

CCAS Newsletter

Council of Colleges of Arts & Sciences



It was "Standing Room Only" for the panel organized by the Committee on Liberal Arts Institutions, "Maintaining the Liberal Arts in Challenging Times." Steve Kolowich of *Inside Higher Ed* is seen in the foreground taking notes for an article.

Annual Meeting

Despite the stormy weather outside (the remnants of Tropical Storm Ida), 450 deans enjoyed four days of workshops, plenary and concurrent speakers, case studies, **BALTIMORE** and receptions at the 44th Annual Meeting, November 11-14, at the Baltimore Marriott Waterfront Hotel. Attendees came from 46 states, the District of Columbia, Canada, and Kuwait. **Paul B. Bell, Jr.**, of The University of Oklahoma, was this year's Program Chair.

Please turn to page 2



MARK YOUR CALENDARS 45th CCAS Annual Meeting

The Sheraton New Orleans Hotel will be the site of the 2010 annual meeting, November 10-13.

Many of us have not been to New Orleans since Hurricane Katrina and are anxious to show our support for this special American city as it continues to recover from the devastating effects of the hurricane. Martha Potvin, University of North Dakota, is Program Chair. Write Martha at Martha.Potvin@und.edu with any ideas or suggestions for the meeting.

**NOVEMBER
2010**

Five Ways of Looking at Liberal Education

Keynote Speech, Margaret A. Miller

Editor, *Change: The Magazine of Higher Learning*

Those of you with one of the kinds of liberal education I'm going to talk about today will recognize that I cribbed the title of this talk from Wallace Stevens' "Thirteen Ways of Looking at a Blackbird."

Frankly, I don't understand most of the poem, but I do like these lines:

*I was of three minds
Like a tree
In which there are three blackbirds.*

Over time, I have come to be of five minds when looking at liberal education. In the course of my academic career, I have seen four of the five versions of liberal education enacted: liberal education



as the liberal arts, as general education, as general intellectual skills, and as a set of learning goals that go beyond the purely cognitive. The fifth view is a version of liberal education that I have not seen fully enacted but that I hope we will reach for.

With the first of my minds, I look back to the English model of higher education, replicated in our own colonial colleges, in which the object was to introduce privileged young men to what Matthew Arnold, in *Culture and Anarchy* (1869) called "the best that is known and thought in the world." It's generally associated with a canon of works that have been anointed as being among that stellar

Please turn to page 5

Election Results



Pictured above are those elected to the Board of Directors:

Front row (from left): **Nancy Gutierrez**, University of North Carolina Charlotte, **Lynn Weiner**, Roosevelt University, **Martha Potvin**, University of North Dakota (President-Elect);
Back row: **Olufunke Fontenot**, Georgia College & State University, **Valerie Gray Hardcastle**, University of Cincinnati, **Alan White**, East Carolina University, **Mary Anne Fitzpatrick**, University of South Carolina. (**Dwight McBride**, University of Illinois at Chicago, not pictured.)

2009 Annual Meeting, Baltimore *Continued from page 1*

New features this year included:

- A Wednesday evening keynote speech to accommodate the schedule of Under Secretary of Education Martha Kanter
- An Internet Café, so deans could check in with work without paying the exorbitant connection charges from their hotel rooms
- Two new post-conference workshops, "Stepping Up II: Beyond the Deanship," featuring Marlene Ross of ACE and two consultants from search firms; and "Decadal Participation in Building Projects," organized by Andrew Schoolmaster (Texas Christian U) and Tom Otieno (Eastern Kentucky U). Both were very well received, with participants asking that they be offered in an expanded form in future years.
- A poster session on Thursday afternoon featuring universities that offer short-term study-abroad programs for their students.

ACE's Terry Hartle, vice president for governmental affairs, provided an informative (and at times amusing) overview of the current status of federal policies as they re-

late to higher education. *Change Magazine* editor Peg Miller provided a thoughtful talk on the different ways colleges have approached liberal education historically, and finished by defining the model she would like to see offered for today's undergraduate students. The text of her full speech begins on page 1.

In her Presidential Address, **Denise Battles** (U of Northern Colorado), shared the statistics and her personal reasons behind submission of the successful CCAS Project ADVANCE grant to the National Science Foundation in her speech, "The Case for Climate Change: STEM Women in the Academy." And at this year's Gender Issues Breakfast, Donna Burns Phillips of ACE provided sobering insights into how the glass ceiling still hinders the upward mobility of women beyond the deanship.

Many presenters have agreed to share their presentations on our website, www.ccas.net. Be sure to click on "What Deans are Reading for Work" for some good spare-time reading recommendations!

The CCAS Newsletter is published bi-monthly six times each year for its membership. CCAS membership is based on the institution and not the Dean or the individual College. If a Dean moves from a CCAS member institution to a non-member institution, the Dean must apply for CCAS membership for new institution to continue CCAS membership benefits.

Membership Dues

Size	Dues
Very Small.....	\$330.00
Small	\$330.00
Medium.....	\$440.00
Large	\$650.00

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1 Deans Paula Lutz, Carolyn Stefanco, and Linda Schott attended the Gender Issues Breakfast featuring Donna Burns Phillips.

2 ACE Vice President Terry W. Hartle spoke on "Higher Education and Public Policy in 2009-2010."

3 The Internet Café was a popular place to line up during breaks.

4 Kelly Rocca, Ann Marie Ellis, Bret Danilowicz, Ron Nowaczyk, Chris McCord, and Gregory Sadlek volunteered to lead case study sessions.

5 Dean Deborah Holdstein shakes hands with Under Secretary of Education Martha Kanter. Paul Bell, Program Chair, moderated the session.

6 Sam Oleka, Tom Otieno, and Trudy Cobb Dennard confer about which sessions to attend.

7 These gentlemen picked "Old Deans" as the topic for the Open Continental Breakfast. Shown are John LaDuke, Ron Nowaczyk, Mike Brown, and Thomas Riley.

8 "Building Collaborations" drew interest from Rachel Lindsey, Dwight McBride, Chris Gabrich, and Polly Radoch.



2009 Annual Meeting



Nussbaum Receives CCAS Arts & Sciences Advocacy Award

The CCAS Board of Directors has named Martha Nussbaum as the recipient of its 2009 “Arts & Sciences Advocacy Award.” The announcement was made at the CCAS Annual Meeting in Baltimore, Maryland. Nussbaum is the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago.

The CCAS Arts & Sciences Advocacy Award honors an individual or organization demonstrating exemplary advocacy for the arts and sciences, flowing from a deep commitment to the intrinsic worth of liberal arts education.

In presenting the award to Nussbaum, CCAS President Denise A. Battles, Dean of Natural & Health Sciences, University of Northern Colorado (on right in photograph), said that “Professor Nussbaum is one of America’s most influential voices for the power of liberal education. She has authored 14 books, edited another 13, and has four more in progress. She is a Renaissance scholar who moves easily across disciplines – ranging from philosophy, law and feminism to politics and economic development, providing a bridge between ideas and civic life.

As a professor, her prize-winning work has brought her belief in the importance of liberal education for citizenship and justice to thousands of classroom discussions, dorm room debates, and academic evaluations, shaping current discourse on social justice and democratic theory.”

Battles further stated that “Martha Nussbaum exemplifies the best of liberal learning. Her lifetime of work has highlighted the importance of ideas in civic life and public policy and has strengthened the importance of the arts and sciences both within and outside the academy.”

In accepting the award, Nussbaum thanked the Council for this recognition. “A liberal arts education is the best preparation for being an informed and active citizen in a democracy. It cultivates the capacities to engage in respectful, critical dialogue, to imagine a wide range of

human situations, and to understand the history, cultures, and problems of nations other than our own,” Nussbaum said. “It’s difficult for democracies to thrive without being able to rely on these capacities. In our times of financial strain, many people think of the liberal arts as useless frills, which we can pare away without harming our nation. They are wrong.” She urged those present to “keep on fighting” to retain the place of liberal arts in the curriculum.

Nominations are now being accepted for the 2010 A&S Advocacy Award. Send nominations at ccas@wm.edu by **December 23, 2009**.



Newly Released

2009 New Hires Survey

Over 200 member units submitted data on starting salaries and start-up packages for faculty hired in 2009. Members can access the findings on the website, ccas.net. Log in under Members Only, and look for the 2009 New Hires Survey link. Data can be viewed in toto, or by institutional type (research/doctoral; master’s/ baccalaureate). The Board of Directors thanks all those who contributed to this year’s survey.

2010 Membership Directory

Members can view the new directory online under Members Only, or for those preferring a hard copy, just send us a note at ccas@wm.edu. Did you know that there was an online searchable database as well? Click on Membership Directory Search (after logging in with your member ID), and search for other CCAS members by name, institution, state, or discipline.

Statement on Liberal Education

At its meeting on November 14, the Board of Directors adopted a Statement on Liberal Education, which now appears under “About CCAS” on the website. Thanks to **Gregory Sadlek**, Cleveland State University, for initiating the statement.

Liberal Arts & Sciences FAQs

For years, our members have asked for a publication which succinctly describes the whys and wherefores of a liberal arts education, particularly as it relates to the role of colleges/schools of arts and sciences. Past president **Matthew C. Moen** authored a new publication, *Liberal Arts & Sciences Frequently Asked Questions*, which has been packaged with this newsletter.

CCAS members wishing to obtain multiple copies of this publication can obtain them by writing us at ccas@wm.edu. The cost of printing and shipping is \$6.00/10 copies, up to 100, or \$5.00/10 copies over 100. Once we receive your email request, we will call your office for credit card information. The publication also can be viewed on our website under Members Only.

Five Ways of Looking at Liberal Education *Continued from page 1*

company—a list that changes only very slowly, and then with much hand-wringing about the laxity of modern standards. This is liberal education as an immersion in the **liberal arts**.

At its worst, liberal education of this sort has been the sign and seal of privilege, the fraternity handshake that has denoted class status and has differentiated “gentlemen” from “Philistines” (another Arnoldian term). And as such, it resisted the inclusion of people and works that fell outside the privileged circle—or any reevaluation of the work of such people. I remember my surprise when feminist scholars rediscovered Charlotte Brontë’s *Villette*, one of the great English novels, until then completely unknown to me. When Cardinal Newman laid out his idea of a university in his book by that name (1852), he began with a definition of it as “a place of *teaching universal knowledge*” (italics mine). His emphasis was on the words “teaching” and “knowledge”—mine is on “universal.” We now know how many people, and how much wisdom, is excluded from that “universal.”

But at its best, this kind of liberal education is, as Maurice O’Sullivan pointed out in a somewhat crusty *Change* article, an introduction to “those subjects appropriate for preparing people to live lives as free human beings.” Such study disciplines the minds of students by asking them to read, analyze, and incorporate into their worldview key knowledge from a variety of fields, the integration of which hopefully leads to what Arnold, again, called “a free disinterested play of mind” (*Essays in Criticism*, 1865). In that sense it develops character—those who write about this kind of liberal education often use the term “self-development” to describe its chief aim (looking back to the Greek concept of *eudaimonia*, or human flourishing).

A study of a core set of the liberal-arts texts also provides students with a common set of references that transcend their differences and bind them in intellectual fellowship. A temporary refuge from the pressures of “real life,” it helps them determine how to live a good life once they emerge from a bucolic and secluded campus such as the University of Virginia. There “the Lawn” is encircled by intermixed classrooms and residences of students and professors, thus creating the “Academical Village”—a perfect objective correlative of this kind of liberal learning.

By the “good life,” the defenders of the liberal arts don’t mean the prosperous life—although the gentlemen for whom this type of study was designed were likely, by birth and breeding, to be prosperous. This kind of liberal education is emphatically **not** meant to prepare people for future work, except in the broadest of terms. The *artes liberales*, as O’Sullivan points out, were contrasted by their defenders with the *artes illiberales*—that is, study for economic purposes. Arnold’s “free disinterested play of mind” could only happen, in his view, “by keeping aloof from what is called ‘the practical view of things.’” A don at Oxford is reputed to have told a group of graduating students that they would have learned nothing of practical value at university; they would know, however, “when a man was talking rot” to them.

But most of us in this room probably didn’t have that kind of education. With the second of my minds—the second eye of the blackbird, if you will—I see liberal education as the kind of **general education** that I, and probably most of you, experienced, and that most students today still receive. It commonly takes the form of distribution requirements: take so many courses from the humanities, so many from the social sciences, and so many from the “hard” sciences—with English 101 and maybe a foreign-language or math requirement thrown in for good measure.

The putative object of **general education** is to introduce students to a wide variety of disciplines, for two reasons: first, to give them a taste of the various disciplinary practices and habits of mind, and second, to help them decide what kind of advanced study they might want to pursue.

A study of a core set of the liberal-arts texts also provides students with a common set of references that transcend their differences and bind them in intellectual fellowship.

General education worked for me and maybe for some of you as well. I blossomed in the course that got me started on a life-long love of classical music; I was so intrigued by the course in anthropology that I almost majored in that field; my study of French led to a year abroad that shaped my worldview in profound ways; and the course I took in astronomy led to a life-long fascination with science. But then, as I confessed in a recent *Change* editorial, the only Girl Scout honor I ever won was a Dabbler’s Badge.

And therein lies the danger of assuming that general education is the same as a liberal education. When I became an academic officer at the SCHEV, I was given the job of overseeing the assessment of student learning in the state. And almost the first thing we found out was that general education programs were unassessable—because, as one assessment coordinator put it, they lacked intellectual coherence. This won’t surprise any of you who’ve participated in meetings to revise distribution requirements, which generally look less like scholarly discussions than Yalta conferences, where one department grants a bit of territory to another in exchange for a little bit of its own.

The realization of the intellectual vacuity of their general education programs led virtually all the campuses in Virginia in the late 1980s to revise them around learning goals. I don’t know that it made much of a difference, though. Those goals looked wonderful on paper, but the classes that supposedly addressed each learning goal were so numerous and varied that the smattering effect has pretty much continued, as far as I can tell.

Defenders of the liberal arts have long pointed out that a supposedly liberal education of this sort can easily lead to what John

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Continued from previous page

Henry Newman (again, in his *Idea of a University*) described as a “passive reception of scraps and details.” Alfred North Whitehead similarly cautioned us at the beginning of *The Aims of Education* that “in training a child to activity of thought, above all things we must beware of what I will call ‘inert ideas’—that is to say, ideas that are merely received into the mind without being utilized, or tested, or thrown into fresh combination” (here again is the notion of liberal education as requiring an **integration** of ideas).

And therein lies the key to what, with the third of my minds, I see as a liberal education—the development of general intellectual skills.

Again, assessment has pushed us in this direction. The nearly infinite variety of paths through the general education curriculum and its lack of intellectual coherence mean that we can no longer assess how much students have learned the way they did, say, in the large-scale Pennsylvania assessment in the early twentieth century—a 12-hour, 3200-question objective test of content knowledge taken by 70 percent of the state’s college seniors.

So increasingly, institutions are beginning to assess the “general intellectual skills” of students. One variant of **this** version of liberal education focuses on the key skills that the standardized assessment instruments we now have—the Collegiate Learning Assessment (CLA), for example—are set up to measure: communication, problem solving, and critical thinking, which are the three foci of the one National Education Goal that addresses collegiate education.

These skills are generally defended as crucial to the functioning of citizens and workers in a world that’s changing with dizzying rapidity. And at its best, this approach to liberal education can create a flexibility of mind that’s reminiscent of Arnold’s “free disinterested play of mind.”

At its worst, though, this model has several fatal flaws. First, it’s content-free. Are we satisfied with producing graduates who can think in a sophisticated way about sitcoms but haven’t ever read the literature that contains the sum and substance of wisdom on the human condition? Are we content with their being able to write well without “the body of knowledge, strong theoretical base, and history of reflection” that, as O’Sullivan says, is captured within the disciplines?

Second, insofar as it collapses individual human beings into the collective “human capital” that drives the economic engine of this country—insofar only “the skills that make you competitive and productive in a modern, technological economy” (in the words of our President) are our concern—we risk creating what Arnold presciently called “the drab of the earnest, prosaic, practical, austere literal future” (*Essays in Criticism*). While I’m all for a 21st century in which the US maintains its economic hegemony, the old English professor in me believes that that’s not the only thing that we in the academy are about.

I think that a fear of education’s becoming fatally instrumental is why a variant on the general-intellectual-skills approach to liberal education has arisen. With my fourth mind, I see liberal education as including goals that aren’t strictly cognitive.

This view of liberal education is captured in the goals of the Wabash National Study of Liberal Arts Education, which go beyond the merely cognitive in interesting ways. They include *moral character* (“the extent to which students use higher-order ...moral reasoning in resolving moral issues”), *inclination to inquire and lifelong learning* (which is “a student’s tendency to engage in and enjoy effortful cognitive activity”), *intercultural effectiveness* (“students’ openness to cultural and racial diversity, as well as the extent to which they enjoy being challenged by different perspectives, values, and ideas”), and *personal well-being* (which comprises “self-acceptance, personal growth, purpose in life, positive relations with others, environmental mastery, and autonomy”).

I think our willingness to go beyond the strictly intellectual in our educational aims for students stems from several recent developments.

The first is the increasingly complex notion of intelligence that’s come out of work such as Daniel Goleman’s on multiple intelligences. We’ve come to realize that many of the competencies that enable people to live satisfactory and productive lives—the “good life” Socrates and defenders of the liberal arts believed education aimed at—are not limited to the ones we measure on intelligence tests. A person who’s effective in multicultural groups because of highly developed interpersonal skills may not also score well on the SAT.

The second development is a better understanding of the nature of cognition itself. Researchers such as Antonio Damasio have helped us understand reason’s neurophysiological base, as well as the fact that feeling is “an integral component of the **machinery** of reason.” Martha Nussbaum makes a similar point from the perspective of philosophy.

And finally, students are increasingly insisting that if we expect them to “engage in and enjoy effortful cognitive activity,” that activity needs to contribute to their “personal well-being” by helping them make meaning within their lives. There’s a long history of academics’ neglecting this aspect of life, epitomized in characters such as the scholars of Jonathan Swift’s *Laputa* (*Gulliver’s Travels*), Sir Walter Scott’s Dr. Dryasdust (a fictitious character to whom he dedicated *Ivanhoe*), or George Eliot’s Mr. Causabon (*Middlemarch*)—characters who know the facts and only the facts but not what those facts add up to or how they interrelate or help one have a life worth leading.

“Moral character” is a term that makes me nervous, I confess, just as “spiritual” does—both can skirt too close to dogma. But read as the disposition to use reason (understood in all its complexity) to good ends in order to create personal and collective well-being, it’s indispensable. It provides the motive power that is requisite to moral agency.

The danger of this more capacious approach to liberal education is that it can get, to use a technical term, goopy. Classic defenders of the liberal arts all emphasize what hard work it is to cultivate the intellect, as it’s broadly conceived here. Newman denigrates what he sees as the “modern” tendency to believe that “learning is to be without exertion, without attention, without toil; without grounding, without advance, without finishing.”

“Culture,” said Whitehead, “is activity of thought, and receptiveness to beauty and humane feeling.” This activity doesn’t come without intellectual self-discipline and emotional self-regulation, just as “advance” and “finish” don’t happen with a curriculum thrown together higgledy-piggledy by each student. They require instead one constructed carefully and thoughtfully by teachers.

So, given the flaws of each of these models of liberal education, with my fifth mind, I see one that combines the best of these various approaches.

It’s **grounded** in a knowledge of our collective wisdom—there are some texts and core scientific hypotheses that we provisionally agree all students should grapple with.

It’s **broadened** by a sweeping view of what each field of study deposits in that collective storehouse, and **disciplined** by a sophisticated understanding of the scholarly procedures, rules of evidence, principles, logic, and so on that characterize various fields of study—what cognitive scientist David Perkins calls “mindware.” So we require students to go beyond their zone of comfort and competence to see what else the intellectual world has to offer before they dig into one discipline in particular.

It’s **tied to the collective economic and civic good** by attention, across the curriculum, to developing the general intellectual skills that all citizens and workers will need to live prosperously, and to flourish, in the flourishing country they help to create.

And finally, it’s **enriched** by an attention to meaning-making and the enlistment of the emotional side of the cognitive capacities.

The closest this vision has come to being realized is in the AAC&U’s Liberal Education and America’s Promise (LEAP) “essential learning outcomes.” As described on the AAC&U Website (<http://aacu.org/leap/vision.cfm>).

We could do worse than to incorporate these goals into our educational practices whole cloth.

Political leaders have been telling us that we need to produce more college graduates. That’s probably true. But the real question is, can we produce them equipped with this kind of liberal education (the acronym LEAP was not chosen at random, I suspect)?

Can we do it within existing resources—rather than becoming, as Jane Wellman puts it, worshippers in a cargo cult that expects money to drop from the sky?

Can we do it with the kinds of students we increasingly have, who are **not** the privileged white men for whom the liberal arts were developed but exactly those people for whom the system was never designed—adults; students of color; and poor, underprepared, and first-generation students? And finally,

Can we do it given the growing appeal of fields that are more frankly pragmatic?

I would say that we can, but only if we **are** what we want our graduates **to be**: developed, deeply knowledgeable, skillful, and imaginative adults who are oriented toward the social good and human flourishing.

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Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving
Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies
Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

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Outgoing president Denise Battles passes the gavel to incoming president Paul Bell.

Paul B. Bell, Jr., Assumes CCAS Presidency

Denise A. Battles, CCAS president for 2008-2009, passed the gavel to incoming president Paul Bell at the Annual Business Meeting (above). Paul is in his 13th year as dean of the College of Arts & Sciences at the University of Oklahoma, where he also serves as vice provost for instruction. A cell biologist, he holds a Ph.D. in Biology from Yale University. In addition to serving as faculty in the department of zoology at OU, he was a faculty administrative fellow in the Provost's Office, associate provost for undergraduate education, and associate provost. As vice provost Paul is primarily involved in developing academic policies at the state level. In recent years, Paul has specialized in establishing international partnerships and on increasing the number of students who study abroad. He received an honorary doctoral degree from Linköping University in Sweden in 1997 for his work in international education and in recent years he has been particularly active in expanding activities in China. Paul serves as chairman of the board of the University of Oklahoma Confucius Institute and he has been learning Mandarin Chinese to facilitate these relationships.

Changing of the Guard

Send your news to ccas@wm.edu

Since August 15, 2009:

James Brown, interim dean of the College of Liberal Arts at Bloomsburg University, was named dean of Arts and Sciences at Mansfield University. **Julie Kontos** is the interim dean.

Ben Crouch is the interim dean of the College of Liberal Arts at Texas A&M University. Former dean **Charles Johnson** has been named Senior Associate Vice President for Research.

Edward Donnerstein, dean of the College of Social and Behavioral Sciences at University of Arizona, has returned to the faculty. **Beth Mitchneck** is the interim dean.

Alessandro Duranti has been named dean of Social Sciences at University of California, Los Angeles.

Christine Evans is the new dean of the College of Arts and Sciences at Texas A&M University, Commerce. Former interim dean **David Crenshaw** is now associate dean, and former assistant dean **Linda Matthei** is also now associate dean.

Pamela Gates is the interim dean of the College of Humanities and Social and Behavioral Sciences at Central Michigan University. Former dean **Gary Shapiro** is the interim provost at the university.

Eleanor Green is the interim dean of the School of Arts and Sciences at St. Bonaventure University. Former dean **Stephen Stahl** has returned to the faculty.

John Harrington was named dean of the Arts and Sciences Faculty at Fordham University, overseeing both Fordham College at Lincoln Center and Fordham College at Rose Hill. Fordham College at Rose Hill is a new CCAS member under dean **Michael Latham**.

Eric Heyne is the interim dean of Liberal Arts at the University of Alaska Fairbanks. Former dean **Ronald Davis** has retired.

Caesar Jackson, dean of the College of Science and Technology at North Carolina Central University, is on leave-of-absence. Assistant dean **Yolanda Banks Anderson** is the interim dean.

Pamela Jansma, former dean of College of Arts and Sciences at New Mexico State University, was named dean of College of Science at University of Texas at Arlington. **Greg Fant** is the interim dean at New Mexico State.

John H. Johnsen has been named dean of the School of Arts and Sciences at Utica College. He was formerly dean of the School of Business and Justice Studies.

Steven G. Johnson is the interim dean of the College of Sciences at the University of New Orleans. Former dean **Joe King** has been named provost.

Pamela M. Kiser is the interim dean of the College of Arts and Sciences at Elon University. Former dean **Steven House** was appointed provost at the university.

Lawrence Knopp is the new director of Interdisciplinary Arts and Sciences at University of Washington Tacoma. Former interim director **Cheryl Greengrove** has returned to the faculty.

Dimitris Kouris is the new dean of the College of Science and Engineering at Texas Christian University. Former dean **Michael McCracken** has retired.

John Laughton was named dean of School of the Arts and Communication at The College of New Jersey.

Marietta Morrissey was named new dean of the College of Humanities and Social Sciences at Montclair State University.

Jude V. Nixon is the new dean the School of Arts and Sciences at Salem State College. Former interim dean **Christopher Fauske** has returned to the faculty.

Kara Rabbitt is the new interim dean of the College of Humanities and Social Science at William Paterson University of New Jersey. **Isabel Tirado** is on sabbatical.

Marilyn Reineck has been named the dean of the College of Arts and Sciences at Concordia University, St. Paul.

Jeff Roberts has been named the dean of the College of Science at Purdue University.

Joseph Rudnick has moved from acting dean to dean of Physical Sciences at University of California, Los Angeles.

Steven Runge has been named interim dean for the College of Natural Sciences and Mathematics at University of Central Arkansas.

R. Wane Schneider is the new deputy superintendent for academics and dean of the faculty at Virginia Military Institute.

Jeanine Varner is the new provost at Abilene Christian University. **Greg Straughn** is the interim dean of the College of Arts and Sciences.

Michele Wheatly, dean of the College of Science and Mathematics at Wright State University, has been appointed provost and VPAA at West Virginia University.

Mary Lou Zanich is the interim dean of the College of Natural Science & Mathematics at Indiana University of Pennsylvania. Former dean **John Eck** has returned to the faculty.



Members establish Phi Beta Kappa Chapters

The Phi Beta Kappa Society recently voted to establish campus chapters at **Butler University** (Theta of Indiana), **Elon University** (Eta of North Carolina), and **James Madison University** (Xi of Virginia). Congratulations!

Welcome New Members

College of Staten Island,
Division of Humanities and
Social Sciences
Christine Flynn Saulnier, dean
Division of Science and Technology
Gail Simmons, dean

East Stroudsburg University,
College of Arts and Sciences
Peter Hawkes, dean

Gwynedd-Mercy College,
School of Arts and Sciences
Lisa McGarry, interim dean

Nyack College,
College of Arts & Sciences
David Turk, Provost & VPAA;
Fernando Arzola, Jr., associate dean

The Ohio State University,
College of Arts and Sciences
Joseph Steinmetz, executive dean
College of Arts and Humanities
John W. Roberts, interim dean
College of Biological, Mathematical
and Physical Sciences
Matthew S. Platz, interim dean
College of Social and
Behavioral Sciences
Gifford Weary, interim dean

Point Park University,
Office of the Provost
Charles Perkins, provost

Saint Joseph College,
School of Humanities
and Social Sciences
Wayne Steely, interim dean

Shepherd University,
School of Natural Sciences
and Mathematics
Colleen J. Nolan, dean

Southern Utah University,
College of Humanities
and Social Sciences
James McDonald, dean

St. Joseph's College,
School of Arts and Sciences
Katerina Andriotis-Baitinger, dean

University of South Florida,
Sarasota-Manatee,
College of Arts and Sciences
Jane Rose, dean

University of Victoria,
Faculty of Social Sciences
Peter Keller, dean

Wake Forest University,
Jacquelyn Fetrow, dean

New Member Units

Arkansas State University,
College of Sciences and Mathematics
Andy Novobilski, dean

CUNY Medgar Evers College,
School of Liberal Arts and Education
Maria DeLongoria, dean

Elizabeth City State University,
School of Mathematics, Science and
Technology
Harry Bass, dean

North Carolina Central University,
College of Behavioral
and Social Sciences
Elwood Robinson, dean

University of Massachusetts Lowell,
College of Fine Arts, Humanities
and Social Sciences
Nina Coppens, interim dean

University of Texas at Arlington,
College of Science
Pamela Jansma, dean

University of Wisconsin, Stout,
College of Arts, Humanities,
and Social Sciences (Formerly
College of Arts and Sciences)
John Murphy, dean
College of Science, Technology,
Engineering, & Mathematics
Jeffrey Anderson, dean

Western Carolina University,
College of Fine and Performing Arts
Robert Kehrberg, dean

SEMINAR SERIES

Register for these events online at www.ccas.net under Meetings
Registration is open to all decanal staff. Deans are encouraged to bring members of their administrative team to the seminars.

Conflict Management for Deans

February 19-20, 2010

This seminar will enhance a dean's ability to manage conflict, recognize common causes, and develop a repertoire of skills to moderate conflict. Special features of this seminar include conflict management strategies specific to the office of an academic dean, case analysis of common conflicts that arrive at the dean's doorstep, and short consultations with the instructor on individual challenges.

Facilitator:

Dr. Suzanne McCorkle, Director, Office of Conflict Management Services and Dispute Resolution Certificate Program, *Boise State University*

- The seminar begins with lunch on Friday, February 19 and concludes with a networking social hour on Saturday evening. Topics will include
- Conflict-competent leadership
- Understanding the predictable roots of academic conflict
- The basic conflict management toolkit and conflict analysis tools
- Preparing for a conflict encounter

Registration:

\$350 CCAS members and those from member institutions

Included in registration fee:
a breakfast, lunch, and two receptions

Hotel:

The Westin Buckhead, Georgia
(404) 365-0065 or 1-800-937-8461 or
Room rate: \$139 single/double plus tax
Deadline for CCAS group rate: January 29

THE WASHINGTON SEMINAR: Programs & Funding for the Arts & Sciences

March 24-26, 2010

This seminar offers attendees information on current and upcoming funds for programs and research in the arts and sciences. Officials representing such agencies as NSF, NEA, NEH, and NIH will offer insights into priorities of the Obama Administration. On Thursday afternoon, attendees can take part in a guided tour of the Capitol or make appointments to see agency or elected representatives.

The seminar begins with a networking reception Wednesday evening, March 24 and concludes at noon on Friday, March 26. The seminar will be held at the Carnegie Endowment Conference Center, 1770 Massachusetts Ave., NW.

Seminar Director.:

Matthew C. Moen, *University of South Dakota*

Registration:

\$295 CCAS members and those from member institutions

Included in the registration fee:
two receptions, two breakfasts, one lunch

Hotel:

Doubletree Washington
(202) 232-7000
Room rate: \$189 single/double plus tax
Deadline for CCAS group rate: March 3

Seminar for Department Chairs

February 25-27, 2010

Embassy Suites Alexandria Old Town, Virginia

Preliminary Program

THURSDAY

3:00 - 5:30 pm

Seminar Registration

4:00 - 5:30 pm

Workshop for New Chairs
or Workshop for
Continuing Chairs

6:00- 7:00 pm

Social Hour
(Dinner on your own)

FRIDAY

7:30 - 8:30 am

Breakfast by disciplines

8:30 am - 12:00 noon

Sessions

12:00 noon – 2:00 pm

Luncheon by
institutional type

2:00 - 5:30 pm

Sessions

6:00- 7:00 pm

Social Hour

SATURDAY

7:30 - 8:30 am

Breakfast

8:30 –12:00 noon

Sessions

The CCAS SEMINAR FOR DEPARTMENT CHAIRS provides a forum in which chairs—new and experienced— can examine the art of departmental administration through close interaction with colleagues from multiple disciplines and from institutions around the country. Presentations by experienced department chairs will focus upon actual techniques that chairs use, as well as ideal models of administration. Group discussion is critical to the seminar format. Registration, therefore, is limited to 40 participants.

TOPICS INCLUDE:

- The Chair as Academic Leader
- Conflict Management
- Faculty Recruitment, Retention, and Development
- Resource Management
- Working with the Dean
- Case studies of situations often encountered by chairs/heads

SEMINAR FACULTY: Director Benjamin Ogles (Dean, Colleges of Arts & Sciences, Ohio University) will be joined by Elizabeth Say, CSU-Northridge and three experienced department chairs. The seminar faculty will meet with participants in small groups and be available for consultation on individual challenges.

Registration

Due to space limitations, **no more than two chairs from the same institution** will be admitted. **The first 40 registration requests will be accepted; additional requests will be wait-listed in order of receipt.**

Registration Fee: \$500. Includes seminar materials, two social hours, breakfast and lunch on Friday, breakfast on Saturday, and refreshment breaks.

Registration Deadline: February 8.
Payment must be received by that date.

Cancellation Policy

For written cancellations received in the CCAS office by 5:00 p.m. EST on **February 17**, CCAS will refund the registration fee, less a \$50 administrative fee. After that date, no refunds will be granted.

Alexandria: The hotel is very near Reagan Washington National Airport (DCA), or use Washington Dulles International (IAD). Travel by rail is recommended, as some Amtrak routes stop at King Station, across the street from the hotel.

Travel Plans

Participants from previous seminars have said that they wished they had added an extra day to explore the area before or after the seminar. The Embassy Suites have extended the group rate for several days on either side of the event, on a space available basis. You are urged to make your hotel reservations after receiving confirmation of registration, or in no case later than the reservation deadline.

Hotel Information

Embassy Suites Alexandria Old Town, VA
1900 Diagonal Road, Alexandria VA 22314
1-703-758-6542
Rate: \$149 single; \$169 double plus tax
Hotel reservation deadline: **February 5**

To make reservations:

<http://bit.ly/4JtB7e>
Or call 1-800-EMBASSY
and ask for the group rate for CCAS

For more information, please contact:

757-221-1784 • ccas@wm.edu • www.ccas.net



Council of Colleges of Arts & Sciences
The College of William & Mary
PO Box 8795, Williamsburg, VA 23187-8795
www.ccas.net

NOVEMBER/DECEMBER 2009

UPCOMING EVENTS

● **Conflict Management for Deans**

February 19-20
Westin Hotel, Atlanta/Buckhead, Georgia

● **The Washington Seminar: Programs and Funding for Arts & Sciences**

March 24-26
Doubletree Washington and Carnegie Center
for International Peace

● **Seminars for Department Chairs**

—February 25-27
Embassy Suites, Old Town Alexandria, Virginia

—July 8-10
Embassy Suites, Chicago, Illinois

—October 7-9
Bahia Hotel, San Diego, California

● **Seminar for New Deans**

July 11-14
Embassy Suites, Chicago, Illinois

● **45th Annual Meeting**

November 10-13
Sheraton New Orleans Hotel

2010