

“Looking Back, Looking Forward CCAS and Deaning after 40 Years”

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CCAS Annual Meeting
 Presidential Luncheon Address – Vancouver, BC
 November 4, 2005

Good Morning, Friends. I mean this in a special way: at CCAS, the quality of friendship and mutual support is extraordinary, and something we celebrate as the hallmark of our existence, as reflected in our mantra of “Deans helping Deans to Dean”. This morning I want to reflect on our organization, and since I’m a historian, it seemed appropriate to investigate our own history. I’ve spent some of the last month reading through the CCAS archives – four fat notebooks of minutes, newsletters, conference programs and addresses. The first thing I discovered is that this is an anniversary year: CCAS was founded in 1965, and held its first annual meeting in November, 1966, with approximately 50 Deans in attendance. We are now 40 years old, and have much to celebrate! CCAS is almost 500 institutions strong, crossing institutional types, and, in a year when we have all been shocked by the demise of the American Association of Higher Education, I am happy to report that CCAS is fiscally healthy. As we move to a new institutional home at The College of William and Mary, we have exciting new opportunities. So it seems a particularly appropriate time to look at our past and see what it can tell us about our future. Today I would like to talk about what I’ve learned about the early years of CCAS, its enduring and changing characteristics over its four decades, and some unresolved issues for the future. I am certainly not the first to do this, but since our membership does not include many old-timers, I hope this examination will not prove repetitive. I want to focus on four themes: 1) Who are we? 2) “Deans helping Deans to Dean”, 3) disciplinary dialogue and defense of arts and sciences, and 4) CCAS and national issues. These have been the stated goals of the organization since its founding, and they frame very well our sometimes ambiguous roles as an organization and as individual Deans.

What is CCAS? The Council of Colleges of Arts and Sciences had its origins in a specific issue: a move by National Association of State Universities and Land Grant Colleges to include Engineering and Agriculture deans, but not Arts and Sciences, in their Office of Education programs for legislative advocacy in 1965. This being the 60’s, 50 Arts and Science Deans walked out of the meeting and formed their own group – CCAS. The mission statement they developed set three purposes for the new organization: 1) to provide a forum for discussion of “common problems of higher education as they relate to the Arts and Sciences in state supported institutions”, and 2) to be “an agency for transmitting the results of deliberations and resolutions to appropriate persons and institutions including recommendations to ... Federal and State agencies” (in other words, lobbying), and 3) to share information on the various fields in Arts and Sciences.¹ Those principles have been ratified several times subsequently. Institutions were elected to membership in early years, and in 1968, eligibility was extended to

¹ CCAS Newsletter #1, November, 1966

ASCU institutions. The over 70 attenders at the 1968 meeting included one female dean, two deans from HBCU's, and several deans from liberal arts colleges.² However, it wasn't until 1988 that private universities were officially admitted to CCAS membership. Today they constitute about a quarter of our member institutions. Membership grew to 250 member institutions by 1989. About this time, the numbers of women and minority deans began to increase substantially. CCAS expanded rapidly during the 1990's to its 2004-2005 membership of 481 institutions, representing a wonderfully diverse range of the 4-year higher education landscape, although it is still a relatively small fraction of the 2500 higher education institutions in the country.³ Our membership and attendance here today show that we still have some challenges. Not many HBCU's are represented, and as we don't have many bachelor's colleges as we might like.

CCAS is a very unusual professional organization. Unlike our colleagues in professional fields like Education or Business, our organization has remained a "guild" of Deans and Associate Deans (accepted into eligibility for the Executive Board only last year), and we represent Deans rather than the Arts and Sciences as a whole. In the past we have rejected at different times in our history calls to include department chairs; former deans who have retired, returned to the faculty or moved to higher administration; or alliances with our development officers or other higher education associations. That makes us a very select bunch, and a transient organization, as the "Changing of the Guard" notices in our newsletters show. As a test of that, would all here who have attended CCAS meetings for more than 10 years raise your hands? Less than five? First-timers or visitors just checking us out? Upward mobility claims more than its share of CCAS officers, so our leadership changes as fast as our members, and institutional memory is short. We're also amazingly lean compared to other professional organizations – a single executive director (the indomitable Ernie Peck), a staff person and a student assistant keep us going. Just compare the websites of the American Association of Teacher Educators, the AACSB, or any of your own discipline associations and look at their staff! These demographics are what make our meetings so collegial, but they also limit what we can do well, and make it very hard to get the word out about who we are to new deans and institutions. They also reflect, I think, the tensions in our own roles as managers, advocates for arts and sciences, and people who still think of ourselves professionally as biologists, historians or philosophers.

First, let's look at the CCAS mission of , **"Deans Helping Deans to Dean"** and how it has evolved in 40 years. This is the lifeblood of our professional lives as deans, the career most of us never expected to have, may have only temporarily, and the role for which no real training exists. This wasn't the mission the CCAS founders intended, but it was an early necessity. In the late 60s, as some of us may remember from the other side, being

² CCAS Newsletters #10,11, 1968

³ In 2004- 2005, CCAS membership broke down as follows: 25% private; 75% public. @005-2006 membership as of Nov. 1 (still incomplete) included the following Carnegie classifications: 13 Baccalaureate General, 20 Baccalaureate Liberal Arts; 4 Baccalaureate/Associate; 85 Doctoral Research Extensive; 68 Doctoral Research Intensive; 199 Masters I; 13 Masters II; 3 Other. 2004-2005 member institutions included 16 HBCU's.

an Arts and Science dean could be dangerous. In 1969, President Phil Cartwright wrote a plea for deanly advice-sharing in a newsletter (tongue in cheek, I hope):⁴

The academic year is over, and many of us are heaving a sigh of relief that we have neither been shut down nor burned down. . . . The militant undergraduates have left the campus to plan new strategies for the coming year. The dissident graduate students have gone back to the laboratories and libraries to make up for lost time, and perhaps to prepare for better organization to bargain for improved working conditions. . . .

Suggestions for program: role of students in governance of universities. Please come to this meeting prepared to witness and confess your past errors so that those of us who may not be in the vanguard of the revolution but must face the following legions can possibly avoid repetition.

Alas, we have no more information from 1969 to tell us what happened to Phil Cartwright and his fellow Deans! Less dramatically, annual meeting programs over the years reflect “Deans helping Deans” to deal with constant concerns and the issues of the decades. Workshops for new deans began as early as 1971, and discussions of collective bargaining, troubled departments, department chairs and career advice were on early programs, as they have been ever since. Perhaps unfortunately, legal issues have always been popular. Beyond these issues, CCAS programs are a history of developments in higher education and how they affected Deans: New federal legislation, affirmative action and computers (entitled, on one program, somewhat ominously “The Plague and Potential of Computers”), dominated the early 80’s - it’s hard for us to imagine what an un-electronic Dean’s office or university could have been! - and development as a deanly responsibility made its first appearance in those years. CCAS programs first began to discuss assessment in the mid-80s, and the organization approved a resolution of concern about its application to the liberal arts in 1986.⁵ 18 year’s later our faculties are still trying to adjust to that one! At the same time, deans gave very serious attention to diversifying faculty and student bodies, and to listening to HBCU’s and minority deans. Core curriculum and general education reform were important topics of this era. Not surprisingly, the CCAS programs of the early 90s, when most of us were unexpectedly managing financial stress, taught us all how to manage downsizing and deep budget reduction planning, (with, as I remember, a somewhat macho competition to see who was *really* suffering most and might be laying off whole departments and faculty!). Those were years when we really needed each other, and a time when attendance and membership in CCAS grew dramatically. In the last decade, to judge by our programs, we’ve focused increasingly on our students – assessing how they learn, managing enrollment, whether they graduate, worrying about their basic skills, and even trying to understand their culture. Throughout its 40 years, CCAS has been a wonderful place to learn from each other how to manage these national issues and mandates in the arts and sciences.

⁴ CCAS Newsletter #12, 1969

⁵ CCAS Newsletter Vol. 7, No.6, Nov.-Dec. 1986. Resolution 5., to Education Commission of the States

Our focus on international partnerships this year, and even partnerships with Deans in other countries, has a long history in CCAS. In the past, we've attempted to build professional connections not only with Canadian Deans, but Deans from Mexico and Japan.

These “Deans Helping Deans to Dean” topics are our niche, they generally meet the needs of all our varied institutions, and we can address them very well with an annual meeting and weekend seminars. They also generally fit our “do it yourself” model of presentations by deans rather than calling in outside experts. CCAS can continue to serve its members well in the future if it does nothing but this, and some Presidents have advocated that we do nothing else. The other parts of the CCAS original mission – advocacy for arts and science, and even sharing information about our disciplines have been more elusive and difficult. But if we focus only on the professional aspects of deaning, what is distinctive about our role as Arts and Sciences, rather than, say, Business or Education deans? For many of us, especially those who do not come from large research institutions, CCAS is the only place (other than from self-interested faculty!) we can learn about the unfamiliar disciplines we're called on to support or initiate or learn about national issues that affect our universities.

The National Agenda: It may surprise us to know that CCAS began as an advocacy group for arts and sciences with the federal government and others. It's interesting to see what they did:

In 1965, there was not yet a Department of Education, but the first annual meeting featured discussions with the Assistant Secretary of HEW (then the Office of Education) on what became the Higher Education Act of 1965, and CCAS considered giving testimony before congress and directing written comments to Federal agencies. In 1967, a resolution on the draft was sent to President Johnson, expressing “deep concern” about the proposed Selective Service policies that would end student deferments and “remove thousands of teaching assistants from classrooms and laboratories at a time of a shortage of college teachers”. Another resolution issued a strong statement on the right of students to dissent in “orderly and peaceful fashion”, and the importance of establishing the limits of dissent after the “broadest possible student-faculty-administrative consultation”.⁶ In those years, these must have been courageous statements, and those of you in the audience who were among the demonstrators should be glad to hear that statement!

CCAS weighed in on threats to Title VI area and language study programs, and international education as well, and began a “Dean in residence” program in Washington, with a Dean willing to spend an administrative sabbatical there. It actually happened once, but administrative sabbaticals didn't seem any more common in the 1970-s than they are now, so the program died after several years of discussion with AASCU and other organizations. However, during the next decade, meetings featured conversations with the U.S. commissioner of Education, Claibourne Pell and other representatives, and in those days, they seem to have listened. CCAS addressed resolutions throughout the next decades to federal agencies against the expansion of specialized accreditation, especially in computer science, the decline in math and science education, the role of arts and sciences in teacher certification, opposing earmarks, supporting affirmative action

⁶ CCAS Newsletter #6, 1967: Letters to President Johnson and General Hershey.

programs (1985), academic standards in NCAA, and expressing concern over “outcomes assessment” (1986). These were considered and serious statements and at least some of them did seem to have an impact on policy. Governmental affairs and resolutions committees were active. The ideal of establishing a Washington presence remained on the table for CCAS for years, in discussions with AASCU, AACU, NASULGC and other organizations, and was advocated as recently as 1995. It has always foundered on CCAS’s volunteer status, and the expense of establishing a Washington lobbyist for arts and sciences. We no longer have a governmental affairs or resolutions committee. But as Terry Hartle and Isaac Mowoe have shown us this year, we, as Deans, need to know more about national issues; do we also need to find a way to speak up, and to whom, about issues especially pertinent to arts and sciences? CCAS made the right decision to give up the dream of becoming a lobbying organization, but our new home at William and Mary offers us proximity to Washington, and even the use of a Washington office for meetings and seminars, and could be the opportunity for interested deans to hold substantive discussions with legislators, policy makers, and professional organizations.

Sharing Information about Disciplines:

Throughout the history of CCAS, this goal has been less visible in the organization, but this is an area I think we must emphasize more. CCAS was born out of frustration that the liberal arts were not understood or valued by universities or society in the mid-1960s. One of the most popular topics for Presidential addresses in early CCAS meetings was a defense of the values of liberal education in a world of careerism, especially the humanities. In the 1970s, CCAS attempted to get foundation funding for a survey study of what differentiated a liberally educated person from one who was not, and even proposed questions that might be used. (I think you’d shudder, as I did, at some of the questions, but the intent was serious).⁷ Alas, they were unable to interest a foundation in the study! Throughout the 1980’s, guest speakers and presidents expressed their alarm at the “stampede” of students into applied majors like Business, making statements like: “We must say loudly and clearly that there will be no prosperous 1990 if the American citizenry is illiterate” (1983).⁸ (In 1983, the writer was thinking of cultural and scientific literacy, not the literacy we worry about today!). They argued values we would all agree with, and have probably used ourselves, about the importance of educating critical and creative thinkers rather than career training, but it’s not clear whether the arguments reached anyone beyond ourselves, the convinced. In 2005, these alarms can certainly be qualified. Nationally, Arts and Science degrees, as a whole, declined dramatically in the 80’s, but they have recovered substantially since the mid-90s, in most fields other than a continuing decline in mathematics and physical sciences)⁹. Math and science education, bridging the “two cultures”, and helping non-scientist deans understand and speak for their science programs have been concerns of CCAS throughout its history, and all of us, even those who do not have science disciplines in our college, need to become educated and outspoken about this national crisis. (We’ve had some excellent panels on those topics here). Similarly, CCAS has been deeply involved in involving arts and sciences in

⁷ CCAS Newsletter #22, May, 1972

⁸ Paul J. Magelli, Presidential Address, 1983; CCAS Newsletter Vol. 4, no. 7

⁹ National Digest of Higher Education Statistics, 2004: Table 250: Bachelors Degrees conferred by discipline, 1970-71-2002-2003

teacher preparation since 1987, long before it became a national issue. Here, I think CCAS has had great success in “Helping Deans to Dean” as effective partners in teacher preparation and advocates for strong academic learning in the last decade, and CCAS has been sought as a partner by several national associations and projects. Foreign languages and area/international studies are other long held CCAS concerns that are acquiring a new resonance with the external world.

But we also need to talk more, across institutional types, about changing academic programs in our own universities. As Deans, we come with our own disciplinary backgrounds and biases, and most of us don’t have the luxury of getting good outside advice (other than by the disciplines themselves, on our campus or in program reviews) about what programs we should be investing in, and which kinds of faculty we should think about hiring for the future, especially for undergraduates on campuses where resources are limited. In some of my favorite sessions in the 90s, CCAS scheduled “Frontiers of the Disciplines” each year, where faculty experts discussed new developments in their fields. I remember a session on the new geography as the geospatial technology revolution transformed the field, where Deans whose institutions had eliminated the subject years before asked how much it would cost them to begin a program again. In other years, Philosophy, Physics and ethnic studies were discussed. As we’re lobbied to support more expensive scientific archeology, interdisciplinary cognitive science, what seem like overly traditional philosophy positions or many varieties of media studies in different fields, I think how much a CCAS discussion like this could help, especially if it could bring together doctoral, comprehensive and undergraduate institutions to talk about where these areas are going, what is appropriate for graduate study, and which fields should be part of a good undergraduate programs. Perhaps we could bring back something like those discussions, especially as we move beyond traditional disciplines to the needs for interdisciplinary study.

Let me close with a challenge for CCAS’s next decade. About ten years ago, I heard a CEO of a major US corporation and the director of a major foundation tell academics that the universities had, in their view, been absent in addressing the big problems in our society, such as poverty and education. That memory came back to me this summer with a vengeance, as our global world reeled from one disaster to another – from the faces of starving African children to Katrina victims and the Pakistani earthquake survivors, to Iraq. As my friends expressed their frustration at not being able to do anything, it seemed to me, and to you, I’m sure, that we educators do have a responsibility that should keep us awake at night – to make sure that the students we educate will not only care about these issues and feel responsibility for action, but will have the skills, understanding and knowledge to keep us from global disaster. We’ve certainly had a demonstration this year that technical competence isn’t enough; we need people who are fluent in the language and culture of unexpected places around the globe (and even parts of our own country), who are not afraid of data, experts in poverty and its causes; economists who can work with messy, non-quantifying disciplines, applied ethicists and experts in organizing complex operations, and, above all, people who will continue to care about human misery in New Orleans, Africa, Pakistan, Indonesia and other crisis areas when they are no longer in the headlines. These people are our arts and sciences graduates. We must rely on them to do better than our generation to make sure that tragedies in Pakistan,

Africa and India and global poverty are just as real and important as problems at home, and, even more, that change is possible. We're called on to change our undergraduates, in a short time, from teen-aged media consumers into engaged citizens, and to shape our graduate students into contributing professionals. . Will we be able to do what is needed? What kind of education will we need to develop to make them ready for this; or what research can help us understand how to take global actions that will not do unintended harm?

How can CCAS, with all the limitations I've described above, help us make the transformations we'll need in the next decade? Here are a few suggestions. Could we sponsor sessions, or even sustained conversations with leaders of, for example, Oxfam, the World Bank, and major foundations and think tanks to hear what education and expertise they think we should be providing our graduates? It's clear that we can't all offer the languages and cultures of every potential global crisis area, and that most smaller institutions won't be able to afford all the specialized scientific equipment or training they'll need in the future. We're just beginning to figure out how to develop successful consortial programs in areas with multiple campuses, but some of our members have long established and successful consortia, even across very different institutions and long distances. Could CCAS become a resource for consortia and collaboration? One of our strengths as an organization is our diversity of institutions, and I think this is something we can draw on more intentionally. We can sponsor cross institutional dialogue that help us learn from, for example, the successes of small undergraduate institutions in engaging students in service and international experiences, the knowledge that minority serving institutions have of the real lived experiences of disenfranchised communities, the directions of research from research universities, and the growth of applied preparation within the arts and sciences at comprehensive universities. I'm thinking of these conversations not in the abstract, but with a focus on addressing very specific global issues for the future. If we can take on some of these issues in the next decade, arts and science deans, through CCAS, could really challenge that statement I heard a decade ago about the absence of universities in addressing major problems of our society.

As CCAS enters its fifth decade, it remains an extraordinary organization. It has survived and thrived, improbably, as a rapidly-changing group of busy volunteers with no bureaucracy and minuscule staff. For decades, we've been an unmatched source of collegial training, help, and conversation about the business of deaning as the demands of the job have grown immeasurably more complex . We've discussed, and sometimes provided advocacy for, the values of the liberal arts and its disciplines, and made it possible for our members to understand and respond to external mandates. Aside from our wonderful conferences and seminars, we're beginning to find ways to provide mutual support to each other in ongoing ways. CCAS once again needs to take stock of how it can best serve not only the attendees at this meeting, but the arts and sciences in all member institutions, while we demonstrate our value to more universities. We need to think creatively, but realistically, about what new directions we can take on without losing our "Deans Helping Deans to Dean" identity. In an organization like CCAS, this isn't the responsibility of the Board of Directors alone, but of all of you here. Whether

you are a long-time active participant or an accidental interim here to check out the world of deaning and see whether it's for you, we need your ideas and involvement in the future of CCAS and the arts and sciences. Here's to the next decade of our organization!