

CCAS

**Strategic Plan 2010–2013
& Membership Survey**



CCAS MISSION

The Council of Colleges of Arts and Sciences, a network of deans, fosters excellence in colleges and schools of arts and sciences. In pursuit of our mission, CCAS

- ~ connects deans with each other
- ~ provides professional development
- ~ serves as a forum for discussing issues in higher education
- ~ advocates for liberal learning



Strategic Plan 2010–2013 & Membership Survey

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In the fall of 2007, the CCAS Board of Directors adopted its first strategic plan. Over the past three years, significant progress was made in meeting the plan's targets and priorities, which were to:

- provide high-quality services to our members
- increase membership
- engage with other associations to enhance the role of arts and sciences in higher education.

Having moved the organization forward significantly by focusing on accomplishing its original goals (see Appendix A), the Board decided to undertake a second strategic-

24% of member deans, associate, and assistant deans responded, indicating that they were generally satisfied with the continuing and new programs and services offered by CCAS

planning exercise to chart its course for the next three years. As was done in 2007, members were surveyed to determine their level of satisfaction with current services and to ascertain their interest in a set of potential new initiatives. Twenty-four percent of member deans, associate, and assistant deans responded, indicating that they were generally satisfied with the continuing and new programs and services offered by CCAS (see Appendix B). In response to questions about possible new initiatives, the membership clearly favored certain ideas over others. Using member

preferences as a guide, the Board of Directors agreed to move forward with four Planning Emphases (Leadership Development, Services and Resources, Advocacy, and Partnerships), to be implemented by making improvements to current programs and services and by developing several new services and programs.

2010-2013 STRATEGIC PLANNING EMPHASES AND PRIORITY INITIATIVES

Leadership Development

- Continue to implement the CCAS ADVANCE Initiative to infuse gender-equity content and activities into our professional-development programs
- Establish a mentoring program for new deans/associate and assistant deans
- Offer on-campus leadership workshops for chairs/heads

Services and Resources

- Create “standards of practice” for colleges/schools of arts & sciences
- Design a online, searchable deans knowledge base (DKB)
- Redesign the CCAS newsletter for online delivery

Advocacy

- Continue to communicate with policy makers about important issues affecting the arts and sciences.

Partnerships

- Seek out and be alert to opportunities for partnerships to enhance the liberal arts and sciences.

INTRODUCTION

The Council of Colleges of Arts and Sciences (CCAS) is a membership organization of about **650 deans of colleges or schools of arts and/or sciences at over 450 institutions in the United States, Canada, Qatar, and Kuwait.**

Membership includes a wide variety of institutions across Carnegie classifications (see table, below). Since 2006, membership in the following categories has increased: Research University/High; Doctoral Research Universities; Master's Large; Master's Medium; Master's Small; Baccalaureate (all types). The only category that declined was Research University/Very High.

CCAS Membership Profile 2006 and 2010

(Membership Years 2006-2007 & 2010-2011)

Carnegie Classification (Basic)	# of CCAS member institutions		% of institutions in category that are CCAS members	
	2006	2010	2006	2010
Research U – Very High	50	45	52%	47%
Research U – High	77	81	75%	81%
Doctoral Research U	38	41	45%	49%
Total Doctoral	165	167		
Master's/Large	150	165	43%	48%
Master's/Medium	54	56	27%	29%
Master's/Small	19	22	13%	17%
Total Master's	223	243		
Baccalaureate/A&S	18	24	7%	8%
Baccalaureate/Diverse	17	20	5%	6%
Baccalaureate/Associate's	2	4	2%	3%
Total Baccalaureate	37	48		
Specialized	1	1	< 1%	< 1%
N/A	3	4		
	429	463		



ORGANIZATIONAL DESCRIPTION

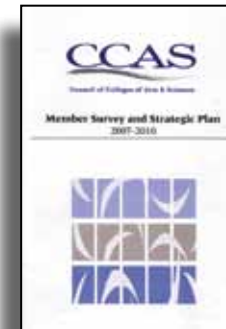
CCAS leadership and members are proud of the rich history the organization has in living its mantra of “Deans helping Deans to Dean.” Following is a brief history and description of CCAS:

- CCAS was formed in 1965 in response to a move by the National Association of State Universities and Land Grant Colleges (NASULGC) to include Engineering and Agriculture deans, but not Arts and Sciences, in their Office of Education programs for legislative advocacy; fifty Arts and Science Deans walked out of the meeting and formed CCAS.
- The original mission statement (which has since been amended) set three purposes for the Association:
 - to provide a forum for discussion of “common problems of higher education as they relate to the Arts and Sciences in state supported institutions,”
 - to be “an agency for transmitting the results of deliberations and resolutions to appropriate persons and institutions including recommendations to ...Federal and State agencies,” and
 - to share information on the various fields in Arts and Sciences.
- In 1988, private universities were officially admitted to CCAS membership; today they constitute about 28 percent of institutional members.
- Membership in CCAS expanded rapidly during the 1990s, slowed in the early 2000s, and then stabilized and grew after 2006.
- In 2006, the Board relocated the Executive Office to The College of William & Mary, under the auspices of the Dean of the Faculty of Arts and Sciences, and hired its first full-time director.
- CCAS is intentionally limited to Deans of Arts & Sciences, as well as Associate and Assistant Deans, of Arts & Sciences; upward mobility causes leadership and membership to change quickly and institutional memory is short.
- The organization employs an executive director and an administrative assistant and out-sources functions such as graphic design, website hosting, and survey research.
- CCAS is financially solvent with two years of operating revenue (approximately \$500,000) in reserves.
- Member services include:
 - An annual meeting
 - An annual seminar for new deans of arts and sciences
 - A seminar for department chairs, offered three times per year
 - One to three special-purpose seminars on current topics such as Marketing, Media and the Arts & Sciences, Legal Issues, Fiscal Issues, Development, and The Washington Seminar
 - Bimonthly newsletters
 - An annual “New Hires Survey,” showing salaries and start-up packages for newly hired faculty
 - A ‘deans only’ listserv for discussion of issues and networking
 - Membership directory
 - Access to the CCAS membership mailing list for searches, newsletters, etc.

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STRATEGIC PLAN 2007-2010

At the Annual Business Meeting in November 2007, the membership approved the organization’s first strategic plan (*CCAS Strategic Plan, 2007-2010*). The *Plan* set three priorities for the Board and Executive Office for the subsequent three years:



- Provide high-quality services to members
- Increase membership
- Engage with other associations to enhance the role of arts and sciences in higher education.

The Board of Directors is satisfied that most of the objectives and action steps called for in the *Plan* were achieved: a significant number of new services were added, and nearly all programs and customer interfaces have been enhanced; membership increased by eight percent; and CCAS collaborated with 20 national organizations and federal agencies to promote the arts and sciences. A full description of the outcomes can be found in Appendix A.

2010 MEMBERSHIP SURVEY

In preparation for its first strategic plan in 2007, the CCAS Board of Directors contracted with Simpson/Scarborough—a marketing-research firm specializing in higher education—to conduct both in-depth phone interviews and an online survey with the organization’s membership. The feedback provided by the membership proved invaluable in helping the Board to identify its priorities for the next three years (*CCAS Member Survey and Strategic Plan, 2007-2010*).

In preparing for its next planning cycle, in 2010 the Board again sought an outside firm to conduct a survey for two reasons: first, to gauge the extent to which the efforts to improve services over the past three years have borne fruit, and second, to help guide the organization’s priorities for the coming year. The Board released a Request for Proposals, and again SimpsonScarborough was selected to conduct the study.

In January 2010, CCAS members were invited to respond to an online survey. Some of the questions replicated those asked in 2007; other questions were new. The major difference between the two surveys is that only deans were asked to respond in 2007; in 2010, the survey was sent to dean, associate dean, and assistant dean members.

The findings from the survey can be found in Appendix B. Major highlights include:

- CCAS continues to be considered among the top three most valuable affiliations by nearly 90 percent of deans.
- The Annual Meeting, other professional-development offerings, and opportunities for networking are considered the most important services to members.
- Over three quarters of members report having attended at least one Annual Meeting in the past five years.
- Nearly 80 percent of members are in favor of changing the newsletter format from printed to electronic.
- The most popular features of the CCAS website are information on upcoming meetings; online registration; results of the annual New Hires Survey; and the listserv archive.

- The Board was particularly interested in hearing from the membership about a series of possible initiatives to pursue in the next few years. These ideas had arisen during Board planning sessions, at the annual meeting, and as a result of activities undertaken during the first Strategic Plan. When asked to choose five initiatives of most interest, members felt most strongly that CCAS should:

- develop “standards of practices” for colleges/schools of Arts & Sciences that could then be used for self-assessment (chosen by 76% of respondents)
- create a repository of “best administrative practices” for Arts & Sciences deans (68%)
- advocate nationally for the arts and sciences (58%)
- offer a mentoring program for new deans, associate and assistant deans (51%)
- compile best practices for recruiting diverse faculty (46%)
- continue to improve services to members (41%)

These member-identified priorities, then, will constitute the Board’s programmatic focus for the next three years, guided by the following vision statement.

VISION STATEMENT

CCAS will provide state-of-the-art professional development, managerial resources, and leadership opportunities for Arts and Sciences deans, chairs, and staff that

~ shape national conversations and policy relevant to arts and sciences education at all levels;

~ leverage existing and emergent partnerships with other organizations; and

~ utilize a diverse set of delivery systems.

The information and services provided by CCAS will empower Arts and Sciences deans to be effective leaders, resourceful managers, and eloquent advocates promoting the arts and sciences. CCAS increasingly will be recognized by its membership and peer organizations as the premier provider of academic leadership development in the arts and sciences.

2010-2013 STRATEGIC PLANNING EMPHASES AND PRIORITY INITIATIVES

Leadership Development

ADVANCE Initiative: Promoting Institutional Transformation through a National Deans’ Association.

In 2009, CCAS was the focus of a successful application for a four-year, \$1.2 million ADVANCE grant from the National Science Foundation. Under the leadership of PI Denise A. Battles (University of Northern Colorado, along with Co-PI Carmen Cid, Eastern Connecticut State University, and Co-PI Anne-Marie McCartan, CCAS Executive Director), the ADVANCE program seeks to increase the representation and advancement of women faculty in science, technology, engineering, and/or mathematics (STEM) disciplines. Recognizing the important role that deans and chairs play in the recruitment, retention, and advancement of STEM women faculty, the CCAS ADVANCE Initiative utilizes CCAS as a vehicle for offering gender-equity information and training to deans and chairs. The project’s overarching aim is to promote positive change among CCAS member institutions through transformation of the organization. Over the next three years, CCAS will engage in various activities in order to fulfill the three objectives of the initiative: 1) to infuse gender equity content and activities into CCAS’s professional development programs in a sustainable way; 2) to maximize opportunities for positive impacts of the initiative on individuals underrepresented in STEM disciplines; and 3) to develop, utilize, and make widely available a set of robust case studies that incorporate gender equity elements.

The ADVANCE program seeks to increase the representation and advancement of women faculty in science, technology, engineering, and/or mathematics (STEM) disciplines.

Implementation: As outlined in the Program Proposal (see <http://www.ccas.net/i4a/pages/index.cfm?pageid=3609> for additional information).

Target date: As outlined in the Program Proposal, with funding from NSF continuing through August 2013.

Mentoring Program for New Deans/Associate & Assistant Deans

The average tenure for a dean is five years, and for associate and assistant deans it is even shorter. CCAS offers an annual seminar for new deans, but only about a quarter of new CCAS member deans are able to attend. (An even smaller proportion of new associate and assistant deans participate in the seminar.) Deans new to CCAS have long expressed a desire to participate in a structured mentoring program, with new deans and associate deans requesting to be assigned to a mentor from a similar institution.

Implementation: The Board of Directors will name a subcommittee of the board or an ad-hoc committee of members to design a mentoring program for new deans.

Target date: The first mentorship pairings will begin in fall 2012.



On-campus Workshops for Chairs/Heads

For many years, CCAS offered its Seminar for Department Chairs/Heads twice a year, at different locations around the country. In 2009, we started offering a third seminar, and in most instances, the seminar has been fully enrolled. One dean, reflecting on the fact that he had mostly continuing chairs and that he could not afford to send all of them to the seminar, asked that the Board consider offering a customized workshop on his campus. A program that utilizes deans who previously served as directors of the Seminars for Department Chairs was designed, and three on-campus workshops were piloted in 2010. Based upon evaluations from the participants, several aspects of the workshop design will need to be improved before making it widely available.

Implementation: The Board of Directors will redesign aspects of the workshop format based upon feedback from participants, consultants, and contracting deans.

Target date: The Executive Office will begin publicizing the redesigned offering in spring 2011.

Services/Resources

Standards of Practice for Colleges/Schools of Arts & Sciences

When a dean begins a new position, he or she may wish to assess the college using an accepted rubric. Such a rubric might include questions such as

- Are there policies on contingent faculty?
- How does shared governance function?
- How are faculty credentials confirmed?
- Is there evidence of global opportunities and perspectives?
- What is the college's role in general education?
- What are the processes for program quality assurance and improvement?
- Is there a regular process for evaluating deans and chairs?
- Is the A&S dean assured a place of importance within university governance?

Our deans responded enthusiastically (76% of respondents were in favor) to the idea that CCAS create a set of “standards of practice” for colleges of arts and sciences. These standards would not attempt to determine a single “best practice” in these aforementioned (and other) areas, but would offer deans a metric against which to measure the status of policies, procedures, and practices at his or her college.¹ A dean could assess, either formally or informally, the extent to which the policies and practices of his/her college/school conform to the Standards of Practice.

Implementation: A careful and thorough process must be designed to develop the Standards of Practice. This may involve engaging a consultant or firm to conduct focus groups of deans to develop the proposed criteria. Once drafted, these criteria would be circulated among membership for review and comment.

Target date: The Standards of Practice will be piloted in January 2013.

1. The idea of taking this initiative one step further by developing a “report card” by which a college could be measured was only embraced by 26 percent of respondents to the survey.

Deans Knowledge Base (DKB)

Although historically CCAS has provided its members with training and development, it has not systematically offered organized resources for deans to tap into on an ongoing basis. For the past two years, the Executive Office has compiled summaries of discussions on the deans’ and associate deans’ listservs and archived the summaries on the website. This service has proven immensely popular, and the topics that deans can view now number over 100. An effort is underway to expand this “resource bank” by collecting and assessing policies on key topics of interest to our membership. A procedure for gathering, assessing, and categorizing topics has been initiated under the leadership of Board members Sam Catanzaro and Carmen Cid. To best utilize such a resource—to be known as the Deans Knowledge Base—CCAS must identify and install a search-enabled, secure database or digital data repository.

Implementation: An ad-hoc Committee on Best Practices has been named by CCAS President Paul Bell and has 1) determined the purpose of the DKB, 2) designed a form for submitting best practices, 3) designed a format for reviewing submitted best practices, and 4) designed an organizing framework for categorizing best practices. Yet to be determined is the choice of a searchable data warehouse for selected items. The Ad-Hoc Committee will continue its work.

Target date: A searchable database will be selected by October 2011, and the DKB will be fully operational by January 2012.

Redesign the CCAS Newsletter for online delivery

The CCAS newsletter, published four-five times a year, contains information on upcoming events, calls for proposals, announcements, profiles of dean-members, feature articles by officials at other national higher-education organizations, and Changing of the Guard. CCAS would realize a cost savings by moving to online delivery of the newsletter.

Implementation: The Executive Office will work with our consulting graphic designer, Jean Pokorny, to redesign the newsletter.

Target date: The first online edition will be released in summer 2011.

Advocacy

Under the presidency of Matthew C. Moen (2007-2008), CCAS returned to its roots and began weighing in on matters of national importance to the arts and sciences. For instance, the Board of Directors corresponded with presidential candidates and Congressional leaders in 2007 to urge additional funding for Pell grants, study-abroad programs, and research facilities; and again in 2010 to support Congressional efforts to scrutinize the use of federal funds at for-profit schools. Although disallowed by law and the CCAS Constitution from lobbying, CCAS can and should continue to communicate with policy makers about important issues affecting the arts and sciences.

Implementation: The CCAS Rapid Response Team will engage in on-going monitoring of recently released reports, initiatives, and other developments from national higher-education groups, and activities of the Executive and Congressional branches for opportunities to advocate the needs and perspectives of the arts and sciences.

Target date: Ongoing

Partnerships

With a full-time staff of two and an all-volunteer board, CCAS must leverage its reach by partnering with like-minded organizations. Past initiatives such as the Consensus Report on Public Health and Undergraduate Education—where CCAS joined with AAC&U, the Association for Prevention Teaching and Research, and other interest groups,²—proved the importance of having CCAS “at the table” with others seeking to influence the course of liberal education. By partnering with the Council on Undergraduate Research and The College of William & Mary to offer a conference, “Creating a Culture of Research on Campus,” CCAS attracted over 130 faculty, administrators and students from around the country. Additionally, the Board of Directors has begun communicating regularly with national association leaders when it determines that the deliberations of these groups may eventually have an effect on Colleges/Schools of Arts & Sciences. Such partnerships allow CCAS to extend its visibility and influence far beyond what it can do on its own. The Board and Executive Director will continue in the next three years to seek out and be alert to opportunities for additional partnerships to enhance the liberal arts and sciences.

Implementation: The Board of Directors will identify at least three opportunities to engage with other organizations to promote the liberal arts and sciences.

Target Date: Ongoing



PRIORITY #1 — Provide high-quality services to members

Outcome: A significant majority (88%) of members rate CCAS among their top three most-valued organizational affiliations.

ACTION STEPS

>> Outcomes

CREATE AN IMPROVED BRAND

>> New logo, color scheme & tagline were created. Mission statement was updated. All publications now use the brand.

UPGRADE THE CCAS WEBSITE

>> Website upgraded to i4a Office Manager Lite with increased functionality. Redesign incorporates new logo & colors. New menu options added: On-line searchable member database (by institution, state, discipline); list-serv archive; online registration; credit card payment; post presentations from the Annual Meetings and the Membership Directories.

IMPROVE THE LISTSERVS

>> Active discussion threads now archived under Members Only. Associate/Assistant deans listserv is now active.

A PACKET OF MATERIALS WAS DEVELOPED AND IS SENT

>> Packet of materials were developed and sent to deans of new member institutions and new deans at member institutions.

REALIGN CONTENT OF ANNUAL MEETING

>> Annual Meeting panel topics are now chosen to reflect issues identified by deans in the member survey.

MAKE IT EASIER FOR DEANS TO CONNECT WITH DEANS FROM SIMILAR INSTITUTIONS

>> CCAS needs to continue to attend to issues unique to research, private, unionized, public liberal-arts (COPLAC) and other subsets of institutions.

MAKE ANNUAL MEETING CONDUCIVE TO NETWORKING

>> Added a welcome session for first-time attendees, continental breakfast, additional lunch tables.

OFFER PRE/POST CONFERENCE WORKSHOPS

>> Two workshops were offered in 2007 meeting; three in 2008; three in 2009, and three in 2010.

GET NEW PEOPLE INVOLVED RIGHT AWAY

>> Added “New Dean” ribbons for Annual Meeting. Newcomer’s Welcome Session.

FIND NEW WAYS TO USE VOLUNTEERS

>> Executive Director actively recruits those who signed the Volunteer Form at the Annual Meeting. The size of the board was expanded from 12 to 16 to broaden opportunities for leadership.

2. The Educated Citizen and Public Health: A Consensus Report on Public Health and Undergraduate Education. Prepared by R.K. Riegelman, S. Albertine, and N. Persily. Council of Colleges of Arts and Sciences, October 2007.

INCREASE PARTICIPATION IN NEW HIRES SURVEY

>> Participation increased by 10%. Revised data collection to be web based.

ALLOW DEANS TO CUSTOMIZE WAYS TO COMMUNICATE

>> Ongoing. CCAS needs to continue to assess the right mediums for transmitting information.

**CONSIDER COMMISSIONING PRIMARY RESEARCH & PUBLISHING
“BEST PRACTICES” WHITE PAPERS**

>> Primer on Alternative Faculty Contracts faltered due to lack of examples submitted by members. To some extent, the archive of listserv topics fulfills this purpose.

THINK OF NEW WAYS TO MEET MEMBER INTERESTS

>> Initiated “Webinars for Busy Deans” to offer a new format. Added additional regional/state deans meetings to Annual Meeting.

BETTER MEET NEEDS OF ASSOCIATE/ASSISTANT DEANS

>> Rejuvenated the listserv; two associates currently serve on the Board; offered post-conference workshops on Stepping Up to the Deanship.

PRIORITY #2 — Increase membership

Outcome: Membership increased from 429 to 460 members (an 8% increase) despite severe budgetary challenges.

ACTION STEPS

Outcomes

DEVELOP A RECRUITMENT & REFERRAL PROGRAM

>> PHASE I: board members recruited deans in same/neighboring states. PHASE II: board members sent a second invitation to neighboring deans. In all, deans in 30 states have been contacted. Other recruitment strategies that generated members included: sending informational packets to new deans at non-member institutions; inviting CCAS deans to join when they moved to non-CCAS institutions; following up with non-member deans who attended conferences and seminars.

MONITOR GROWTH & LOSS BY CARNEGIE TYPE

>> Report presented to the Board at close of each membership renewal campaign.

DEVELOP AN ADVERTISING PLAN

>> Advertising has been folded into the recruitment plan and recruitment packet sent to new deans who are not members of CCAS.

SEEK GROWTH ACROSS MEMBERSHIP CATEGORIES

>> Pursuing all types of four-year, accredited, non-proprietary institutions.

EMPHASIZE OUR PROFESSIONAL-DEVELOPMENT OPPORTUNITIES

>> Have expanded the mailing list to non-member institutions for many of our offerings.

COLLECT DATA ON SPECIAL-PURPOSE COLLEGES

>> Lists of HBCU’s and HSI’s prepared and distributed to Board of Directors. Many already are members.

RECRUIT NON-MEMBERS TO MEETINGS AND SEMINARS

>> Mailing list purchased for all IHE so that publicity on all upcoming seminars and the annual meeting is sent to non-members. This has generated attendance at meetings and has led to new members.

CONSIDER A/A DEANS AS POTENTIAL MEMBERS

>> Executive Office keeps better records on incoming/outgoing associate deans. Communications from the Executive Office include associate/assistant deans. Assoc/Ass’t Deans Listserv has become reactivated. “Stepping Up to the Deanship” workshop offered twice in conjunction with the Annual Meeting.

FOCUS ON KEY MARKETING STRATEGIES

>> Emphasizing 3 key strengths: networking, professional development, and sharing of best practices.

DEVELOP A FAMILY OF COLLATERAL MATERIALS

>> With the hiring of a part-time graphic designer, a packet of compatible marketing materials has been developed.

PRIORITY #3 — Engage with other associations to enhance the role of arts & sciences in higher education

Outcome: Raised the visibility of arts and sciences by engaging in various ways with more than 20 national organizations, agencies, and advocacy groups.

ACTION STEPS

>> Outcomes

CONSIDER PARTNERING FOR ADVOCACY

>> CCAS played a key role in the Public Health Initiative. Board members met with NEA officials in Nov. '09 in conjunction with ICFAD.

MEET WITH OTHER HIGHER-EDUCATION ASSOCIATIONS

>> Met with president of AACU; ICFAD president & executive director; General Secretary of Phi Beta Kappa; and ACAD administrator & board members.

SEEK NATIONAL FORUMS

>> Requested a seat on the LEAP advisory board (AACU) and on a task force on the VSA (AASCU). Held an informational meeting with US Assistant Secretary for Postsecondary Education. Meeting with officials at the National Endowment for the Arts to discuss ways CCAS and ICFAD can encourage public participation in arts events.

SEEK PARTNERSHIPS TO INFORM OUR MEMBERS OF NATIONAL DEVELOPMENTS

>> VP for Governmental Relations at ACE was a keynote speaker in 2007 & 2009; President of AACU was a keynote speaker in 2008; representatives from the Council on Undergraduate Research, Project Kaleidoscope, Modern Language Association, United Negro College Fund, American Academy of Arts & Sciences, and the National Endowment for the Arts made presentations at the Annual Meeting.

CALL UPON THE EXPERTISE OF MEMBER INSTITUTIONS WHO HAVE PLAYED LEADERSHIP ROLES IN NATIONAL PROJECTS

>> Partnering with Univ. of Washington to disseminate its NSF Project ADVANCE model through a NSF grant.

HOLD A WASHINGTON SEMINAR

>> Held in 2008 and 2010, with presentations from AAAS, NEA, NEH, Department of Education, NIH, EPA, and Department of Energy.

ADDITIONAL ACCOMPLISHMENTS

>> Issued *Building a Stronger Democracy Through an Educated Citizenry* to presidential campaigns, Congressional leaders, and Washington higher-ed associations.

>> Established the A&S Advocacy Award, recognizing “outstanding advocacy for the Arts & Sciences” and awarded the prize to Phi Beta Kappa (2008), Martha Nussbaum (2009), and American Council of Learned Societies (2010).

>> Authored and distributed *Liberal Arts and Sciences FAQ's*.

>> Solicited a guest editorials for the CCAS Newsletter from the Executive Director of the Modern Language Association and the Council for International Exchange of Scholars.

Key Findings of Online Member Survey (N=365)

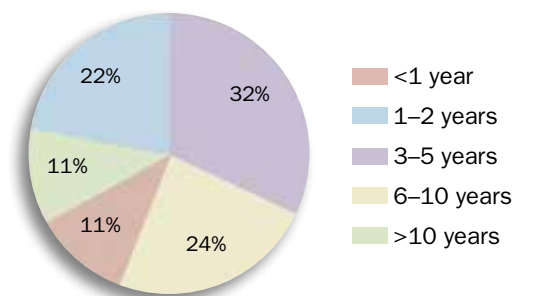
In preparation for its first strategic plan in 2007, the CCAS Board of Directors contracted with Simpson/Scarborough—a marketing-research firm specializing in higher education—to conduct both in-depth phone interviews and an online survey with the organization’s membership. The feedback provided by the membership proved invaluable in helping the Board to identify its priorities for the next three years (*CCAS Member Survey and Strategic Plan, 2007-2010*).

In preparing for its next planning cycle, in 2010 the Board again sought an outside firm to conduct a survey for two reasons: first, to gauge the extent to which its efforts to improve services over the past three years has borne fruit, and second, to help guide its priorities for the coming year. The Board released a Request for Proposals, and again SimpsonScarborough was selected to conduct the study.

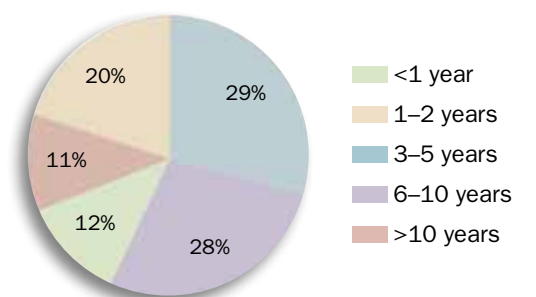
In January 2010, CCAS members (all deans, associate, and assistant deans) were invited to respond to an online survey. Some of the questions replicated those asked in 2007; other questions were new. The major difference between the two surveys is that only deans were asked to respond in 2007; in 2010, the survey was sent to all decanal staff.

Responses from 365 members yielded a 24 percent response rate. Characteristics of the respondents roughly reflect the composition of the overall membership, although deans responded at a higher rate than did associate/assistant deans, and deans from Research Universities/Very High were less likely to complete the survey than those from other Carnegie classifications.

Years in Current Position



Years as CCAS Member



Carnegie Classification

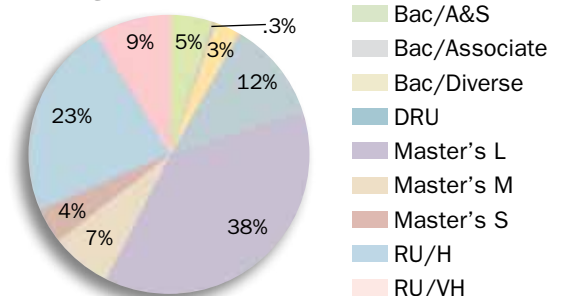
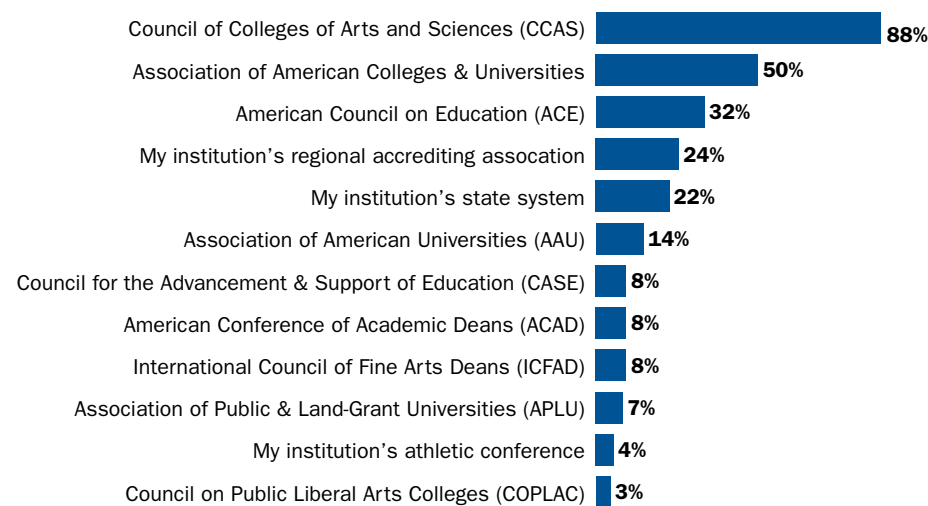


Table I — Profile of Respondents

Title	Dean	57%
	Assistant/Associate Dean	43%
Public/Private Institution	Private	21%
	Public	79%
Gender	Male	63%
	Female	37%



Table II — Most Valued Professional Organizations



Member Satisfaction

To determine the extent to which deans value various higher-education organizations, respondents were asked to choose the three national higher-education associations (non-disciplinary) that they valued most. Eighty-eight percent of members included CCAS **among their top three most valued**, followed by the Association of American Colleges & Universities and the American Council on Education (Table II). This is roughly comparable to the results in 2007, when 91 percent of CCAS deans included CCAS among their top three most-valued organizations. The high value placed on membership in CCAS was seen equally among deans and associate/assistant deans, and across Carnegie classifications and private/public institutions.

Members were asked to rate the value of various services provided by CCAS against those of other organizations. As seen in Table III, 65 percent of respondents see CCAS as better than most in **offering opportunities to network with other deans**. Satisfaction with **customer service**, with the **annual meeting**, and with the **overall value for the investment** topped 50 percent in all categories. In all categories, over 95 percent of respondents rated CCAS as “better than some” or “better than most” compared to other organizations with which they are familiar.

As one of the primary goals of the 2007-2010 Strategic Plan was “to improve services for members,” a comparison of satisfaction from 2007 to 2010 is important. As seen in Table IV, gains were made in all categories between the two surveys, with particularly large jumps in satisfaction with customer service and with opportunities to network with other deans.

Table III — Value of CCAS vs. Other Professional Organizations

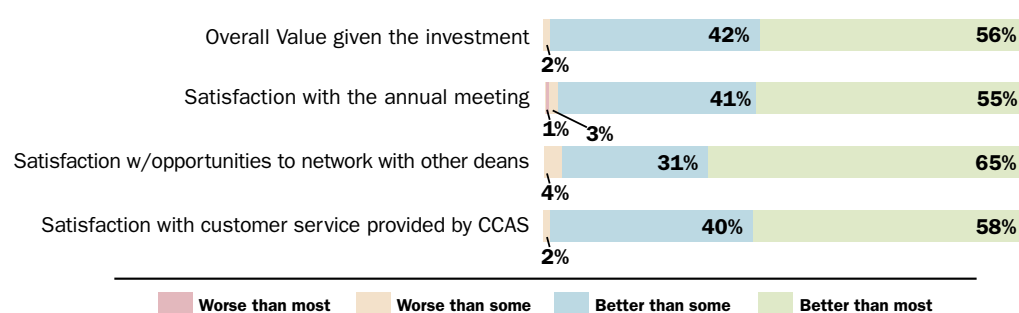


Table IV — CCAS vs. Other Organizations

	BETTER than most		BETTER than some		WORSE than some		WORSE than most	
	2007	2010	2007	2010	2007	2010	2007	2010
Overall value given the investment	53%	57%	40%	39%	6%	3%	1%	1%
Satisfaction with annual meeting	51%	57%	37%	39%	10%	4%	2%	1%
Satisfaction with opportunities to network with other deans	58%	65%	34%	30%	7%	5%	1%	0%
Satisfaction with customer service provided by CCAS	47%	61%	46%	36%	7%	3%	0%	0%

Members were asked to rate the importance of various CCAS benefits and services; as seen in Table V, the **annual meeting**, **professional-development**, and **opportunities for networking** were seen as most valuable. Although not shown on the table,

- **opportunities for networking** was less important to respondents from doctoral institutions (5.1) than those from baccalaureate or master's institutions (both 5.7)
- the **New Hires Survey** is more important to deans at public schools (5.0) than private schools (4.5)
- Associate deans are more likely to value **training for associate/assistant deans** (5.7) than are deans (5.1)

Table V — Importance of CCAS Benefits and Services

	Mean
Annual Meeting	5.47
Professional development in general	5.44
Opportunities for networking	5.41
Career development	5.27
Opportunities for training for associate/assistant deans	5.18
Listserv discussions & archive	5.07
Topical seminars	5.03
Financially supporting the one national association dedicated to networking deans of A&S and advocating nationally for the A&S	4.99
Advocacy by the Board with other organizations and federal agencies	4.93
New Hires Survey results	4.90
Being able to send new department chairs/heads to a training seminar	4.75
Offering workshops before and after the annual meeting	4.49
Newsletter	4.46
Website	4.26
Opportunities for leadership	4.05

SCALE: 1=not important to me/7=very important to me

Respondents who have been in their positions for fewer than 5 years rate **career development** as most important, while those who have been in their positions for longer rate the **annual meeting** as most important (see Table VI).

Table VI — Importance of CCAS Benefits and Services, by Title

	Deans	Asst/Assoc Deans
#1	Annual Meeting	Opportunities for training asst/assoc deans
#2	Opportunities for networking	Professional development
#3	Professional development	Opportunities for networking
#4	Career development	Annual meeting
#5	Listserv discussions	Career development

Importance of CCAS Benefits and Services, by Carnegie Classification

	Baccalaureate	Doctoral/Research	Master's
#1	Professional development	Annual meeting	Opportunities for networking
#2	Opportunities for networking	Professional development	Annual meeting
#3	Annual meeting	Opportunities for training for associate/assistant deans	Professional development
#4	Advocacy by the Board with other organizations and federal agencies	Career development	Career development
#5	Career development	Opportunities for networking	Listserv discussions & archive

Meetings & Seminars

Respondents were asked to indicate how many annual meetings they had attended over the last five years. Seventy-seven percent of those who responded to the survey report attending the annual meeting at least once in the past five years (see Table VII). Although not shown in this table, members from public institutions are more likely (79%) to have attended at least one meeting versus those from private institutions (68%).

Approximately 60 percent of member institutions send one or more deans to the Annual Meeting each fall. Nonetheless, only a third of potential participant deans (450 out of 1550) attend in any one year. What factors preclude attendance? As might be expected, **funding** was cited as the most frequent reason for non-attendance (68%) across all groups, but **location** played a part in the decision of 26 percent of deans from private institutions, and **content** is cited by 23 percent of deans from doctoral institutions as a reason why they don't attend.

Table VII — Number of Annual Meetings Attended

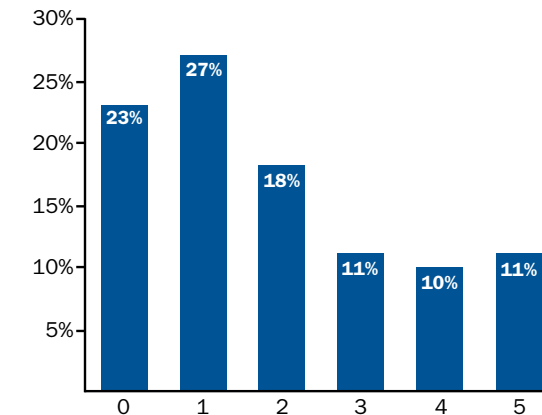
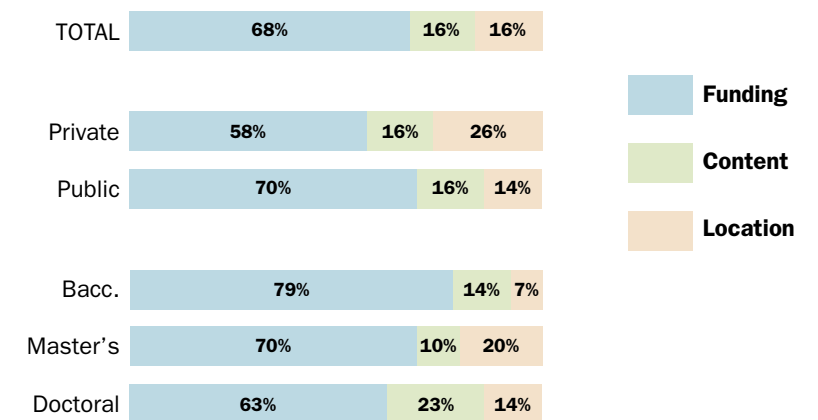


Table VIII — Factors Likely to Preclude Annual Meetings Attendance



What changes might be made in the Annual Meeting to increase attendance? Table IX reveals that no single change is likely to make a significant difference, although some deans might attend more regularly if they **thought there would be something new to learn by attending**, or if CCAS were to **lower the registration fee by eliminating some events such as receptions and meals**. More than a quarter of private-school deans reported that they would be more likely to attend **if there were more deans from my type of institution**.

Table IX — **Changes to Increase Annual Meeting Attendance**

Only asked of respondents who have attended 0-2 annual meetings

I am a new member and have not had the opportunity	33%
Lower the registration fee by eliminating some events such as receptions and meals	30%
If I thought there would be something new to learn by attending	30%
Having more deans from my type of institution to attend	26%
A different time of year	18%
Making the location more centralized	16%
Changing the standard format for presentations	5%

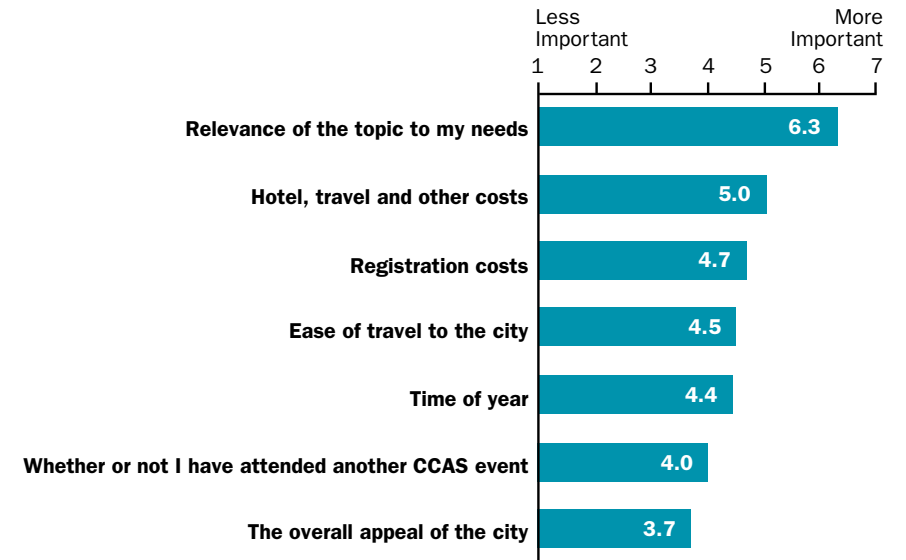
Each year, CCAS offers special-focus seminars as part of its Seminar Series. Table X shows interest in seminar topics based upon position, years as CCAS member, and Carnegie classification. **Deans and Development** is rated most highly by all groups except associate/assistant deans, who slightly favor **Conflict Management**. (Despite the popularity of these topics, it should be noted that when these topics were offered in stand-alone seminars in recent years, only 18 people registered for Deans and Development, and 20 for Conflict Management.)

Table X — **Interest in Seminar Topics**

	Title		Years as CCAS Member		Carnegie Classification		
	Deans	Asst/Assoc Deans	Newer members <=5yrs	Longer members >=5yrs	Baccalaureate	Master's	Doctoral
#1	Deans & Development	Conflict Management	Deans & Development	Deans & Development	Deans & Development	Deans & Development	Deans & Development
#2	Personnel Management	Deans & Development	Personnel Management	Legal Issues in Higher Education	Student Outcomes Assessment	Conflict Management	Fiscal Management
#3	Fiscal Management	Personnel Management	Fiscal Management	Conflict Management	Fiscal Management	Personnel Management	Legal Issues in Higher Education
#4	Legal Issues in Higher Education	Legal Issues in Higher Education	Conflict Management	Reforming General Education	Conflict Management	Legal Issues in Higher Education	Personnel Management
#5	Conflict Management	Fiscal Management	Legal Issues in Higher Education	Personnel Management	Reforming General Education	Reforming General Education	Conflict Management

Deans were asked to indicate the importance of various reasons that influence their decision to attend one of the Seminar Series, typically offered once in the fall and once in the spring. As might be expected, the **relevance of the topic to my needs** is the most important factor, followed by **hotel, travel, and other costs** (Table XI). **Where the seminar is located, time of year, and whether they had attended another CCAS event recently** are not major factors.

Table XI — **Factors Influencing Seminar Series Attendance**



Clearly, the topic of the seminar is the crucial deciding factor in whether to attend, with travel costs as the second most important deciding factor, followed by registration costs. The appeal of the city is a bigger influence for respondents who have been members longer than 5 years.

One new service offered since the 2007 survey is web-based conferencing, with offerings including Legal Issues in Higher Education and Ethics for Deans. As anticipated, a very small percentage (7%) of respondents report having attended one of a webinars, citing the **ease of access, minimal time commitment, low cost, and timeliness of the issues** covered as positive reasons why one might register for a webinar. Mitigating factors included the fact that **webinars can be boring, unskilled presenters or poorly presented topics, and the lack of interaction and networking**.



Member Communication

The *CCAS Newsletter* is mailed to members five times a year, and 69 percent of respondents report that they are frequent readers (Table XII). Although not shown in the table, those who have been in their position for more than five years are more likely to be frequent readers than those who have not (81% vs. 63%), with those who have been members for more than five years reporting that they are frequent readers (78%) versus those with less than five years of membership in CCAS (63%).

Importantly, the vast majority say that they would prefer to receive the newsletter electronically (45%), that they have no preference (an additional 15%), or that they would like both options (an additional 18%). Only 22 percent of respondents wish to continue receiving the newsletter in the mail.

Since 2007, CCAS has invested considerable time and resources to upgrading its website (*www.ccas.net*). The hosting platform was upgraded, the site was redesigned, and additional functionality was added, such as online registration and payment.

When asked how often they view the website, in 2010, nearly 60 percent of deans reported visiting it 1-2 times a month. This contrasts with only 43 percent who reported monthly visits when the survey was conducted in 2007 (Table XIII).

As might be expected, members found “information on upcoming events” and “online registration” to be the most useful features of the CCAS website, followed by the ability to view the results of the annual New Hires Survey. A very small portion utilizes the searchable member database, newsletters, and job listings (Table XIV).

Table XIV — **Most Useful Website Features**

Information on upcoming meetings and seminars	39%
Online registration for conferences and seminars	38%
New Hires Survey results	34%
Listserv archive	25%
Materials posted from conference	21%
Calendar of events	20%
News and information on the home page	19%
Job listings	14%
Newsletters and other publications	14%
Searchable member database	11%

Table XII — **CCAS Newsletter Readership**

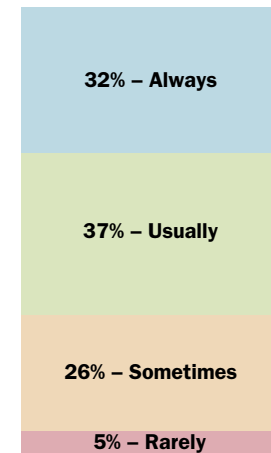
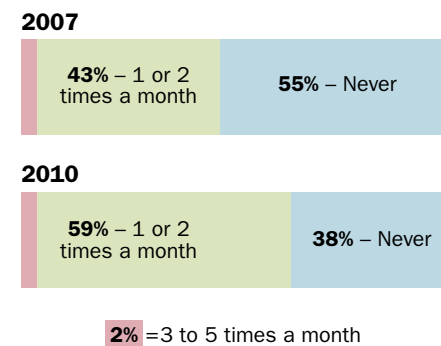


Table XIII — **CCAS Website Usage**



Future Initiatives

To guide the Board of Directors in setting priorities for the coming years, the survey included a set of possible initiatives in which CCAS might engage more deeply. These options are shown in the following table, by mean interest (on 7-point scale) and in terms of overall percentage of respondents who chose that option (out of a possible five choices).

The interest ratings for “repository of best practices,” “advocate for arts & sciences,” and “standards of best practices” are virtually the same. And when asked to pick the 5 most important initiatives, 76 percent of respondents say they are most interested in **developing standards of best practices for colleges of arts and sciences** [highlighted below], with **serve as a repository for best administrative practices** receiving the highest mean score (5.66) [highlighted below].

76%
of respondents
say they are most
interested in
**developing standards
of best practices**
for colleges of arts
and sciences

Table XV — **Interest in Possible Initiatives**

	Mean Interest	% Most Interested
Scale: 1=very uninterested/7=very interested		
Develop “standards of best practices for colleges of arts & sciences” that then could be used for self assessment	5.53	76%
Serve as a repository of best administrative practices for A&S disciplines	5.66	68%
Advocate nationally for the arts & sciences	5.59	58%
Offer a mentoring program for new deans/associate/assistant deans	5.05	58%
Compile best practices for recruiting diverse faculty	5.31	46%
Continue to improve services to members	5.31	41%
Provide career-planning services to deans, associate/assistant deans	4.30	28%
Develop a CCAS-administered “report card” on colleges meeting the “standards of best practices”	4.31	26%
Engage in ongoing partnerships with other national educational associations	4.87	23%
Gather and publish career-trajectory information about the deanship	4.13	18%
Increase membership through targeted recruitment	4.32	10%

Table XVI — Interest in Possible Initiatives

	Title		Years as CCAS Member	
	Deans	Asst/Assoc Deans	Newer members <=5yrs	Longer members >=5yrs
#1	Develop “standards of best practices for colleges of arts & sciences”	Develop “standards of best practices for colleges of arts & sciences”	Develop “standards of best practices for colleges of arts & sciences”	Develop “standards of best practices for colleges of arts & sciences”
#2	Serve as a repository of best administrative practices for A&S disciplines	Serve as a repository of best administrative practices for A&S disciplines	Serve as a repository of best administrative practices for A&S disciplines	Serve as a repository of best administrative practices for A&S disciplines
#3	Advocate nationally for the arts & sciences	Advocate nationally for the arts & sciences	Advocate nationally for the arts & sciences	Advocate nationally for the arts & sciences
#4	Compile best practices for recruiting diverse faculty	Offer a mentoring program for new deans/associate/assistant deans	Offer a mentoring program for new deans/associate/assistant deans	Offer a mentoring program for new deans/associate/assistant deans
#5	Offer a mentoring program for new deans/associate/assistant deans	Compile best practices for recruiting diverse faculty	Compile best practices for recruiting diverse faculty	Continue to improve services to members

As seen in Table XVI,

- Respondents from baccalaureate institutions rate their interest in CCAS developing standards of best practices significantly higher than others: Baccalaureate (6.3), Doctoral (5.2), Master’s (5.7)
- Associate/Assistant Deans rate interest in CCAS providing career-planning services higher than Deans
- 59% of Associate/Assistant Deans would most like CCAS to offer a mentoring program for new Deans/Associate/Assistant Deans, compared to 45% of Deans
- Respondents from private schools show more interest in CCAS developing standards for best practices for colleges of arts & sciences, when compared to those from public schools
- Respondents who have been in their current position for more than 5 years show more interest in CCAS increasing memberships and engaging in partnerships with other associations
- Respondents who have been members for more than 5 years are more interested than newer members in CCAS taking on the following initiatives: improve services, increase membership, engage in partnerships with other associations, and compile best practices for recruiting diverse faculty.



Respectfully submitted to the Membership by the Board of Directors

- Paul B. Bell, Jr.**, *President*, University of Oklahoma
- Denise A. Battles**, *Past President*, University of Northern Colorado
- Martha A. Potvin**, *President Elect*, University of North Dakota
- Carl J. Strikwerda**, *Treasurer*, The College of William & Mary
- Salvatore J. Catanzaro**, Illinois State University
- Carmen R. Cid**, Eastern Connecticut State University
- Olufunke A. Fontenot**, Georgia College & State University
- Nancy A. Gutierrez**, University of North Carolina at Charlotte
- Mary Anne T. Fitzpatrick**, University of South Carolina
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- Ron Nowaczyk**, University of New Haven
- Vickie Rutledge Shields**, Eastern Washington University
- Lynn Weiner**, Roosevelt University
- Alan R. White**, East Carolina University
- Anne-Marie McCartan**, Executive Director



The Board of Directors thanks the hundreds of members who took the time to respond to the membership survey.

NOVEMBER 2010

The Council of Colleges of Arts and Sciences, founded in 1965, is a national association of colleges and universities whose purpose is to nurture and sustain the arts and sciences as the leading influence in American higher education. It serves as a forum for the exchange of ideas and information among deans of arts and sciences who represent the member institutions and as a representative of the liberal arts at a national policy-making level. Additionally, it seeks to support programs and activities to improve the intellectual stature and public understanding of the disciplines of the arts and sciences. Accredited, baccalaure-



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