

CCAS Newsletter

Council of Colleges of Arts & Sciences

Mark Your Calendars 46th CCAS Annual Meeting

Montréal's Fairmont The Queen Elizabeth will be the site of the 2011 annual meeting, November 2-5. This will be our first meeting in Montréal, the second-largest city in Canada. Known as "Canada's Cultural Capital," sites not to be missed include Old Montréal and Mont Royal (after which the city was named). Although French is the predominant language, everyone you meet is bilingual. **Valerie Hardcastle** (Univ. of Cincinnati) is Program Chair. The Call for Proposals will be issued in January, but in the meantime, write Dean Hardcastle at hardcastle@ucmail.uc.edu with any ideas or suggestions for the meeting. Make sure your passport is up-to-date, and *vous voir* a Montréal!



2010 Annual Meeting



Tulane University President Scott Cowen opened this year's Annual Meeting with an inspiring talk about how Tulane has committed itself to a full engagement in mobilizing expertise and resources to build a stronger New Orleans.

Over 450 CCAS members traveled to New Orleans to attend the 45th Annual Meeting. A variety of offerings filled the four-day event, starting on November 10 with a pre-conference workshop on Career Planning, and ending on November 13 with workshops on Academic Bullying and Communicating for Results. In between, attendees heard from the president of Tulane University and the vice president of the National Center for Academic Transformation. This year's program chair was **Martha Potvin** of Univ. of North Dakota.

**PAUL BELL'S
PRESIDENTIAL
ADDRESS,**
Page 10

New Strategic Plan Adopted

With the endorsement of the membership at the Annual Business Meeting, the Board of Directors has adopted its second planning document, *CCAS Strategic Plan 2010-2013*. Along with goals for the coming three years, the Plan includes the outcomes of the 2007-2010 Strategic Plan and the results of a survey of members conducted in winter 2010.

The new planning emphases are in the areas of Leadership Development, Services and Resources, Advocacy, and Partnerships. Initiatives include establishing a mentorship program for new dean/associate deans; formalizing an online searchable database; developing an on-campus leadership pro-

Please turn to page 2

Along with the usual panels and case study session, the program offered

- a poster session on ADVANCE projects at four institutions
- three workshops on Friday afternoon on Implicit Bias, Deans and Construction, Renovation and Surge, and Deans & Development
- optional bus tours of New Orleans and renovation efforts after Hurricane Katrina
- a dessert reception on Friday evening, featuring the famous beignets and the New Orleans' Finest Musicians Jazz Ensemble
- twenty-two luncheon discussion tables
- the release of the new strategic plan at the Annual Business Meeting
- many sessions focused on surviving during tough economic times.

3 This year's recipient of the CCAS Arts & Sciences Advocacy Award

3 Results of the election of officers and board members

4&5 Picture gallery of Annual Meeting in New Orleans

New Strategic Plan Adopted

Continued from previous page

gram for department chairs; fully implementing the NSF ADVANCE grant; and creating a “Standards of Practice” self-assessment tool for colleges/schools of arts & sciences.

Noted CCAS President Vickie Shields, “with the adoption of the new strategic plan, the Board has set itself an ambitious agenda for the next few years. Since 2006, CCAS has greatly improved member services, increased membership, and raised our profile as a national partner and advocate for the arts and sciences. We are now ready to initiate some substantial new programs to benefit our members.” Noting that these programs were chosen based upon the preferences of the members who completed the survey, Shields said that she was particularly excited about development of a “Deans Knowledge Base,” which would allow members to quickly search online for resources and sample policies on issues of interest.

The new plan will be sent to all members after the first of the year.



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

The Executive Office Staff

Executive Director
Anne-Marie McCartan
Executive Administrative Assistant
Dorothy C. Reyes
Graphic Designer
Jean Pokorny

Contact Us

Phone.....(757) 221-1784
Fax.....(757) 221-1776
Email.....ccas@wm.edu
Web site.....www.ccas.net

CCAS Mailing Address

Council of Colleges of Arts and Sciences
c/o The College of William and Mary
POBox 8795
Williamsburg, VA 23187-8795

For UPS or FedEx ONLY
213 Ironbound Road
Alexander Galt House
Williamsburg, VA 23188

FEI: 42-6122857

Advertisements

Full Page ad.....\$200
Size: 9.5 inches (H) x 7.5 inches (W)
Half-page ad.....\$100
Horizontal ad:
9.5 inches (H) x 7.5 inches (W)
Vertical ad:
9.5 inches (H) x 3.75 inches (W)

*For details please contact the
CCAS office at ccas@wm.edu.*

Election Results



Pictured are those elected to the Board of Directors:

FRONT ROW:
Dean Valerie Hardcastle (Univ. of Cincinnati)—*President-Elect*

Dean Vickie Shields (Eastern Washington Univ.)—*President*

SECOND ROW:
Term representatives:
Associate Dean Tom Otieno (Eastern Kentucky Univ.)

Dean Ron Nowaczyk (Univ. of New Haven)

Dean Elizabeth Say (California State Univ., Northridge)

THIRD ROW:
Term representatives:
Dean Paula Lutz (Montana State Univ.)

Associate Dean Sam Catanzaro (Illinois State Univ.)

Dean Carmen Cid (Eastern Connecticut State Univ.)

2010 NEW HIRES SURVEY Released

Over 200 colleges/schools submitted data on starting salaries and start-up packages for faculty hired in 2010. Members can access the findings on the website, www.ccas.net. Log in under Members Only, and look for the 2010 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.



See Tamera (Tammy) Jahnke
Featured on Page 13

Do you have a favorite dean who might be profiled under “Featuring?”

Send your nominations and a few words about the dean to ccas@wm.edu

ACLS Receives CCAS Arts & Sciences Advocacy Award

The CCAS Board of Directors has named the American Council of Learned Societies as the recipient of its 2010 “Arts & Sciences Advocacy Award.” The announcement was made November 12 at the organization’s 45th Annual Meeting in New Orleans, Louisiana. Accepting on behalf of ACLS was its president, Dr. Pauline Yu.

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 ACLS, CCAS President Vickie Rutledge Shields, dean of social & behavioral sciences and social work at Eastern Washington University, announced that CCAS was honoring ACLS for continuing to fulfill its mission for “the advancement of humanistic studies in all fields of learning in humanities and social sciences and the maintenance and strengthening of relations among the national societies devoted to such studies.” She said further, “for decades, ACLS has given essential



Dr. Pauline Yu, ACLS President, received the engraved pewter gallery tray in recognition of her organization's work on behalf of the liberal arts.

support to Ph.D. students and mid-career faculty members by providing fellowships for scholarly research. Hundreds of faculty members at CCAS institutions have received ACLS funding at some point in their careers.”

In accepting the award, Yu thanked the Council and noted that “the critical and analytical thinking, cultural understanding, communication skills, and habits of mind the liberal arts instill equip students for not just their first job, but for a succession of positions in an information economy that surely will bend and reshape occupations many times over the course of a career.” She told the assembled deans that with four million college students served by the institutions which comprise CCAS, “you have both an extraordinary opportunity and, as you well know, a weighty responsibility to sustain and convey the importance of the liberal arts.”

Nominations are now being accepted for the 2011 A&S Advocacy Award. Send nominations to ccas@wm.edu by December 17, 2010.



1



2



3



4



6



7



5



8

- 1** The Committee on Liberal Arts Institutions met Thursday morning.
- 2** Norma Burgess asks questions at Isaac Mowoe's session, "Deans & the Law: A Dean's Tale."
- 3** This happy group entitled their Open Continental Breakfast table, "Deans with a Sense of Humor." One asked, "How could we survive otherwise?"
- 4** The topic for the Breakfast for Minority Deans was "HBCUs in the 21st Century."
- 5** Luncheon speaker Carolyn Jarmon described the course redesign projects sponsored by the National Center on Academic Transformation. For her remarks, visit the CCAS homepage, www.ccas.net.
- 6** President Paul Bell thanked outgoing Past President Denise Battles for her service to CCAS.
- 7** Board Member Mary Anne Fitzpatrick introduced the Gender Issues breakfast speaker Caryn McGighe Musil of AAC&U.
- 8** Keynote speaker Scott Cowen of Tulane University

- 9** Michael Stevenson and Michelle Behr do what deans do best at the Annual Meeting – take time to network.
- 10** University of North Dakota Dean Martha Potvin served as Program Chair for the meeting. See news on Dean Potvin in "Changing of the Guard."
- 11** Associate deans meet over breakfast on Friday morning.
- 12** Attendees at the workshop on construction moved quickly to reviewing blueprints. Jeff Stafford and Gina Mikel of Eastern Washington Univ. were the presenters.
- 13** Over 100 deans took advantage of the City and Katrina Bus Tours on Friday afternoon.
- 14** Paula Lutz and Blaine Hudson offer their perspectives during the New Deans Workshop panel.
- 15** Deans Mary Anne Fitzpatrick, Tim Moerland, Jerome Teitelbaum, Tom Wolfe, and Kelly Rocca respond to Isaac Mowoe's presentation on "Deans & the Law: A Dean's Tale."



9



10

2010 Annual Meeting



11



12



13



14



15

Joint Conference on Undergraduate Research a Success



CCAS members attending the Conference on Undergraduate Research included

FRONT ROW:

Larry Snyder, Anne-Marie McCartan (CCAS), Demetris Khouras, Nira Hermann

SECOND ROW:

Jann Joseph, Lila Roberts, Charles MacVean, Gary Johnson

BACK ROW:

Maarten Pereboom, Joel Swartz, Jean Schaake, Carl Strikwerda, and Balazs Hargittai

Other deans attending the meeting were

Laura Barrett, Tim Born, Jeff Carlson, Valerie Hardcastle, Harriet Hudson, Marie Loudon-Hanes, Steve Lynn, Paul Orser, Scott Paynton, Susan Pease, Bill Retzlaff, Suzanne Rocheleau, Richard Schlesinger, Kristin Sobolik, Tim Whisler, Sloan Williams, Adelia Williams, and Robert Wolff.

CCAS teamed up with The College of William & Mary and the Council on Undergraduate Research (CUR) to offer “Creating a Culture of Research on Campus” October 15-16 on the campus of William & Mary. The conference attracted over 140 deans, provosts, directors, faculty members, and students to hear sessions such as “Undergraduate Research as a Driver for Curricular Change,” “Teaching with Research,” “Administrative and Faculty Collaboration for Creating A Culture of Research at Pace University,” and “Introducing Research to First-Year Students.” CCAS Board member and Treasurer Carl J. Strikwerda organized several presentations, including “Private Fundraising and Grants to Support Research.”

Two receptions at the lovely campus Muscarelle Museum showcased posters on undergraduate research from 13 institutions. Remarkd one conference attendee, “I found it to be well worth the investment of time and funds. I had several “take-aways” from the conference that I am now sharing with our dean and provost.” All agreed that the collaboration between CCAS, CUR, and William & Mary worked well.



Keynote speaker Jennifer Blackmer, assistant professor of theatre at Ball State University, spoke on “Liberal Arts Education and Student-Faculty Research.”

Paul B. Bell, Jr., Presidential Address

45TH CCAS ANNUAL MEETING

NOVEMBER 12, 2010

New Orleans, Louisiana

To Dean or Not to Dean

To dean or not to dean: That is the question. And once having deaned, is it nobler to suffer the slings and arrows of middle management fortune and keep on deaning, or to provost, or per chance to president? Aye, there's the rub.

After I had been chosen to be the dean of the College of Arts and Sciences at the University of Oklahoma, my mother reminded me that I had once told her that I never wanted to be a dean. This negative view of deaning had been partly predicated on a story my mother had told me about a cousin who, for reasons that completely escaped her, had given up what, in her opinion, was a perfectly good job as a college professor, to uproot his family and drag them from place to place, first to become a department chair and later to become a dean.

My own decision to apply to be a dean was ultimately driven by my largely negative opinion of deans under whom I had served. During my previous 18 years as a faculty member at OU, I had seen many deans come and go – the dean's office had a virtual revolving door. They had all been hired from the outside, with the obligatory and celebratory fanfare that always accompanies the installation of the newly proclaimed transformational leader, and they all left the deanship after relatively short tenures – most to take jobs as provosts or presidents at other universities. After many years of watching this passing parade of deans, as well as provosts and presidents, I eventually concluded that their reason for coming to OU was to use us as a steppingstone to a more prestigious and higher paying job. They all came in with an agenda for change – irrespective of whether anything needed changing or not, or whether the things they proposed to change were the things that actually needed changing – but they didn't stay long enough to get anything accomplished and they usually left behind a mess that someone else had to clean up. I ultimately decided that we needed a dean who wanted to be a dean.

Now, don't get me wrong. We need good people to become provosts and presidents, and I would like to see even more former deans of arts and sciences fill these positions. Arts and sciences deans bring to higher administration both an appreciation of the central role of the liberal arts

in American higher education and an understanding of the breadth and diversity of our universities that exceeds those of presidents and provosts who derive from more narrowly-focused professional colleges. I once had a provost who had been dean of a college with very technical, career-focused disciplines. Faced with pending budget cuts and the need to reduce costs, he initiated an analysis to determine which departments contributed the most to the university's financial bottom line. I remember his surprise when he discovered that the unit that produced the most tuition dollars relative to instructional costs was Sociology, with other liberal arts and sciences departments close behind. Even though he was now provost, he apparently had never previously thought about who taught all of those science, math, humanities and social science courses that his students needed as a foundation for their technical degrees and who generated all of the tuition that afforded his highly paid faculty the luxury of teaching relatively small numbers of majors.

However, the case I want to make today is that deaning does not have to be seen just as a steppingstone to something better, but rather is a worthy career in and of itself. We need dedicated, experienced, long serving career deans at our universities to provide both organizational stability and consistency of leadership. When change is necessary, we need deans who are in it for the long haul. Having to live with the consequences of the changes you bring about makes it likely that the changes will be better thought out, and designed to solve real problems.

Also, let's face it. Presidents and provosts do not run universities. If they are doing their jobs well, they simply just don't have the time. Deans run universities, with the close and essential collaboration of department chairs. Deans are true middle managers – we are located right in the middle of the organizational chart, between the students, faculty and department chairs who are below us and the provost, president and regents who are above us.

The central position of deans in the organizational chart allows us to continue to have meaningful relationships with students and faculty members. As dean I still teach the same undergraduate class that I have taught for 30 years, and I also meet regularly with student advisory and leadership groups. I also make time to meet frequently, both formally and, more importantly, informally over a lunch and at receptions with individual members of the faculty as well as the chairs and directors of the college's 27 departments, schools and interdisciplinary programs. So, I still get the chance to hear



Paul B. Bell, Jr.

first-hand and on a regular basis what students and faculty members are thinking and what they think they need; and I am in a position to do things directly that will help them achieve their educational and professional goals.

My position in the organizational chart also allows me to understand what the president and provost are thinking and trying to accomplish. My success as dean resides in my being able to bring the disparate and diverse goals and needs of students, faculty members, department chairs, the provost and the president into some reasonable alignment in a manner that respects everyone’s aspirations even if I cannot always meet everyone’s expectations. The key to making this work is to make sure that everyone feels that they are being treated with respect and dealt with fairly. I currently have the good fortune of working with a president who has a clear vision of what he wants to accomplish, but who leaves it up to me as dean to figure out how to accomplish it in a manner that respects faculty governance and the consultative process that is an important part of the academic culture. This helps generate buy-in from students and faculty and leads to a good decision-making process.

Because I know that many of you enjoy deaning and plan to keep on deaning, I want to share with you my “Ten Principles of Effective Deaning.” These principles have served me well for the past 13 years and I share them in the hope that they can help you, too, become a long-serving dean. They might even help the rest of you become long-serving provosts and presidents.

Principle number one is:

1. Don’t take it personally.

For me, this is the sine qua non of deaning – the essential and indispensable condition that serves as the foundation for success. You must separate yourself emotionally from your job. Deaning is something that you do. It is not who you are. After I became dean I discovered that I had many new friends. All kinds of people who had never given me the time of day now wanted to spend time with me. I realized, of course, that this newfound attention had nothing to do with me as a person, but rather with the budget, space or some other resource that I now controlled. Now, this is not a bad thing. Deans are supposed to solve problems and help people get the resources they need, not because we are wonderful people but because that is our job. After I became dean, I also discovered that there were people who felt I was being unfair to them. They filed complaints and even sued me. I had to understand that I could not take this personally either. Of course there are always people who try to make things personal – they know that they are right and if you disagree with them, don’t give them the money, promotion or the space they deserve, it must be because you have something against them personally. What other explanation could there be? Yet, if you take things personally it can cloud your judgment, waste your physical and emotional energy and put you into a legally untenable position. Taking your job as dean personally can lead you into a black hole of

negative energy from which you will never escape. So protect yourself and do not engage emotionally. Which leads directly to principle number two.

2. Stay within your boundaries – legal and professional.

Just as there are legal and other kinds of boundaries on our personal behavior, there are also legal and professional boundaries on our behavior as deans. My lawyers remind me and I am constantly reminding others, that as long as we are acting within the boundaries of our authority as defined by our institution’s policies and procedures, we are generally protected from personal liability. It is when we act outside of those boundaries that we get into trouble. We all know colleagues who think that just because they have a Ph.D. in plant morphology or whatever, they are therefore eminently qualified to provide other members of the faculty, staff or even students with helpful psychological or personal counseling, only later to be burned when the counselee files a grievance or a law suit. Unless you have a license to practice counseling, law or medicine, you had better stick to deaning and refer people to other professionals when such help is warranted. Even if you are a licensed practitioner, don’t hang your shingle outside of your dean’s office. You cannot simultaneously be someone’s dean and personal counselor without having a conflict of interest that is job threatening. As deans we are surrounded by boundaries that are best not crossed, lest we undermine the trust that others have placed in us to do our jobs fairly and impartially, leading to principle number three.

3. It’s not about you; it’s about them.

Leading is not about the leader. It is about the followers. My job as an academic manager and leader is to help others be successful – to provide them with the resources and the environment they need to achieve their goals. If the people whom I lead – be they students, faculty or staff – are successful, then I, as dean, will be successful. As dean, I may also have goals of my own that I want to accomplish – establish new programs, hire more faculty, generate more funding, build new buildings – but I know that I cannot do any of these things all by myself. I need others to be willing to take on these goals as their own and to work toward them either with me or even independently of me. Sometimes my function is just to get the ball rolling on a project; and by the time it reaches fruition, my role will have been forgotten, which is fine with me. I don’t start things because I want credit. I start things because I believe they need to be done. My satisfaction comes from the accomplishment of the goal and not from the credit I receive. Your success as a leader will ultimately be measured by the success of those you lead.

Your success as a leader also may well depend on how well you follow principle number four.

4. Respect process; process is your best friend.

Processes exist to provide a level playing field, whether they

are faculty evaluation processes, tenure and promotion processes, salary increase processes, etc., etc. When the rules are the same for everybody, and you follow those rules, then you are protected against charges of being arbitrary or acting out of personal interest or motive. My institution’s lawyers tell me that courts give great latitude to educational institutions to establish their own processes, and as long as we follow them and apply them to everyone equally, then we are treated by the courts with great deference. Where we get into trouble legally is when we fail to follow our own processes. If you do not like your processes, then use the appropriate processes to change your processes. But always faithfully follow whatever processes are currently in effect. This may not keep you from being sued, but it will keep you from loosing. Besides that, it is the right thing to do.

Principle number five is:

5. Be friendly, but not friends.

As dean, I try to be friendly to everybody, but I avoid being perceived as being personal friends with anyone on the faculty or staff. I have seen far too many times how a perception of cronyism can poison the atmosphere of a department, college or university. If people feel that your decisions are driven by favoritism or an agenda based on personal friendships, it will undermine the trust that is essential for a dean to be effective. Equally bad is developing a reputation as a gossip. We all know individuals on our campus who if you tell them something in the morning it will be all over campus by the afternoon. Do not let that person be you. I have seen too many examples of gossip coming back to harm the person who engaged in the gossip. Over the course of my deanship I have been told things that I will probably take to my grave. I have never broken a confidence, except when it would have been unlawful not to do so – as in the case of reports of discrimination or harassment. In these situations I always make it clear up front that I am required by law to report any allegations of harassment or discrimination to the appropriate institutional official. The fact that people know they can trust me not to repeat things, means that they are more likely to tell me things that I need to know so that I, in turn, can help them or help others. Which leads directly to principle number six.

6. Listen more than you talk.

My mother used to tell me that God gave us two ears and one mouth for a reason, therefore we should listen twice as much as we talk. We learn by listening to what others have to say and not by talking. After I became dean, I met with everybody – and I mean everybody – in the college who would meet with me. I asked leading questions but mostly I just listened to whatever anyone wanted to tell me. After 13 years I am still having meetings with students, faculty members, chairs and directors in which I mostly listen. I also create multiple opportunities to interact informally with faculty and students, during which time I mostly listen to whatever they want to talk about. This is an excellent

way for me to keep my finger on the pulse of the college and to judge both the overall mood and to pick up on specific concerns. Also, when there is an issue or problem that I have been called upon to solve, I like to get all of the parties involved around one table and listen to what everyone has to say. In these meetings I ask questions to guide the conversation along, but I purposefully try not to talk very much, taking notes when necessary to force myself to remain silent. Through this process I try to make sure that all points of view are expressed and that we explore all aspects of the problem at hand. I may even suggest possible options to resolve the matter. Only after listening am I ready to take the next step – whatever that step might be, including formulating a decision or identifying as yet unanswered questions that need further exploration. It is an act of vanity to think that we have acquired so much experience as deans that we now have all of the answers and no longer need to learn. Fortunately, just about the time I think I have seen it all, I find myself dealing with something that I previously never could have imagined. My advice is never jump to conclusions. The fall could be fatal.

Listening well also requires remembering well, which leads to principle number seven.

7. Rely on your notes, not your memory.

This was true even when I was younger and had a really good memory. The problem is that memory is always imperfect and deans deal with so many different things in rapid succession that without a written record of meetings and commitments, you are bound to misremember. Moreover, because their emotional investment is often greater than yours, other people’s memories of the conversation they have with you will be much more vivid in their memories than it will be in yours. This is especially true of any commitments that you make to them or that they think you made to them. I tell people that, because of the volatility of my own memory, if my commitment isn’t in writing it doesn’t exist. This protects me from the inevitable unhappiness that occurs when their memory of what I committed differs from my memory. I also put into writing by memo or email any financial, space or other substantive commitments that I make to people, which I can refer to later as a way to help me fulfill those commitments. Not keeping your commitments to others is almost the worst thing that a dean can do to undermine the trust and respect of others. Good notes are also critically important for any meeting involving personnel matters, especially when you may need to recall during a deposition or hearing what someone said to you and what you said to them. I keep a bound research notebook with numbered pages in which I record all of the conversations I have with people. I am now on my 12th volume, giving me a permanent and easily searchable record of things I said months and years ago and have long since forgotten.

And should you ever feel yourself being pressured to make a commitment or a decision, remember principle number eight.

8. Time is your ally.

Have you noticed that people always want you to make instantaneous decisions? To them, of course, the solution is obvious – either just say yes to what they want or use your deanly super powers to fix their problem. After all, you are the dean and you need to be seen as being decisive, right? Wrong! Do not let someone else make their crisis your crisis! You should take as much time as necessary to gather the information you need to make an informed decision and, especially, to think before coming to a conclusion. Indeed, the more urgent the matter is for the person bringing it to your attention, the more you need to take your time and not rush to judgment. If the matter really is urgent, you may need to put other things aside and start working on it right away, but resist at all costs being forced into a hasty – and more often than not wrong – conclusion or action. If the issue is potentially a legal matter, always, always, always consult with your legal counsel. Email and other forms of instant communication, in which the implied urgency of the medium cries out for an immediate response, simply increase the risk that you will shoot from the hip and hit your own foot. If the message requires anything more than a simple “yes” or “no” answer, you should print it and compose a thoughtful answer before responding, preferably no sooner than the next day. Sometimes the best response is no response. You do not need to dip your oar into every pond and you should never respond to a provocation. Some things are best resolved by just letting time pass. And speaking of time leads to principle number nine.

9. Focus your time and energies on the coalition of the willing; spend less than 10% of your time on the unwilling and the troublemakers.

My immediate predecessor in the dean’s office, who was serving as interim dean, complained to me that he was spending so much time dealing with problems that he never had the time or energy to do anything else. When I became dean, I made a promise to myself that I would focus my energies on working with people who wanted to improve the college and limit the time and emotional energy I invested in people who just wanted to complain. This is closely tied to the first principle of not taking things personally. As dean I inevitably have to deal with complaints, both informal and formal, but I try to spend only as much time on them as necessary. I try not even to think about them unless I am actively dealing with them. I reserve my physical, mental and emotional energies for working with people who want to work with me to do things that will help others be successful and make the college a better place. Which leads to the tenth and final principle.

Paul B. Bell, Jr. is Dean of the College of Arts and Sciences and Vice Provost for Instruction, University of Oklahoma.

10. You can’t herd cats, but you can put out cat food.

The notion that faculty members are unherdable cats, with the implication that faculty cannot be led is simply nonsense. It mostly is an excuse for not knowing how to work with people who are self-motivated and independent. As dean I work hard at being responsive to the needs of the faculty. But sometimes I also need to lead the faculty in directions that are in the best interest of the college. The good news is that as dean I have a large cupboard of resources – money, space, time, food - that I can use to incentivize faculty members to undertake activities that I deem important. So, you may not be able to herd cats, but you can open your cupboard and put out cat food, and then watch them come running. You almost never get everyone to buy in. Cats are finicky. But once you have their attention, you can usually convince at least some of them that working on “your” project is not a bad use of their time. If you are really successful, they will come to think of “your” project as “their” project. Just devote your energies to working with the willing and keep the cat food coming.

In its 108 years’ history, the College of Arts and Sciences at the University of Oklahoma has had 15 deans. At the end of this, my 14th year, I will be tied for second place as the longest serving dean of the college. James Buchanan, the man who previously served as dean for 14 years, was the first dean of the college, and he eventually resigned to become the University’s fourth president – a position from which he was removed after a mere three years - perhaps he should have remained a dean. If I can keep deaning for two more years, I will, in my 16th year, become the longest serving arts and sciences dean in OU’s history. I say this neither to brag nor to prove to you that I am unfit for higher office. I quite simply enjoy being the dean of a college of arts and sciences. I go to work every morning not knowing what the day has in store for me, and in spite of the efforts of my very capable administrative assistant to keep my calendar filled, I am always surprised – more often pleasantly than not – by what transpires during the day.

I am often asked how long I plan to continue being the dean. My answer is, “as long as I am having a good time and as long as others continue to believe that I am making a positive difference in their lives and careers.”

Deaning can be an honorable and satisfying career. If you enjoy being a dean and are good at being a dean, then consider remaining a dean. Yes, there are the inevitable slings and arrows to dodge and we sometimes have to take up arms against what may seem like a sea of troubles. But, as deans of arts and sciences, we are in a unique position in our institutions to bring about positive change both in our institutions and in the lives of our students and faculty.

I wish you the same extended opportunity to serve that I have enjoyed.



Vickie Shields receives the presidential gavel from outgoing president Paul B. Bell, Jr., at the Annual Business Meeting.

Vickie Rutledge Shields Assumes CCAS Presidency

Paul B. Bell, Jr., CCAS president for 2009-2010, passed the gavel to incoming president Vickie Rutledge Shields at the Annual Business Meeting (above). Shields is the inaugural dean of the newly formed College of Social & Behavioral Sciences and Social Work at Eastern Washington University.

“I am honored to represent the organization that has had the greatest impact on my professional development as a dean of Arts and Sciences,” said Shields. “The agenda for this year is to continue to offer state-of-the art professional and managerial resources and leadership opportunities to our membership and continue to advocate for the liberal arts and sciences in the national political arena to help shape policy relevant to higher education at all levels.”

A member of CCAS since 2001, Shields was elected to the board of directors in 2008. She has served as dean of the College of Social and Behavioral

Sciences at EWU since August 2005. Prior to that, she served as associate dean of the College of Arts and Sciences at Bowling Green State University between 2001-2005, where she was in charge of faculty and curriculum and led a successful general education reform.

She received her MA and PhD degrees from the Ohio State University and her BA in Communication from Boise State University. An internationally recognized scholar, Shields is also a professor of communication studies. She is the author of *Measuring Up: How Advertising Affects Self Image*, published by the University of Pennsylvania Press as well as more than 50 articles, chapters and presentations in media and cultural studies. A feminist media scholar, she writes from a cultural perspective on gender media content and media audiences specifically in the areas of advertising, television and film. She is also an expert in theoretical and methodological approaches to visual literacy. Shields is an active advocate for the “liberally educated citizen” approach to higher education and student learning.

Changing of the Guard

Send your news to ccas@wm.edu

Terry Allison, dean of arts and letters at California State Univ., Los Angeles, has been named provost at Governors State Univ. Associate dean **Bryant Alexander** is the acting dean.

Salvatore Attardo is the new interim dean of arts & sciences at Texas A&M Univ., Commerce.

Joanne Berger-Sweeney has been named dean of arts and sciences at Tufts Univ.

José Luis Bermúdez, has been named dean of liberal arts at Texas A&M Univ.

Terry Brown, dean of arts and sciences at Univ. of Wisconsin, River Falls, has been named provost and vice chancellor for academic affairs at Univ. of Wisconsin, Parkside. Associate dean **Bradley Caskey** is the interim dean.

Kimberly Childs has been appointed interim dean of sciences and mathematics at Stephen F. Austin State Univ., replacing **Anthony Duben**.

Brian Conniff, dean of the humanities and behavioral sciences at Radford Univ., has been named dean of Scranton Univ. of Pennsylvania. **Lynn Zoch** is the interim dean.

Beth Cunningham, provost and dean of Illinois Wesleyan Univ., moved to a private organization. Associate provost/dean **Frank Boyd** has been appointed interim provost.

Mark Davies is the new dean of Oklahoma City Univ.'s Petree College of Arts and Sciences.

Ian Davison, dean of science and technology at Michigan State Univ., has been appointed interim VP for Research. **Jane Matty** is the interim dean.

Todd DeVriese, dean of the College of Fine Arts and Humanities at St. Cloud State Univ., passed away unexpectedly in November.

Chandra deSilva, dean of arts and letters at Old Dominion Univ., has returned to faculty and is serving as special assistant to the president. **Charles Wilson, Jr.** is the interim dean.

Scott Hughes has been named dean of arts and sciences at Texas A&M Univ., Kingsville.

George Kieh, dean of arts and sciences at Univ. of West Georgia, has returned to faculty. **Jane McCandless** is the interim dean.

David Lanoue, is the new dean of letters and science at Columbus State Univ.

Lynn Kuzma, has been named dean of arts and sciences at Univ. of Southern Maine.

Joel Martin, has been appointed vice provost for academic personnel and dean of the faculty at UMass at Amherst. **Julie Hayes** is the interim dean.

Charles Mattis has been named dean of arts and sciences at Abilene Christian Univ.

Joseph Marbach, dean of arts and sciences at Seton Hall Univ., is now provost at La Salle Univ. **Joan Guetti** is the interim dean.

Steven Murray, dean of natural sciences and mathematics at Cal State Univ., Fullerton, has been appointed acting vice president for academic affairs. **Robert Koch** is the acting dean.

Tim Porter has been named dean of sciences at Univ. of Nevada, Las Vegas.

Martha Potvin, dean of arts and sciences at Univ. of North Dakota, has been named provost and vice president for academic affairs at Montana State Univ. Upon her departure, associate dean **Kathleen Tiemann** will become interim dean.

Doris Stratmann, has been appointed academic dean of arts and sciences at St. Joseph's College New York.

Victor Rocha has been appointed interim dean of arts and sciences at California State Univ., San Marcos.

Ashish Vaidya, dean of faculty at California State Univ., Channel Islands, has been named provost and vice president for academic affairs at California State Univ., Los Angeles. **Dennis Muraoka** is the interim dean.

Irwin Weiser, from interim dean to dean of liberal arts at Purdue Univ.

Marie Wooten, dean of the College of Sciences and Mathematics at Auburn Univ., passed away in November. **Charles Savrda** has been named interim dean.



FEATURING: Tamera (Tammy) Jahnke

Dean, College of Natural and Applied Sciences
Missouri State University

Dean Jahnke has been Professor of Chemistry and Dean since 2006. Originally from Iowa, she received her B.S. and Ph.D. from the University of Iowa. She began her academic career at Missouri State University in 1986 as assistant professor of chemistry, was promoted to professor, served as head of the chemistry department and one year as acting associate provost. Her research interests are in lipid peroxidation products and spectroscopic analysis of organic molecules.

The person who nominated who provided a lengthy list of your accomplishments since taking the deanship in 2006. What initiatives are particularly important to you?

I've tried to focus on what is the most important kind of teaching we do – one-on-one mentoring of students - that is in undergraduate research. I've been focusing on the research that faculty do at Missouri State and giving our faculty and students the opportunity to do what they do best. We have a number of master's programs in the College as well, so there is a great deal of overlap for faculty as they work with graduate and undergraduate students in their labs. One thing we hadn't been doing was giving undergraduate students the opportunity to present their work at home, so we now have an annual Undergraduate Research Symposium to highlight what faculty and students are doing at the undergraduate level.

Another program we started was a cooperative program in engineering with Missouri University of Science and Technology (formerly University of Missouri-Rolla). The degree is theirs but our students are able to complete the degree entirely on our campus. It has been the most eye-opening experience developing a collaborative program. We are about to graduate our first student from the program.

Much of your tenure has coincided with the economic downturn. How have you moved forward during a time of declining resources?

So far Missouri has not been hit as deeply as some other states, although it's coming to us now. We have been able to focus on new initiatives recently – such as our Study Away program. We were fearful that students would not have the money to participate, but recently we took fifteen students to the Rain Forest of Ecuador, and it was fully enrolled. I went along on this first trip to Yachana Lodge as I wanted to understand the place and the opportunities for other faculty and student groups to participate. Students from Geography and Hospitality and Restaurant Administration went to look at the geotourism industry there. We saw much for this trip to interest students from many of our disciplines (education, agriculture, biology, geology) to take this trip in the future.

I noticed that you have engaged in several initiatives involving secondary education. What difference can colleges of science make to what is happening in local schools?

One of the reasons I like to get MSU students into public schools is so they can see what it's like to be in a public school not as a student but as a mentor. They can help with science clubs or be an extra set of hands during a lab experiment. The goal is that after graduation, when they are working, they will feel comfortable

enough to approach a middle school or high school principal and ask how they—as working scientists—can help out.

How do you motivate or incentivize your faculty to join in on your initiatives?

A number of [the initiatives] have come from the faculty, and I see myself as facilitating, knocking down walls, so they can do what they have a passion to do. If an idea starts with me, it's never going to really happen unless there is a group of faculty with passion and energy to take it on. So quite honestly, some of my ideas have gone nowhere! If there's no one with the desire and passion to take it on, maybe the time or format isn't right. Faculty have so many things on their plates already.

What advice do you have for new deans?

I would say, make sure you have opportunities to listen to your faculty frequently, in different settings—from department meetings to the Faculty Advisory Committee, to more informal settings such as coffees. And listen to students as well. Stay involved in teaching or advising. I love teaching, so every fall I teach a chemistry course to keep me energized.

What do you do to enjoy yourself outside of work?

I run. I just ran a 5K. It was a good time for me, even if it didn't place me in the Winner's Circle! Over the last three years, I've run three half marathons. Running gives you some thinking time, it clears your head.

Welcome New Members

Fresno Pacific University

School of Humanities, Religion, and
Social Sciences

Stacy Hammons, *dean*

School of Natural Sciences

Karen Cianci, *dean*

Friends University

College of Business, Arts, Sciences
& Education

Steve Peters, *dean*

Graceland University

College of Liberal Arts and Sciences

Gary Heisserer, *interim dean*

Indiana University Southeast

School of Arts and Letters

Samantha Earley, *dean*

School of Natural Sciences

Emmanuel Otu, *dean*

School of Social Sciences

Joe Wert, *dean*

Marymount University

School of Arts and Sciences

George Cheatham, *dean*

Mercy College

School of Liberal Arts

Miriam Gogol, *dean*

School of Social and Behavioral Sciences

Lois Wims, *dean*

Providence College

School of Arts and Sciences

Sheila Adamus Liotta, *dean*

Saint Mary's College of California

School of Science

Roy Wensley, *dean*

Southern Methodist University

Dedman College of Humanities and Sciences

William Tsutsui, *dean*

Susquehanna University

Carl Moses, *provost/dean of faculty*

University of South Carolina Salkehatchie

Ann Carmichael, *dean*

University of South Carolina Upstate

College of Arts and Sciences

Dirk Schlingmann, *dean*

University of Tennessee

College of Arts and Sciences

Bruce Bursten, *dean*

University of Utah

College of Social and Behavioral Science

M. David Rudd, *dean*

University of Wisconsin, Madison

College of Letters and Science

Gary Sandefur, *dean*

Western Connecticut State University

Abbey Zink, *dean*

New Member Units

University of Southern Maine

Lewiston-Auburn College

Joyce Gibson, *dean*

Wayne State College

School of Natural and Social Sciences

Jon Dalager, *dean*

2011 CCAS SEMINAR for DEPARTMENT CHAIRS

Sponsored by the Council of Colleges of Arts & Sciences

February 24-26

Crowne Plaza, Charlotte, North Carolina

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 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. Two social hours, breakfast and lunch on the second day, and breakfast on the third day facilitate interchange among participants. All banquet functions are included in the registration fee.

Seminar Faculty

SEMINAR DIRECTORS:



Heather Hardy, *Dean*
College of Liberal Arts
University of Nevada, Reno



Timothy Johnston, *Dean*
College of Arts & Sciences
University of North Carolina
at Greensboro

FACILITATORS:

Four experienced department chairs from a range of disciplines and institutional types will offer small-group and individual sessions with seminar participants.

Registration: The Seminar is open to chairs/heads at accredited baccalaureate degree-granting CCAS member institutions. 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.

To register: www.ccas.net. Under *Meetings*, click the event you wish to attend. Register as a New Customer.

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

Registration Deadline: February 7, or until the seminar is filled. Payment need not accompany your registration but must be received by that date. Your registration will be confirmed once you have successfully completed the online registration process. Please note: Registration is likely to fill before the cut-off date.

Cancellation Policy: For written cancellations received in the CCAS office by 5:00 p.m. ET on February 16, CCAS will refund the registration fee, less a \$50 administrative fee. After **February 16**, no refunds will be granted due to catering guarantees.

Hotel Information

Crowne Plaza Charlotte Uptown
201 S. McDowell Street
Charlotte, North Carolina

RATE: \$109 single/double plus tax
HOTEL RESERVATION DEADLINE:
February 3, 2011

FOR ROOM RESERVATION:

Crowne Plaza Charlotte Hotel
or call 877-410-2555

Use "CCA" as the reservation code

PRELIMINARY PROGRAM

THURSDAY (February 24)

3:00 - 5:30 pm

Seminar Registration

4:00 - 5:45 pm

Opening Plenary Session:
The Chair as Academic Leader

6:00- 7:00 pm

Social Hour (Dinner on your own)

FRIDAY (February 25)

7:30 - 8:30 am

Breakfast

8:30 am – 10:00 am

The Basics for New Chairs/
Problem-Solving for
Experienced Chairs

10:30 am - 12:00 noon

Managing People and Conflict

12:00 noon – 2:00 pm

Luncheon Buffet

2:00 - 5:30 pm

Working with the Dean/
Recruitment, Retention, &
Development of Faculty

6:00- 7:00 pm

Social Hour (Dinner on your own)

SATURDAY (February 26)

7:30 - 8:30 am

Breakfast

8:30 –10:30 am

Case Studies

11:00 am - 12:00 noon

Taking Care of Yourself



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 2010



Happy Holidays from CCAS

Our offices will be closed December 24 – January 3.

We wish you all the best for 2011!