contemporary centers of learning that are the embodiment of the best organizational principles and practices possible. In addition to giving consideration to the kinds of institutional improvements suggested in the preceding chapters and narratives, there are also more personal challenges confronting those of us who are fortunate enough to work in a university environment.

Perhaps the most important task facing all of us—faculty, administrators, and staff—is to continually remind ourselves of the vital role we play as full-time ambassadors for our institutions in each and every interaction with students, parents, alumni, and the public. Every conversation we have presents an opportunity for us to play a significant personal role in helping to enrich the understanding and support for the purposes and aspirations of our college or university, and higher education in general.

The primary additional challenge for those of us who serve in administrative or other staff roles is to recognize that as we carry out the duties of our respective positions, we are also teachers. In every decision or action that we take, whether at our desks or elsewhere on campus, we are teaching others about organizational life, interpersonal relations, conflict resolution, the importance of pride in one's work, and myriad other critically important lessons. In each instance we are conveying not only our personal values but the values of our institution—regardless of our job descriptions. We are all personally and directly involved in creating learning experiences that help to shape the thoughts, attitudes, and behaviors of tomorrow's citizens, parents, and leaders.

For those of us who are faculty members, pursuing this more inclusive vision of excellence calls upon us to become as dedicated to the advancement of our departments and institutions as we are to our own scholarship and disciplines, as concerned with the quality of the lived experience of our students within our institutions as we are with the quality of the content and delivery of our courses over which we have more direct control, and as committed to dialogue and collaboration with administrators and staff as we are with our academic colleagues. Put simply, for us, excellence in practice means reinventing the significance of the phrase "the faculty are the university."

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