THE CENTER FOR THE STUDY OF HIGHER EDUCATION
OF THE
UNIVERSITY OF VIRGINIA:
A TWENTY YEAR RETROSPECTIVE
1969-1989

In a very real sense, the title of this academic unit holds the key to understanding its history. That is to say, the "Center" is as much an idea or a concept as it is a place, a collection of people, or even a program of study or set of activities. The Center's location has changed four times since it was officially begun in 1969 and students, faculty, staff, and courses of study have all undergone significant changes in the years since. Yet the commitment and interests of a small band of scholars pursuing a deeper understanding of the world that they inhabit, the world of higher education, in company with an ever-changing, stimulating and often quite diverse group of students preparing for responsible careers in higher education, have imbued the Center with a sense of identity and esprit de corps that has transcended time, place and organizational circumstance and continues into this twentieth year celebration.

The Beginnings
1969-1975

In terms of place, in the fall of 1969 the Center for Higher Education (as it was initially titled) occupied a dark and damp corner in the basement of aging Peabody Hall, then the home of the Curry School of Education. In physical terms, the Center was essentially the desk and bookshelf of Jay L. Chronister. Chronister had been recruited to serve as Director of the Center from his position as an Assistant Dean at the University of Pittsburgh during the spring of 1969 by a faculty committee formed under the leadership of Dean Frederick Cyphert. Members of that committee and some others in the Curry School and University had expressed interest in the emerging field of higher education studies, especially in light of the tremendous growth in community colleges then occurring in Virginia and the nation. Thus, with the support of a new Dean (Cyphert had assumed his post just one year earlier) and promises of cooperation and collaboration from others already on the faculty, Chronister began to assemble the makings of a "center" for higher education studies.

Original Faculty

Several members of the existing faculty volunteered to offer a course or in other ways become involved in the work of the infant Center. Robert H. Pate, who had joined the Counselor Education Department the previous year as an Assistant Professor, rendered invaluable service during the Center's formative years as an instructor in several courses and, with Chronister, went "on the road" to offer workshops and to recruit students. Jennings L. Wagoner, an Assistant Professor in the Social Foundations Department, who also had come to Virginia in 1968, volunteered a new course, the "History of Higher Education," as a core offering for Center students. While Pate and Wagoner remained assigned to their respective departments, other staff members at the University were given joint assignments. Herbert Coolidge, Assistant Director of Institutional Research, Lawrence Simpson, Director of Career Planning and Placement, and Alton Taylor of the Institutional Research Office (and later Director of the Summer Session) offered courses for Center students as budgeted part-time members of the Center faculty. Also briefly connected with the Center in its early years and important contributors to its initial survival were Carroll Gardner, an Assistant to the President, and Michael Caldwell, the Associate Dean of the School of Education and currently Director of the Bureau of Educational Research. (Coolidge and Gardner are no longer with the University of Virginia and, of this initial group of affiliated faculty, only Taylor and Wagoner have maintained ties with the Center since its founding.)

In 1970 the Center recruited its first full-time faculty member in addition to Chronister. A nationwide search resulted in a contract being offered to Samuel E. Kellams, a doctoral candidate at the University of Wisconsin. Kellams immediately took responsibility for developing two new courses: "The College Student" and "Curriculum in Higher Education." He also assisted in the administration of a fellowship program for preparing college teachers and in the years following developed specialized seminars focusing on such topics as faculty development, evaluation and research design.

The addition of Assistant Professor Kellams doubled the size of the full-time faculty and accompanied the move of the Center facilities from the basement to the first floor of Peabody Hall. In a classroom that had been crudely converted into "office space," the Center began its second year of operation. With only a pegboard partition separating them, Kellams and Chronister maintained their separate desk space but found privacy difficult to maintain. In order to respect the confidentiality of the other's conversations with students, they often found it necessary to "take a break" and leave the room when one or the other received a phone call or needed to hold a conference with a student. The placement of a desk area shared by several graduate assistants in the same room and the need to maintain open access to a fledgling library being stocked with higher education titles, as well as the drawing power of a pot of coffee that was continually available, further compounded the awkwardness of this office arrangement.

Into these cramped quarters a third full-time professor was squeezed the following year when Chronister assumed a "temporary" appointment as Assistant Dean in addition to his duties as Center Director.

David W. Leslie
was recruited to the Center in 1971. A graduate of Penn State, Leslie developed courses in organizational theory and legal aspects of higher education. In pursuing his interest in legal studies, Leslie teamed with Professor Brock Hornby of the University of Virginia School of Law in a team-teaching context and for research purposes. (Professor Hornby has since left the University for other employment.)

As the full-time faculty was modestly increasing, so too were additions being made to the part-time forces of the Center. Annette Gibbs, a Florida State Ph.D., joined the University in 1970 as "Associate Dean of Students" and, as part of her conditions for coming to the University, requested and was enthusiastically granted a position as an Assistant-Professor assigned to the Center for Higher Education. As Associate Dean of Students Shayne Titas, who received his Ph.D. from Michigan State in 1972, was also invited to affiliate with the Center faculty and, along with Gibbs and Simpson, helped create a strong program emphasis in student affairs administration.

Creating the Instructional Program

By the early 1970's the Center for Higher Education could be said to be off and at least walking. During the first year, Chronicle and his colleagues developed requirements for a doctoral program that received approval by the faculty of the School of Education in April, 1970. Approval by the State Council for Higher Education for Virginia was also granted during the spring of 1971.

Although additions and deletions have been made to the Center's offerings since its inception, in many respects the purposes and goals articulated then have been adhered to rather consistently over the years. In "A Statement of Goals and Purposes for the Center for Higher Education," adopted May 1971, the instructional phase of the Center's activity was described in broad rather than in narrow pedagogical terms. That document stated:

The instructional phases of the Center's activity attempt to serve as a vehicle for present and prospective college and university leaders' preparation to face and deal with the critical aspects of their tasks. In their joint leadership of institutions of higher education, administrators and faculty are faced daily with critical decisions affecting the functions, goals, and value commitments of their institutions. It is with the issues involved at this level, rather than with matters of routine and standard practice, that the instructional effort of the Center deals...

That same document (and numerous subsequent ones) provided further detail in terms of instructional goals by defining the "understandings" that would serve to shape the higher education curriculum, including:

- Broad perspectives on the functions, goals, and values of institutions of higher education as they relate to society, culture, and other institutional spheres.
- Knowledge of the constituents of higher education, including students, faculty, administrators, trustees, governmental personnel, and the public.
- Knowledge of the organizational structures of higher education among institutions and within institutions.

4. A deeper understanding of the dynamics and processes of higher education. An understanding of these processes would interrelate functions, goals, values, and structures of higher education. The problematic nature of these interrelations would be identified and explored.

5. Sharpen the conceptual, analytical, research, and problem-solving tools and skills needed to attain and renew the "understandings" in the above four categories.

This statement of "curricular philosophy" has been and large been the measure by which curricular modifications have been gauged since the Center's inception.

And Then Came the Students

Even before a staff of full- and part-time faculty was in place, students with a wide variety of interests and objectives (as well as talents) began applying to the new doctoral program. When the first year of operation the Center only enrolled two full-time and six part-time students as majors. The numbers increased as word of the Center's program spread, and students in other departments elected courses in higher education, and as outside funding enticed prospective community college personnel to engage in advanced study.

Between 1969 and 1974, the Center in conjunction with the Graduate School of Arts and Sciences received approximately $70,000 to provide fellowships for the preparation of community college teachers and administrators. These funds, received as a grant under the Education Professions Development Act, enlisted the cooperation of several University of Virginia academic departments, the Virginia Department of Community Colleges, and individual colleges in the system. Of the nine students who completed the Community College Teaching Program by 1973, four were employed immediately by Virginia; community colleges. Of the five EPDA administrative fellows enrolled in the doctoral program in 1972-73, three were initially employed in the Virginia Community College System. (Five-Year Report, 1969-74)

The students enrolled in the EPDA community college programs were awarded the Diploma of Advanced Graduate Study upon completion of the requirements for the thirty-hour post-master's program. (In 1974 the State Council for Higher Education in Virginia approved the creation of the Educational Specialist degree [Ed.S.], which essentially replaced the advanced study diploma.) The first degree awarded by the Center was the Diploma of Advanced Graduate Study presented to Walter Siens in June, 1972. The following year nine others received advanced study diplomas and two more were awarded in 1974. In addition to Siens, recipients of the Diploma of Advanced Graduate Study in Higher Education included: Trudy Hamer, Joseph Morgan, John Presley, Nancy Penny, Patrick Reed, Joseph Schaffer, Dorothy Taylor, Susan Wood, Diane Yavorsky, Dwight Wolf, and Sylvia Honke.

In addition to the EPDA Community College Fellow who, with only a few exceptions, were relatively young and inexperienced and were seeking an entry into higher education as a career, the Center was fortunate in its early years in attracting a small cadre of doctoral students who were, by comparison, somewhat more experienced and seasoned. These first doctoral students contributed importantly to the early success of the Center, not only through their efforts in the classroom, but also through
their seriousness of purpose and the sense of collegiality they helped to foster.

Among the initial group were individuals who in the years following their graduation quickly assumed positions of leadership in institutions and agencies involved in higher education in Virginia and elsewhere in the nation: Charleton W. Sanborn and Freddie W. Nicholas were the first to receive Ed.D. degrees from the Center in June, 1973. Dr. Sanborn has pursued a career in counseling at J. Sargeant Reynolds Community College in Richmond. Dr. Nicholas is currently President of Tyler Community College and a highly respected educational and civic leader. Dr. Maurice Matthews, who received his Ed.D. in August of 1973, is currently Director of the Division of Continuing Education at Auburn University.

Dr. Johnnie B. Merritt, a community college dean who became President of Paul D. Camp Community College and is currently President of Central Virginia Community College, was another, in the original group of doctoral students who in their own diplomatic way "taught" as well as learned from the Center faculty and each other. Among those in that group were Dr. Robert Barnhardt and Dr. Ronald P. Stryb who received their degrees in 1974; Dr. Barnhardt, after a distinguished career as a professor, Dean and then Vice-President with the Institute of Textile Technology in Charlottesville, recently assumed the duties of Dean of the School of Textile Technology at N.C. State University in Raleigh, North Carolina. Dr. Stryb is now Vice-President for Student Services and Staff Relations at State University College, Geneseo, New-York. Closer to home, Homer W. Austin, Ph.D., 1975, is an Associate Professor of Mathematics at James Madison University and Thomas Meckon, also a 1975 graduate, is Associate Dean of the Division of Continuing Education at the University of Virginia.

If some of the Center's initial students were on a "fast track" to the doctorate (that is, a mere three or four or perhaps even five years), a few others set a different pace. Barry Dorsey and Michael Mullin, to cite two admiral examples of the latter, received their degrees in 1980 and 1981 respectively, but their entry dates place them within the ranks of the pioneers! Both are currently providing leadership to higher education in Virginia: as Associate Directors of the State Council of Higher Education in Virginia, and in fact, were involved with SCHS, while doctoral candidates, their studies often had to yield to the daily demands of their offices. Indeed, every student who has pursued doctoral study in the Center has experienced to some degree the frustrations of conflicting demands that accompany graduate school, especially if one has family- and/or professional obligations to contend with along with the pressures of extensive reading assignments and research papers, book reviews, internship responsibilities, class presentations, tests, exams, dissertations, etc. However, Center professors, interested students of the higher education process, have observed that such "generation" or "new" class of students usually manages to "create some rather interesting ways to release pressure" and preserve sanity—at times at the expense of one or more of the revered sages on the faculty.

Dr. Edith (Dini) Kelley, Manns, Anise Dauria, Amy Hecht, Clementine Pollock, Gaye Poitee, JoAnne Henry, and Anise Bishop, all with extensive nursing or health education backgrounds, were among the first women to move through the doctoral program. Dr. "Dini" Manns now holds the position of Director of Graduate Programs in the College of Public and Urban Affairs at Georgia State University. Dr. Dauria, formerly Chair of the School of Nursing at Towson State University in Maryland is now at the University of South Western Louisiana. Dr. Amy Hecht is Chair of the Department of Nursing at Temple University. Dr. Pollock, now Director of the School of Nursing at Southside Regional Medical Center, was appointed by Governor Charles Robb to serve on the Virginia State Board of Nursing and the Board of the Virginia Commission on Health Regulation. Dr. Gaye Poitee, who with Pollock has been a steady contributor to the research literature in nursing education, served as Assistant Dean for Graduate Studies at East Carolina University before her recent marriage and move to Texas. Dr. JoAnne Henry is the Interim Dean, School of Nursing, at the Medical College of Virginia, and Dr. Anise Bishop is Director of the School of Nursing at Virginia Baptist Hospital in Lynchburg.

Dr. Marion Emalie, now "Associate" Dean of Students at Memphis State University, Dr. Mary Ryan, employed by Computer Sciences Corporation in Falls Church, Dr. Jane Ikenberry-Dorrler; Hospital Management Engineer at the University of Virginia; Dr. Beverly Allan, Director of Planning and Research at J. Sargeant Reynolds Community College; and Dr. Jacqueline Ashby, Professor of Physical Education at Lynchburg College, were in the vanguard of female Center graduates who did not move into higher education administration and research but into the nursing education realm. Although a "minority" in terms of numbers in the early years of the higher education program, women now make up the majority of students in the higher education doctoral program.

There is a danger in attempting to recognize former students and graduates for their contributions and achievements, for the list is too long and the accomplishments too numerous. The Biographical Directory appended to this essay provides a profile of all Ph.D., Ed.D., and Ed.S. graduates and their current positions. Those noted above were but some of the first, a few in the initial group of higher education students who helped set the pace. Over the years that pace has quickened and varied as cadres of students have moved in, through, and beyond the Center. As is evident at each reunion, every cadre has its "culture," its "history," its distinctive voice. Yet as is also evident, the lines between classes or groups easily blend and blur, and there is a definite thread of identity with "the Center" that unites the earliest graduates with the most recent.

Still recruitment, and the quality of their preparation were enhanced, early on, by the existence of an internship program. During the early years students were routinely placed in internship positions with officials in such U. Va. offices as the Associate Provost for Research and Vice President for Student Affairs. Internship placements at other institutions included the Office of the President of Madison College, the State Council of Higher Education for Virginia, and the offices of the presidents and deans of Northern Virginia, John Tyler, Piedmont Virginia, and Virginia Highlands Community Colleges, as well as teaching internships at several community colleges. In recent years, paid internship opportunities have been expanded to include nearly it vice-presidential offices and several deans' offices within the University, as well as positions at other nearby institutions and federal agencies.

The Initiation of Service Activities

Although developing and operating the instructional
program consumed a great deal of the fledgling faculty’s time and energy, early on efforts were made to extend the center’s expertise into other regions of the state. Much of the early service activity took the form of offering courses in higher education at various community colleges. Courses in “Technical Vocational Education in the Nineteen Colleges,” “College Teaching,” “Issues in American Higher Education,” “The Community College,” and workshops on a variety of topics were offered in the early 1970s at Blue Ridge, Central Virginia, Danielson, Lancaster, Northern, Virginia, Virginia Highlands, and Southside Virginia Community Colleges. Funded research work was initiated with a study of the role of private colleges in the Virginia system of higher education. Grants from the National Laboratory for Higher Education and the Council of Independent Colleges in Virginia supported these studies under the leadership of Jay Chronister from 1970-72. While David Leslie began initiating several areas of research impact of collective decision making, bargaining on management practices, media behavior in the communication of Supreme Court decisions to college administrators, etc.) with grants from the National Institute of Education, the National Science Foundation, and other sources. By 1973 the Center had received training and research grants totaling $141,600 and would approach $264,000 in total funding the following year. (Self Study Report; November, 1973)

From such beginnings then, the three major activities of the Center for Higher Education were put into operation: a strong instructional program, a commitment to service activities, and an ongoing interest in research and scholarship. The history of the Center from this point forward is in many respects a story of refinement and extension of these endeavors, and of course, of the people who were engaged in the process as faculty and students.

Stability Amidst Change 1975-1985

The Center for Higher Education that had been launched rather uncannily in the basement of Peabody Hall back in 1969 underwent a number of changes as the 1970s progressed. There occurred a change in location, a change in leadership, a modification of the Center’s title, and several significant changes in personnel and program orientation.

In addition to serving as Director of the Center during its formative years, Jay Chronister had been tapped by Dean Cypherd to serve as an Assistant Dean. In that capacity, Chronister had to assume primary responsibility for orchestrating the move of the School of Education from Peabody Hall to its current site, Ruffner Hall, as well as attend to his ongoing duties as a professor and Center director. Under his supervision, the move of the School of Education from the central grounds to the newly-constructed Ruffner Hall was smoothly accomplished in January of 1973.

The Center for Higher Education was assigned space on the second floor of Ruffner Hall. At hat each faculty member had his private office. The embryonic higher education library was donated to the Education Library collection on the third floor. For a brief time, there was even space for graduate students, a “bull pen” as it was commonly called. However, it was not long at all before that space fell victim to faculty, expansion and enrollment growth.

Other changes also occurred during the 1970s. In 1974 Dean Frederick Cypherd resigned to accept the position of Dean of the School of Education at Ohio State University. He was succeeded by Richard M. Brandt, formerly Chairman of the Foundations of Education Department in the Curry School of Education. Also during the 1974-75 academic year, Jay Chronister decided that he had reached a point in his career when administrative work was less appealing than the lure of more time devoted to teaching, service and research. Accordingly, he offered his resignation as Director of the Center and also stepped down as Assistant Dean. Chronister had served as Director from the Center’s founding in 1969 and had established the Center’s operations on firm footing.

Selected to take up the duties as Director of the Center beginning in the fall term of 1975 was Jennings Wagoner. Wagoner had been affiliated with the Center unofficially, since its inception. His course in the “History of Education” was a regular Center offering and he had routinely served on various committees associated with the Center’s activities. With his appointment as Director, however, Wagoner was made an “official” member of the Center staff via a split assignment between the Center and the Foundations of Education Department.

Although, Wagoner continued to teach and advise students in the Foundations Department as well as at the Center, he found that for all practical purposes, his duties as an active member of the Center staff constituted a full-time commitment. However, what first appeared to be a significant gain in F.T.E. “manpower” for the Center (Chronister rejoining, Kellams- and Leslie as a full-time professor and Wagoner joining the group as a “two-thirds” F.T.E. addition) evaporated when shortly after Brandt assumed the Deanships, he asked Chronister to take on, once again, duties in the Dean’s Office. Chronister accepted a position as Associate Dean and was then assigned to the Center as a “one-fourth” F.T.E., although he continued to contribute beyond that level of commitment.

In an effort to increase faculty strength and to expand the scope of the Center’s instructional program, the Center faculty pressed for, and eventually received, authorization to recruit an additional faculty member. A national search was undertaken in the spring of 1976 to employ a specialist in adult, continuing, and/or community college education. This new position was created as a half-time assignment in the Center with the other half committed to administrative duties in the Division of Continuing Education. Both units were extremely fortunate in attracting to the University Robert G. Templin, Templin, who had earned his doctorate at N. C. State University, was at the time of the recruitment serving as a community college dean in Kentucky. With his appointment as an assistant professor in September, 1976, the Center was able to deepen and broaden its course work and research capacity in the fields of adult and community college education. Although plans for the eventual development of a masters’ degree program in adult education surfaced but did not materialize, a special program emphasis in adult learning and counseling was put into operation as a result of the cooperative interest and efforts of Professor William Van Hoose in the Counselor Education Department and Templin’s work in the Center.

In the Fall of 1976 the Center for Higher Education engaged in a bit of cosmetic surgery with a name change
to the Center for THE STUDY OF Higher Education. The change in designation was intended to define the Center more clearly as an instructional, research and service entity that had as its fundamental purpose the encouragement of scholarly inquiry into the dynamics of higher education. The new title was also more in keeping with the nomenclature used by similar centers at other leading universities.

By the mid-1970s and into the 1980s, the Center for Higher Education at the University of Virginia was clearly gaining national visibility and a reputation as a place of significant faculty and student activity. Faculty productivity, as measured by publications, research activity, conference presentations, offices held in national and regional associations, editorial board memberships, and other indices of accomplishment, were regularly chronicled in the Center’s annual reports and were evident to colleagues at peer institutions across the country. The Virginia center was one of the few selected for listing in The International Encyclopedia of Higher Education (1977) as being, among the, “institutions of major significance in the study of higher education” in the world. The Center received additional notice as co-sponsor of a national UCEA: UVA Bicentennial Observance in 1976 that resulted in the publication of a book, entitled The Changing Politics of Education (Edith Mosher and Jennings Wagoner, eds., 1978) to which several Center faculty members made contributions. As principal investigator of an Exxon Foundation grant of $79,000, David Leslie and several colleagues produced a series of research reports on the employment conditions of part-time faculty in the United States. Among other publications resulting from that important national study were David Leslie, ed., Employing Part-time Faculty (1978) and David Leslie, Samuel Kellams, and Manuel Gunn, eds.: Part-time Faculty in American Higher Education (1982).

As the Center for the Study of Higher Education entered into its second decade of operation, it could boast of a steady supply of quality students and an impressive stream of graduates. The typical Center student was beginning doctoral study in his/her early- to mid-thirties. With an average headcount enrollment of around eighty students per year, 15 percent of students were part-time, and the Center was graduating four to five doctoral students each year. By 1981, forty Ed.D. and Ph.D. degrees had been awarded to Center graduates.

Certainly, an impressive “quality indicator” for the Center is the fact that by the mid-1980s, two of its graduates had been selected as recipients of the “Dissertation of the Year Award,” an honor bestowed annually by the Association for the Study of Higher Education. In 1983 Dr. Jeffrey Bartokovich received the award for his dissertation, “An Empirically Derived Taxonomy of Organizational Structures in Higher Education.” In 1985, Dr. Janet Kerst-Henry was named the award recipient for her study, “From Truman to Johnson: Ad Hoc Policy Formation in Higher Education.” To date, the University of Virginia is the only institution that has had two of its graduates win this award.

Throughout the 1970s and into the 1980s, efforts were made to attract prominent visiting scholars to the Center. Some, such as community college specialist Raymond E. Schultz of Washington State University and Patricia A. Hollander, General Counsel to the American Association of University Administrators, offered courses or participated in seminars and/or workshops while others came to deliver addresses open to the larger University community. Center faculty and students have been honored to serve as host to, among others, such notable scholars as Carol Van Alstyne, Howard Bowen, David W. Breneman, James S. Coleman, John Corson, Cameron Fincher, Melvina Harder, Malcolm Knowles, David Riesman, and Jack Shuster.

Fortunately for the Center, not all visiting professors made short stops at the University. George B. Vaughan, who became President of Piedmont Virginia Community College in 1978, also became a “regular” member of the Center staff soon after arriving in Charlottesville. Although listed as a Visiting Professor, Vaughan routinely taught the Community College course each year for the next decade and in other ways made many contributions to the operations of the Center.

While Vaughan’s arrival in Charlottesville was a blessing to the Center; one of his early personnel decisions, although understandable, proved to be a “mixed blessing” for the Center. In seeking a new Dean of Instruction, President Vaughan and others at Piedmont Virginia Community College concluded a broadly-based search by inviting Robert Templin to accept the post. Somewhat uneasy with the escalating demands of two full-time positions and attracted by the opportunity to return to community college administrative work, Templin resigned his University appointment in the summer of 1978. However, Templin also maintained a “regular” relationship with the Center by continuing to teach his course, The Adult Learner, each year and by staying intimately involved with Center faculty and students via workshops and other programs.

As if by design to prevent the Center family from becoming complacent, the next year brought the resignation of David Leslie. Effective August 15, 1979, Leslie accepted the post of Assistant to the President at the University of Illinois. Although Leslie noted in a letter to his colleagues and advisees that it was “with a distinct sense of loss” that he was leaving, it was a sense of loss equally felt by those who had worked with him as friends and colleagues for nearly a decade.

The timing of Leslie’s resignation was such that the Center faculty was “stretched” extremely thin during the 1979-80 academic year. Jay Chronister picked up the “Organization and Control of Higher Education” course during the fall (as he had been earlier planned, since Leslie was to have been on leave during the fall term) and Patricia Hollander graciously consented to commute from Washington each week during the spring as a visiting professor in order to teach the “Legal Aspects of College Administration” course. However, with nearly 100 students on the books at that period, it was increasingly obvious that serious and immediate attention had to be given to the Center’s staffing situation. The need for additional faculty, wrote the Director in his annual report, “has now reached critical proportions.” (Report on Academic Affairs, 1978-1979)

A successful search during the spring of 1980 resulted in the appointment of Robert Hendrickson as Associate Professor of Higher Education. Hendrickson, a native of North Dakota (yes, probably the only person any of us has ever known from that state), had received his Ed.D. from Indiana University and was teaching at Montana State at the time of his appointment. With a strong background in higher education legal issues and organizational theory, Bob contributed immediately and measurably to the work of the Center.

In the fall of 1984 Bob Hendrickson left the University of Virginia for a leadership position in the higher education program at Penn State University.
Jerome W. D. Stokes, Assistant Dean of the University of Virginia School of Law, then joined the Center faculty on a part-time basis to teach the legal issues course that had been offered by Hendrickson.

Down through the years research and service continued to be vital aspects of faculty and student activity in the Center. Faculty of the Center increasingly made significant contributions to various professional organizations as well as to the University and larger academic community. Sam Kellams, for example, was appointed founding editor of the Review of Higher Education, the professional journal of the American Association for the Study of Higher Education. Annette Gibbs served on the editorial boards of the Journal of College Student Personnel and the Journal of the National Association of Women Deans, Administrators, and Counselors. Others in the Center similarly served on editorial boards, as officers in national associations, and over the years received awards and honors of various types in recognition of their contributions to the study of higher education. Any attempt to enumerate all those efforts would be expensive; this retrospective accounting of the Center's work is valuable only of obligatory annual reports. Of such tedium, therefore, readers of this brief essay shall be spared.

Perhaps mention should be made, however, of the series of higher education workshops that had their beginning in the "Pre-Conference" held in Washington, D.C., in the spring of 1979. Co-sponsored with the ERIC Clearinghouse for Higher Education, this workshop, directed by David Leslie, featured presentations by Pat Hollander and Bob Hendrickson, a foretelling of their later affiliation with the Center. In 1981, Thomas McKeon, Associate Dean of the Division of Continuing Education, brought to the University the CASE Institute in Executive Management. Dr. Harold Hodgkinson, President of National Training Laboratories, and Dr. James Fisher, President of the Council for the Advancement and Support of Education (CASE), were joined by Professors Annette Gibbs and Jennings Wagner in addressing problems and issues in higher education management. In the summer of 1982, the Center initiated its own series of workshops that continued through 1988. During those years Professors Chronister, Gibbons, Hendrickson, Kellams, Taylor, Tempkin, Vaughn, and Wagner were involved in varying degrees in workshops dealing with such topics as higher education management strategies, faculty evaluation, faculty employment issues, pathways to the community college presidency, managerial perspectives on women in administration, and changing perspectives on student affairs and the law. These workshops drew participants from all across the country and proved to be exciting summer offerings of the Center. A highlight of the annual workshop on management strategies was a candlelight dinner in the Dome Room of the Rotunda, a "Jeffersonian touch" that truly made the workshop a memorable experience for the participants.

Musical Chairs: Administrative and Organizational Change 1985-1989

The 1984-85 academic year brought a number of significant changes to the University of Virginia, the Curry School of Education, and the Center for the Study of Higher Education. At the University level, Robert T. O'Neill became the sixth president of the University of Virginia, replacing Frank Herford. In the Curry School of Education, James Cooper assumed the deanship in the spring of 1984. Following Richard Brandt's appointment to head the previous year of his intention to resign as soon as a suitable replacement could be found.

After a year of study and discussion, Dean Cooper announced a reorganization plan for the education school that called for the merger of approximately a dozen academic units into four new departmental divisions. As part of the new organizational arrangement, the Center for the Study of Higher Education was divided into the Department of Administration, and Supervision to form a new unit within the Department of Educational Leadership and Policy Studies. As such similar organizational schemes had been discussed off and on for several years, the new system came as no surprise; however, it was not embraced enthusiastically by everyone involved. Nonetheless, Jay Chronister, still in his role as Associate Dean of the Curry School, again orchestrated a massive movement of faculty and staff within Ruffner Hall in order to cement the new organizational arrangements. For the fourth time in its sixteen-year history, the Center was again involved in a change of location, this time to the first floor of Ruffner Hall. Jennings Wagner, who had served as Director of the Center for ten years, was appointed Chair of the newly formed department. Annette Gibbs, who earlier in the year had joined the Center on a full-time basis after having served as Associate Dean of Students for twelve years, accepted the responsibilities of the directorship of the Center. Under her able direction, the Center moved toward the end of its second decade of service with renewed vitality and enthusiasm.

As the Center for the Study of Higher Education entered its twentieth year of operation, it also began its fourth year of existence as a unit within the Department of Educational Leadership and Policy Studies. After completing two years of service as Chair, Wagner resumed full-time teaching and research activity as a professor in the department in 1987. He was replaced as Chair by Daniel Duke who joined the faculty as a professor in the administration and supervision program. In 1988, Jay Chronister announced his intention to resume professorial duties effective September 1989. Sam Kellams, who has been a mainstay of the Center since its inception, anticipates a well-deserved research leave during the fall of 1989. Annette Gibbs, now in her fourth year as Director of the Center, has been aggressively and successfully "selling the Center story" via a heavy schedule of consulting, teaching, conference presentations, and professional service. These "core" Center faculty, ably supported by Al Taylor, Jerry Stokes, Chester Tins, and others over the years, have much of which to be proud - and much of which to be grateful. High among those points of considerable pride are the hundred or so graduates of the Center who continue to distinguish themselves, the Center, and the University of Virginia by their contributions and accomplishments. Of equal pride are those students now enrolled in the Center's programs, and those who will follow.

Jennings L. Wagner, Jr.
March, 1989