc., a company established to help executives prepare for managing in the twenty-first century, he translates that advice for administrators and faculty of urban and metropolitan universities.

Philip Crosby: Leadership in the New Millennium

Before the quality revolution, when you bought a car you would also put a little notebook and pencil in the glove compartment. You wrote down all the things that were wrong and they fixed it with a smile and they fixed it with a smile and they fixed it with a smile and one day you said the hell with it and you drove it just like it was.

Quality is an integral part, quality is learning, creating. It relates to all kinds of organizational management and consists of two things, transactions and relationships. All the transactions are going whether you run the

foundry or university or department store or city or whatever. All the employees do all day long is transactions; they complete these transactions. If you can get a place where they complete all the transactions correctly every day and where the relationships with employees, suppliers, and customers are successful, you have a great organization.

Who is your customer? I had a university president say to me, “Who’s my customer?” And I said, “Well, your customer is the faculty.” He said, “Ughhhh! I thought my customer was the student.” “No, the faculty’s customer is the student and the parents are the student’s customer.” You’ve got to get these things in order.

The Challenge of Diversity

Managing diversity is creating and sustaining an environment where differences and similarities are used creatively to help everyone achieve his or her full potential. Valuing diversity is recognizing and respecting the importance of human differences. The challenge for higher education is to create an organizational culture that values and manages diversity in all of its dimensions.

—*Valarie King*

The Glass Ceiling Commission identified three primary levels of barriers, the first being what is known as the societal barrier, which contains two smaller areas—a supply barrier pertaining to educational attainment and achievement and a difference barrier that deals with conscious and unconscious bias and stereotyping that translates into a syndrome in which those who do the hiring and promoting promote and hire people with whom they feel comfortable and who look like them.

The second level barrier is known as the governmental barrier and includes the collection and dissemination of employment-related data, which makes it difficult to ascertain the status of various groups at the managerial level. More important is the need for consistent and vigorous monitoring and enforcement of laws and policies already on the books, things like the Equal Pay Act of 1963, the Civil Rights Act of 1964, Americans for Disability Act, Family and Medical Leave, Age Discrimination.

The third level of barrier is known as the internal structural barrier or

business barrier. It includes outreach and recruitment practices that don't reach or recruit women and minorities, corporate climates that alienate and isolate, pipeline barriers that restrict career growth because of inadequate mentoring, poor training, limited rotational job assignments, and institutional rigidity that denies the fragile family and work balance.

One of the things that we clearly found in our research was that there was a correlation between diversity performance and financial performance, which is one reason why the Commission entitled its fact-finding report, "Good for Business: Making Full Use of the Nation's Human Capital." Moving the dialogue on diversity, race, and gender in the work place from a social and civic realm into an economic realm is what organizations understand. They understand the bottom line.

But most importantly the Commission said that we have no resources to waste, and that's why we kept going back to the sub-title "Making Full Use of the Nation's Human Capital." In order to maintain any kind of competitive advantage, we cannot afford to waste in excess of 57 percent of our population on the biased premise that those individuals are not capable of assuming leadership. Due to the changing demographics of the work force, the changing demographics of the consumer market, and the globalization of the economy, diversity has become an imperative for businesses.

—*Rene Redwood*

The Florida Education Fund is a quasi-public entity that started out with a \$15 million dollar endowment, which is very unusual. Our main purpose was to produce African American Ph.D.'s in the critical disciplines, as well as in those disciplines where African Americans were most underrepresented in the Academy—hard sciences, mathematics, business, and philosophy—which still turns out to be one of the most difficult areas for us.

Let me just tell you that when I talk about diversity, I hear a number of different things. But first of all, when we're talking about the academy, we're really talking about trying to change the nature of the academy; and you cannot change the nature of the academy without changing the input. You can only change the input when you can produce as many Ph.D.'s from people of color as you possibly can, as quickly as you can, and get them on the road to tenure.

To date, we've awarded 312 fellowships, produced 90 graduates, have

35 fellows advanced to candidacy, and have 155 matriculating in the pipeline. We have an 85 percent retention rate, 50 percent in the sciences and science-related fields. Fifty percent recruited from Florida; 75 percent recruited from the Southeast. Now, what I think is really important in all of this is that we've been able to do what the universities, repeating the litany, have said for years they cannot do: find the students and produce successful graduate students from students with low GRE scores. The scores of our students range 680 to 1550; 25 out of our first 40 graduates had GRE scores of less than 1,000. And 50 percent of them matriculated in the hard sciences or in science-related fields.

We graduated the first African American female and the second African American female and the third African American female in the history of the University of Florida College of Engineering. The first one had an 870 combined GRE score, was "Teacher of the Year" last year, and heads the engineering honor society. Hello. Anybody home? They don't give away Ph.D.'s in engineering...to anybody, let alone somebody with an 870 combined GRE score.

If they can do the work at the doctoral level, who's got a problem? We've collected this data for all of those deans and department heads who say "there is no way we can take anybody under 1200; they just can't make it." Wrong.

Just a couple of years ago we doubled the national production of African American Ph.D.'s in computer science. We graduated two; the rest of the nation graduated one in all the institutions awarding the Ph.D. degree in computer science. We produced one-third of the nation's African American Ph.D.'s in electrical engineering. We matched national production of African American Ph.D.'s in the pharmaceutical sciences. Now, you've either got to believe that we have some magic potion in the water once we bring them here, or you've got to understand that there ain't a hell of a lot going on any place else in this country. You can't change the output if you don't change the input.

I think one of the things I've confirmed over the last twelve years is that critical mass is absolutely essential because of the ways you can isolate students of color. You know, every day somebody somewhere in the university asks my mathematics students, "Well are you sure you don't want mathematics education and not pure math?" Or somebody says, "Are you sure

it's not engineering technology that you're after rather than electrical?" And then when you question these people they look at you like, "You're being overly sensitive. We didn't mean anything. We just wanted to make sure the student had made the right judgment." I don't think they're bad people...they just can't get it in their heads that someone who looks like me would want a Ph.D. in mathematics.

—*Israel Tribble*

Missions

One purpose of these partnerships, of course, is to provide an audience for our students, who are the performers. But at the same time, the mission of the arts at the metropolitan university is to nurture an awareness of the arts and to enrich the cultural life of our communities. Everyone who is involved in the arts knows that the arts have the following purposes. They often define who we are. They're a form of self-discovery. They bind us together as individuals and help us create meaning and beauty in our lives. They lead us to inspire, and they also lead us to create effective organizations out of the sometimes sporadic aspects of daily life. A more recently recognized benefit of the arts in the metropolitan setting is their economic impact.

—*Kathryn Seidel*

I would say your agenda is world-wide lifetime education by whatever means necessary. You don't have to come to our campus and live in our dormitory and go to our classes like this. We'll find other ways to teach you. We have responsibility to teach you whether you're in the middle of the jungle—when we were in Kenya on a safari we went to see these warriors. A young man there who had been off to college had come back to help his people. They need education. How are they going to get it? They're not going to come here. But eventually somebody is going to provide it, and I would like to see it be the American education industry.

—*Philip Crosby*

Facing the Hard Issues

Don Hutchinson reminded us of the continuing importance of the center city and I was reminded of Frank Campbell, who chaired the Urban League

in Peoria, Illinois. We were working on some civic planning problems and in exasperation he said, “You guys have to understand, nothing bad stays in a ghetto.” And you remember the comments that Don made this morning about things radiating out. Good as well as bad. Whatever you think may be in that center city, if it’s bad, it won’t stay there. Drugs, crime, prostitution, disease, whatever—it won’t stay there. Thus, we can’t ignore it. Society may want to build these great gated communities, but they won’t keep the bad out. Our institutions have the capacity to transform individual lives and change the realities of those inner cities. We can’t ever lose that sense of mission.

—*John Hitt*

The problems in our urban areas and the problems we’re trying to address in urban universities are probably the most significant issues of our day...and the future of our nation is probably at stake.

—*Jim Johnson*

Job creation is the ultimate answer to the core problems of the cities. Education for those people who have historically been unemployed can make them a part of the work force.

—*Don Hutchinson*

Technology

It’s always important to remind ourselves that technology isn’t the end; it’s a means. It ought to be an enabling and empowering force.

There are people right now who are rushing head long toward these distance learning systems for the wrong reason: cost. The legislatures right now don’t know where they’re going to get the money to educate this next round of students coming into the system, and they’re looking for a silver bullet. Now think about their biggest criticisms of higher education: “My cousin, my son, my daughter, went to X University and sat in a hall with 1200 other students. The faculty member couldn’t even see them, could hardly hear them, didn’t know their name, and was never available for one-on-one interaction.” Think of the kind of distance learning systems they’re trying to urge on us—they take the worst features of what we do and en-throne them.

—*John Hitt*

The idea of mass customization is to take modules that are complete in and of themselves and put them together in a unique and customized fashion, unique for that particular customer, for that particular researcher, for that particular student. To be able to take modules that are complete in themselves and put them together into a product that has almost an infinite number of accommodations uniquely suited for the person you want to serve has serious implications for education. At the moment, our curriculum is set in place, our course content is set in place. The question becomes how to break them up into modules and on the fly create products based on need.

. . . . I tell my colleagues that we're always in three technologies at once . . . the technology we're trying to get out of, the mainstream we're in, and the technology we're trying to get into.

—*Jim Johnson*

The World Wide Web has really brought the information technology culture to a whole new generation of people. In fact, the difference between our freshmen and our seniors is palpable. The seniors could not even use a computer for on-line registration, and a lot of them had their friends doing it. The students coming in as freshmen want to know if they're going to have Ethernet connections in their residence hall rooms. The Web has made this difference.

—*George Connick*

Partnerships and Enterprise

Whether we get it or not in higher education, we live in an age of interdependence, not independence. We live in an age of teamwork, not in an age of individual accomplishment. There's still a place for individual accomplishment, but the major base of our problem is that all of us have part of the information we need to operate, but not all of it.

—*Jim Johnson*

An employee came to me and said, "We'd like to orchestrate a campaign similar to United Way to benefit education and we'd like to give the money to pre-K through 12."

And I said, "Julie, our Foundation does not match that."

I called my boss and asked, "We don't give to pre-K through 12?"

He said, “I’ve known you for about fifteen years; you don’t normally ask rhetorical questions. No, we don’t give to pre-K through 12.”

“What if we gave money to the university, a 501C3, and in a handshake with the university agreed that our employees work with university representatives to support existing university programs for pre-K through 12 in our community?”

And his comment—and I’ll enjoy it the many times I retell it; I hope you will retell it—was, “Once they have the money, what they do with it is their business. If they want to partner with your employees to do some great things for pre-K through 12, go do it.”

And we’re using the resources of the university (all of the resources of the university), in the finest sense of the word *use*, along with the AT&T resources, to figure out better ways of training these employees quicker, because we think we can make a difference in attracting some high tech companies. Because no matter where they go they’re going to need quick delivery of a certain set core curriculum in order to be competitive in this high tech world.

—*Randy Berridge*

A unique solution to these problems is being proposed by the university and the city of Orlando. We have embarked on a bold new enterprise that is designed to pool the resources of the city and benefit our citizens, our students, and our greater population. The city and university propose to build a performing arts complex in the downtown area. We would like to build a performance hall in the complex, which will serve the interests of local arts organizations, internationally renowned artists, and our students. In addition, however, in order to do this we would like to have a university facility on site that has university programs in the arts.

An artist such as Luciano Pavarotti might arrive in town, address a master class at the university facility, the class could be broadcast via distance learning to the K-12 system, and in the evening, he would sing in the performance hall, of course at a ticket price that would help defray expenses of the hall. The hall would be available to UCF students and so it would be a facility that operates year round and not simply for a hundred or so evenings a year, as is the case currently with many performance halls around the country.

—*Kathryn Seidel*

There is no reason somebody in Canada or Spain or Indonesia or wherever can't set up a university and beam it in here and offer a continual education to people. People, particularly after they get out of school, are not interested in degrees. They want to learn something.

And I think you have to look at the entire education market and not just here, not just Central Florida, not just Texas, not just the United States. Look at the whole world, all of those 5.2 billion people out there.

—*Philip Crosby*

Flexibility and Change

Our ability to compete internationally is based on our ability to change. It's based on our ability to learn new skills. Like it or not, it's based on our ability to create new industries and our ability to lay off 18,000 workers in industry. I won't tell you that improves the quality of everyone's life. But, as an economist, I can say that the greatest thing we bring to the table is the incredible ability for our economy to change dramatically.--**Jim Johnson**

George Connick's question, "Are we in the campus business or the education business?" is one we had better ask ourselves. That's part of what Phil Crosby was trying to get at last night. The railroads decided they were in the railroad business, not the transportation business. Hospitals right now are running the risk of being in the hospital business and not in the health and health care business. Part of the trouble is that we fall in love with what we do. Most of us are where we are because we love universities. But we can't fall so much in love with universities as we know them that we can't see that our business is educating and transforming lives or that we can't let ourselves be free enough to think about how universities need to change to bring that about.

—*John Hitt*

Bumper sticker: "Paradigms—Shift happens."

—*Joel Hartman*

Wit and Wisdom

"How much does it cost you to do things wrong?" —Philip Crosby

"The place that's got the abundant free parking does not necessarily have

the civilization.” —Joel Garreau

“I think the American education industry considers the rest of the world a place for field trips.” —Philip Crosby

“We point with some pride to the fact that our institutions are the best in the world, but that is a statement of current fact not an infallible forecast of the future.” —John Hitt

A Concluding Observation

As I see it, the powerful message of this fourth conference of the Coalition of Urban and Metropolitan Universities is that if universities are to succeed in the twenty-first century, and if we are to make our center cities and metropolitan regions better places in which to live, learn, and work, we must institutionalize flexibility, foster change, honor diversity, face challenges, and encourage enterprise. With our emphasis on responding to the social and economic needs of our communities and providing leadership through teaching, research, and professional outreach, with our ability to adapt to the diverse needs of our students while developing creative partnerships with public and private entities, urban and metropolitan universities are the starship universities of the future.

Declaration of Metropolitan Universities

We, the leaders of metropolitan universities and colleges . . .

- reaffirm that the creation, interpretation, dissemination, and application of knowledge are the fundamental functions of our institutions;
- accept a broad responsibility to bring these functions to bear on our metropolitan regions;
- commit our institutions to be responsive to the needs of our communities by seeking new ways of using resources to provide leadership in addressing metropolitan problems through teaching, research, and service.

Our teaching must:

- educate students to be informed and effective citizens, as well as capable practitioners of professions and occupations;
- be adapted to the diverse needs of metropolitan students, including minorities and underserved groups, adults of all ages, and the place-bound;
- combine research-based knowledge with practical application and experience, using the best current technology and pedagogical techniques.

Our research must:

- seek and exploit opportunities for linking basic investigation with practical application, and for creating interdisciplinary partnerships for attacking complex metropolitan problems, while meeting the highest standards of the academic community.

Our professional service must:

- develop creative partnerships with public and private enterprises that ensure that the intellectual resources of our institutions are fully engaged in mutually beneficial ways;
- include close working relationships with elementary and secondary schools aimed at maximizing the effectiveness of the entire metropolitan education system;
- make the fullest possible contribution to the cultural life and general quality of life of our metropolitan regions.

