



Council of Colleges of Arts & Sciences

# Member Survey and Strategic Plan 2007-2010

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# **Council of Colleges of Arts and Sciences**

## **Member Survey and Strategic Plan**

### **2007-2010**

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# Executive Summary

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With the relocation of its Executive Office and the hiring of a new executive director, the Board of Directors of the Council of Colleges of Arts and Sciences (CCAS) decided to examine the current status and future direction of the organization. In January of 2007, it engaged the services of a national higher-education marketing firm, SimpsonScarborough, to conduct telephone and online surveys with CCAS members and non members.

The results of the survey revealed generally high satisfaction by members with CCAS. Indeed, CCAS is the most frequently mentioned organization when members are asked to identify the higher-education association that they value most. Those who attend the Annual Meeting reported that they were motivated to attend regularly because of the opportunity to share ideas and strategies, to network with other deans, and to learn about best practices.

While expressing overall satisfaction with CCAS and the services it provides, respondents also shared many suggestions for improvement, including the website, the newsletter, and the Annual Meeting program. Ideas for new professional-development activities included a resource packet for new deans, programming for deans with at least three years experience, a consultancy/mentorship program, and regional meetings.

Guided by the findings of the research, the Board of Directors developed a CCAS Mission Statement and adopted a strategic plan for 2007-2010 focusing on three ranked priorities and targets.

## CCAS MISSION

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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, and
- advocates for liberal learning.

## PRIORITIES AND TARGETS

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1. Provide high-quality services to members
  - Increase the percentage of members saying that CCAS is the most valuable professional organization of which they are a member, from 34 percent to 45 percent.
2. Increase membership
  - Increase membership by 10 percent, from 461 to 507 member institutions.
3. Engage with other associations to enhance the role of arts and sciences in higher education.
  - CCAS will engage in such partnerships with at least three national associations and/or projects of national scope.

This report summarizes the research findings and lists action steps so that, by 2010, each of the targets will have been achieved.



# Introduction

The Council of Colleges of Arts and Sciences (CCAS) is a membership organization of about 600 deans of colleges of arts and sciences at over 450 institutions in the United States, Puerto Rico, Guam, Canada, Qatar, and Kuwait. Membership includes a wide variety of institutions across Carnegie classifications (Figure 1) with some over-representation among research universities and large Master's institutions and significant under-representation among baccalaureate institutions.

Carnegie Classification	CCAS Member Institutions		All Institutions		
	#	% of membership	#	% of all institutions	% of insts in category who are CCAS members
Research University/Very High	50	12%	96	6%	52%
Research University/High	77	18%	103	6%	79%
Doctoral Research University	38	9%	84	5%	45%
Master's/Large	150	35%	350	20%	43%
Master's/Medium	54	13%	198	12%	27%
Master's/Small	19	4%	141	8%	13%
Baccalaureate/Arts & Sciences	18	4%	274	16%	6.5%
Baccalaureate/Diverse	17	4%	345	20%	5%
Baccalaureate/Associate's	2	0%	120	7%	2%
Specialty/Health	1	0%	-	0%	0%
TOTAL	426	100%	1,711 <sup>1</sup>	100%	

Figure 1

Most of the services offered to members have remained basically unchanged for about the last five years. Thus, the CCAS Board recently took two major steps:

1. The CCAS headquarters were moved to the College of William & Mary; the new location gives CCAS access to new resources including an office in Washington, D.C.
2. The Board appointed its first full-time Executive Director and charged her with significantly enhancing the services provided to members.

Currently, CCAS members are able to take advantage of unique content on the CCAS website, newsletters, conferences, research, a listserv and other benefits. But little information was available about the extent to which these benefits are valued by members. There was also a dearth of research on the services CCAS might offer to deepen and advance relationships with current members. Without these data, all outreach efforts – venues of communications, key messages and services offered – had been based on anecdotal evidence.

Thus, this strategic plan was written after careful implementation of high-quality research designed to inform the development of the Council's long-term plans. In the spring of 2007, the Board of Directors contracted with SimpsonScarborough to interview members and non members by phone and to conduct an online survey of members. The resulting information is referred to throughout this plan. The purpose of the plan is to ensure that members are highly satisfied with the services they receive as well as to provide a roadmap for maximizing the Council's membership.

<sup>1</sup>The 1,711 figure does not include institutions in the Carnegie classification of Specialty/Health.

# Organizational Description<sup>2</sup>

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

- CCAS was formed 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 deans — in their Office of Education programs for legislative advocacy in 1965; fifty Arts and Science Deans walked out of the meeting and formed CCAS.
- The original mission statement set three purposes for the Council:
  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,”
  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,” and
  3. to share information on the various fields in Arts and Sciences.
- In 1988, private universities were admitted to CCAS membership; today they constitute about a quarter of member institutions.
- Membership in CCAS expanded rapidly during the 1990’s, although 76 percent of the 1711 higher education institutions in the country are not yet members (excludes Specialty/Health).
- CCAS is intentionally limited to deans of arts and sciences.
- Upward mobility causes frequent changes in leadership and membership.
- The organization employs an executive director and administrative assistant.
- CCAS is financially solvent with 2 years of operating revenue (approximately \$560,000) in reserves, contingent upon favorable market conditions.
- Member services include:
  - An annual meeting
  - An annual seminar for new deans of arts and sciences
  - Two seminars for department chairs
  - One to three special-purpose seminars on current topics such as Marketing, Media and the Arts & Sciences, Legal Issues, Fiscal Issues, Facilities Planning, Development, and Teacher Education
  - Access to the ‘Members Only’ area of the website
  - Bimonthly newsletters
  - New Hires Survey report
  - Listservs for discussion of issues and networking
  - Membership directory
  - Access to the CCAS membership mailing list for searches, newsletters, etc.

<sup>2</sup> Excerpts of this section were taken from “Looking Back, Looking Forward: CCAS and Deaning after 40 Years” presented by Dorothy “Dee” Abrahamse at the CCAS Annual Meeting in Vancouver, BC on November 4, 2005.

# Research Findings

The spring 2007 CCAS member study revealed a great deal about how the Council can do an even better job of serving member deans. The study consisted of 30 depth interviews, an online survey of 127 member deans, and 12 depth interviews of non-member deans.<sup>3</sup>

## KEY FINDINGS OF PHONE INTERVIEWS OF MEMBERS (N=30)

- When asked to describe the mission of CCAS, most deans said, “deans helping deans to dean.”
- Most deans rated CCAS a 4 on a 5-point scale (1 being “poor” and 5 being “excellent”) in terms of performance in achieving the organization’s mission.
- When asked to rate satisfaction with CCAS membership on a 5-point scale (1 being a low level of satisfaction and 5 being a high level), only two deans rated satisfaction at 1 or 2; five deans rated satisfaction at a 3, eight gave a 4, and seven gave a 5. The remaining eight members didn’t feel they participated at levels high enough to judge, or, despite being encouraged repeatedly, gave only qualitative responses.
- The most significant benefit of CCAS membership is reported to be “networking.” As one respondent put it, CCAS gives members “the chance to meet other people who are facing the same challenges and brainstorm solutions.”
- CCAS can improve networking opportunities by providing some regional events and by providing deans more opportunities to network with other deans at institutions of a similar size, scope, or region of the country to their own. In other words, additional segmenting would be appreciated.
- Even though a CCAS listserv already exists, several members noted they would like to see one developed so that conversations between deans can occur online. Clearly, this shows members are not aware of the existing listserv. Those aware of the existing listserv asked that questions and responses be archived online and that listservs be segmented by institution size or type. Members would also like to see enhancement to the resources provided on the CCAS web site including availability of case studies.
- The annual meeting was reported to be the most popular CCAS benefit, followed by the newsletter, listserv and website (in that order). Minimally mentioned were the new dean or chair workshops and case studies.
- Most deans report their level of CCAS activity on the mid- to lower-end of a 5-point scale; this includes members who indicated participation on panels and on committees.
- Deans would like to see a series of very specific topics covered at the annual meeting; these topics were tested in the member survey and are reported below.
- Deans said in about year 4+, they felt like they lost their spark and would like a program with other deans who are trying to regain their energy and focus. This would include a retrospective look at

**When asked to describe the mission of CCAS, most deans said, “deans helping deans to dean.”**

<sup>3</sup>The original project scope called for 30 non-member deans to be interviewed. However, these deans, who are difficult to reach in general, have no connection to CCAS, and their willingness to be interviewed was weak. Interviews were ceased in order to move forward expeditiously with the development of this plan.

# Research Findings

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their successes and an opportunity to look towards the future to decide: 1) do they stay where they are as a dean?, 2) do they return to the faculty?, 3) do they look for a dean position at another institution?, 4) do they look for a higher-level position at their current institution?, or 5) do they look for a higher-level position at another institution? These deans also seek help creating a plan to accomplish any of the above objectives complete with transition planning, where appropriate. It was suggested that this could be repeated at year 8+.

- For those returning to the faculty, deans expressed an interest in having a session to help them transition seamlessly with their replacement and adjust to their renewed role in the faculty.
- Several deans suggested they would be willing to pay CCAS trainers to come to their campus to provide new-chair training — perhaps with the dean also in attendance to build their team. These deans mentioned that they had significant turnover in their chairs at a single point in time. It was cost- and time-prohibitive for them to send all of their chairs to a new chairs' seminar, and, since they were not comfortable sending one or two, they sent none.

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**When members are asked to  
identify the membership organizations  
they value, CCAS is the one most  
frequently mentioned.**

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# Research Findings

## KEY FINDINGS OF ONLINE MEMBER SURVEY (N=127)

First of all, it is important to point out that CCAS is, indeed, a highly valued professional organization. When members are asked to identify those they value, CCAS is the most frequently mentioned organization (Figure 2). This perceived value is especially encouraging as no other organization was considered to provide greater value. Among the other top organizations mentioned were AAC&U and ACE.

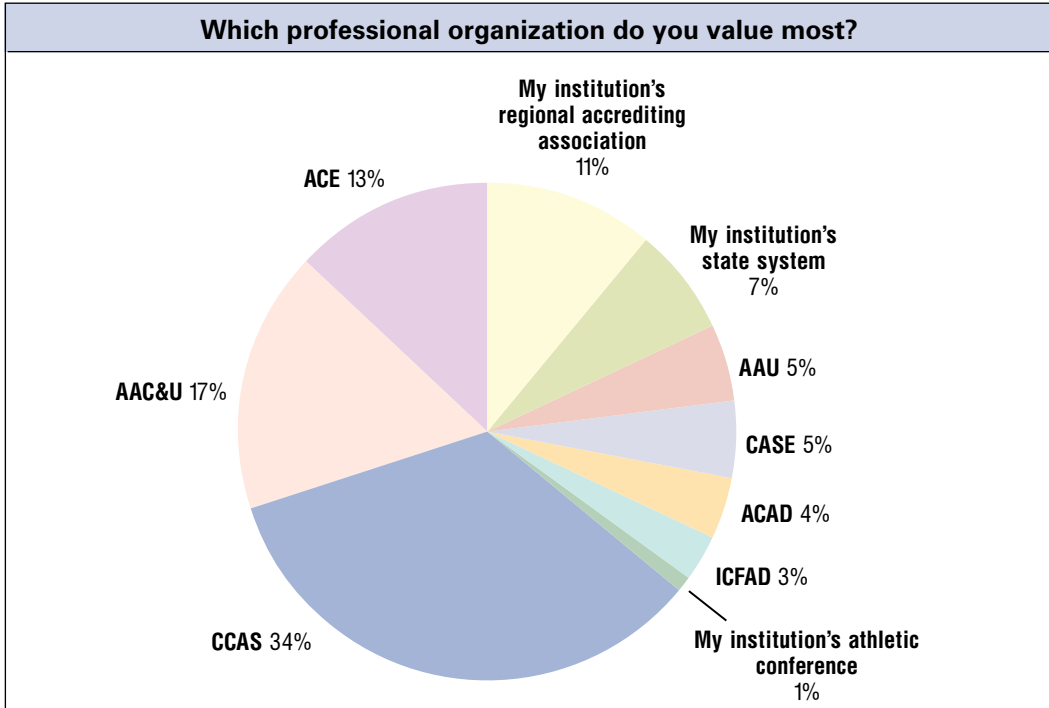


Figure 2

The most popular conferences and meetings are those offered by AAC&U, CCAS, and ACE.

<b>Which higher education conferences/meetings outside of your academic discipline do you regularly attend?</b>	
	<b>Number of Respondents</b>
AAC&U	17
CCAS	14
ACE	11
ACAD	7
ICFAD	7
Various academic discipline associations	6
Texas Association of Deans of Liberal Arts and Sciences	6
None; none regularly	6
CASE	5
AAAS	3
Higher Learning Commission of the North Central Association	3

Figure 3

## classification

When asked how they would like to be “grouped,” the top response by CCAS members is first by “public” status. Next, members preferred to be grouped by Carnegie classification and size. Liberal arts focus, regional location, and graduate-degree granting are also important. These are the major categories CCAS should consider when developing tailored communications or programming for CCAS members.

<b>If CCAS could facilitate the networking of deans within certain affinity groups, with which three of the following affinity groups would you most like to network?</b>	
	<b>Number of Respondents</b>
Public	58
By Carnegie classification	42
Large (FTE enrollment of 10,000+)	37
Medium (FTE enrollment of 3,000-9,999)	36
Small (FTE enrollment of 2,999 or less)	36
Liberal arts focused	29
Regional focus	29
Graduate-degree granting	27
Urban location	22
Private	18
Highly ranked nationally	14
National focus	13

Figure 4

## annual meeting

The most popular topics that might be covered at the CCAS annual meeting are identified below. The top choices include budgeting to reach strategic goals, faculty roles and workloads, faculty development post tenure, handling personnel issues, and meeting with donors.

<b>To what extent would you be interested in each of the following topics that could be covered at the CCAS annual meeting?</b>			
	<b>Very Interested</b>	<b>Slightly Interested</b>	<b>Total</b>
Budgeting to reach strategic goals	65	48	113
Faculty roles and workloads	63	50	113
Faculty development post tenure	66	44	110
Handling personnel issues	61	49	110
Meeting with donors	58	52	110
Budgeting in times of shrinking resources	61	43	104
Conflict management	49	55	104
Increasing/maintaining diversity	52	50	102
Legal case studies	50	50	100
Establishing/maintaining relationships with associate deans and/or department chairs	36	64	100
Understanding current trends/changes in the sciences	54	43	97
Crisis management	43	52	95
Establishing/maintaining a relationship with your provost/vice president	35	57	92
Communicating/Interacting with a board	35	46	81
Implementing your provost/vice president's vision	32	46	78

Figure 5

The three benefits of the annual meeting that are likely to motivate regular attendance are the sharing of ideas and strategies, networking, and learning best practices.

<b>Which three of the following annual meeting benefits are the primary motivators for your regular attendance?</b>		
	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Giving me ideas and strategies	48	25%
Networking with other deans	41	22%
Learning best practices from across the country	39	21%
Attending plenary sessions	17	9%
Attending the panel discussions	14	7%
The case study sessions	13	7%
Sense of community	10	5%
Good food and nice receptions	8	4%

Figure 6

Member deans agree most strongly with the statements about the convenient location and time of the annual meeting, the helpfulness of the sessions, the usefulness of the networking opportunities, the reasonable meeting fee, and the total cost of attendance.

<b>Agreement With Statements About Annual Meeting</b>			
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Total</b>
The location of the meeting is convenient	15	90	105
The concurrent sessions are generally helpful to me	13	84	97
The time of the year the meeting is held is convenient	17	78	95
I find the networking opportunities useful	34	58	92
The meeting fee is not too expensive	13	78	91
The total cost to attend the meeting is not too high	9	81	90
The plenary sessions are generally helpful to me	19	66	85
I find the CCAS annual meeting more constructive than other professional meetings	23	60	83
Those who attend the meeting are from institutions like my own	11	63	74
Those who present are from institutions like my own	10	62	72
The content of CCAS annual meeting seems to be new each year	6	58	64
The level of knowledge of those presenting is greater than my own	8	53	61

Figure 7

The most useful aspects of the CCAS newsletter are the front page stories, the calendar, the registration information for upcoming meetings, and the Changing of the Guard section (Figure 8). More than half of members want to receive the newsletter just quarterly (Figure 9). The data regarding print vs. electronic delivery is not significantly directional; preferences vary which suggests that CCAS should give members options for how they prefer to receive the newsletter (Figure 10).

<b>Which three of the following newsletter features do you find most useful? (multiple responses accepted)</b>		
	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Front page story	75	23%
Calendar of upcoming events	58	18%
Registration information on upcoming meetings/seminars	57	18%
Changing of the Guard	43	13%
Annual Remarks by the Outgoing CCAS President	33	10%
From the Executive Director	18	6%
Administrative announcements from the Executive Office	16	5%
Actions of the Board of Directors	10	3%
Job advertisements	8	2%
Photographs showing CCAS member activities	3	1%

Figure 8

<b>In your opinion, how often should the CCAS newsletter be published?</b>		
	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
4 times a year	66	52%
Less than 4 times a year	26	21%
No opinion/don't know	21	17%
6 times a year	11	9%
More than 6 times a year	2	2%

Figure 9

<b>How would you prefer to receive the newsletter ?</b>		
	<b>Number of Respondents</b>	<b>Percentage of Respondents</b>
Electronically	52	42%
Both electronically and in the mail	35	28%
In the mail	25	20%
No preference	11	9%

Figure 10

In terms of enhancements to the CCAS website, adding a searchable member database and online event registration are perceived to be the most necessary enhancements.

What effect will each of the following enhancements have on the CCAS website?			
	Very Positive	Slightly Positive	Total
Searchable member database	58	50	108
Online registration	70	36	106
New design and navigation tools	43	57	100
Online payment	43	53	96

Figure 11

CCAS members are most interested in online tools that give them links to other resources, including organizations focused on global arts and sciences issues. They are also interested in case studies, and a general and/or segmented listserv.

Level of Interest in Online Tools			
	Very Interested	Slightly Interested	Total
Online repository of resources	47	59	106
Website links to organizations focused on global arts and sciences issues	38	64	102
Online repository of case studies	44	52	96
Listsर्व differentiated by topics of interest	30	64	94
General CCAS listserv	35	52	87
Online chat room/bulletin board	27	54	81
CCAS web-based seminars	18	59	77
Online repository of listserv postings and responses	29	45	74
Listserv differentiated by geographic region	20	47	67

Figure 12

## Washington, DC location

The greatest benefits of the Council’s access to a Washington, DC location are the heightened level of visibility with other national higher education-related associations and a 2-day Washington Seminar as described in Figure 13. Of lesser interest is a semester long, 12-credit program in D.C. and access to office space in the city.

Level of Interest in Washington, DC Activities			
	Very interested	Slightly interested	Total
Reduced hotel rates at two attractive hotels near Dupont Circle	49	60	109
Increasing the visibility of CCAS with other national higher-education associations and/or taking an advocacy role on policy issues pertaining to arts and science education.	53	49	102
“The Washington Seminar” would offer a 2-day program featuring program officers from federal agencies. Participants would travel to Capitol Hill to receive briefings from Congressional staffers.	57	32	89
Free, short-term access to computer and office space while doing business in D.C.	17	48	65
“W&M in Washington” -- a semester-long, 12-credit program of courses and sponsored internship in the nation’s capital. A certain number of seats could be designated for students from CCAS member institutions.	22	41	63

Figure 13

## Development Services

New professional development services that have strong appeal among CCAS members include a resource packet for new deans, programming for deans with at least three years experience, new dean training (general), mentorship program, and regional meetings.

Utility of Professional Development Services			
	Very Useful	Slightly Useful	Total
New dean resource packets	66	51	117
Professional development for deans with at least three years of experience	60	53	113
New dean training	83	29	112
Availability of veteran deans to mentor new deans	52	56	108
Regional meetings of deans	60	43	103
Additional case studies	27	67	94
Ability to bring CCAS seminar presenters to campus for personalized training with associate deans/chairs/staff	29	59	88
Professional development for deans transitioning back into faculty positions	17	52	69

Figure 14

# Research Findings

## KEY FINDINGS OF NON-MEMBER PHONE INTERVIEWS (N=12)

- Half of the non-member deans participating in the interviews listed their awareness as a “1” on a 5-point scale, with 1 representing low familiarity. A third indicated that they had never heard of CCAS prior to being contacted for the interview.

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**“The main benefits are keeping you up-to-date on the latest thinking in higher education . . .**

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only one commenting they were no longer in existence), and CIC. The Council for Christian Colleges was also mentioned. Valued services offered by these organizations included annual meetings, regional meetings, newsletters, and policy briefs.

- When asked about their knowledge of CCAS, most non-member deans were simply unable to provide a response. They stressed that interest in the organization would need to rely on “person-to-person contact,” by which they meant that new members would need to be recruited by existing members.

- AAC&U was the higher education organization most often mentioned as a source of professional development, followed by ACE, AAHE (with

- The value offered by other higher education associations was described as:
  - ▶ “I appreciate the lobbying and national landscape. I like to take large issues like diversity, assessment, sustainability, international education and talk about how people are reflecting, building programs, and addressing the issues.”
  - ▶ “The opportunity to raise the profile of my college.”
  - ▶ “A knowledge-based camaraderie.”
- The only reasons given for not joining CCAS were cost of membership and lack of time, with each mentioned by about a quarter of participants.
- Important quotes regarding the most significant benefits to being a member of an organization like CCAS offered by non members were:
  - ▶ “The main benefits are keeping you up-to-date on the latest thinking in higher education, and programs that are being developed through colleges of arts and sciences. They provide a professional affinity group and a potential source of colleagues to help in recruiting and a way to get the word out about your own programs.”
  - ▶ “They provide advocacy on behalf of arts and sciences and options to influence the outcome.”
  - ▶ “Help deans know when their time to retire has come and how one adjusts or exits from the academy.”
- Other insights from non-member deans include:
  - ▶ “The key is who else is in membership and what does it do that is different. How does it enhance what we get from other organizations?”



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- ▶ “[CCAS] didn’t get to me when I first started as dean. I could have used some outreach and some mentoring, but after my new dean’s session there was no follow up from the organization about next steps in our relationship.”
  - A representative statement related to awareness of CCAS is, “I don’t know about their marketing and I don’t know anything about them. They need more outreach to people in new positions.”

# Priorities and Targets

Based upon the research findings, the Board of Directors sees many opportunities to improve the effectiveness of CCAS and expand its reach. To set the foundation for its strategic plan, the Board reviewed and approved the following statement of mission and purpose:

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, and
- advocates for liberal learning.

To that end, the Board established the following ranked priorities and targets for 2007-2010. Specific action steps to implement each priority, including examples, are described in the remainder of the plan.

## **1. PROVIDE HIGH-QUALITY SERVICES TO MEMBERS**

Increase the percentage of members saying that CCAS is the most valuable professional organization of which they are a member, from 34 percent to 45 percent.

## **2. INCREASE MEMBERSHIP**

Increase membership by 10 percent, from 461 to 507 member institutions.

## **3. ENGAGE WITH OTHER ASSOCIATIONS TO ENHANCE THE ROLE OF ARTS AND SCIENCES IN HIGHER EDUCATION**

By 2010, CCAS will have engaged in such partnerships with at least three national associations and/or projects of national scope.

# Action Steps

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## I. PROVIDE HIGH QUALITY SERVICES TO MEMBERS

Membership in CCAS tends to be long and loyal. Yet in the survey and telephone interviews, members telegraphed their desire for additional ways that CCAS might better serve their needs. These activities can be viewed as (a) increasing “personal services” to deans, and (b) raising the visibility of member institutions. Certain of the following activities should be pursued immediately; others will be implemented in 2008 and beyond.

### BY 2007:

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*Create an improved brand for CCAS*, including a new logo, color scheme, tagline, redesigned materials (newsletter, brochures), and a clear and visible mission statement.

*Invest in a significant upgrade of the CCAS website.* The existing website primarily serves to educate members and non members about the organization. The site needs to be re-tooled so that it actively helps deans network and share best practices. The ability to conduct additional basic business functions should be incorporated into the site while also adding networking tools and new resources. The basic “look and feel” of the site needs to be upgraded as well.

*Develop a new-deans packet* that contains contacts, case studies, references, links to useful web sites, back issues of the newsletter, the Membership Directory, and so forth. Copy the appropriate committee chair and/or board liaison when sending to new deans.

*Improve the functionality of the listservs*, as hosted by The College of William and Mary. Allow members to request new listservs tailored to their needs. On the website, record and archive responses to timely issues discussed through listservs.

*Realign the content of the annual meeting* to address issues of greatest interest to CCAS members, as expressed in the survey responses.

*Ensure that the structure and format of the annual meeting* is a comfortable environment conducive to networking.

*Augment seminar offerings by offering pre- and post-conference workshops in conjunction with the annual meeting.* Choose topics that deans and/or associate/assistant deans have identified as of interest.

*Make it easier for deans to connect with like deans*, as they see fit. Set up the Membership Directory and the online membership database to be searchable by state, discipline, Carnegie classification and other segmentations.

*Get new people involved right away* by identifying them at the annual meeting and by following up if they have attended a workshop or seminar. Case study leaders at the annual meeting could contact new deans after the annual meeting. Seminar leaders should connect with participants six months after a session to solicit feedback or provide additional content.

*Find new ways to use volunteers.* A better process for recruiting volunteers and getting back to those who are not going to be called upon needs to be found. Make clear the role of committee chairs and help them make substantive contributions to the organization. Publicize members’ contributions in the newsletter.



***Increase the number of institutions submitting data for the New Hires Survey***, and publish the results as soon in the fall as possible. Disseminate the findings through the website and newsletter. Continuously improve the instrument and instructions to improve the usability of the data.

## FOR 2008-2010

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***Reinvigorate the special-topic seminars.*** Recast this as the Seminar Series, and be more systematic about ascertaining membership interest in available topics and then scheduling these on a more routine basis. Add topics such as Personnel Management and The Washington Seminar. Recruit a qualified cadre of dean members to serve as seminar leaders. Maintain a resource library in the Executive Office to help guide new seminar directors. Offer some topics as webinars (if appropriate) to reduce costs. Post PowerPoint presentations on the website. Follow up with participants 3/6/9 months after a seminar.

***Allow deans to customize CCAS communication vehicles***; allow deans to choose how they receive the newsletter and how CCAS communicates with them, in general.

***Develop a Deans' Consulting Service.*** As one member dean suggested, "I like the idea of CCAS teams that could travel to campus to deal with issues like chair training. Rather than my sending them to the training, the training comes to me. It might not save us money, but it definitely would save us time." In addition to on- or off-site visits from deans or teams of deans, other cost-effective approaches would be to establish an Ask-a-Dean feature on the website where questions can be posed to "expert deans."

***Continue improving the usefulness of the website.*** Once the website has been upgraded, ways need to be found to direct members to the site routinely. Methods could include using hyperlinks in documents and newsletter articles; expanding the resource links and case studies; adding interactive discussion forums such as blogs and bulletin boards; adding features such as a searchable member database and anonymous case studies that people can moderate and archive under a heading and rotating pictures of member institutions — identified by name — on the homepage.

***Consider commissioning primary research*** on key topics of interest to deans as reported in the member study, and regularly compile links to existing research on these topics. Invite deans to write white papers on "best practices" to be posted on the CCAS web site.

***Organize periodic online "town hall" type conference calls.*** Deans could join the call to participate in an information discussion of a particular topic with the session moderated by a dean with expertise in the area.

***Consider expanding workshops*** to include programs for each of the stages of decanal careers. Most immediately, a seminar for Senior Deans should be explored.

***Think of new ways of meeting member interests*** —through regional meetings, through different formats such as web seminars and Hyde Park sessions, by assisting existing regional deans' groups, or by types of institution

***Segment meetings and tracks of the annual meeting by type of institution.*** Consider reformatting the annual meeting into "tracks" to address the specific needs of institutions by Carnegie classification, e.g., the research university track, the liberal arts institution track, etc.

# Action Steps

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***Be cognizant of the unique needs of associate and assistant dean members.*** Nearly two-thirds of CCAS members are associate and assistant deans, and a number rise to the dean's position over the course of their careers. The Committee of Associate/Assistant Deans should advise the board about the professional-development and networking needs of this group, such as it did in recommending that an associate/assistant dean listserv be established.

***Develop a complementary e-communications program.*** Collateral materials need to be supplemented by a coordinated and integrated e-communications plan which delivers important information to members and non-member deans but also helps members engage and interact with one another.

***Develop and actively promote a CCAS blog.*** Recruit members to maintain blogs as an extension of the CCAS Web site.

***Collect and/or commission short white papers on key issues*** and post these on the website. The Hiring Guidelines, developed and adopted previously by CCAS, were well received but are not currently posted on the website. "Best practices" documents on other timely topics can be solicited from member institutions or commissioned by the Board.

***Consider establishing CCAS as a national clearinghouse*** for some aspect of decanal management such as "Faculty Work." Hold special seminars/webinars on related topics; collect best practices from member institutions and feature them under Resources on the website; commission white papers on issues of interest.

***Better publicize auxiliary services that CCAS has to offer***, such as the consulting arrangement with legal expert Isaac Mowoe, mailing labels, and job postings on the website and newsletter.

***Create new standing committees or ad hoc committees*** that focus on such areas as white papers/best practices, blogs, and consulting services.

# Action Steps

## 2. INCREASE MEMBERSHIP

Marketing is only effective if you have a quality product to offer. The more we improve services to existing members, the more we have to offer colleges of arts and sciences that currently are not members of CCAS.

**Focus on key marketing messages** for the Council: networking, professional development, and the sharing of best practices. Most activities of the organization should focus on these three key needs.

**Growth in membership should be sought across all Carnegie categories,**<sup>4</sup> with particular attention given to underrepresented institutional types. Figure 1 (p. 4), reveals that CCAS draws from less than 50 percent of all:

- Doctoral Research Universities (DRUs)
- Master's institutions
- Baccalaureate institutions

Rather than setting growth goals by institutional type, CCAS should seek new members across the board and then monitor which types of institutions respond.

**Develop a new-member recruitment and referral program.** The most appropriate people to recruit new members to CCAS are existing members of CCAS. The Council should consider facilitating the process of current members recruiting new members. This could be managed by:

- asking current members to
  - contact peers directly through phone calls and emails
  - mail an invitation to join CCAS to peers with a personal note
  - nominate or suggest new members CCAS can contact on their behalf to encourage membership
- having Board members actively recruit deans from like-type institutions as their own.
- sending the new-deans packet when recruiting new deans. The peer contact can inform them that a package is coming to them from the Executive Office.

**Emphasize the professional-development opportunities** that CCAS has to offer. Many of our offerings are unique: seminars for new deans and special-purpose seminars such as marketing and facilities planning.

**The Board should collect data on institutional representation by other types of colleges and universities, e.g., private institutions,** by Historically Black Colleges and Universities, by Hispanic-Serving Institutions, and by those serving Native Americans, and determine if its membership- recruitment efforts should target any of these categories.

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<sup>4</sup>With the exception of the Specialty/Health category, as these types of institutions often do not have colleges or schools of arts of arts and sciences

# Action Steps

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***Recruit non-member deans to the Annual Meeting and Special Seminars***, then follow up afterwards to recruit them to join CCAS.

***Consider associate and assistant deans as potential new members***, and ensure that current deans include their names in the member database. It is not unusual for associate deans to be selected as deans at other institutions, and if they have been served well by CCAS, they can ensure that their new college is or becomes a member of CCAS.

***Develop a family of collateral materials***. Develop a member recruitment brochure, including the new dean's packet, a series of postcards designed to encourage membership, and other brochures necessary to build membership to the desired level and promote (in print) the benefits and services offered by the organization. The postcard series, in particular, might communicate key benefits of membership such as access to the Washington, DC office. Use e-postcards when appropriate.

***Continue to monitor growth and loss in membership by Carnegie type***.

***Develop an advertising plan***. While an advertising plan will likely be modest, targeted ads will help build visibility and membership. For example, we might test the use of banner ads on key websites frequented by deans of arts & sciences, such as the Chronicle of Higher Education and Inside Higher Education.

***Request related organizations (e.g., MLA, ICFAD) to add our website*** under professional-development resources on their websites.

## 3. ENGAGE WITH OTHER ASSOCIATIONS

In order to have the role and importance of arts and sciences more widely recognized nationally, we must help our members understand how national issues will have an impact on them. We can do this most efficaciously by working with other higher-education associations and offices as partners in order to advance the arts and sciences.

***Consider partnering with other higher education associations in the DC area to fulfill CCAS's original mission of advocacy for arts and sciences.*** These partnerships will also help address members' needs in the area of networking and information sharing.

***Meet with others higher-education associations.*** The president of CCAS should meet regularly with presidents of national associations with overlapping interests, e.g., AAC&U and ACE.

***Hold a Washington Seminar,*** in which deans are briefed by program officers from federal agencies and by Congressional staffers.

***Take advantage of the availability of William & Mary's office in D.C.*** Implement those activities that members indicated were of interest in the survey.

***Seek opportunities for CCAS members to be involved in national forums*** as representatives of the arts and sciences. Arrange meetings between board officers and members of the D.C. higher-education press corps.

***Seek strategic partnerships to inform our members of national developments.*** Successful examples have included addresses by Terry Hartle from ACE at the annual meeting; the collaboration on the Public Health Initiative; and inviting speakers from organizations that have recently released important reports to be panelists at the annual meeting.

***Call upon the expertise of our member institutions that have played leadership roles in national projects or initiatives;*** arrange for them to disseminate best practices through the Seminar Series; encourage them to include CCAS in national discussions of project outcomes.

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# Conclusion

By studying the results of surveys of CCAS members and non-member deans, the Board of Directors has identified a clear direction for the next three years. Improving and expanding services to our current 1500 members (deans, associate, and assistant deans) should increase member satisfaction and make CCAS more attractive to potential member institutions. Working in collaboration with other organizations will heighten the visibility of the Council and of its purpose: the crucial role of arts and sciences in higher education.

Several of the action steps, such as upgrading the website, are already in motion. As part of its quarterly meetings, the Board will review progress toward its priorities and will report developments to members through the newsletter and at the annual business meeting. Members are encouraged to continue to communicate their needs and ideas to individual board members or to the Executive Office at [ccas@wm.edu](mailto:ccas@wm.edu).

## **Respectfully submitted to the Membership by the Board of Directors**

Joe Gow, *President*, University of Wisconsin, La Crosse

Julia Wallace, *Past President*, University of Northern Iowa

Carl Strikwerda, *Secretary-Treasurer*, The College of William and Mary

Susan Albertine, The College of New Jersey

Denise A. Battles, University of Northern Colorado

Paul B. Bell, Jr., The University of Oklahoma

Olufunke A. Fontenot, Georgia College and State University

J.A. Harper, Rowan University

Matthew C. Moen, The University of South Dakota

Anita V.M. Shea, Salem State College

Lynn Weiner, Roosevelt University

Eri F. Yasuhara, California State University, San Bernardino

Anne-Marie McCartan, Executive Director

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